

School Improvement Action Plan

School: Burrows Elementary School

Date: SY 2011-2014

<p>Goal 2 Statement: By 2012, all students at Burrows Elementary School will increase reading comprehension across the curriculum by constructing meaning from text as measured by the selected system-wide assessment and local assessments.</p>		
<p>Support Data (used to select the goal):</p> <ol style="list-style-type: none"> 1. TerraNova Reading Assessment, 2nd edition- 4th/5th grades, Spring 2007 2. TerraNova Reading Assessment, 2nd edition, Mastery Objective Performance Index - Evaluate/Extend Meaning - 4th/5th grades, Spring 2007 3. Scholastic Reading Inventory, 4th/5th grades, SY2006-2007 4. Environmental Scan, 2005 	<p>Standardized Assessment(s):</p> <ol style="list-style-type: none"> 1. TerraNova Reading Subtest , 3rd edition- 4th/5th grades, Spring 2012 2. TerraNova Reading Assessment, 3rd edition, Mastery Objective Performance Index – Basic Understanding - 4th/5th grades, Spring 2012 	<p>Local Formative Assessments SY 2011/2012:</p> <ol style="list-style-type: none"> 1. Scholastic Reading Inventory, administered quarterly, 4th/5th grades 2. <i>Reading Street</i> End of Unit tests and <i>Reading Street</i> Baseline Group Test as Pre, Mid and Post, 4th/5th grades
		<p>Research supporting this strategy/intervention:</p> <ol style="list-style-type: none"> 1. Building Background Knowledge for Academic Achievement (Marzano, 2004) 2. A Focus on Vocabulary (Lehr, 2004) <p style="text-align: right;">Research abstracts on last page.</p>

Strategy/Intervention: Students will follow the six step process for building academic vocabulary to increase reading comprehension				
Activities to implement the intervention	Person(s) Accountable	Timeline		Resources
		Begin	End	
2.1 Marzano's Six Step process will be taught and modeled by ELA teachers and practiced by all students using Marzano's Academic Vocabulary Word List (Level 2: grades 3-5). <ol style="list-style-type: none"> 1. Teacher provides explanation of term. 2. Students restate explanation in own words 3. Students create a nonlinguistic representation of the term 4. Students do activities to add to their knowledge of the term 5. Students discuss terms with peers 6. Student engage in games to reinforce the term 	SIP chairperson	Aug. 11	June 12	classroom displays, district training, supporting literature, DoDEA curriculum standards, specialist created activities, BAV teacher binders, BAV teacher's manual, BAV Games for the Classroom
2.2 Students will write, self assess and develop their understanding of a new vocabulary term in their Term of the Day Journal using the Marzano Six Step process.	students classroom teachers bldg. admin.	Sept. 11	June 12	journals/binders vocabulary lists
2.3 All teachers, including specialists, with students will create and maintain word walls in each class, by grade level, using the Word of the Day.	students staff bldg. admin.	Sept. 11	June 12	word wall, clerical supplies
2.4 Teachers will evaluate student progress through practice activities and a monthly common assessment of academic vocabulary, by grade level, to inform instruction.	4 th /5 th grade teachers, CSI chair person, bldg admin	Sept. 11	May 12	completed vocabulary common assessments, item analysis
2.5 Teachers will assess all students through <i>Reading Street</i> Benchmark Unit Tests, by grade level, to guide instruction.	4 th /5 th grade teachers, CSI chair person, bldg. admin.	Sept. 11	May 12	<i>Reading Street</i> curriculum, computer lab, printed assessments
2.6 Students maintain a Data Binder to self assess progress on Goal 2.	Classroom Teachers	Nov. 11	May 12	RC points collection, SRI scores,BAV Binder?

Research Abstracts

Marzano, Robert J. Building Background Knowledge for Academic Achievement: Research on What Works in Schools. ASCD Premium Member book, 2004.

Drawing from 35 years of research, Robert J. Marzano uses detailed vignettes to provide you with the tools you need to close achievement gaps: characteristics that determine the success of a sustained silent reading (SSR) program; a five-step SSR program that extends through grade 10; eight characteristics of effective vocabulary instruction that enhance academic background knowledge; a six-step process for vocabulary instruction in 11 subject areas and the vocabulary terms that are critical to students' success.

The connection between academic vocabulary instruction and reading comprehension across the curriculum is significant. Data provided by Marzano indicate students with broad academic vocabulary are better able to understand additional content presented in a particular subject.

Lehr, Fran, Jean Osborn and Dr. Elfrieda H. Hiebert. A Focus on Vocabulary Learning. Regional Educational Laboratory at Pacific Resources for Education and Learning, 2004.

The focus of this booklet is on vocabulary instruction as a component of reading comprehension. The booklet does *not* attempt to address issues related to stand-alone vocabulary building programs and strategies. The booklet examines what research tells us about how students acquire vocabulary and about what instruction must do to help students develop the kind of vocabulary knowledge that will contribute to their reading success.