

School Improvement Action Plan Dexter Elementary School

School Vision: Dexter School – where we learn from the past to create our own future.

DoDEA/School Mission: To provide an Exemplary Education that Inspires and Prepares All DoDEA Students for Success in a Dynamic, Global Environment.

<p>Goal Statement #2: All students at Dexter Elementary School will improve reading comprehension across the curriculum.</p> <p>Type of Goal: Application</p> <p>Essence: At Dexter School reading comprehension is extending meaning by making connections between text and self, text and other texts, and text and the environment.</p>		
<p>Support Data (used to select the goal): Terra Nova 2nd Edition 2005-2008, NCE and NPR Reading Terra Nova 2nd Edition 2005-2008, Reading OPI: Objective 4: Evaluate and Extend Meaning Terra Nova 3rd Edition 2009, NCE and NPR Reading Terra Nova 3rd Edition 2009 Reading OPI: Objective 4: Evaluate and Extend Meaning DRA: Grades K-3 2006-2008 SRI: Grades 3-5 2006-2008 Former Student Survey Fall 2009</p>	<p>Standardized Assessment(s): Terra Nova 3rd Edition 2010, Multiple Assessments NCE Reading Multiple Assessments: Objective 4: Evaluate and Extend Meaning Grades 3-5 Terra Nova 3rd Edition 2010, Multiple Assessments OPI Reading Multiple Assessments: Objective 4: Evaluate and Extend Meaning Grades 3-5 DRA: Grade K-3 Beginning and end of year</p>	<p>Local Assessment(s): Retelling Pre-K Beginning, mid-year, end of year Developmental Reading Assessment (DRA) Grades K-2 Beginning, mid-year, end of year Scholastic Reading Inventory (SRI)- Grades 3-5 Beginning of year and quarterly thereafter (Aug 09. Oct 09. Jan 10, March 10 May 10). Protocol for all assessments are established and can be found in the appendix</p>
<p>Strategy/Intervention: Students will use a graphic organizer, Making Connections, to make connections to text and self, text and other texts, and text and the environment and will apply their connections by responding to an open-ended question at the students' appropriate independent reading levels. National Reading Panel Strategies:</p>		<p>Research supporting this strategy/intervention:</p> <ul style="list-style-type: none"> • National Institute of Child Health and Human Development. (2000). <i>Report of the National Reading Panel.</i> (NRP) When students are taught to interact with text, they participate in a cognitive experience that develops meaning and comprehension. The National Reading Panel meta-analysis of reading research identified use of graphic organizers and question asking

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<ol style="list-style-type: none"> 1. Graphic Organizer 2. Question/Answer 	<p>and answering strategies as two of seven effective instructional methods for teaching explicit comprehension. According to the NPR, when multiple strategies are taught in conjunction with one another, comprehension is improved.</p> <ul style="list-style-type: none"> • <i>Strategies That Work (2007)</i> by Stephanie Harvey and Anne Goudvis, <i>Mosaic of Thought, Second Edition: The Power of Comprehension Strategy Instruction, (2007)</i> Ellin Oliver Keene Susan Zimmermann, and <i>Reading with Meaning (2002)</i> Debbie Miller: Good readers connect what they know with what they are reading personally in context and with the world. When students develop an understanding of meaning and text relationships, essential skills and life-long learning are developed. Questions help students clarify and deepen understanding of text. Teachers ask questions before, during, and after reading a selection.
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Teacher Activities	Person(s) Accountable	Timeline		Resources
		Start Time	End Time	
1. All teachers will examine and select leveled readers for use in formative assessment They will also refine the assessment protocols for each grade level.	Kathryn Van Horn	Oct. 2009, Jan. 1020, May 2010	May 2010	<ol style="list-style-type: none"> 1. Leveled readers 2. Conversion chart 3. Extended meaning rubric 4. Protocols
2. All teachers will establish Making Connections organizer for grade level.	Mary Barnette	Oct. 2009	Oct 2009	<ol style="list-style-type: none"> 1. Making Connections Graphic Organizer
3. All teachers will refine the rubric for assessment leveled-reader assessment.	Kathryn Van Horn	Oct. 2009	Oct. 2009	<ol style="list-style-type: none"> 2. Rubric for extend meaning
4. All teachers will model and teach use of the grade level Making Connections	Dr. Krlevich	Oct. 2009	May 2010	<ol style="list-style-type: none"> 1. Monitoring through lesson plans

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graphic organizer and demonstrate using the organizer to construct a response to an open-ended question. This practice will occur at a minimum, biweekly at the student's independent reading level.				<ol style="list-style-type: none"> 2. Making Connections organizer 3. Poster of Making Connections organizer
5. Teachers will practice with students using the Making Connections graphic organizer and constructing open-ended responses.	Dr. Kravevich	Oct. 2009	May 2010	<ol style="list-style-type: none"> 1. Monitoring through lesson plans 2. Making Connections organizer
6. Classroom teachers will use leveled readers and an open-ended question to assess students' ability to extend meaning of text at the beginning, middle and end of the year.	Dr. Kravevich	Oct. 2009, Jan. 2010, May 2010	May 2010	<ol style="list-style-type: none"> 1. Leveled readers 2. Protocol 3. Conversion chart 4. Extend meaning questions
7. Teachers will work in collaborative groups to assess samples and evaluate the student open-ended responses using the Making Connections assessment rubric.	Dr. Kravevich	Oct. 2009, Jan. 2010, May 2010	May 2010	<ol style="list-style-type: none"> 1. Extend meaning rubrics 2. Student work samples 3. Data collection tool
8. All teachers will modify their instructional practice to include differentiated instruction through the use of appropriately leveled text for students who need challenge, reinforcement, or re-teaching in extending meaning.	Dr. Kravevich	Oct. 2009	May 2010	<ol style="list-style-type: none"> 1. Leveled texts
Student Activities				
1. The students will practice in whole group, alone and with others, the use of the Making Connections graphic organizers. This practice will occur at a minimum, biweekly at the students' independent reading level.	Classroom Teachers	Oct. 2009	May 2010	<ol style="list-style-type: none"> 1. Making Connections graphic organizer 2. Making Connections poster

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2. The students will practice in whole group, alone and with others, constructing open-ended responses to text across the disciplines bi-weekly.	Classroom Teachers	Oct. 2009	2010	1. Making Connections graphic organizer 2. Making Connections poster
3. Students will demonstrate learning by applying knowledge of use of the Making Connections graphic organizer to construct open-ended responses in assessments three times a year.	CSILT	Oct. 2009, Jan. 2010, May 2010	May 2010	1. Leveled texts 2. Extend meaning questions
4. Students will experience differentiated activities through the use of appropriately leveled text to ensure all students are served appropriately in achieving the goal.	Dr. Krlevich	Oct. 2009	May 2010	1. Leveled texts