

Continuous School Improvement Action Plan – Goal Two
SY 2008 – 2009
March 11, 2009

Osan American Elementary School

Date:

March 11, 2008

<p>Goal Statement: All students will effectively use appropriate language and terminology across the curriculum.</p>
<p>Essence of the goal: Students will develop a comprehensive vocabulary to analyze and understand key concepts in curricular area</p>
<p>Targeted Subgroup: To be identified in the SY 2009 - 10</p>
<p>Triangulation of Data:</p> <p>TerraNova Multiple Assessments, 2nd Edition Grades 3-6 – Language Arts Subtest Top Two Quarters</p> <p>Data displayed in the table above suggest that our third grade students did not meet the DoDEA Community Strategic Plan goal that 75% of students score in the Top Two National Quarters in Social Studies for school years 2004 – 2007. Fourth grade students did not meet the goal of 75% in Social Studies for the school years 2005 - 2007. Fifth grade students did not meet the goal of 75% in school years 2003 and 2006 and sixth grade for school years 2003 and 2007 did not reach the goal of 75%.</p> <p>System Wide -On Line Testing: Social Studies Grades 3 and 6</p> <p>Data displayed in the table on page 127 suggests that students in third grade did not meet the DoDEA Community Strategic Plan goal that 75% of students performing at or above the proficiency level in Social Studies. Data displayed in the table on page 129 suggest that students in sixth grade did not meet the DoDEA Community Strategic Plan goal that 75% of students performing at or above the proficiency level in Social Studies.</p> <p>SRI Lexile Scores for OAES:</p> <p>Data displayed in the table on page suggests that students in third grade did not meet the DoDEA Community Strategic Plan goal that 75% of students score at or above the standard in Reading. Data displayed in the table on page 133 suggests that students in sixth grade did not meet the DoDEA Community Strategic Plan goal that 75% of students score at or above the standard in Reading.</p>

<p>System-wide Assessment(s) <u>Name: TerraNova Multiple Assessments, 2nd Edition, Social Studies Subtest (3-6)</u> Indicator of success: There is a measurable increase in the percent of student scoring in the Top Two National Quarters and a meaningful decrease in the number of students scoring in the Bottom National Quarter.</p> <p><u>Name: Scholastic Reading Inventory (3-6)</u> Indicator of success: There is a meaningful increase in the percent of student at or above the standard as measured by the Scholastic Reading Inventory (SRI)</p>	<p>Local Assessment(s) <u>Name: Literacy Place Unit Vocabulary Test (K-2)</u></p> <p>There is a meaningful increase in the percent of student at or above the standard as measured by the Literacy Place Unit Vocabulary Test.</p>
Interventions and their descriptions applicable to ALL Students	
<p>Intervention 6 Step Method from <u>Love of Words</u></p>	<p>Brief Description: This intervention is a teaching technique which facilitates the students' learning of new vocabulary. The technique begins with the teacher presenting the word(s) to be learned, engages the students by tapping into their background knowledge of the word(s) by finding out how familiar the students are with the word, its prefixes, suffixes and root(s), and continues through multiple steps of student experiences with the word(s), creating a layering of understanding.</p>
Interventions and their descriptions applicable to the Targeted Subgroup	
<p>Intervention Read 180</p> <p>Literacy Support Services</p>	<p>Brief Description: Read 180, an integrated reading instruction program involving direct instruction, books and computer assisted learning, is designed to assist students in grades 4 - 8 who are reading below grade level.</p> <p>LSS program is a program designed to provide direct intense instruction in reading strategies to struggling readers.</p>

Interventions Implementation Timeline		
Interventions 1. 6 Step/Frayer Model (School year 2008-9)	Resources Graphic Organizers	POC Goal 1 Chairperson – A. Ball; CIF – H. LeFebre; Coleen Badidis