

School Improvement Plan

Brewster Middle School

Date: February 2006

Goal Statement-Reading: All students will improve reading comprehension across the curriculum through the use of specific reading strategies.

Essence: Students will use the following reading interventions: Summarizing and Note-Taking, Cooperative Learning Groups, Connecting Reading to Real Life.

Supporting Data: Norm-referenced Terra Nova scores for Brewster Middle School indicate that student proficiency is lowest in the use of reading strategies. Criterion referenced (TNCAPA) mirror these findings.

	6th Grade				7th Grade				8th Grade			
	SY 02-03	SY 03-04	SY 04-05	SY 05-06	SY 02-03	SY 03-04	SY 04-05	SY 05-06	SY 02-03	SY 03-04	SY 04-05	SY 05-06
READING												
2 Basic Understanding	77	80	68		72	70	74		83	86	84	
3 Analyze Text	73	75	72		77	76	80		67	70	68	
4 Evaluate Extend Meanings	66	68	66		61	59	64		75	77	76	
5 Identify Reading Strategies	64	65	63		62	60	65		62	66	63	

Data reported as OPI score

	8th Grade			
	SY 02-03	SY 03-04	SY 04-05	SY 05-06
TN CAPA				
Establish Understanding	71	77	70	
Explore Meaning	61	66	64	
Extend Meaning and Examine Strategies	69	63	61	
Evaluate Critically	59	61	60	

Data reported as Local Percent Correct

System-wide Assessment(s)

Terra Nova

Description: The Terra Nova is designed to measure concepts, processes, and skills taught throughout the nation. The subject areas measured are reading/language arts (with reading and language scores reported separately), mathematics, science, and social studies. Supporting the measurement of these main content areas are the following supplemental tests: Word Analysis, Vocabulary, Language Mechanics, Spelling, and Mathematics Computation.

Rationale: Terra Nova scores for the preceding three school years indicate that at all grade levels there is a need for students to develop an awareness of techniques that enhance comprehension, such as use exiting knowledge, summarize content, compare information across texts, use graphics and text

Local Assessment(s)

Scholastic Reading Inventory (SRI)

Description: The Scholastic Reading Inventory (SRI) is a diagnostic tool that measures students' reading levels by assessing their comprehension of authentic text passages. Test scores are determined by an absolute, invariant standard based on the Lexile Framework and are converted into Lexile reader measures. SRI helps educators place students educationally, adjust instruction according to students' growth over time, predict how students will perform on other standardized tests and match students to text.

Rationale: Brewster Middle School implemented the SRI program in SY2005-06 therefore, only initial Lexile scores are available at this time.

Indicators of Success: Improved Lexile scores for Spring SY2005-06 and following school years.

structure, and formulate questions to deepen understanding.
Indicators of Success: Improved reading scores on the Terra Nova and other administered tests; An increase in the volume of reading by Brewster Middle School students; Implementation of the activities across the curriculum areas.

6th grade reading pre-/post-test

The faculty of Brewster Middle School commits to the following three interventions:
Summarizing and Note-Taking, Cooperative Learning, and Connecting Reading to Real Life.
 The faculty has made a commitment to use the following activities to support these interventions.

**Intervention 1:
 Summarizing and Note-Taking Activities**

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|------------------------------|---------------------------------|
| Double Entry Journals | Journals |
| Cornell Notes | KWL |
| Book Assessments | Oral Summaries |
| Graphic Organizers | Written Summaries |
| Problem Solution Charts | Review of Skills and Strategies |
| Underlining and Highlighting | Internet Research |
| Paraphrasing | Vocabulary Sheets |
| SQ3R | Study Guide |
| Drawing Conclusions | Questions on Notes |
| Foldables | Report of Information Writing |
| Letters to Pen-Pals | |

**Intervention 2:
 Cooperative Learning Activities**

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|----------------------------|-----------------------|
| Brainstorming | Hands on Labs |
| Literature Circles | Small Groups |
| Skimming and Scanning | Team Building |
| Seminar | Group Projects |
| Clock Buddies | Think, Pair and Share |
| Peer Tutoring | Jigsaw Activity |
| Differentiated Instruction | Role Playing |
| Battle of the Books | Read 180 Groups |
| Plays/Skits | |

**Intervention 3:
 Connecting Reading to Real Life Activities**

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|-----------------------|---------------------------|
| Double Entry Journals | New Math Books in Library |
| KWL | Current Events |
| Predictions | Magazines and Newspapers |
| Inferences | Literature Circles |
| Drawing Conclusions | E-Cyber Mission |
| Analogies | NASA Connects |
| Book Assessments | Related Videos |
| Battle of the Books | Guest Speakers |
| Scholastic Magazine | Journal Writing |

Supporting Research (Book titles):

Allen, Janet, Words, Words, Words: Teaching Vocabulary in Grades 4-12, Stenhouse Publishers, Portland, Maine, 1999.

Allen, Janet, Gonzalez, Kyle, There's Room for Me Here: Literacy Workshop in the Middle School, Stenhouse Publishers, Portland, Maine, 1998.

Beers, Kylene, When Kids Can't Read: What Teachers Can Do (A Guide for Teachers 6-12), Heinemann, Portsmouth, 2003.

Beers, Kylene, Samuels, Barbara G., Into Focus: Understanding and Creating Middle School Readers, Christopher-Gordon Publishers, Inc., Norwood, MA, 1998.

Borasi, Rafaella and Marjorie Siegel, Reading Counts: Expanding the Role of Reading in Mathematics Classrooms, Teachers College Press, New York, 2000.

Harvey, Stephanie, Goudvis, Anne, Strategies that Work: Teaching Comprehension to Enhance Understanding, Stenhouse Publishers, Portland, Maine, 2000.

Marzano, Robert J., Pickering, Debra J., Pollack, Jane E., Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement, Association for Supervision and Curriculum Development, Alexandria, VA, 2001.

Tovani, Chris, I Read It, But I Don't Get It: Comprehension Strategies for Adolescent Readers, Stenhouse Publishers, Portland, 2000.

Current Science	"Day in the Life"	
Word Problems	"Reading to Learn Math"	
Career Awareness Units	Research	
Study Guides	Authentic Texts	

Interventions School Year 2005/06

Intervention	Formative Assessment	Time Line	Point of Contact
1. Summarizing & Notetaking	Class assignments, Cornell Notes, Foldables, Study Guides, Vocabulary Sheets, KWL, Terra Nova Test Scores	Ongoing	Asst. Principal in charge of Curriculum: Dewanda Sholar, Classroom Teachers
2. Cooperative Learning	Seminars, Team Building, Group Projects, Terra Nova Test Scores	Ongoing	Classroom Teachers, Dewanda Sholar
3. Connecting Reading to Real Life	Career Awareness Units, KWL, Terra Nova Test Scores	Ongoing	World of Work Committee
Staff Development Based on teacher feedback and willingness to commit to activities to support selected interventions the need for staff development was determined for Cornell Notes, Foldable, KWL, Vocabulary Activities, Seminar, Team Building, Creating Projects with Groups, and Development of Career Awareness Units.	Time Line Contact has been made with our partner university UNCW to provide staff development in the selected areas	Point of Contact Mr. Steimel, Principal Mrs. Pat Gaines, Community Instructional Support, UNCW Personnel	

