

Literacy Improvement Plan

Goal: To Increase reading comprehension of each student by increasing their capacity to understand and interpret meaningful vocabulary and to apply new vocabulary skills to better create visual imagery of the text.

Data: Using the overall Aspire reading scores from last year, 44.8% of students in the 7th grade scored exceeding or ready while 55.2% were close or in need of support. 67% of 8th graders were classified as exceeding or ready and 33% were close or in need of support. The 9th grade showed the greatest weakness overall with only 39% scoring ready or exceeding and 61% scoring close or in need of support.

When the scores are broken down they show some improvement. 42% of 8th graders scored below readiness in the reading category of “Key Ideas and Details” as compared to last year’s 46%. In the same category 9th graders scored 55% below readiness. One percent better than last year. Looking at “Craft and Structure”, we lost ground showing 42% of 8th graders and 60% of 9th graders scoring below ready. Finally, mixed results came from “Integration of Knowledge and Ideas” with 37% of 8th grade students and 64% of 9th graders scoring below ready compared to last year’s 44% and 54%.

In the previous year, students did very well retaining the vocabulary taught from the master list. However, we did not see the gains hoped for on the state testing.

Action: We will attempt to create a more relevant master vocabulary list

Action: Classrooms across all disciplines will use the problem of the day to teach vocabulary.

Action: A master list of relevant vocabulary words will be developed.

Action: Each week, in every academic class, students will work with the same five vocabulary words throughout a variety of learning styles and activities.

Action: Five new words will be added from the master list each week for a four week cycle. The first five in the cycle will then drop off and a new five will be added.

Action: A greater emphasis will be placed on Latin root words in English classes

Action: Science classes will use Latin prefixes and suffixes to develop comprehension skills.

Action: 9th graders will be required to take a semester long reading class where decoding, imagery and vocabulary will be emphasized

Preparation: English Teachers met prior to school, looked at the data and research on reading comprehension

All teachers met prior to school and developed a master list of vocabulary. Teachers also chose to teach vocabulary across the curriculum.

English teachers continue to ask for double blocking. The addition of a 9th grade reading class is De Queen’s answer to double blocking.

Evaluation: Summative—ACT Aspire

Weekly classroom assessments, Quarterly assessments