

School Improvement Action Plan – Goal One SY 2011-2012

PART I: OVERVIEW

E. J. King Middle/High School

Date: June 2012

<ul style="list-style-type: none"> • Goal Statement: By June 2016, all students will increase their proficiency in literacy skills using instructional interventions implemented in all curricular areas as measured by the <i>TerraNova</i> Multiple Assessments, 3rd edition and other System-wide and school based assessments. The targeted areas are critical reading proficiency, proficiency in writing, and communicating effectively. 	
<p>Targeted Subgroup: Targeted Sub Group are those students receiving academic support in Math Support classes in Algebra or Geometry, Read 180, and AVID.</p>	
<p>Triangulation of Data:</p> <ul style="list-style-type: none"> • Survey of Instructional Practices • The <i>TerraNova</i> Multiple Assessments, 3rd Edition – Reading and Language Arts subtests • <i>PSAT</i> – Critical Reading and Writing Skills subtests 	
<p>System-wide Assessment(s) <u>Name:</u> The <i>TerraNova</i> Multiple Assessments, 3rd Edition</p> <p>The <i>TerraNova</i> Multiple Assessments, 3rd Edition is administered each year in March to all students in grades 7 through 11. 12th grade students do not take this assessment.</p> <p>Indicator of success: There is a meaningful increase in the percentage of students scoring in the top two National Quarters and a meaningful decrease in the percentage of students scoring in the bottom National Quarter as measured by the Reading and Language Arts of the <i>TerraNova</i> exam.</p> <p><u>Name:</u> <i>PSAT</i></p> <p>The <i>PSAT</i> is administered each year in October to all students in the 10th and 11th grades.</p> <p>Indicator of success: There is a meaningful increase in the percentage of students scoring at the standard of 41 for 10th grade and 46 for 11th grade or higher as measured by the <i>PSAT</i> on the Critical Reading section. There is a meaningful increase in the percentage of students scoring at the standard of 41 for 10th grade and 42 for 11th grade or higher as measured by the <i>PSAT</i> on the Writing Skills section.</p>	<p>Local Assessments: <u>Name:</u> CSI Critical Reading assessment.</p> <p>Indicator of success: There is a meaningful increase in the percentage of students scoring at the standard of 7 for 7th grade, 9 for 8th grade, 9 for 9th grade, 10 for 10th grade, 11 for 11th grade, and 9 for 12th grade or higher as measured by the CSI Critical Reading assessment.</p> <p>The CSI Critical Reading assessment is administered each year in April or May to all students, grades 7 through 12. The purpose of the assessment is to measure the Critical Reading ability of all students.</p> <p><u>Name:</u> CSI Writing Skills assessment.</p> <p>Indicator of success: There is a meaningful increase in the percentage of students scoring at the standard of 12 for 7th grade, 18 for 8th grade, 17 for 9th grade, 17 for 10th grade, 20 for 11th grade, and 14 for 12th grade or higher as measured by the CSI Writing Skills assessment.</p> <p>The CSI Writing Skills assessment is administered each year in April or May</p>

	<p>to all students, grades 7 through 12. The purpose of the assessment is to measure the Writing Skills ability of all students.</p> <p>Target Sub-group: Name: Targeted Sub Group are those students receiving academic support in Math Support classes in Algebra or Geometry, Read 180, and AVID.</p> <p>Indicator of success: Targeted Sub-Group students will show improvement on the <i>TerraNova</i>, PSAT and/or Readi-Step assessments.</p>
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Interventions and their descriptions applicable to ALL Students

<p>Intervention: WICR</p>	<p>Brief Description: All students will participate in the AVID strategy of WICR to include written activities in all content areas to develop their proficiency in literacy.</p>
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Interventions and their descriptions applicable to the Targeted Subgroup

<p>Intervention: Support Classes</p>	<p>Brief Description: Targeted Sub Group are those students receiving academic support in Math Support classes in Algebra or Geometry, Read 180, and AVID.</p>
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Interventions Implementation Timeline

Interventions	Resources	Initial POCs
<p>1. WICR</p>	<p>1. Writing prompts</p> <p>2. Hard Drive space on the school's servers for each student.</p>	<p>CSI Co-Chairs, AVID coordinator, and CSILT</p>

Part II

EJ King Middle/High School Results-Based Staff Development Plan Intervention: WICR

Staff Development Outcome

(What do teachers need to know and be able to do?)

Teacher Indicators

(What teacher accountability evidence will we accept to verify staff development was effective.)

Student Outcome

(What do we want students to know, learn, demonstrate?)

All teachers will be able to demonstrate proficiency in guiding students in the development of their writing activities.

All teachers will be exposed to the looking at student work activity and various rubrics to evaluate student writing to Communicate literacy.

All students will learn WICR and develop their proficiency in their literacy skills and use rubrics to evaluate their writing.

Effective Staff Development Steps	Implementation Activities	Person/Group Responsible (SI; CIF; Tech; etc.)	Documented Evidence of Each Step	Resources Needed	Timeline Date/Time
Knowledge <i>What you want people to walk away with</i>	To expose teachers to WICR.	CSI Co-Chairs Team Leaders CSILT AVID Coordinator Principal Asst Principal	Completed worksheet Minutes from meeting	Hands outs on Student writings and a rubric for student and teacher evaluation.	August 11 – SY 2011-2012. Each year in August there is a staff review and new staff orientation
Model/Demonstrate <i>How this knowledge will be shown to the staff</i>	Workshop explaining the purpose of WICR and AVID in detail. Explaining the Rubric. Practice samples will be used so the teachers can work with the rubric.	CSI Co-Chairs Team Leaders CSILT AVID Coordinator Principal Asst Principal	Minutes from Team Meetings Agenda for the September Mini-session workshop	Time to present Samples of Student Writings.	September 11 – SY 2011-2012. Each year in September there is a staff mini-session workshop on AVID and WICR.
Low Risk Practice with Feedback <i>What will be in place for the teachers to try and how will they receive feedback</i>	Handed samples to score with the rubric. Given time to devise their own assignments. Time on the internet Looking at websites About writing activities.	CSI Co-Chairs Team Leaders CSILT AVID Coordinator Principal Asst Principal	Minutes from Team meetings	Student writing samples submitted to CSILT on a monthly basis	December 11 – SY 2011-2012. On a monthly team Meeting and the Monthly CSILT Meeting the samples are reviewed and Next-steps are addressed

<p>On-the-Job Practice with Feedback <i>What programs will be in place: Teachers teaching teachers, Mentoring, Paired Learning, etc.</i></p>	<p>Teachers teaching Teachers. Teacher teams working together during common planning times.</p>	<p>CSI Co-Chairs Team Leaders CSILT AVID Coordinator Principal Asst Principal</p>	<p>WICR samples submitted to CSILT committee on a monthly basis</p> <p>Agenda for the March Mini-session workshop</p>	<p>Time to present</p> <p>Classroom space</p> <p>Handouts of writing samples</p> <p>Use of a mini-session</p>	<p>March/May 12 – SY 2011-2012</p> <p>On a monthly team Meeting and the Monthly CSILT Meeting the samples are reviewed and Next-steps are addressed.</p>
<p>Follow-up for Current Staff <i>Collaborative meetings</i></p>	<p>Teams will use one team Meeting per month to develop and refine their student materials. Group the evidence by to have Evidence across the Curriculum.</p>	<p>CSI Co-Chairs Team Leaders CSILT AVID Coordinator Principal Asst Principal Every Team Member</p>	<p>Minutes from Team Meetings</p>	<p>Hands outs on the AVID, WICR and rubric</p> <p>Examples of Student work and rubric.</p>	<p>August 12 – SY 2012-2013</p> <p>Each year in August there is a Staff review</p>
<p>Long-Term Maintenance Plan for New Staff <i>What is in place for long-term maintenance</i></p>	<p>Have CSILT team give a Presentation with the Mentoring team in every Fall.</p>	<p>CSI Co-Chairs Team Leaders CSILT AVID Coordinator Principal Asst Principal New Teacher Mentor New Staff Members</p>	<p>Funds for extra-duty for New Teacher Mentor</p>	<p>Hands outs on the AVID, WICR and rubric</p> <p>Examples of Student work and rubric.</p>	<p>August 11 – SY 2011-2012. Each year in August there is a new staff orientation</p>

PART III: RESULTS-BASED STAFF DEVELOPMENT PLAN

PART THREE: MONITORING PLAN

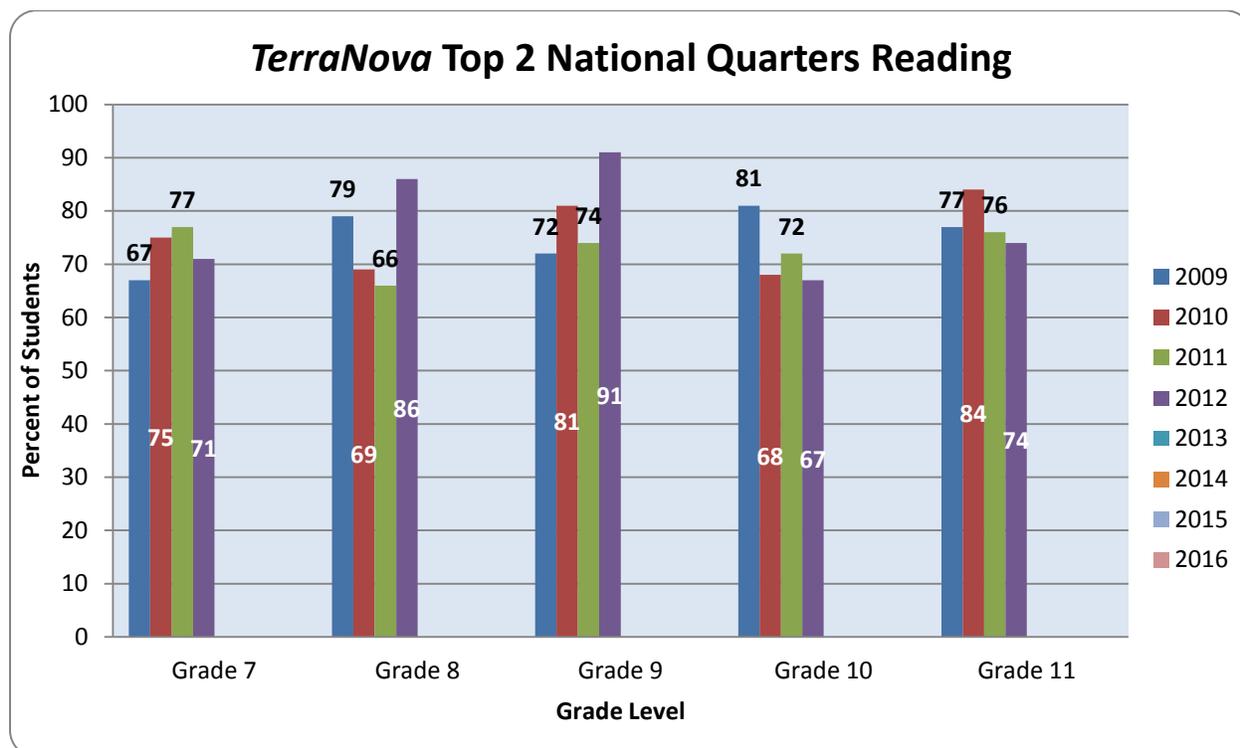
CSI Goal	Intervention	Monitoring Plan	Point of Contact
<p>All students will communicate improved literacy in all content areas.</p>	<p>WICR</p> <p>Guide students in the use of WICR as applied to given content area</p> <p>Assess students in the use of WICR as applied to given content area</p>	<ol style="list-style-type: none"> 1. Professional Learning Teams' team minutes submitted to CSILT Co-Chairs. 2. Monthly review of Student WICR Activities each month all faculty team members review the WICR activities By examining these activities, the teams are to develop "Whats Next" steps to improve the students' abilities to write and communicate literacy. 3. Looking at Student Work 	<ol style="list-style-type: none"> 1. Team Leaders 2. CSILT 3. CSI Co-Chairs 4. AVID Coordinator

PART IV: STATUS REPORT

Goal Statement: By June 2016, all students will increase their proficiency in literacy skills using instructional interventions implemented in all curricular areas as measured by the *TerraNova* Multiple Assessments, 3rd edition and other System-wide and school based assessments. The targeted areas are critical reading proficiency, proficiency in writing, and communicating effectively.

DATA ANALYSIS PROCEDURES: Baseline data and data collected at the end of each year of the school improvement cycle were disaggregated by grade level (and targeted subgroup) and were analyzed using NCA Data Analysis software, data were converted to standard scores and analyzed.

DATA DISPLAY: TerraNova Reading: Top Two National Quarters



Indicator of Success: There is a meaningful increase in the percentage of students scoring in the top two National Quarters as measured on the Reading test of the *TerraNova* exam. (2009 Baseline)

2010 Findings: TerraNova, 3rd Edition

1. The difference in performance at the 7th grade is much higher than the performance of the comparison group or standard.
2. The difference in performance at the 8th grade is substantially lower than the performance of the comparison group or standard.
3. The difference in performance at the 9th grade is substantially higher than the performance of the comparison group or standard.
4. The difference in performance at the 10th grade is substantially lower than the performance of the comparison group or standard.

5. The difference in performance at the 11th grade is much higher than the performance of the comparison group or standard.

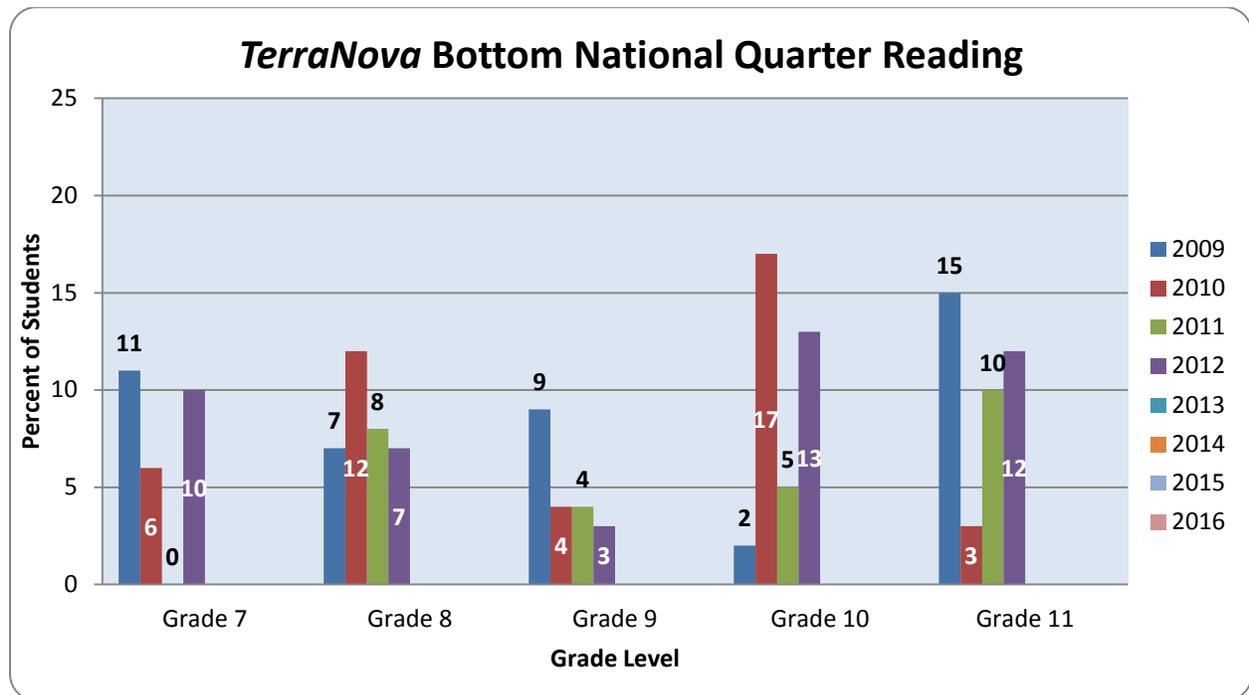
2011 Findings: TerraNova, 3rd Edition

1. The difference in performance at the 7th grade is substantially higher than the performance of the comparison group or standard.
2. The difference in performance at the 8th grade is substantially lower than the performance of the comparison group or standard.
3. The difference in performance at the 9th grade and the comparison group or standard is not enough to mention.
4. The difference in performance at the 10th grade is substantially lower than the performance of the comparison group or standard.
5. The difference in performance at the 11th grade and the comparison group or standard is not enough to mention.

2012 Findings: TerraNova, 3rd Edition

1. The difference in performance at the 7th grade is
2. The difference in performance at the 8th grade is
3. The difference in performance at the 9th grade is
4. The difference in performance at the 10th grade is
5. The difference in performance at the 11th grade is

DATA DISPLAY: TerraNova Reading: Bottom National Quarter



Indicator of Success: There is a meaningful decrease in the percentage of students scoring in the Bottom National Quarter as measured by the Reading test of the TerraNova exam. (2009 Baseline)

2010 Findings: TerraNova, 3rd Edition baseline (z-score analysis)

1. The difference in performance at the 7th grade is substantially higher than the performance of the comparison group or standard.
2. The difference in performance at the 8th grade is substantially lower than the performance of the comparison group or standard.
3. The difference in performance at the 9th grade is substantially higher than the performance of the comparison group or standard.
4. The difference in performance at the 10th grade is substantially lower than the performance of the comparison group or standard.
5. The difference in performance at the 11th grade is substantially higher than the performance of the comparison group or standard.

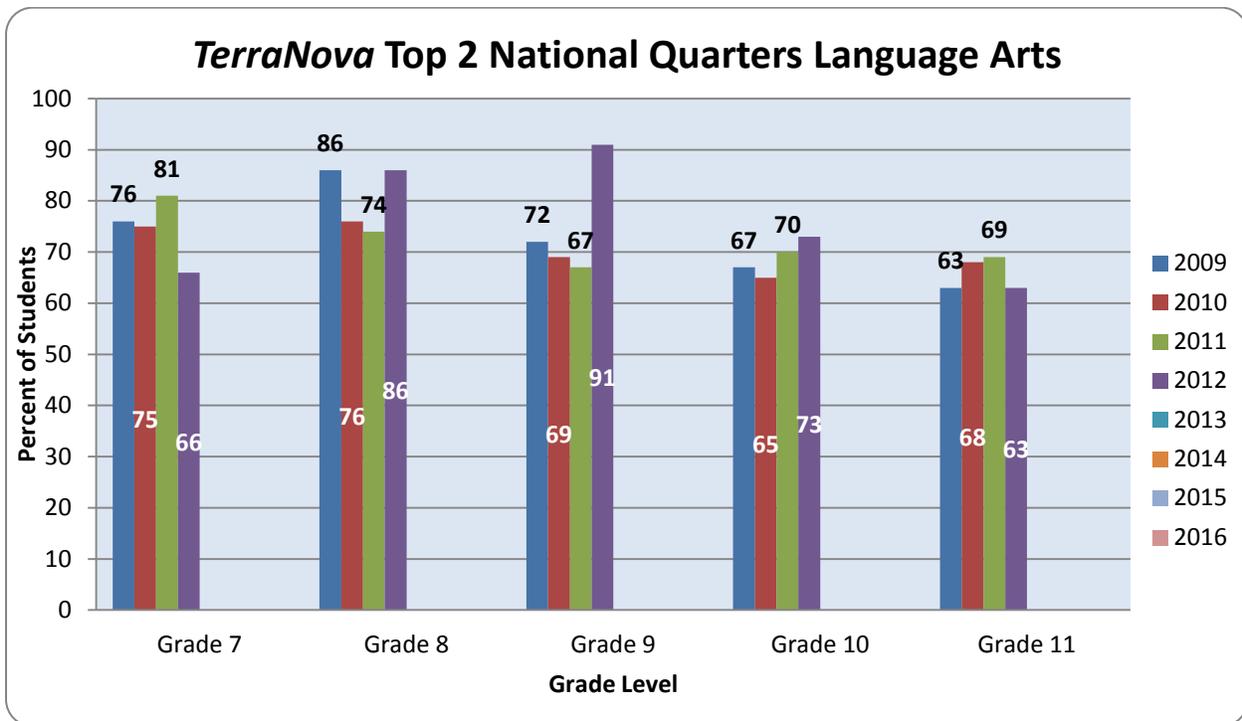
2011 Findings: TerraNova, 3rd Edition baseline (z-score analysis)

1. The difference in performance at the 7th grade is substantially higher than the performance of the comparison group or standard.
2. The difference in performance at the 8th grade and the comparison group or standard is not enough to mention.
3. The difference in performance at the 9th grade is substantially higher than the performance of the comparison group or standard.
4. The difference in performance at the 10th grade is substantially lower than the performance of the comparison group or standard.
5. The difference in performance at the 11th grade is much higher than the performance of the comparison group or standard.

2012 Findings: TerraNova, 3rd Edition

1. The difference in performance at the 7th grade is
2. The difference in performance at the 8th grade is
3. The difference in performance at the 9th grade is
4. The difference in performance at the 10th grade is
5. The difference in performance at the 11th grade is

DATA DISPLAY: TerraNova Language Arts: Top Two National Quarters



Indicator of Success: There is a meaningful increase in the percentage of students scoring in the top two National Quarters as measured by the Language Arts test of the *TerraNova* exam. (2009 Baseline)

2010 Findings: *TerraNova*, 3rd Edition

1. The difference in performance at the 7th grade and the comparison group or standard is not enough to mention.
2. The difference in performance at the 8th grade is substantially lower than the performance of the comparison group or standard.
3. The difference in performance at the 9th grade and the comparison group or standard is not enough to mention.
4. The difference in performance at the 10th grade and the comparison group or standard is not enough to mention.
5. The difference in performance at the 11th grade and the comparison group or standard is higher by enough to mention.

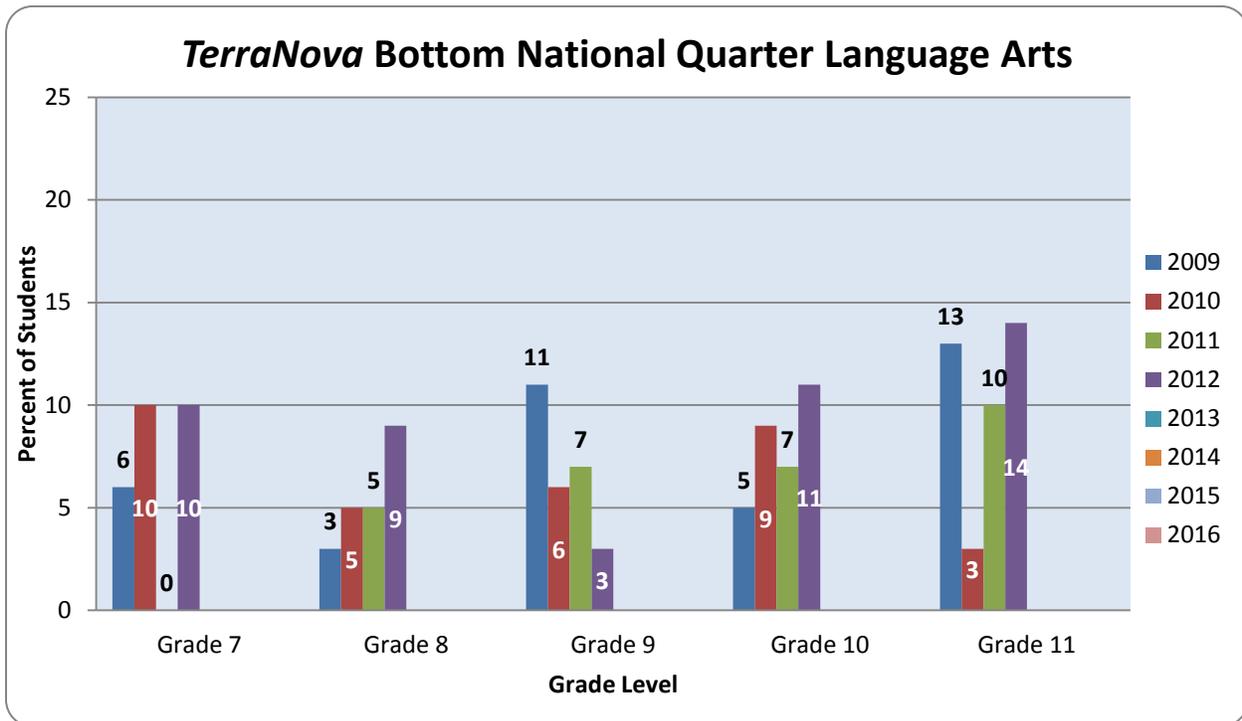
2011 Findings: *TerraNova*, 3rd Edition

1. The difference in performance at the 7th grade and the comparison group or standard is higher by enough to mention.
2. The difference in performance at the 8th grade is substantially lower than the performance of the comparison group or standard.
3. The difference in performance at the 9th grade and the comparison group or standard is lower by enough to mention.
4. The difference in performance at the 10th grade and the comparison group or standard is not enough to mention.
5. The difference in performance at the 11th grade and the comparison group or standard is higher by enough to mention.

2012 Findings: *TerraNova*, 3rd Edition

1. The difference in performance at the 7th grade is
2. The difference in performance at the 8th grade is
3. The difference in performance at the 9th grade is
4. The difference in performance at the 10th grade is
5. The difference in performance at the 11th grade is

DATA DISPLAY: *TerraNova* Language Arts: Bottom National Quarter



Indicator of Success: There is a meaningful decrease in the percentage of students scoring in the Bottom National Quarter as measured by the Language Arts test of the *TerraNova* exam. (2009 Baseline)

2010 Findings: *TerraNova*, 3rd Edition

1. The difference in performance at the 7th grade is much lower than the comparison group or standard.
2. The difference in performance at the 8th grade is much lower than the comparison group or standard.
3. The difference in performance at the 9th grade is substantially higher than the performance of the comparison group or standard.
4. The difference in performance at the 10th grade is substantially lower than the performance of the comparison group or standard.
5. The difference in performance at the 11th grade is substantially higher than the performance of the comparison group or standard.

2011 Findings: *TerraNova*, 3rd Edition

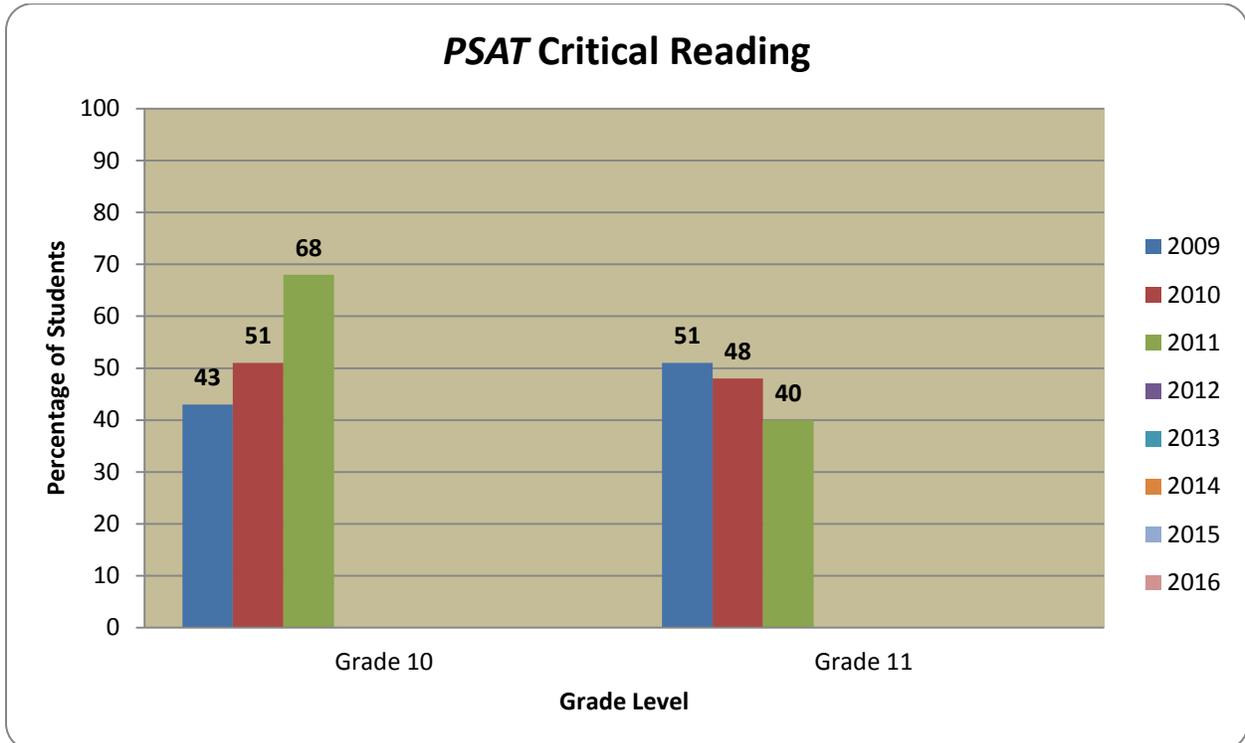
1. The difference in performance at the 7th grade is substantially higher than the performance of the comparison group or standard.

2. The difference in performance at the 8th grade is much higher than the comparison group or standard.
3. The difference in performance at the 9th grade is much higher than the performance of the comparison group or standard.
4. The difference in performance at the 10th grade and the comparison group or standard is lower by enough to mention.
5. The difference in performance at the 11th grade and the comparison group or standard is higher by enough to mention.

2012 Findings: TerraNova, 3rd Edition

1. The difference in performance at the 7th grade is
2. The difference in performance at the 8th grade is
3. The difference in performance at the 9th grade is
4. The difference in performance at the 10th grade is
5. The difference in performance at the 11th grade is

DATA DISPLAY: PSAT Critical Reading



Indicator of success: There is a meaningful increase in the percentage of students scoring at the standard of 41 for 10th grade and 46 for 11th grade or higher as measured by the *PSAT* on the Critical Reading section. (2009 Baseline)

2010 Findings:

1. The difference in performance at the 10th grade is much higher than the comparison group or standard.
2. The difference in performance at the 11th grade and the comparison group or standard is not enough to mention.

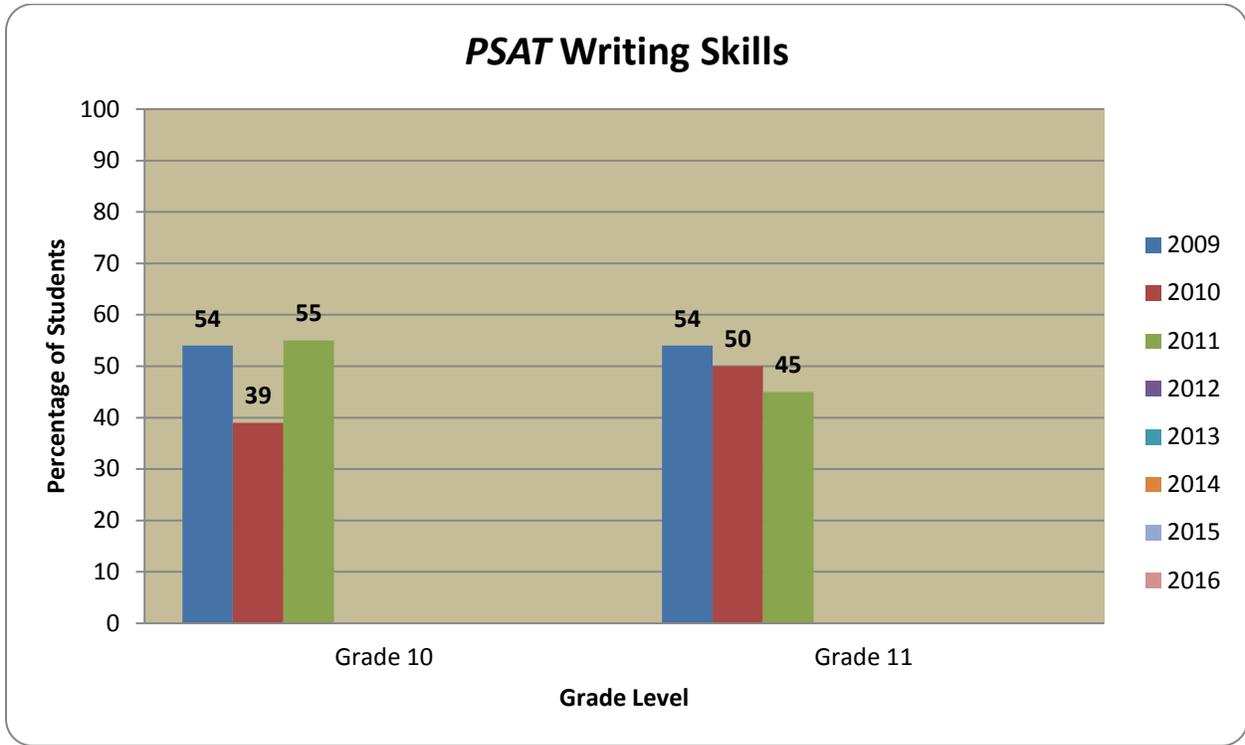
2011 Findings:

1. The difference in performance at the 10th grade is substantially higher than the comparison group or standard.
2. The difference in performance at the 11th grade is much lower than the comparison group or standard.

2012 Findings:

1. The difference in performance at the 10th grade is
2. The difference in performance at the 11th grade is

DATA DISPLAY: PSAT Writing Skills



Indicator of success: There is a meaningful increase in the percentage of students scoring at the standard of 41 for 10th grade and 42 for 11th grade or higher as measured by the *PSAT* on the Writing Skills section. (2009 Baseline)

2010 Findings:

1. The difference in performance at the 10th grade is substantially lower than the comparison group or standard.
2. The difference in performance at the 11th grade and the comparison group or standard is lower by enough to mention.

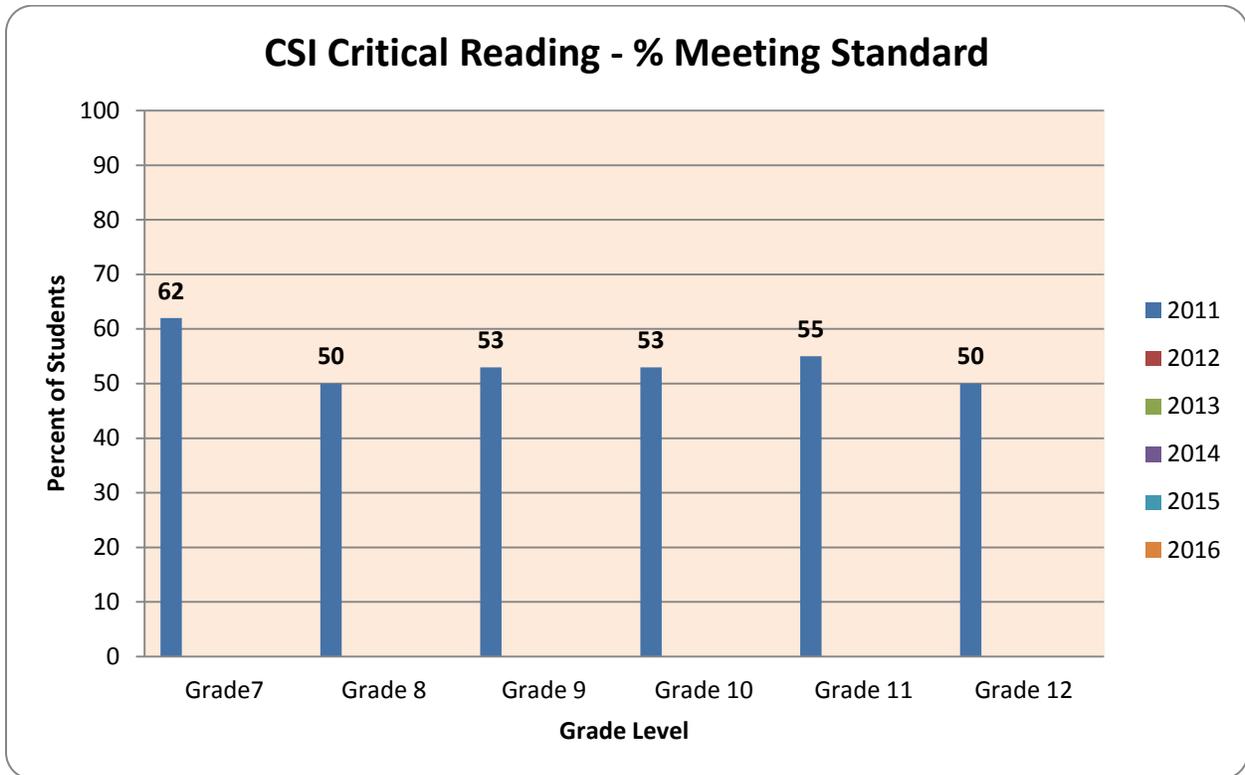
2011 Findings:

1. The difference in performance at the 10th grade and the comparison group or standard is not enough to mention.
2. The difference in performance at the 11th grade is much lower than the comparison group or standard.

2012 Findings:

1. The difference in performance at the 10th grade is
2. The difference in performance at the 11th grade is

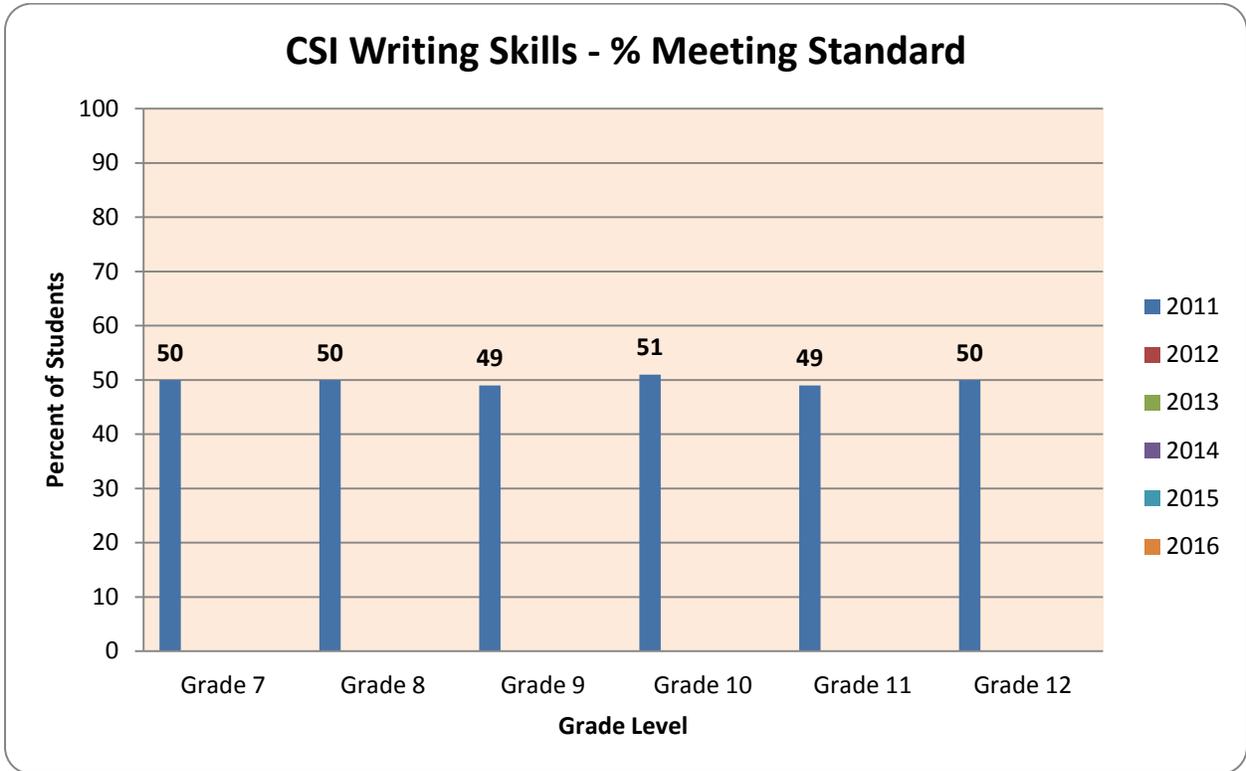
DATA DISPLAY: CSI Critical Reading



Indicator of Success: There is a meaningful increase in the percentage of students scoring at the standard of 7 for 7th grade, 9 for 8th grade, 9 for 9th grade, 10 for 10th grade, 11 for 11th grade, and 9 for 12th grade or higher as measured by the CSI Critical Reading assessment. (2011 Baseline)

2012 Findings:

DATA DISPLAY: CSI Writing Skills

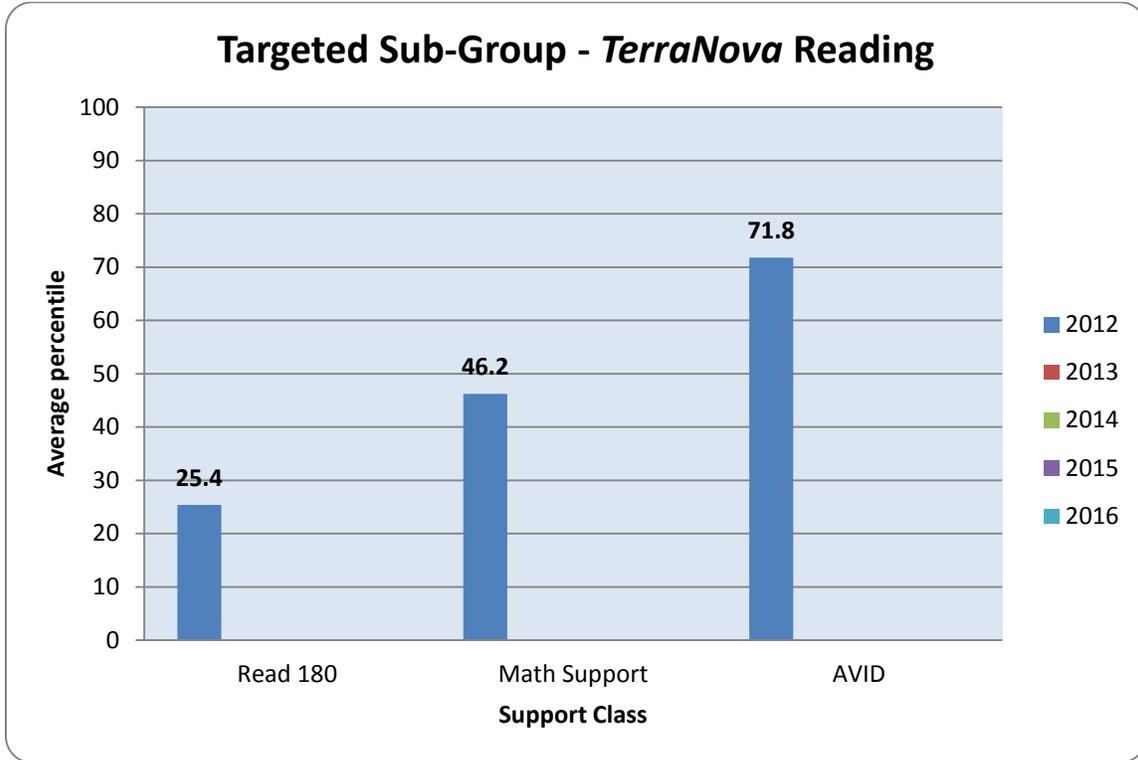


Indicator of Success: There is a meaningful increase in the percentage of students scoring at the standard of 12 for 7th grade, 18 for 8th grade, 17 for 9th grade, 17 for 10th grade, 20 for 11th grade, and 14 for 12th grade or higher as measured by the CSI Writing Skills assessment. (2011 Baseline)

2012 Findings:

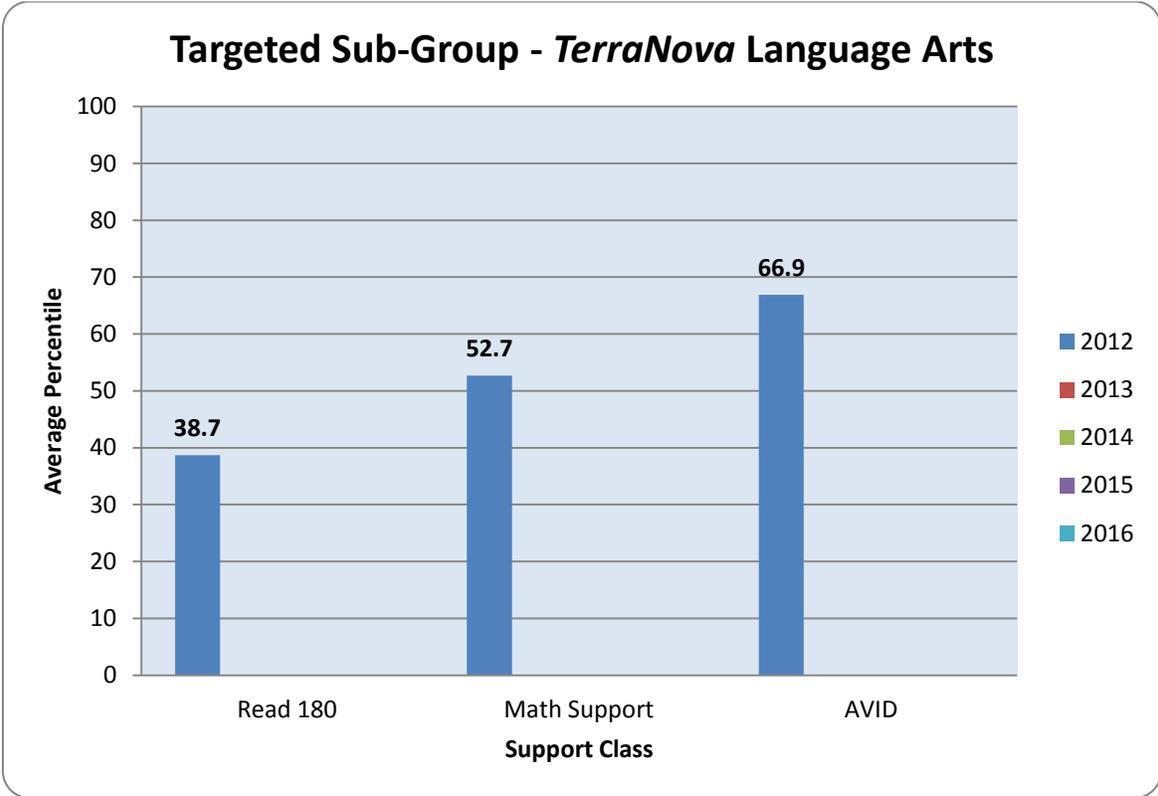
DATA DISPLAY FOR THE TARGETED SUB GROUP:

The Targeted Sub-Group are those students receiving academic support in Math Support classes in Algebra or Geometry, Read 180, and AVID.



Indicator of Success: There is a meaningful increase in the average percentage score as measured on the Reading test of the *TerraNova* exam for the students in Support Classes. (2012 Baseline)

2013 Findings:



Indicator of Success: There is a meaningful increase in the average percentage score as measured on the Language Arts test of the *TerraNova* exam for the students in Support Classes. (2012 Baseline)

2013 Findings:

ANALYSIS

Summary of student performance for TerraNova Reading: Top Two National Quarters:

2009: Baseline Year

2010: The percentage of students in the Top Two National Quarters meaningfully increased in 3 of 5 score comparisons and meaningfully decreased in 2 of 5 score comparisons and showed no meaningful change in 0 of 5 score comparisons in the *TerraNova Reading: Top Two National Quarters*.

2011: The percentage of students in the Top Two National Quarters meaningfully increased in 2 of 5 score comparisons and meaningfully decreased in 2 of 5 score comparisons and showed no meaningful change in 1 of 5 score comparisons in the *TerraNova Reading: Top Two National Quarters*.

2012: The percentage of students in the Top Two National Quarters meaningfully increased in of 5 score comparisons and meaningfully decreased in of 5 score comparisons and showed no meaningful change in of 5 score comparisons in the *TerraNova Reading: Top Two National Quarters*.

Summary of student performance for TerraNova Reading: Bottom National Quarter:

2009: Baseline Year

2010: The percentage of students in the Bottom National Quarter meaningfully decreased in 3 of 5 score comparisons and meaningfully increased in 2 of 5 score comparisons and showed no meaningful change in 0 of 5 score comparisons in the *TerraNova Reading: Bottom National Quarters*.

2011: The percentage of students in the Bottom National Quarter meaningfully decreased in 3 of 5 score comparisons and meaningfully increased in 2 of 5 score comparisons and showed no meaningful change in 0 of 5 score comparisons in the *TerraNova Reading: Bottom National Quarters*.

2012: The percentage of students in the Bottom National Quarter meaningfully decreased in of 5 score comparisons and meaningfully increased in of 5 score comparisons and showed no meaningful change in of 5 score comparisons in the *TerraNova Reading: Bottom National Quarters*.

Summary of student performance for TerraNova Language: Top Two National Quarters:

2009: Baseline Year

2010: The percentage of students in the Top Two National Quarters meaningfully increased in 1 of 5 score comparisons and meaningfully decreased in 1 of 5 score comparisons and showed no meaningful change in 3 of 5 score comparisons in the *TerraNova Language Arts: Top Two National Quarters*.

2011: The percentage of students in the Top Two National Quarters meaningfully increased in 2 of 5 score comparisons and meaningfully decreased in 2 of 5 score comparisons and showed no meaningful change in 1 of 5 score comparisons in the *TerraNova Language Arts: Top Two National Quarters*.

2012: The percentage of students in the Top Two National Quarters meaningfully increased in of 5 score comparisons and meaningfully decreased in of 5 score comparisons and showed no meaningful change in of 5 score comparisons in the *TerraNova Language Arts: Top Two National Quarters*.

Summary of student performance for TerraNova Language: Bottom National Quarter:

2009: Baseline Year

2010: The percentage of students in the Bottom National Quarter meaningfully decreased in 2 of 5 score comparisons and meaningfully increased in 3 of 5 score comparisons and remained unchanged in 0 of 5 score comparisons in the *TerraNova Language: Bottom National Quarter*.

2011: The percentage of students in the Bottom National Quarter meaningfully decreased in 4 of 5 score comparisons and meaningfully increased in 1 of 5 score comparisons and remained unchanged in 0 of 5 score comparisons in the *TerraNova Language: Bottom National Quarter*.

2012: The percentage of students in the Bottom National Quarter meaningfully decreased in of 5 score comparisons and meaningfully increased in of 5 score comparisons and remained unchanged in of 5 score comparisons in the *TerraNova Language: Bottom National Quarter*.

Summary of student performance for PSAT Critical Reading:

2009: Baseline Year

2010: The percentage of students at the standard or higher as measured by the PSAT meaningfully increased in 1 of 2 score comparisons and meaningfully decreased in 0 of 2 score comparisons and remained unchanged in 1 of 2 score comparisons in the *PSAT Critical Reading* section.

2011: The percentage of students at the standard or higher as measured by the PSAT meaningfully increased in 1 of 2 score comparisons and meaningfully decreased in 1 of 2 score comparisons and remained unchanged in 0 of 2 score comparisons in the *PSAT Critical Reading* section.

2012: The percentage of students at the standard or higher as measured by the PSAT meaningfully increased in of 2 score comparisons and meaningfully decreased in of 2 score comparisons and remained unchanged in of 2 score comparisons in the *PSAT Critical Reading* section.

Summary of student performance for PSAT Writing Skills:

2009: Baseline Year

2010: The percentage of students at the standard or higher as measured by the PSAT meaningfully increased in 0 of 2 score comparisons and meaningfully decreased in 2 of 2 score comparisons and remained unchanged in 0 of 2 score comparisons in the *PSAT Writing Skills* section.

2011: The percentage of students at the standard or higher as measured by the PSAT meaningfully increased in 0 of 2 score comparisons and meaningfully decreased in 1 of 2 score comparisons and remained unchanged in 1 of 2 score comparisons in the *PSAT Writing Skills* section.

2012: The percentage of students at the standard or higher as measured by the PSAT meaningfully increased in of 2 score comparisons and meaningfully decreased in of 2 score comparisons and remained unchanged in of 2 score comparisons in the *PSAT Writing Skills* section.

Summary of student performance for CSI Critical Reading assessment

2011: Baseline Year

2012: The percentage of students at the standard or higher as measured by the CSI Critical Reading assessment meaningfully increased in of 6 score comparisons and meaningfully decreased in of 6 score comparisons and remained unchanged in of 6 score comparisons in the CSI Critical Reading section.

Summary of student performance for CSI Writing Skills assessment

2011: Baseline Year

2012: The percentage of students at the standard or higher as measured by the CSI Writing Skills assessment meaningfully increased in of 6 score comparisons and meaningfully decreased in of 6 score comparisons and remained unchanged in of 6 score comparisons in the CSI Writing Skills section.

Targeted Sub Group

The Targeted Sub Group are those students receiving academic support in Math Support classes in Algebra or Geometry, Read 180, and AVID.

Summary of student performance for TerraNova Reading: Targeted Sub-Group:

2012: Baseline Year

2013:

Summary of student performance for TerraNova Language Arts: Targeted Sub-Group:

2012: Baseline Year

2013:

Impact of each intervention on student performance:

The School Improvement Plan was modified during the Spring of 2011.

Action needed: (How will the School Improvement Plan be modified in light of these assessment results?) The School Improvement Plan was modified during the Spring of 2011.

Which intervention(s) will continue? Why? The School Improvement Plan was modified during the Spring of 2011.

Which intervention(s) will be modified? How? The School Improvement Plan was modified during the Spring of 2011.

Which intervention(s) will be discontinued? Why? The School Improvement Plan was modified during the Spring of 2011.

PART V: DOCUMENTATION REPORT

(A documentation report will be developed when you have baseline data and at least two consecutive years of meaningful increases in student performance on this goal, and the school has made the decision that they have met this goal.) To facilitate the completion of this report, please complete the first 2 items of the executive summary.

Selection of Goals:

Student Performance Goal #1:

All students will improve their proficiency in literacy in all content areas.

- By June 2016, all students will increase their proficiency in literacy skills using instructional interventions implemented in all curricular areas as measured by the *TerraNova* Multiple Assessments, 3rd edition and other System-wide and school based assessments. The targeted areas are critical reading proficiency, proficiency in writing, and communicating effectively.

Essence of the goal:

Literacy is the ability to interpret, evaluate, and convey skills in critical reading proficiency, proficiency in writing, and communicating effectively.

We chose this goal based on triangulating the following data sources:

- Surveys of Instructional Practices and the DoDEA Customer Satisfaction Surveys,
- The *TerraNova* Multiple Assessments, 3rd Edition
- *PSAT* – Critical Reading and Writing Skills subtests

The Goal was selected during the process of a Data Carousel including participation of all the stakeholders (parents, command, students, faculty, and administration) during the March 2011 staff development/in-service day. The determination was made by consensus after debate and data analysis.

Selection of Interventions:

The selection of the WICR intervention was determined by consensus after a two month research of research and data driven Literacy interventions by the CSILT at the May 2011 staff development/in-service day in May 2011. The CSILT presented alternative interventions and once again, all stakeholders were included in the selection process and the selection was made by consensus after debate.

ADDENDUM 1: DoDEA CURRICULAR STANDARDS RELATED TO THE GOAL

English Language Arts (DoDEA Standards updated June 2009)

Grade 7

7E1: Reading

7E1a: Word Recognition, Fluency, and Vocabulary Development

Students use their knowledge of word parts, word relationships, and context to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level appropriate words

- **Vocabulary and Concept Development**

7E1a.1: Identify and understand idioms and comparison (such as analogies, metaphors, and similes) in prose and poetry.

7E1a.2: Use knowledge of Greek, Latin, and Anglo-Saxon roots and word parts to understand subject-area vocabulary (science, social studies, and mathematics).

7E1a.3: Clarify word meanings through the use of definition, example, restatement, and/or through the use of contrast stated in the text.

7E2b.5: Use varied word choice to make writing interesting and more precise.

7E2 Writing

- **Processes and Features**

Students discuss, list, and graphically organize writing ideas. They write clear, coherent, and focused essays. Students progress through the stages of the writing process and proofread, edit, and revise writing.

- **Organization and Focus**

7E2a.1: Discuss ideas for writing, keep a list or notebook

7E2a.10: Edit and proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors.

7E2a.11: Revise writing to improve organization and word choice after checking the logic of the ideas and precision of the vocabulary.

- **Applications (Different Types of Writing and Their Characteristics)**

Students continue to write narrative, expository (informational), persuasive and descriptive texts (research reports of 500–800 words or more.) Students are introduced to biographical and autobiographical narratives and to writing summaries of grade-level-appropriate reading materials. The writing demonstrates an awareness of the audience and purpose for writing.

- **Writing Application**

7E2b.1: Write biographical or autobiographical compositions

7E2b.2: Write responses to literature

7E2b.3: Write persuasive compositions

7E2b.4: Write summaries of reading materials

7E2b.6: Write for different purposes (*to include information, persuasion, or description*) and to a specific audience or person, adjusting tone and style as necessary.

- **Research Application**

7E2b.7: Write or deliver research reports

7E3: Listening and Speaking

7E3a: Skills, Strategies, and Applications

Deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. Students evaluate the content of oral communication. Students deliver well organized formal presentations using traditional speech strategies, including narration, exposition, persuasion, and description. Students use the same Standard English conventions for oral speech that they use in their writing.

Grade 8

Students begin to study the history and the development of English vocabulary. They evaluate the logic of informational texts and analyze how literature reflects the backgrounds, attitudes, and beliefs of the authors. They not only write or deliver research reports (750-1,000 words or more) but also conduct their own research. They use the conventions of Standard English correctly. They deliver a variety of types of presentations and effectively respond to questions and concerns from the audience.

8E1: Reading

8E1a: Word Recognition, Fluency, and Vocabulary Development

Students use their knowledge of word parts and word relationships, as well as context (the meaning of the text around the word), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.

- **Vocabulary and Concept Development**

8E1a.1: Analyze idioms (*such as analogies, metaphors, and similes*) to infer the literal and figurative meanings of phrases

8E1a.2: Understand the influence of history and culture on English word meaning and vocabulary expansion.

8E1a.3: Verify the meaning of a word in its context when its meaning is not directly stated or implied through the use of definition, restatement, example, comparison, or contrast.

8E2: Writing

8E2a: Processes and Features

Students discuss, list, and graphically organize writing ideas. They write clear, coherent, and focused essays. Students progress through the stages of the writing process and proofread, edit, and revise writing.

- **Organization and Focus**

8E2a.1: Discuss ideas for writing, keep a list or notebook of ideas, and use graphic organizers to plan writing.

8E2a.2: Develop and use thesis and introductory statements to organize writing.

8E2a.3: Create compositions that have a clear message, a coherent thesis, and an end with a clear and well-supported conclusion.

8E2a.4: Support theses or conclusions with analogies, paraphrases, quotations, opinions from experts, and similar devices.

8E2a.5: Create an organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas.

- **Evaluation and Revision**

8E2a.9: Review, evaluate, and revise writing for meaning and clarity.

8E2a.10: Identify topics; ask and evaluate question; and develop ideas leading to inquiry investigation, and research.

8E2a.11: Edit and proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors.

8E2a.12: Revise writing for word choice, appropriate organization, consistent point of view, and transitions among paragraphs, passages and ideas.

8E2b: Applications (Different Types of Writing and Their Characteristics)

Students continue to write narrative, expository, persuasive, and descriptive texts (research reports of 750–1,000 words or more.) Students are introduced to writing technical documents. Student writing demonstrates a command of Standard English and the research, organizational, and drafting strategies. Writing demonstrates an awareness of the audience and purpose for writing

- **Different Types of Writing and Their Characteristics**

8E2b.1: Write using precise word choices to make writing interesting and exact.

8E2b.2: Write for different purposes and to a specific audience or person, adjusting tone and style as necessary

8E2b.3: Write biographies, autobiographies, and short stories

8E2b.4: Write responses to literature.

8E2b.5: Write persuasive compositions.

8E2b.6: Write technical documents.

- **Research Applications**

8E2b.7: Write or deliver research reports developed using a systematic research process.

- **Sentence Structure**

8E2c.1: Use correct and varied sentences types (*to include simple, complex, and compound-complex*) and sentence openings to present a lively and effective personal style.

8E2c.2: Identify and use parallelism in all writing to present items in a series and items juxtaposed for emphasis.

8E2c.3: Use subordination, coordination, noun phrases that function as adjectives

- **Grammar**

8E2c.4: Edit written manuscripts to ensure that correct grammar is used.

8E2c.5: Identify and use infinitives and participles.

8E2c.6: Use precise language, action verbs, sensory details, appropriate and colorful modifiers rather than the passive voice in ways that enliven writing.

- **Punctuation**

8E2c.7: Use correct grade-level-appropriate punctuation.

- **Capitalization**

8E2c.8: Use correct grade-level-appropriate capitalization.

- **Spelling**

8E2c.9: Use correct grade-level-appropriate spelling conventions.

8E3: Listening and Speaking

8E3a: Skills, Strategies, and Applications

Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. Students evaluate the content of oral communication. Students deliver well-organized formal presentations using traditional speech strategies, including narrations, exposition, persuasion, and description. Students will participate in formal and informal group interactions. Students use the same Standard English conventions for oral speech that they use in their writing.

Grade 9

Students intensify their study of vocabulary by interpreting what words imply and applying their knowledge of roots from Greek and Latin to draw inferences about meaning. Students analyze and evaluate a wide variety of American, English, and world nonfiction and literary texts. They study and critique the important works and authors of various historical periods. High school students become good researchers and write or deliver increasingly sophisticated research reports (1,000-1,500 words or more) and multimedia presentations. The ability to develop an idea and express it persuasively helps students create strong oral and written skills that they can use in college and the workplace.

9E1: Reading

9E1a: Word Recognition, Fluency, and Vocabulary Development

Students apply their knowledge of word origins from other languages, history or literature, to determine the meaning of new words encountered in reading and use those words accurately.

- **Vocabulary and Concept Development**

9E1a.1: Identify and use the literal and figurative meanings of words and understand the origins of words.

9E1a.2: Distinguish between connotations and denotations of words.

9E1a.3: Use knowledge of mythology (to include Greek, Roman, and other mythologies) to understand the origin and meaning of new words.

9E2: Writing

- **Processes and Features**

Students discuss ideas for writing with other writers. They write clear, coherent, and focused essays that show a well-defined point of view and well-reasoned argument. Students progress through the stages of the writing process to include prewriting, writing, editing, and revising.

- **Organization and Focus**

9E2a.1: Discuss ideas for writing with classmates, teachers, and other writers and develop drafts alone and collaboratively.

9E2a.2: Establish a coherent thesis that conveys a clear perspective on the subject and maintains a consistent tone and focus throughout the piece of writing.

9E2a.3: Use precise language, action verbs, sensory details, and appropriate modifiers.

9E2a.4: Establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.

- **Research Process and Technology**

9E2a.5: Use writing to formulate clear research questions and to compile information from primary and secondary print or Internet sources.

9E2a.6: Develop the main ideas within the body of the composition through supporting evidence to include scenarios, commonly held beliefs, hypotheses, and definitions.

- **Evaluation and Revision**

9E2a.11: Review, evaluate, and revise writing for meaning, clarity, content, and mechanics.

9E2a.12: Edit and proofread one's own writing, as well as that of others, using an editing checklist with specific examples of corrections of frequent errors.

9E2a.13: Revise writing to improve the logic and coherence of the organization and perspective, the precision of word choice, and the appropriateness of tone by taking into consideration the audience, purpose, and formality of the context.

9E2b: Applications (Different Types of Writing and Their Characteristics)

Students combine the rhetorical strategies of narration, exposition, persuasion, and description in texts (research reports of 1,000-1,500 words or more.) Students begin to write documents related to career development. Student writing demonstrates a command of Standard English and research, organizational, and drafting strategies. Writing demonstrates an awareness of the audience and purpose for writing.

- **Different Types of Writing and Their Characteristics**

9E2b.1: Write biographical or autobiographical narratives or short stories.

9E2b.2: Write responses to literature.

9E2b.3: Write expository compositions, including analytical essays, summaries, descriptive pieces, or literary analyses.

9E2b.4: Write persuasive compositions.

- **Career Development Writing**

9E2b.5: Write documents related to career development, including simple business letters and job applications.

9E2b.6: Write technical documents such as a manual on rules of behavior for conflict resolution, procedures for conducting a meeting, or minutes of a meeting.

9E2b.7: Use varied and expanded vocabulary, appropriate for specific forms and topics.

9E2b.8: Write for different purposes and audiences, adjusting tone, style, and voice as appropriate.

- **Research Application**

9E2b.9: Write and deliver research reports developed using a systematic research process.

9E2c: English Language Conventions

Students write using Standard English conventions appropriate to the 9th grade level and produce legible work that can read by others.

- **Grammar and the Mechanics of Writing**

9E2c.1: Identify and correctly use clauses (both main and subordinate), phrases (gerund, infinitive, and participial), and the mechanics of punctuation (semicolons, colons, ellipses, and hyphens).

9E2c.2: Demonstrate an understanding of sentence construction (parallel structure, subordination, and the proper placement of modifiers) and proper English usage, including the use of consistent verb tenses.

- **Manuscript Conventions**

9E2c.3: Produce legible work that shows accurate spelling, correct use of the conventions of punctuation and capitalization.

9E2c.4: Apply appropriate manuscript conventions (to include a title page presentation, pagination, spacing, and margins) and integration of source

Grade 10

During the high school years, reading, writing, and speaking overlap as students deepen their study of language and literature and gain skills that help them in other subjects, such as science and history. Students intensify their study of vocabulary by interpreting what words imply and applying their knowledge of roots from Greek and Latin to draw inferences about meaning. Students analyze and evaluate a wide variety of American, English, and world nonfiction and literary texts. They study important works and authors of various historical periods. High school students become good researchers and write or deliver increasingly sophisticated research reports (1,100-1,500 words or more) and multimedia presentations. The ability to develop an idea and express it persuasively helps students create strong oral and written skills that they can use in college and the workplace.

10E1: Reading

10E1a Word Recognition, Fluency, and Vocabulary Development

Students apply their knowledge of word origins to determine the meaning of new words encountered in reading and use those words accurately.

- **Vocabulary and Concept Development**

10E1a.1: Understand technical vocabulary in subject area reading.

10E1a.2: Distinguish between connotation and denotation.

10E1a.3: Use the knowledge of Greek, Roman, or other mythologies to understand the meaning of new words.

10E1a.4: Identify and use literal and figurative meanings of words and understand origins of words.

10E1a.5: Understand and explain slight differences in meaning in related words.

10E2: Writing

10E2a: Processes and Features

Students discuss ideas for writing with other writers. They write coherent and focused essays that show a well-defined point of view and reasoned argument. Students progress through the stages of the writing process to include prewriting, writing, editing and revising.

- **Organization and Focus**

10E2a.1: Discuss ideas for writing with classmates, teachers, and other writers and develop drafts alone and collaboratively.

10E2a.2: Establish a coherent thesis that conveys a clear perspective on the subject and maintains a consistent tone and focus throughout the piece of writing.

10E2a.3: Use precise language, action verbs, sensory details, and appropriate modifiers, and the rather than the passive

10E2a.4: Establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.

- **Research Process and Technology**

10E2a.5: Use clear research questions and suitable research methods including the investigation of texts, electronic resources, and personal interviews to compile and present information from primary and secondary print or Internet

10E2a.6: Develop the main ideas within the body of the composition through supporting evidence in scenarios, commonly held beliefs, hypotheses, and definitions.

10E2a.7: Synthesize information from multiple sources; identify complexities and inconsistencies in the information and the different perspectives found in each medium to include almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents, and Internet sources.

10E2a.8: Integrate quotations and citations into written text while maintaining the flow of ideas.

10E2a.9: Use appropriate conventions for documentation in text, notes, bibliographies, following the formats in specific style manuals.

- **Evaluation and Revision**

10E2a.11 Review, evaluate, revise, edit, and proofread writing using an editing checklist.

10E2a.12 Apply criteria developed by self and others to evaluate the mechanics and content of writing.

10E2a.13 Provide constructive criticism to other writers with suggestions for improving organization, tone, style, clarity, and focus; and edit and revise in response to peer reviews of own work.

- **10E2b. Applications (Different Types of Writing and Their Characteristics)**

Students combine the rhetorical strategies of narration, exposition, persuasion, and description in texts (research reports of 1,100–1,500 words or more). Students compose business letters. Student writing demonstrates a command of Standard English and research, organizational, and drafting strategies. Writing demonstrates an awareness of the audience and purpose for writing.

- **Different Types of Writing and Their Characteristics**

10E2b.1: Write for different purposes and audience, adjusting tone, style, and voice a appropriate.

10E2b.2: Write biographical or autobiographical narratives or short stories.

10E2b.3: Write responses to literature.

10E2b.4: Write expository compositions, including analytical essays, summaries, descriptive pieces, or literary analyses.

10E2b.5: Write persuasive compositions.

10E2b.6: Write business letters.

10E2b.7: Write technical documents such as a manual on rules of behavior for conflict resolution, procedures for conducting a meeting, or minutes of a meeting.

10E2b.8: Students use varied and expanded vocabulary, appropriate for specific forms and topics.

- **Research Application**

10E2b.9: Write and deliver research reports developed using a systematic research process.

- **10E2c English Language Conventions**

Students write using Standard English conventions appropriate to the 10th grade level and produce legible work that can read by others.

- **Grammar and the Mechanics of Writing**

10E2c.1: Identify and correctly use clauses (both main and subordinate), phrases (gerund, infinitive, and participial), and the mechanics of punctuation (semicolons, colons, ellipses, and hyphens).

10E2c.2: Demonstrate an understanding of sentence construction (to include parallel structure, subordination, and the proper placement of modifiers) and proper English usage, including the use of consistent verb tenses.

- **Manuscript Conventions**

10E2c.3: Produce legible work that shows accurate spelling, correct use of the conventions of punctuation and capitalization.

10E2c.4: Apply appropriate manuscript conventions (to include title page presentation, pagination, spacing, and margins) and integration of source and support material by citing sources within the text, using direct quotations and paraphrasing.

Grade 11

During the high school years, reading, writing, and speaking overlap as students deepen their study of language and literature and gain skills that help them in other subjects, such as science and history. Students intensify their study of vocabulary by interpreting what words imply and applying their knowledge of roots from Greek and Latin and other languages to draw inferences about meaning. Students analyze and evaluate a wide variety of American nonfiction and literary texts. They study the

important works and authors, poets, and playwrights of various historical periods and critique their works. High school students become good researchers and write or deliver increasingly sophisticated research reports (1,200–1,500 words) and multimedia presentations. The ability to develop an idea and express it persuasively helps students create strong oral and written skills that they can use in college and the workplace.

11E1: Reading

11E1a: Word Recognition, Fluency, and Vocabulary Development

Students apply their knowledge of word origins to determine the meaning of new words encountered in reading and use those words accurately.

11E1a.1: Vocabulary and Concept Development

Understand unfamiliar words that refer to characters or themes in literature or history.

11E1a.2: Apply knowledge of roots and word parts from Greek and Latin to draw inferences about the meaning of vocabulary in literature or other subject areas.

11E1a.3: Analyze the meaning of analogies using specific comparisons as well as relationships and inferences.

11E2: Writing

11E2a: Processes and Features

Students write coherent and focused texts that show a well-defined point of view and tightly reasoned argument. Student writing demonstrates progression through the stages of the writing process to include prewriting, writing, editing, and revising.

- **Organization and Focus**

11E2a.1: Discuss ideas for writing with classmates, teachers, and other writers.

11E2a.2: Demonstrate an understanding of the elements of discourse (such as purpose, speaker, audience, and form) when completing narrative, expository, persuasive, or descriptive writing assignments.

11E2a.3: Use point of view, characterization, style, and related elements for specific narrative and aesthetic purposes.

11E2a.4: Structure ideas and arguments in a sustained and persuasive way and support them with precise and relevant examples.

11E2a.5: Enhance meaning using rhetorical devices, including the extended use of parallelism, repetition, and analogy in the issuance of a call for action.

11E2a.6: Use language in creative and vivid ways to establish a specific tone.

- **Research Process and Technology**

11E2a.7: Develop presentations using clear research questions and creative and critical research strategies (such as conducting field studies, interviews, and experiments, researching oral histories, and using Internet sources).

11E2a.8: Use systematic strategies to organize and record information (such as anecdotal scripting or annotated bibliographies).

11E2a.9: Use a computer to integrate databases, pictures and graphics, and spreadsheets into word-processed documents.

11E2a.10: Integrate quotations and citations into a written text while maintaining the flow of ideas.

- **Evaluation and Revision**

11E2a.11: Review, evaluate, and revise writing for meaning, clarity, achievement of purpose, and mechanics.

11E2a.12: Edit and proofread one's own writing, as well as that of others, using an editing checklist.

11E2a.13: Revise text to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience and form of writing.

11E2b: Applications (Different Types of Writing and Their Characteristics)

Students continue to combine the rhetorical strategies of narration, exposition, persuasion, and description in texts (research reports of 1,200–1,500 words or more.) Students are introduced to writing reflective compositions and historical investigation reports and become familiar with the forms of job applications and resumes

Students deliver multimedia presentations on varied topics. Student writing demonstrates a command of Standard English and the research, organizational, and drafting strategies.

- **Different Types of Writing and Their Characteristics**

11E2b.1: Write fictional, biographical, or autobiographical narratives.

11E2b.2: Write responses to literature.

11E2b.3: Write academic essays.

11E2b.4: Write reflective compositions.

11E2b.5: Write historical investigation reports.

11E2b.6: Write job applications and resumes.

11E2b.7: Use varied and extended vocabulary, appropriate for specific forms and topics.

11E2b.8: Use precise technical or scientific language when appropriate for topic.

- **Research Application**

11E2b.10: Write and deliver research reports developed using a systematic research process

11E2c English Language Conventions

Students write using Standard English conventions appropriate to the 11th grade level and produce legible work that can read by others.

- **Grammar and the Mechanics of Writing**

11E2c.1: Demonstrate control of grammar, diction, paragraph and sentence structure, and an understanding of English usage.

11E2c.2: Identify and correctly use clauses (both main and subordinate), phrases (to include gerund, infinitive, and participial), and the mechanics of punctuation (such as semicolons, colons, ellipses, and hyphens).

- **Manuscript Conventions**

11E2c.3: Produce legible work that shows accurate spelling, correct use of the conventions of punctuation and capitalization.

11E2c.4: Apply appropriate manuscript conventions (such as a title page presentation, pagination, spacing, and margins) and integration of source and support material by citing sources within the text, using direct quotations and paraphrasing.

Grade 12

During the high school years, reading, writing, and speaking overlap as students deepen their study of language and literature and gain skills that help them in other subjects, such as science and history. Students intensify their study of vocabulary by interpreting what words imply and applying their knowledge of Greek and Latin roots to draw inferences about meaning. Students analyze and evaluate a wide variety of British nonfiction and literary texts. They study and critique the important works and authors of various historical periods. High school students become good researchers and write or deliver increasingly sophisticated research reports (1,300-1,500 words or more) and multimedia presentations. The ability to develop an idea and to express it persuasively helps students create strong oral and written skills that they can use in college and in the workplace.

12E1: Reading

12E1a Word Recognition, Fluency, and Vocabulary Development

Students apply their knowledge of word origins to determine the meaning of new words encountered in reading and use those words accurately.

- **Vocabulary and Concept Development**

12E1a.1: Understand unfamiliar words that refer to characters or themes in literature or history.

12E1a.2: Apply knowledge of Greek and Latin roots and word parts to draw inferences about the meaning of vocabulary in literature or other subject areas.

12E1a.3: Analyze the meaning of analogies, using specific comparisons, as well as relationships and inferences.

12E2: Writing

12E2a: Processes and Features

Students write coherent and focused products that show a well defined point of view and well-reasoned argument. Students discuss ideas for writing with other writers. Student writing demonstrates progression through the stages of the writing process to include prewriting, writing, editing, and revising.

- **Organization and Focus**

12E2a.1: Engage in conversations with peers and teachers to plan writing, to evaluate how well writing achieves its purposes, and to explain personal reaction to the task.

12E2a.2: Demonstrate an understanding of the elements of discourse, such as purpose, speaker, audience, and form, when completing narrative, expository, persuasive, or descriptive writing assignments.

12E2a.3: Use point of view, characterization, style, and related elements for specific narrative and aesthetic purposes.

12E2a.4: Structure ideas and arguments in a sustained and persuasive way and support them with precise and relevant examples.

12E2a.5: Enhance meaning using rhetorical devices, including the extended use of parallelism, repetition, and analogy in the issuance of a call for action.

12E2a.6: Use language in creative and vivid ways to establish a specific tone.

- **Research Process and Technology**

12E2a.7: Develop presentations using clear research questions and creative and critical research strategies, such as conducting field studies, interviews, and experiments; researching oral histories; and using Internet sources.

12E2a.8: Use systematic strategies to organize and record information

12E2a.9: Use technology for all aspects of creating, revising, editing, and publishing.

12E2a.10: Integrate quotations and citations into a written text while maintaining the flow of ideas.

- **Evaluation and Revision**

12E2a.11: Collect, review, and evaluate written work to determine its strengths and weaknesses and to set goals as a writer.

12E2a.12: Revise, edit, and proofread one's own writing, as well as that of others, using an editing checklist.

12E2a.13: Further develop unique writing style and voice, improve sentence variety, and enhance subtlety of meaning and tone in ways that are

12E2a.12: Revise, edit, and proofread one's own writing, as well as that of others, using an editing checklist.

12E2a.13: Further develop unique writing style and voice, improve sentence variety, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and form of writing.

12E2b Applications (Different Types of Writing and Their Characteristics)

Students continue to combine the rhetorical strategies of narration, exposition, persuasion, and description to produce reflective compositions, historical investigation reports (research reports of 1,300-1,500 words or more), and job applications and resumes. Students deliver multimedia presentations. Student writing demonstrates a command of Standard English and the research, organizational, and drafting strategies outlined in Standard 12E2a: Processes and Features. Writing demonstrates an awareness of the audience and purpose for writing.

- **Different Types of Writing and Their Characteristics**

12E2b.1: Write fictional, biographical, or autobiographical narratives

12E2b.2: Write responses to literature

12E2b.3: Write academic essays, such as analytical essays, persuasive essays, research reports, summaries, descriptive pieces, or literary analyses

12E2b.4: Write reflective compositions

12E2b.5: Write historical investigation reports

12E2b.6: Write job applications and resumes

12E2b.7: Use varied and extended vocabulary, appropriate for specific forms and topics.

12E2b.8: Use precise technical or scientific language when appropriate for topic and audience.

12E2b.9: Deliver multimedia presentations

12E2b10: Research Application

12E2c English Language Conventions

Students write using Standard English conventions appropriate to the 12th grade level and produce legible work that can read by others.

- **Grammar and the Mechanics of Writing**

12E2c.1: Demonstrate control of grammar, diction, paragraph and sentence structure, and an understanding of English usage.

12E2c.2 Identify and correctly use clauses (both main and subordinate), phrases, (including gerund, infinitive, and participial), and the mechanics of punctuation (semicolons, colons, ellipses, and hyphens).

- **Manuscript Conventions**

12E2c.3 Produce legible work that shows accurate spelling, correct use of the conventions of punctuation and capitalization.

12E2c.4: Apply appropriate manuscript conventions (including title page presentation, pagination, spacing, and margins) and integration of source and support material by citing sources within the text, using direct quotations and paraphrasing.

DoDEA English Language Learners Proficiency Standards

The DoDEA English Language Proficiency Standards highlight the **English language development goals for English Language Learners (ELLs) as they move through levels of English proficiency in listening, speaking, reading, and writing.** These standards are designed to guide teachers in their instruction of ELLs and to provide a bridge to DoDEA's Language Arts, Math, Social Studies, and Science content area standards. This bridge is essential for educators and learners so that their teaching and learning aligns with the expectations of the DoDEA Content Standards and further ensures English language learners access to the full content area curriculum.

Mathematics (DoDEA Standards updated Aug 2009)

Literacy: Vocabulary

In Grades 9–12, all students should: (specific vocabulary as it appears in the standards)

- **M1 Numbers and Operations**

M1a: connect physical, verbal and symbolic representations of irrational numbers and properties of special numbers

M1b: compare, order, and determine equivalent forms for rational and irrational numbers;

M1c: define the concept of complex numbers in the context of the square root of a negative number;

M1e: define the properties of matrices;

M1f: identify and explain which mathematical properties hold for a given set or operations for the real number system, i.e., density, closure, commutative, associative, distributive;

M1h: organize and analyze data using the operations of addition, subtraction, and scalar multiplication for matrices;

- **M2 Algebra**

M2a: analyze, generalize, and create a variety of mathematical patterns

M2b: analyze, interpret, and translate between relationships of patterns, functions, and relationships represented in tables, graphs, and matrices;

M2c: identify, describe, and compare the characteristics and properties of functions and relations including linear and nonlinear;

M2f: write, solve, and interpret the relationship of equivalent forms for equations, inequalities, and systems of equations;

M2g: explain and demonstrate the relationship between various representations of a linear equation;

M2i: translate between numeric and symbolic form of a sequence or series;

M2m: predict a reasonable conclusion for a problem being modeled, and verify the conclusion through solving the problem;

M2o: identify and explain how changes in parameters affect graphs of functions;

- **M3 Geometry**

M3a: identify and defined terms and explain the need for undefined terms

M3c: identify and explain relationships among classes of two- and three-dimensional geometric objects, i.e., sides, angles, etc.;

M3f: identify and explain examples of induction and deductive;

M3k: identify and explain projections and cross sections by visualizing different perspectives of three-dimensional objects and spaces;

- **M4 Measurement**

M4b: explain the effect of changes in the measurement of one attribute of an object relating to changes on other attributes;

M4e: analyze and explain precision, accuracy, and approximate error in measurement situations.

- **M5 Data Analysis and Probability**

M5a: classify and describe data as single (univariate) or two variable (bivariate) and as quantitative (measurement) or qualitative (categorical) data;

M5e: explain the ways representations can skew data or bias presentations;

M5f: describe and explain the characteristics and limitations of various sampling methods;

M5g: describe and explain how the validity of predictions from a data set are affected by the relative size of a sample and the population;

M5i: describe, create, and analyze a sample space, then calculate the probability;

M5m: differentiate and explain the relationship between the probability of an event and the odds of an event.

- **M8 Communication**

M8a: Pre-Kindergarten through Grade 12 instructional programs should enable all students to:

- communicate their mathematical thinking coherently and clearly to peers, teachers, and others;
- use the language of mathematics to express mathematical ideas precisely.

Using the written language of mathematics, students in grades 7-12 should be able to express themselves clearly to their peers and others. The following Strands identified above are clear in this matter:

M8 Communication

M9 Connections

M10 Representation

Science (DoDEA Standards updated Aug 2009)

Grade 7: Students in grade seven continue to deepen their knowledge of the life, earth, and physical sciences through more complex investigations and explanations. The concepts they study become increasingly abstract in a developmentally appropriate manner to allow for the incremental development of these cognitively complex ideas. Seventh graders also continue to develop their investigative skills by generating their own questions, recognizing and explaining the relationships among variables, and critiquing the conclusions that are drawn from scientific investigations. Specifically, these students explore the sciences within the framework of the following topics: “Cells and Heredity” (structure and function of cells and heredity), “Human Body Systems and Disease” (functions and interconnections within the human body and the breakdown of these functions due to disease); “Ecology: The Biotic and Abiotic Environment” (interactions and responses between biotic and abiotic indicators and organisms); and “The Chemical Nature of Matter” (classifications and properties of matter, changes in matter).

Grade 8: The focus of the grade-eight science standards is on providing students with the hands-on experiences that give them the active engagement and the concrete examples they require in order to understand basic science concepts. The development of eighth graders’ science skills culminates with their designing an entire controlled scientific investigation, constructing explanations and drawing conclusions from data, and generating questions for further study. Specifically, students explore the life, earth, and physical sciences within the framework of the following topics: “Earth’s Biological History” (Earth’s biological diversity over time); “Earth’s Structure and Processes” (materials and processes that alter the structure of Earth); “Astronomy: Earth and Space Systems” (characteristics, structure, and motions of celestial bodies in the universe); “Forces and Motion” (effects of forces on the motion of an object); and “Waves” (properties and behaviors of waves).

Biology 9-12 The biology standards provide students with a basic knowledge of living organisms and the interaction of these organisms with the natural world. The standards establish the scientific inquiry skills and core content for all biology courses in DoDEA schools. Biology courses should serve as the foundation for higher-level science courses and should give students the science skills necessary for life science-related technical careers. Teachers, schools, and districts should use these standards to make decisions concerning the structure and content of Biology 1 and Applied Biology 1 and 2. Educators must also determine how all biology courses in their schools, as well as individual classes, may go beyond the standards. These decisions will involve choices regarding additional content, activities, and learning strategies and will depend on the objectives of the particular courses. All biology courses must include inquiry-based instruction, allowing students to engage in problem solving, decision making, critical thinking, and applied learning.

Chemistry Applications 9-12 The academic standards for Chemistry Applications establish the scientific inquiry skills and core content for all Chemistry Applications classes in DoDEA schools. The course should provide students with a conceptual understanding of the world around them—a basic knowledge of the chemical universe that should serve as the foundation for other high school science courses. Teachers, schools, and districts should use these standards to make decisions concerning the structure and content for Chemistry Applications classes that are taught in their schools. These decisions will involve choices regarding additional content, activities, and learning strategies and will depend on the particular objectives of the individual classes. All Chemistry Applications classes must include inquiry-based instruction, allowing students to engage in problem solving, decision making, critical thinking, and applied learning. In other words, students should spend more of their class time choosing the right method to solve a problem and less time solving problems that merely call for repetitive procedures.

Chemistry 9-12 The standards for chemistry establish scientific inquiry skills and core content for all chemistry courses in DoDEA schools. In chemistry, students acquire a fundamental knowledge of the substances in our world—their composition, properties, and interactions—that should not only serve them as a foundation for the more advanced science courses in secondary and postsecondary education but should also provide them with the science skills that are necessary in chemistry-oriented technical careers. In order for students to achieve these goals, chemistry courses must include inquiry-based instruction, allowing students to engage in problem solving, decision making, critical thinking, and applied learning. Teachers, schools, and districts should therefore use these standards to make decisions concerning the structure and content of all their courses in chemistry and to make choices regarding

additional content, activities, and learning strategies that will be determined by the objectives of the particular courses.

Earth and Space Science 9-12

The standards establish the scientific inquiry skills and core content for all courses in DoDEA schools. The Earth science course of study provides students with a basic knowledge of the natural world that will serve as the foundation for more advanced secondary and postsecondary courses and will also give them the science skills necessary for earth-science oriented technical careers. The Earth and Space Science course takes a holistic look at the dynamic interactions in Earth and Space systems. Investigations are centered on complex topics such as geochemical cycles, the climate system, and the origin and evolution of the Earth's systems, the Solar System, and the Universe. In-depth understanding of these concepts requires students to apply knowledge from other scientific disciplines, such as physics, chemistry, and biology. They include laboratories, classrooms, forms of technology, and field studies. Teaching strategies include in depth laboratory investigations, demonstrations, collaborative peer-to-peer discussions, and student hands-on experiences. All aspects of progress in science are measured using multiple methods such as authentic assessments, performance assessments, formative assessments, observational assessments, projects, research activities, reports, group and individual student work and conventional summative assessments.

Environmental Science 9-12 The standards establish the scientific inquiry skills and core content for all courses in DoDEA schools. The Environmental Science course of study provides students with a basic knowledge of the natural world that will serve as the foundation for more advanced secondary and postsecondary courses and will also give them the science skills necessary for environmental science oriented technical careers. Environmental Science takes a holistic look at the laws of matter and energy, ecosystem analysis, population dynamics, renewable and nonrenewable resources, and human impact on the environment. Investigations are centered on complex topics such as ecology, evolution and consistency and equilibrium. In-depth understanding of these concepts requires students to apply knowledge from other scientific disciplines, such as earth science, physics, chemistry, and biology.

Marine Biology 9-12 The marine biology standards provide students with a basic system knowledge of living organisms and the interaction of these organisms with the marine environment. The standards establish the scientific inquiry skills and core content for all marine biology courses in DoDEA schools. Marine Biology courses should be built on the foundation of other science courses and should give students the science skills necessary for marine specific life science–related technical careers. Educators must determine how marine biology fits into biology courses offered in their schools, as well as other individual classes, that may go beyond the standards. These decisions will involve choices regarding additional content, activities, and learning strategies and will depend on the objectives of the particular courses. Marine biology like all biology courses must include inquiry-based instruction, allowing students to engage in problem solving, decision making, critical thinking, and applied learning.

Physics Application: 9-12 The academic standards for Physics Applications establish the scientific inquiry skills and core content for all Physics Applications classes in DoDEA schools. The course should provide students with a conceptual understanding of the world around them—a basic knowledge of the physical universe that should serve as the foundation for other high school science courses. Teachers, schools, and districts should use these standards to make decisions concerning the structure and content for Physics Applications classes that are taught in their schools. These decisions will involve choices regarding additional content, activities, and learning strategies and will depend on the particular objectives of the individual classes. All Physics Applications classes must include inquiry-based instruction, allowing students to engage in problem solving, decision making, critical thinking, and applied learning. In other words, students should spend more of their class time choosing the right method to solve a problem and less time solving problems that merely call for repetitive procedures.

STATEMENT of Incorporating Specific Vocabulary into the Science curriculum

- Faculty recognize that specific vocabulary is utilized in the Science curriculum. Most of this vocabulary is made up of not only place names and prominent names in history, but also terminology specific to the area of study. Teachers utilize this vocabulary daily in lectures and classroom discussions. The adopted textbooks highlight new vocabulary by chapter and glossaries are in each student textbook.
- It is to be assumed that writing is an integral part of the science curriculum resulting in paragraph responses to thought-provoking questions, essay writing, and research papers.

Social Studies (DoDEA Standards updated Aug 2009)

Standards adapted, by permission, California Department of Education, CDE Press, 1430 N Street, Suite 3207, Sacramento, CA 95814.

- **Citizenship** Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic. (Evaluate, Define and demonstrate)
- **Culture** Social studies programs should include experiences that provide for the study of culture and cultural diversity. (Examine and Analyze)
- **Time, Continuity, and Change:** Social studies programs should include experiences that provide for the study of the way human beings view themselves in and over time. (Evaluate)
- **Space and Place:** Social studies programs should include experiences that provide for the study of space and place. (Assess, Recognize interrelationships)
- **Individual and Identity:** Social studies programs should include experiences that provide for the study of development individual development and identity. (Identify behaviors, Develop ability to resolve disputes)
- **Individuals and Institutions:** Social studies programs should provide for the study of the interaction among groups and individuals, groups, and institutions. (Analyze and Identify)
- **Production, Distribution, and Consumption:** Social studies programs should include experiences that provide for the study of how people organize for the production, distribution, and consumption of goods and services. (Describe, Analyze)
- **Power, Authority, and Governance:** Social studies programs should include experiences that provide for the study of how people create and change structures of power, authority, and governance. (Investigate, Discuss, Examine, Analyze)
- **Science, Technology, and Society:** Social studies programs should include experiences that provide for the study of the relationships among science, technology, and society. (Examine affects, Explain and apply, Analyze and apply)
- **Global Connections:** Social studies programs should include experiences that provide for the study of global connections and interdependence. (Identify and discuss, describe, evaluate)

Social Studies: Grade 7 Geography through Recent Historical Events: The Middle East, Asia, Africa and Central and South America

Through print and electronic media, data bases, community resources, organizations and institutions, students will use geography, recent history, current events and technology to examine and compare major geographic characteristics and analyze patterns of change in the world. They will assess economic systems that have contributed to the development of nations in the last 20 years to today, examine the characteristics and perspectives of cultures and societies, understand the workings of governments, and trace the influence of the recent past on the present and the near future.

Social Studies: Grade 8 United States History and Geography: Growth and Conflict

Students in grade eight study the ideas, issues, and events leading to framing of the Constitution through Reconstruction. After reviewing the development of America's democratic institutions, they learn about the challenges facing the new nation, with an emphasis on the causes, course, and consequences of the Civil War. They make connections between the rise of industrialization and contemporary social and economic conditions.

Social Studies: Grade 9 World History: Civilizations

The students will examine the social, cultural and technological changes that occurred in Europe, Africa, and Asia in the beginnings of human society through 1500 C.E. After reviewing the ancient world and the ways in which archaeologists and historians uncover the past, students study the history and geography of great civilizations as well as the exchange of ideas, beliefs, technologies, and commodities. They learn about the political, economic, social, and cultural development of Europe which influenced the rise of Western Civilization 500 to 1500 and the origins and accomplishments of the Renaissance period.

Social Studies: Grade 10 World History: The Modern World

Students in grade ten study major turning points that shaped the modern world, from the fifteenth century through the present. They trace the rise of political, social, religious and economic ideals and develop an understanding of the historical roots of current world issues, especially as they pertain to international

relations. Students consider multiple accounts of events in order to understand international relations from a variety of perspectives.

Social Studies: Grade 11 United States History: Continuity and Change in the Twentieth and Twenty-first Centuries

Following a review of the nation's beginnings and the impact of the Enlightenment on U.S. democratic ideals, students in grade eleven study the major events in American history in the twentieth century. Building on prior knowledge of industrialization, students analyze the emergence and impact of accelerated technological development, a corporate economy, and related social and cultural effects on society. Students trace the change in the ethnic composition of American society; the movement toward equal rights for racial minorities and women; and the role of the United States as a major world power. Emphasis is placed on the expanding role of the federal government and federal courts as well as the continuing tension between the individual and the state. Students consider the major social problems of our time and trace their causes in historical events. Students analyze how the United States has served as a model for other nations and that the rights and freedoms we afforded are not accidental, but the results of a defined set of political principles that are not always basic to citizens of other countries. Students understand that our rights under the U.S. Constitution are a precious inheritance that depends on an educated citizenry for their preservation and protection.

Social Studies: Grade 12 American Government

The United States government course is a required one semester course designed to provide students with essential knowledge and skills related to the nation's government and its historical development. Students in this course pursue a deep understanding of the institutions of American government. They analyze the history and interpretations of the Constitution, the Bill of Rights, and the current state of the legislative, executive, and judiciary branches of government. An emphasis is placed on analyzing the relationship between federal, state, and local governments, with particular attention paid to important historical documents. Students compare systems of government in the world (comparison with host nation's government is encouraged as part of the program). These standards represent the culmination of civic efficacy as students prepare to vote, participate in community activities, and assume the responsibilities of citizenship.

Social Studies: Grade 12 Economics

In this semester course, students will comprehend the fundamental economic concepts, applying the tools of graphing, statistics, and equations from other subject areas to gain an understanding of the operation and institution of economic systems. Studied in a historical context are the basic economic principles of micro and macroeconomics, international economics, comparative economic systems, measurement, and methods. Discussions and analyses of contemporary economic problems and issues underpin the entire course.

Social Studies: Psychology

This course provides students the opportunity to explore psychology as the scientific study of mental processes and behavior. Areas of study include the scientific method, development, cognition, personality, assessment and mental health, and the socio-cultural and biological bases of behavior.

STATEMENT of Incorporating Specific Vocabulary into the Social Studies curriculum

- Faculty recognize that specific vocabulary is utilized in the Social Studies curriculum. Most of this vocabulary is made up of not only place names and prominent names in history, but also terminology specific to the area of study. Teachers utilize this vocabulary daily in lectures and classroom discussions. The adopted textbooks highlight new vocabulary by chapter and glossaries are in each student textbook.
- It is to be assumed that writing is an integral part of the social studies curriculum resulting in paragraph responses to thought-provoking questions, essay writing, and research papers.

Arts Education Grades 7-12

Includes Vocal Music, Instrumental Music, and Visual Art (two- and three-dimensional). The first of these two subjects are performance arts, in which a student acquires skills in the focus area and performs singly or with others. All are works in progress until there is a performance or the finished art piece is completed.

Vocabulary is specific to the area, although some terminology may share similar meanings. Students learn to classify and identify art according to genre, style, medium, historical period, and culture. Literature, History, Mathematics and Science also may use the same terminology in their related fields. History and Culture are areas that do directly link to these Arts.

Assessment of a student's work in progress is generally verbal, repetitious, and demonstrated until the piece is finally judged. However, incorporating writing assignments in the Arts (ie. History and culture, below) can take form in a variety of written forms, including short responses, essays, writing comparisons, and research papers.

History and Culture

- Compares and contrasts social, cultural, ecological, religious, and political conditions in artwork
- Describes cultural and historical function and meaning
- Recognizes significant cultural and artistic heritages
- Recognizes and describes artwork according to artist and style
- Compares and contrasts artwork in terms of history, aesthetics, and Culture

Characteristics and Merits of Work (Vocabulary must be utilized to discuss or write about the following):

- Uses terminology in describing artwork
- Responds to and interprets identified artwork
- Evaluates artwork using a formal system

Health Education: (DoDEA Standards adopted 2009)

The content in the DoDEA health education standards is organized into seven strands. The six standards in the first strand, Health Literacy Skills (HESK), address skills that are for personal, family and community health enhancement. These standards teach essential and transferable skills that foster health efficacy. The skills also are applicable as learning tools for the other six content strands. The standards in the Health Literacy Skills strand are consistent throughout all grade levels and matched at each grade level with content standards in the other strands as important similarities are identified. The standards in the remaining content strands, Personal and Community Health (HE1); Safety and Injury Prevention (HE2); Nutrition and Physical Activity (HE3); Mental Health (HE4); Alcohol, Tobacco, and Other Drugs (HE5); Family Life and Human Sexuality HE6) progressively change through the grade levels.

STATEMENT of Incorporating Specific Vocabulary into the Health Education curriculum

- Faculty recognize that specific vocabulary is utilized in the Health curriculum. Most terminology is specific to the area of each strand. Teachers utilize this vocabulary throughout the teaching, class discussions, reading assignments and student research. Students must utilize this vocabulary in answering written exams and class discussion.
- The teacher can incorporate written assignments and research in the assignments related to each of the required strands.

Physical Education (DoDEA Standards adopted 2009)

Grade 7; Grade 8 and Physical Education: Required Lifetime Sports (9–12); Physical Activity and Nutrition (9-12): Personal Fitness (9–12); Elective PE (10-12) To a greater extent than in the core academic subjects, Physical Education teachers must integrate personal and social skill development as part of a student's achievement of the content standards. Physical Education is critical in promoting lifelong, healthy physical activity and in realizing the wide range of benefits associated with participation in dance, sports, games, and other physical activities.

STATEMENT of Incorporating Specific Vocabulary into the Physical Education curriculum

- Faculty recognize that specific vocabulary is utilized in the PE curriculum. Most terminology is specific to the area of each sport (the equipment used, the rules of the game, etc). Teachers utilize this vocabulary throughout the teaching and playing of the sport.
- Writing is not an integral part of the curriculum, due to the physical nature of the courses. However, the teacher can incorporate written assignments and research in an area of student interest.

Professional Technical Studies (PTS)

Middle School – Grades 7 and 8:

- **Career Development** Students use skills to plan career paths and pursue career opportunities
- **Arts, AV/Technology, and Communication** Students explore career fields that include creating, exhibiting, performing, and publishing multimedia content.
- **Business, Management, and Administration** Students explore career fields that include organizing, directing, and evaluating functions essential to productive business operations.
- **Human Services** Students explore career fields that include providing for families and serving human needs.
- **Information Technology** Students explore career fields that include designing, supporting, and managing hardware, software, multimedia, and systems integration.
- **Science, Technology, Engineering, and Mathematics** Students explore career fields that include performing scientific research and professional technical services in science, technology, engineering, and mathematics.

High School - Grades 9-12:

1. Hospitality & Tourism Cluster Restaurant, Food, & Beverages Pathway

Academics: Students apply English language arts, mathematics, science, and social studies content area skills.

- The student will manage and use basic reading, writing, and mathematical skills for food service production and guest services to provide a positive guest experience so as to apply mathematical, reading, and writing skills to correctly deliver food products and guest services.

2. Architecture & Construction Cluster Design/Pre-Construction Pathway

Academics Students apply English language arts, mathematics, science, and social studies content area skills.

3. Arts, AV Technology, & Communications Cluster Audio & Video Technology & Film Pathway

4. Science, Technology, Engineering, & Math Cluster Engineering & Technology Pathway

Academics Students apply English language arts, mathematics, science, and social studies content area skills.

STATEMENT of Incorporating Specific Vocabulary into the PTS (Professional Technical Skills curriculum)

- Faculty recognizes that specific vocabulary is utilized in the PTS curriculums. Terminology is specific to the area of study. Teachers utilize this vocabulary daily in lectures and classroom discussions. The adopted textbooks highlight new vocabulary by chapter and glossaries are in each student textbook.
- It is to be assumed that writing is an integral part of the PTS curriculum resulting in paragraph responses to thought-provoking questions, essay writing, and research papers.

Foreign Language

Level I

Proficient Learner Expectations: By the end of Level I in secondary school, students understand and present short, simple conversations and narratives within highly predictable and familiar contexts. When the text is enhanced by visual cues, students read short texts with comprehension. Students comprehend and produce vocabulary related to everyday objects and actions on familiar topics. They can interactively use short sentences, learned words, phrases, simple questions, and commands when speaking and writing, relying on visuals to enhance oral and written comprehension. When speaking, students imitate the use of culturally appropriate vocabulary, idiomatic expressions, and nonverbal behaviors modeled by the teacher or other authentic role models such as found through authentic video, TV programs, guest speakers, simple literature, and the internet.

FL1: Communication *Interpersonal communication mode* is direct, oral communication between individuals in personal contact. It includes written communication between individuals in direct personal contact.

- **FL1a.1:** Engage in oral or written conversations on familiar topics.

FL1 Communication *Interpretive mode* focuses on the understanding and interpretation of written and spoken language. It involves one-way listening and reading in which the reader works with a variety of print and non-print materials.

- **FL 1b.1:** Build and expand a basic vocabulary in the target language.

- **FL1b.3:** Understand basic idiomatic expressions and cognates;
- **FL1b.4:** Comprehend the main ideas in simple spoken presentations;
- **FL1b.5:** Read and comprehend written directions;
- **FL1b.6:** Read and interpret the main idea in a variety of authentic written materials in the target language;
- **FL1b.8:** Expand reading vocabulary;
- **FL1b.9:** Predict meaning of key words in a reading selection;

FL1 Communication *Presentational mode* involves communication of information, and focuses on concepts, and ideas in spoken and written modes. It is concerned with one-way speaking and writing.

FL1c: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. This standard focuses on the presentation of information, concepts, and ideas in spoken and written modes. It is concerned with one-way speaking and writing.

- **FL1c.1:** Write about familiar topics;
- **FL1c.2:** Write questions to obtain information.
- **FL1c.3:** Write appropriate answers to questions on familiar topics;
- **FL1c.4:** Create a writing sample with point of view and purpose;
- **FL1c.5:** Write appropriate answers to questions on familiar topics;
- **FL1c.6:** Respond in writing to a variety of written material;
- **FL1c.9:** Summarize and paraphrase spoken or written input;
- **FL1c.13:** Apply appropriate writing- process strategies: pre-writing, drafting, revising, editing, and publishing.

Level II

Proficient Learner Expectations: By the end of Level II in secondary school, students exhibit increased comprehension through recognition of key words or phrases embedded in familiar contexts through a variety of media. They recognize structural patterns in target language narratives and derive meaning from these structures within familiar contexts. Students use illustrations and contextual clues to increase comprehension of written passages while reading simple documents and relatively simple literature. Students use short sentences, learned words, phrases, simple questions, and commands when speaking and writing, often relying on visuals to help themselves be understood. Students recombine learned vocabulary and structures to form simple sentences, short messages, and notes to meet practical writing needs. Students demonstrate increasing accuracy in pronunciation and intonation when presenting well-rehearsed material. Students show some understandings of the target-culture's practices and perspectives on topics such as typical music, holidays, meals, family and social customs. Students have limited fluency in the language yet may be understood by a sympathetic native speaker who prompts for clarification.

FL1: Communication *Interpersonal communication mode* is direct, oral communication between individuals in personal contact. It includes written communication between individuals in direct personal contact.

FL1Aa: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

- **FL1a.1:** Interact, using extended spoken or written communication, by providing and obtaining information;
- **FL1a.3:** Use a wide range of strategies to negotiate meaning.
- **FL1a.5:** Interact in a wide range of situations, using culturally authentic languages and gestures.

FL1 Communication *Interpretive mode* focuses on the understanding and interpretation of written and spoken language. It involves one-way listening and reading in which the reader works with a variety of print and non-print materials.

FL1b: Students understand and interpret written and spoken language on a variety of topics. This standard focuses on the understanding and interpretation of written and spoken language. It involves one-way listening and reading in which the reader works with a variety of print and non-print materials.

- **FL 1b.1:** Build and expands a basic vocabulary in the target language;
- **FL1b.2:** Refine understanding of the target language's sound system; discriminate among individual sounds and intonations of the target language;
- **FL1b.3:** Understand basic idiomatic expressions and cognates;
- **FL1b.4:** Comprehend the main ideas in a variety of spoken presentations;
- **FL1b.5:** Read and comprehend more complex written directions;
- **FL1b.6:** Read appropriate, authentic passages in the target language;
- **FL1b.7:** Recognize cognates and words in context;

- **FL1b.8:** Comprehend and interpret the main idea of a variety of written material in the target language;
- **FL1b.9:** Expand reading vocabulary;
- **FL1b.10:** Predict meaning of key words in selected readings through visual and context clues;
- **FL1b.12:** Predict the outcome or provide a different ending to age appropriate media, (print, audio, or visual);
- **FL1b.14:** Interpret and imitate culturally appropriate verbal and nonverbal communication: gestures, proximity, interjections.

FL1 Communication Presentational mode involves communication of information, and focuses on concepts and ideas in spoken and written modes. It is concerned with one-way speaking and writing.

- **FL1c.1:** Write about familiar topics;
- **FL1c.2:** Write questions to obtain information;
- **FL1c.3:** Write appropriate answers to questions on familiar topics;
- **FL1c.4:** Create a writing sample with point of view and purpose;
- **FL1c.6:** Respond in writing to a variety of written material;
- **FL1c.8:** Write or tell about an event or a personal experience
- **FL1c.13:** Write about past, present, or future events;
- **FL1c.15:** Apply appropriate writing- process strategies: prewriting,drafting, revising, editing, publishing;

Level III

Proficient Learner Expectations: By the end of Level III, students comprehend an expanded range of vocabulary, more complex conversations, narratives, and recorded material within familiar contexts, including high-frequency idiomatic expressions. They identify main ideas and some details on a number of topics, such as those presented in the target culture’s TV, radio, video, or live and computer-generated presentations. Students communicate oral and written information about familiar topics with sufficient accuracy that listeners and readers understand most of what is presented. When interacting on familiar topics in present time, they express their own thoughts using sentences and strings of sentences. They are able to meet practical writing needs, such as short letters and notes, by recombining learned vocabulary and structures, demonstrating full control of present time and evidence some control of other time frames. When preparing oral and written presentations on familiar topics, they use a range of sentences and strings of sentences primarily in present time, but also in past and future time. Students demonstrate some cultural knowledge in oral and written presentations. They demonstrate control of an expanding number of familiar words and phrases and of a limited number of idiomatic expressions.

FL1: Communication Interpersonal mode is direct, oral communication between individuals in personal contact. It includes written communication between individuals in direct personal contact.

- **FL1a.1:** Interact, using extended spoken or written communication by providing or obtaining information.
- **FL1a.3:** Interact in a wide range of situations, using multiple strategies to negotiate meaning.
- **FL1a.4:** Give and follow a series of directions, instructions, and requests.

FL1 Communication Interpretive mode focuses on the understanding and interpretation of written and spoken language. It involves one-way listening and reading in which the reader works with a variety of print and non-print materials.

- **FL 1b.1:** Build and expand a basic vocabulary in the target language;
- **FL1b.2:** Continue to refine understanding of the target language’s sound system and discriminates among individual sounds and intonations of the target language;
- **FL1b.3:** Understand commonly used idiomatic expressions and cognates;
- **FL1b.4:** Comprehend the main ideas in a variety of spoken presentations with increasing facility;
- **FL1b.5:** Follow complex oral or written directions or requests;
- **FL1b.6:** Read and comprehend functional readings and literature from a variety of genres;
- **FL1b.7:** Comprehend and interpret the main idea of a variety of written materials in the target language with increasing facility;
- **FL1b.8:** Use a variety of reading and listening strategies to derive meaning from texts;
- **FL1b.9:** Predict the outcome in or provides a different ending to age-appropriate media in (print, audio, or visual);

FL1 Communication Presentational mode involves communication of information, and focuses on concepts, and ideas in spoken and written modes. It is concerned with one-way speaking and writing.

FL1c: Presentation- Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. This standard focuses on the presentation of information, concepts, and ideas in spoken and written modes.

- **FL1c.1:** Write about information or ideas on a range of topics, using idiomatic expressions and colloquialisms;
- **FL1c.2:** Write for a variety of purposes with increasing accuracy and complexity;
- **FL1c.3:** Create a writing sample with point of view and purpose;
- **FL1c.4:** Research and write reports on a variety of topics;
- **FL1c.5:** Respond in writing to reflect understanding of a variety of texts;
- **FL1c.10:** Apply appropriate writing- process strategies: pre-writing, drafting, revising, editing, and publishing.

Level IV

Proficient Learner Expectations: By the end of Level IV in secondary school, students understand and retain most key ideas and some supporting details when reading and listening. When reading, they acquire knowledge and new information from relatively comprehensive authentic texts. When speaking, students use strings of sentences and are more able to connect several ideas on a topic. When writing, students create simple paragraphs. They begin to apply familiar structures to new situations, choosing appropriate vocabulary for familiar topics. They frequently use culturally appropriate behavior in social situations, using some gestures and body language of the target culture. Students are generally understood by sympathetic native speakers who are used to dealing with foreigners.

FL1: Communication *Interpersonal mode* is direct, oral communication between individuals in personal contact. It includes written communication between individuals in direct personal contact.

FL1a: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

- **FL1a.1:** Interact, using extended spoken or written communication, by providing and obtaining information.
- **FL1a.3:** Use a wide range of strategies to negotiate meaning.

FL1 Communication *Interpretive mode* focuses on the understanding and interpretation of written and spoken language. It involves one-way listening and reading in which the reader works with a variety of print and non-print materials.

- **FL 1b.1:** Demonstrate increasing control of vocabulary in the target language;
- **FL1b.2:** Understand and interpret extended discourse in the target language;
- **FL1b.43:** Understand idiomatic expressions and cognates;
- **FL1b.45:** Comprehend the main ideas in a variety of spoken presentations with increasing facility;
- **FL1b.67:** Read and comprehends functional readings and literature from a variety of genres;
- **FL1b.89:** Use a variety of reading and listening strategies to derive meaning from texts;
- **FL1b.910:** Read and demonstrate understanding of a text as a whole;

FL1 Communication *Presentational mode* involves communication of information, and focuses on concepts, and ideas in spoken and written modes. It is concerned with one-way speaking and writing.

FL1c: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. This standard focuses on the presentation of information, concepts, and ideas in spoken and written modes. It is concerned with one-way speaking and writing.

- **FL1c.1:** Write in the target language for a varied purpose and audience with increasing accuracy;
- **FL1c.2:** Research and write reports on a variety of topics;
- **FL1c.3:** Respond in writing to reflect understanding of a variety of texts;
- **FL1c.4:** Demonstrate increasing control of pronunciation, inflection, and intonation;
- **FL1c.7:** Summarize information from authentic language materials and artifacts;
- **FL1c.8:** Apply appropriate writing- process strategies: pre-writing, drafting, revising, editing, and publishing.
- **FL1b.7:** Read and comprehend literature from a variety of genres;
- **FL1b.8:** Read and demonstrate an understanding of a text as a whole;
- **FL1b.10:** Use a variety of reading and listening strategies to derive meaning from texts;

FL1 Communication *Presentational mode* involves communication of information, and focuses on concepts, and ideas in spoken and written modes. It is concerned with one-way speaking and writing.

FL1.c: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. This standard focuses on the presentation of information, concepts, and ideas in spoken and written modes. It is concerned with one-way speaking and writing.

- **FL1c.1:** Write in the target language for a varied purpose and audience with increasing facility;
- **FL1c.2:** Respond in writing to reflect understanding of a variety of texts;
- **FL1c.8:** Apply appropriate writing- process strategies: pre-writing, drafting, revising, editing, and publishing.

ADDENDUM 2: Research Related to the Interventions Selected

Identify the research base for each of the interventions you selected for the goal area. Provide a summary of the study done and its outcome on students.

Intervention: WICR_____

Supporting Research:

AVID, Advancement Via Individual Determination is a foundational and holistic system designed to engage all teachers and students in a high quality of learning based in best teaching practices and proven strategies. The driving theory behind the AVID system is that students will succeed in rigorous courses and be college and career-ready if provided the proper support and access to that rigor.

AVID's proven learning support structure known as WICR incorporates these teaching methodologies: *Writing as a Tool for Learning*, *Emphasis on Inquiry*, *Collaborative Approach*, and *Reading to Learn*. Learning and utilizing these skills allows students to comprehend at levels of complexity for a variety of applications in higher education and career preparation. The AVID system restructures the teaching methods of an entire school to open access to rigorous curricula.

Surveys of employers indicate that what they are seeking in their workforce are people who get along with other people and can come up with creative solutions to new problems in collaborative ways. AVID's scaffold of social and academic structures instills these qualities, while at the same time improving outcomes in academic performance, building critical reading and thinking skills for technical and college readiness coursework, and fostering collaboration among students, as well as educators.

In today's sophisticated and rapidly changing workplace, the skills, strategies, experience, and confidence acquired by students working with the AVID system are integral to success in postsecondary education and career preparation for all fields.

The AVID system is a vital component of a comprehensive school improvement program. It supplies the academic foundation and skill delivery system for school curricula and student achievement programs. The AVID methodologies and strategies can be applied in most aspects of teaching and learning across a school, including specialized applications and targeted populations. AVID staff and trainers are strong partners in school improvement efforts. The intensive professional development; the teacher, student and administrator collaboration inherent in the AVID system; and the dissemination of common best practices across a school site provide an exponential impetus to improving culture and performance.

AVID Methodology is about allowing students access to a rigorous college and career preparatory curriculum and providing professional development to support vertical teams of teachers. Students learn how to set and work toward goals, how to manage their time, how to take notes, how to use binders to structure and organize their notes, and how to study using their organized materials. The **WICR** instructional strategies include:

- ***Writing as a Tool for Learning***: Writing is basic to thinking, learning and growth. It allows students to think in complex ways, contributes to self-knowledge, helps clarify and order experience, helps students be better readers, and enables students to "do better" in school. The AVID note-taking system is an adaptation of the sophisticated Cornell system. Students take detailed notes from class lectures and texts in a wide right-hand margin, and develop clarifying ideas or questions regarding these notes in a narrow left-hand margin. Not only do the notes help students clarify thought, but as students engage in writing for learning, their writing and language skills become better and better. Their reading skills develop as students have experience in using language. AVID students

are required to take binders to all academic classes and to use them to take notes.

- ***Emphasis on Inquiry:*** Students are trained in the inquiry method, based on levels of questioning (Socratic Method), rather than on lecture. This engages students in their own learning, resulting in student ownership for enlarged understanding of concepts and higher order thinking skills.
- ***Collaborative Approach:*** Research shows that students learn best when they are actively manipulating materials through making inferences and then generalizing from those inferences. Collaborative groups encourage this type of thinking. Students are responsible for their own learning; AVID teachers are guides, facilitators and coaches in a learning community of teachers, students and tutors working together for the success of the group.
- ***Reading to Learn:*** The AVID curriculum emphasizes critical reading, with academic reading instruction built so that students develop and become more confident in their comprehension skills. Three factors most helpful for insuring comprehension are connecting to prior knowledge, understanding text structure, and using text-processing strategies during and after reading.
 - Traditional standardized “evaluation” practices focus on the determination of eligibility for special education services, giving little information for intervention planning.
 - IDEA does not mandate specific assessment tools or even require that standardized measures be used. Present Level of Performance must be presented in terms of objective measurable observations “to the extent possible.” Tools must display equity, validity, and nondiscrimination. Provisions stipulate a team assessment approach that looks at the whole child.
 - The ultimate goal of “assessment” is improvement of instruction for the student.
 - In a functional assessment, the purpose of data collection is to answer specific questions concerning the student’s functioning in a particular setting.
 - Portfolios allow the teacher to obtain a more holistic view of the student, building a collection of experiences that demonstrates the student’s actual use of speech and language behaviors in various contexts.
 - Portfolios also facilitate collaboration by involving the student and teacher.

AVID has been the subject of numerous research studies that have documented its program effectiveness. Key Findings from these studies include:

- AVID high schools improved their accountability ratings as measured by the Texas Assessment of Academic Skills and dropout rates over the four-year study period.
- AVID schools showed **increases** in enrollment in courses of high rigor where the non-AVID schools actually showed decreases in enrollment.
- AVID schools and districts showed **increases** in graduation or completion rates while non-AVID schools and districts evidenced declines.
- AVID has made an impact schoolwide as evidenced by changes in school culture
- Non-AVID teachers adopted many of the AVID strategies including Cornell Notes, Socratic Seminars, and collaboration for use in their own classes. Also, AP teachers not part of the AVID site team that had AVID students in their classes had positive comments about AVID students and expressed interest in learning about AVID.

Documented Achievement Results: The greatest evidence of AVID’s success is in the successes of its students - over 98% of AVID high school seniors graduated from high school and over 76% are accepted to four-year colleges – consistently - as detailed in the three year data below.

AVID has a proven, multi-year track record of increasing the college and career readiness of students who have been traditionally underrepresented in higher education. Studies of academic outcomes of California AVID students found: 55% of African-American students who participated in AVID for 3 years

enrolled in four-year colleges versus national average of 33% and 43% of Latino students who participated in AVID enrolled in four-year colleges versus national average of 29%.

Seven school districts in Texas used Comprehensive School Reform Demonstration grants to implement AVID as a model for school-wide reform at 26 schools. Within four years of starting to implement the program, 30% of AVID seniors were completing Advanced Placement/International Baccalaureate (AP/IB) courses, and an additional 17% completed a transferable community college course (Alkan & Watt, 2003). The evaluation of this program (Watt, Yanez and Cossio, 2002-2003) concluded that AVID students succeeded in rigorous courses, outperformed their classmates on state-mandated exams, and were on track for college enrollment and success. An evaluation of eight AVID programs in California focused on AVID's effect on AP course taking (CREATE, 2002) concluded that AVID students succeeded in Advanced Placement and honors classes, which opened access to those courses for other non-traditional students.

Documented Achievement Results

General Data Summary for Secondary Schools from AVID Data Collection System
LONGITUDINAL REPORT FOR |2007-2008| |2008-2009| |2009-2010|

All Grades 2009-2010 Only	
6 th Grade	16,083
7 th Grade	55,960
8 th Grade	60,719
9 th Grade	71,563
10 th Grade	55,542
11 th Grade	39,615
12 th Grade	27,221
Total	326,693

Ethnicity	2007-2008	2008-2009	2009-2010
African American	19.0%	20.6%	20.2%
American Indian	0.7%	0.7%	0.8%
Asian	5.0%	4.8%	4.8%
Caucasian	20.9%	20.4%	20.9%
Filipino	1.6%	1.5%	1.4%
Hispanic	49.8%	49.1%	49.1%
Pacific Islander	0.7%	0.6%	0.7%
Multi-racial	1.3%	1.4%	1.3%
Other	0.9%	0.8%	0.8%

Data Category	2007-2008	2008-2009	2009-2010
Number of high school AVID sections	6,290	7,728	8,622
Number of middle school AVID sections	4,638	5,394	6,096
Percent of AVID middle school students in second year of AVID	30.7%	31.0%	34.5%
Percent of AVID eighth grade students enrolled in Algebra	60.2%	59.0%	60.9%
	2007-2008	2008-2009	2009-2010
Percent of AVID combined school students eligible for federal free or reduced lunch	48.4%	58.0%	64.4%
Percent of AVID middle school students eligible for federal free or reduced lunch	61.6%	61.4%	64.9%
Percent of AVID high school students eligible for federal free or reduced lunch	53.2%	56.4%	60.9%
	2007-2008	2008-2009	2009-2010
Number of AVID seniors in previous year	12,713	16,687	20,519
Percent of AVID seniors in previous year taking at least one AP or IB exam	56.4%	56.3%	56.9%
Percent of AVID seniors in previous year completing college entrance requirements	88.9%	89.4%	89.5%
Percent of AVID seniors in previous year enrolled in elective for at least three years	64.5%	66.4%	65.2%
Percent of AVID seniors graduating in the previous year	99.3%	99.1%	98.3%
Percent of AVID seniors in previous year taking the SAT or ACT	89.0%	89.5%	88.4%
Percent of AVID seniors in previous year applying to four-year college	86.6%	86.7%	87.6%
Percent of AVID seniors in previous year getting accepted to four-year college	78.3%	77.9%	76.9%
Percent of AVID seniors in previous year planning to attend a four-year college	68.1%	65.5%	62.8%
Percent of AVID seniors in previous year applying to a two-year college	33.0%	33.9%	10.3%
Percent of AVID seniors in previous year getting accepted to two-year college	32.1%	33.5%	N.A.
Percent of AVID seniors in previous year planning to attend a two-year college	24.3%	26.8%	24.2%
Percent of AVID seniors in previous year applying to a technical school or enlisting in the military	2.3%	1.9%	0.8%