

School Improvement Action Plan – Goal 2

SY 09 - 10

PART I: OVERVIEW

Lester Middle School

Date: 25 November 09

<p>Goal Statement: All students will improve literacy skills of comprehension and writing, across the curriculum</p>	
<p>Essence of the goal: Gain intended information and meaning from a variety of materials (print, audiovisual, library media center catalogs, bibliographic tools on-line databases, interlibrary loan, telephone, facsimile technology, interviews, surveys). Use written expressions to convey purpose (thoughts and feelings) to varied audiences.</p>	
<p>Targeted Subgroup: Read 180 students: We will identify Read 180 students who tested in the Bottom National Quarter on the <i>TerraNova</i> Multiple Assessment -- Reading Subtest Spring 07.</p>	
<p>Triangulation of Data: Top Two <i>TerraNova</i> National Quarters (Subtests: Reading, Language Arts, Math, Science, Social Studies - 2006) Bottom <i>TerraNova</i> National Quarters (Subtests: Reading, Language Arts, Math, Science, Social Studies – 2006) TN Performance Assessment Communication Arts (TNPACA) 8th Grade Writing Assessment Lester Middle School Reading Assessment</p>	
<p>System-wide Assessment(s) <u>Name: TerraNova Multiple assessment, Reading and Language Arts subtests</u> 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 <i>Terra Nova Multiple Assessment</i>.</p>	<p>Local Assessment(s) <u>Name: Scholastic Reading Inventory (SRI) (Grades 6-8)</u> Indicator of success: There is a meaningful increase in the percentage of students scoring At the Standard or higher as measured by the SRI.</p> <p><u>Name: Exemplars 9-12 Assessment, Reasoning and Communication subtests</u> Indicator of success: There is a meaningful increase in the percentage of students scoring At or Above the Standard on the Exemplars local assessment.</p> <p>Targeted Subgroup Assessments: <u>Name: Scholastic Reading Inventory (SRI) (Grades 6-8)</u> Indicator of success: There is a meaningful increase in the percentage of targeted subgroup students scoring At the Standard or higher as measured by the SRI.</p> <p><u>Name: Exemplars 9-12 Assessment, Reasoning and Communication subtests</u> Indicator of success: There is a meaningful increase in the percentage of targeted subgroup students scoring At or Above the Standard on the Exemplars local assessment.</p>
<p>Interventions and their descriptions applicable to ALL Students</p>	
<p>Intervention: 6+1 Traits of Writing</p>	<p>Brief Description: The 6+1 Trait Writing is a way for students and teachers to use a common language to refer to characteristics of writing. This also incorporates common expectations of what 'good' writing looks like. Teachers and students can use the 6+1 Trait model to pinpoint areas of strength and weakness as they continue to focus on improved writing. The intervention specifically focuses on six traits that indicate qualities of good writing:</p>

<p>Intervention: Active Reading</p>	<ul style="list-style-type: none"> • Ideas (details, development, focus) • Organization (internal structure) • Voice (tone, style, purpose, and audience) • Word choice (precise language and phrasing) • Sentence fluency (correctness, rhythm, and cadence) • Conventions (mechanical correctness) • New one. . .presentation (handwriting, formatting, layout) <p>The traits are interrelated yet the criteria of each are distinct enough to allow for individual scoring of each trait.</p> <p>Jarmer, D., et al (Fall/Winter 2000). Six-Trait Writing Model Improves Scores at Jennie Wilson Elementary. <i>Journal of School Improvement</i>, 1, from http://www.ncacasi.org/jsi/2000v1i2/six_trait_model</p> <p>Brief Description: Skilled reading involves fluent word recognition. Good readers comprehend using a variety of comprehension strategies as they actively read challenging text. Part of reading instruction includes word recognition and teaching vocabulary which improves student understanding and memory of texts that are read.</p>	
<p>Interventions and their descriptions applicable to the Targeted Subgroup</p>		
<p>Intervention Read 180 program</p>	<p>Brief Description: We will identify Read 180 students who tested in the Bottom National Quarter on the <i>TerraNova</i> Multiple Assessment -- Reading Subtest Spring 07.</p> <p>Shared novel as a class (20 minutes) Child selects a short novel to read for 20 minutes during the class. Child based upon his/her SRI score works 20 minutes on the computer working on Reading Comprehension/Vocabulary/ Context/Fluency/Spelling. Their starting level is decided by their SRI score. 20 minutes listening to audio novel of their choice. Daily journaling. Work one to one with students.</p>	
<p>Interventions Implementation Timeline</p>		
<p>Interventions</p> <p>1. 6+1 traits</p> <p>2. Active Reading</p>	<p>Resources</p> <p>Teacher in-service</p> <p>Develop in-service that addresses active reading skills</p>	<p>POC</p> <p>Ron Coia or Val Roshong</p>

Part II

Lester Middle School Results-Based Staff Development Plan Intervention: 6+1 Traits of Writing

Staff Development Outcome

Teachers will be able to evaluate student writings to find traits and qualities of good writing: ideas, organization, and word choice

Teacher Indicators

Teachers utilize all forms of literature in various instructional methods. Teachers display examples of student products on bulletin boards, in school newsletters and other forms of technology.

Student Outcome

Students gain appreciation and value for writing when utilizing appropriate pre-writing strategies, sentence structure and organization.

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>Knowledge of the 6+1 Writing Traits</i>	Guided practice in identifying the six traits of writing	Goal 2 chair, staff development committee, and ROCS committee	Sign-in sheet to workshop	Skilled teachers, Power Point lessons, rubrics in planners, 6+1 posters	Within first quarter of school
Model/Demonstrate Staff Development and CSI meetings, internal/external experts presentations	Facilitators model targeted trait	Goal 2 chair and staff development committee	Power-points presentation Video/pictures taken of in-service to display on the Lester web site	Sample papers of traits; Provide list of subject-area "experts" in teaching writing traits	Within first quarter of school
Low Risk Practice with Feedback <i>What will be in place for the teachers to try and how will they receive feedback</i>	Facilitators models each Specific trait	Goal 2 chair and staff development committee	Sample writings with focus of trait Sample Reflections	Samples papers of traits	Within first quarter of school
On-the-Job Practice with Feedback <i>Teachers teaching teachers, Mentoring, PowerPoint lessons and video lessons</i>	Follow modeled lessons, teacher practices w/ classroom groups and receives feedback from mentors/facilitators	Goal 2 chair, department chair and individual teachers	Completion of CSI Monitoring Documents Student work samples	CSI monitoring document Student work samples	First, second, third, fourth Quarter monthly staff and CSI meetings
Follow-up for Current Staff <i>Collaborative meetings</i>	Faculty meetings and/or Team meetings to discuss how things are going	Goal 2 chair and team liaison	Completion of CSI Monitoring Documents Student work samples	Provide list of subject-area "experts" in teaching writing traits	Faculty meetings monthly CSI meetings; team meetings
Long-Term Maintenance Plan for New Staff <i>Continued Staff Development</i>	New staff members are Paired with Goal 1 Chair to observe strategies have opportunities to practice with feed-back.	Goal 2 chair, Staff development Committee, mentor teachers, CSI chair	Training, in-service, PowerPoint presentation and video lessons	Staff training PowerPoint presentations and video lessons on K drive; use as refresher course	New Teacher orientation with Mentor teacher

PART III: RESULTS-BASED STAFF DEVELOPMENT PLAN

PART THREE: MONITORING PLAN

Lester Middle School Monitoring Plan

Goal 2 – All students will improve literacy skills of comprehension and writing, across the curriculum

Date	Intervention	Monitoring Process	Person/Group Responsible
First 2 weeks of school 1st Quarter No later than last week of the quarter 1 st Tuesday of each month 3rd Tuesday of each month Throughout 1st quarter SILT meetings 1 st Thursday of the month First week of 2nd Quarter	6+ 1 Writing 6+1 Ideas	-Core teachers will hand out, explain expectations, and ensure the students permanently place rubrics in their planners. -Teachers will provide the Monitoring Committee with examples of high, medium, and low student work, using the Ideas rubric to score the assignments. Then they will place the data on the spread sheet of the group students they are monitoring. -Teams will discuss issues, concerns, and progress with classroom implementation of Ideas writing strand. Minutes submitted to Goal 2 Chair for review at SILT meetings. -Administrators and team leaders discuss successes and concerns of student work and teacher implementation. Minutes submitted to Goal 2 Chair. -Teachers will display student work in classrooms and hallways. -Results from team meeting will be shared at SILT meeting. -Complete, compile and organize data	Social Studies: Ideas Science: Organization Language Arts: Word Choice All teachers All teams Admin and all team leaders All teams CSI Chair, Admin, Team Leaders Monitoring Committee, Goal 2 Chair, CSI Chair

Lester Middle School Monitoring Plan
Goal 2 – All students will improve literacy skills of comprehension and writing, across the curriculum

Date	Intervention	Monitoring Process	Person/Group Responsible
<p>2nd Quarter</p> <p>No later than last week of the quarter</p> <p>1st Tuesday of each month</p> <p>3rd Tuesday of each month</p> <p>Throughout 2nd quarter</p> <p>SILT meetings 1st Thursday of the month</p> <p>Jan 7th, 2010</p> <p>First week of 3rd Quarter</p>	<p>6+1 Organization</p>	<p>-Follow up as indicated by monitoring tools and team discussions</p> <p>-Teachers will provide the Monitoring Committee with examples of high, medium, and low student work, using the Ideas rubric to score the assignments. Then place the data on the spread sheet of the group students they are monitoring.</p> <p>-Teams will discuss issues, concerns, and progress with classroom implementation of Organization writing strand. Minutes submitted to Goal 2 Chair for review at SILT meetings.</p> <p>-Administrators and team leaders discuss successes and concerns of student work and teacher implementation. Minutes submitted to Goal 2 Chair.</p> <p>-Teachers will display student work in classrooms and hallways.</p> <p>-Results from team meeting will be shared at SILT meeting.</p> <p>Mid year exemplar test will be given</p> <p>-Complete, compile and organize data</p>	<p>Monitoring Committee, Goal 2 Chair, CSI Chair</p> <p>All teachers</p> <p>All teams</p> <p>Admin and all team leaders</p> <p>All teams</p> <p>CSI Chair, Admin, Team Leaders</p> <p>All seminar teachers</p> <p>Monitoring Committee, Goal 2 Chair, CSI Chair</p>

Lester Middle School Monitoring Plan
Goal 2 – All students will improve literacy skills of comprehension and writing, across the curriculum

Date	Intervention	Monitoring Process	Person/Group Responsible
<p>3rd Quarter</p> <p>No later than last week of the quarter</p> <p>1st Tuesday of each month</p> <p>3rd Tuesday of each month</p> <p>Throughout 3rd quarter</p> <p>SILT meetings 1st Thursday of the month</p> <p>First week of 4th Quarter</p>	<p>6+1 Word Choice</p>	<p>-Follow up as indicated by monitoring tools and team discussions</p> <p>-Teachers will provide the Monitoring Committee with examples of high, medium, and low student work, using the Ideas rubric to score the assignments. Then place the data on the spread sheet of the group students they are monitoring.</p> <p>.</p> <p>-Teams will discuss issues, concerns, and progress with classroom implementation of Word Choice writing strand. Minutes submitted to Goal 2 Chair for review at SILT meetings.</p> <p>-Administrators and team leaders discuss successes and concerns of student work and teacher implementation. Minutes submitted to goal 2 Chair.</p> <p>-Teachers will display student work in classrooms and hallways.</p> <p>-Results from team meeting will be shared at SILT meeting.</p> <p>-Complete, compile and organize data</p>	<p>Monitoring Committee, Goal 2 Chair, CSI Chair</p> <p>All teachers</p> <p>All teams</p> <p>Admin and all team leaders</p> <p>All teams</p> <p>CSI Chair, Admin, Team Leaders</p> <p>Monitoring Committee, Goal 2 Chair, CSI Chair</p>

Lester Middle School Monitoring Plan
Goal 2 – All students will improve literacy skills of comprehension and writing,
across the curriculum

Date	Intervention	Monitoring Process	Person/Group Responsible
<p>4th Quarter</p> <p>By the end of the 7th week of the quarter</p> <p>1st Tuesday of each month</p> <p>3rd Tuesday of each month</p> <p>Throughout 4th quarter</p> <p>SILT meetings 1st Thursday of the month</p> <p>Last two weeks of quarter</p>	<p>6+1 Writing: Ideas, Organization & Word Choice</p>	<p>-Follow up as indicated by monitoring tools and team discussions</p> <p>-Teachers will provide the Monitoring Committee with examples of high, medium, and low student work, using the Ideas rubric to score the assignments. Then place the data on the spread sheet of the group students they are monitoring.</p> <p>-Teams will discuss issues, concerns, and progress with classroom implementation of 6+1. Minutes submitted to Goal 2 Chair for review at SILT meetings.</p> <p>-Administrators and team leaders discuss successes and concerns of student work and teacher implementation. Minutes submitted to goal 2 Chair.</p> <p>-Teachers will display student work in classrooms and hallways.</p> <p>-Results from team meeting will be shared at SILT meeting.</p> <p>-Complete, compile and organize data</p>	<p>Monitoring Committee, Goal 2 Chair, CSI Chair</p> <p>All teachers</p> <p>All teams</p> <p>Admin and all team leaders</p> <p>All teams</p> <p>CSI Chair, Admin, Team Leaders</p> <p>Monitoring Committee, Goal 2 Chair, CSI Chair</p>

Lester Middle School Monitoring Plan
Goal 2 – All students will improve literacy skills of comprehension and writing, across the curriculum

Date	Intervention	Monitoring Process	Person/Group Responsible
No later than last week of the quarter	Active Reading	-Teachers will provide the Monitoring Committee with lesson plans or examples of student work utilizing Active Reading.	All teachers
1 st Tuesday of each month		-Teams will discuss issues, concerns, and progress with classroom implementation of Active Reading. Minutes submitted to Goal 2 Chair for review at SILT meetings.	All teams
3 rd Tuesday of each month		-Administrators and team leaders discuss successes and concerns of student work and teacher implementation. Minutes submitted to goal 2 Chair.	Admin and all team leaders
Throughout the school year		-Teachers will display student work in classrooms and hallways.	All teams
SILT meetings 1 st Thursday of the month		-Results from team meeting will be shared at SILT meeting.	CSI Chair, Admin, Team Leaders
First week of the following quarter		-Complete, compile and organize data	Monitoring Committee, Goal 2 Chair, CSI Chair

PART IV: STATUS REPORT

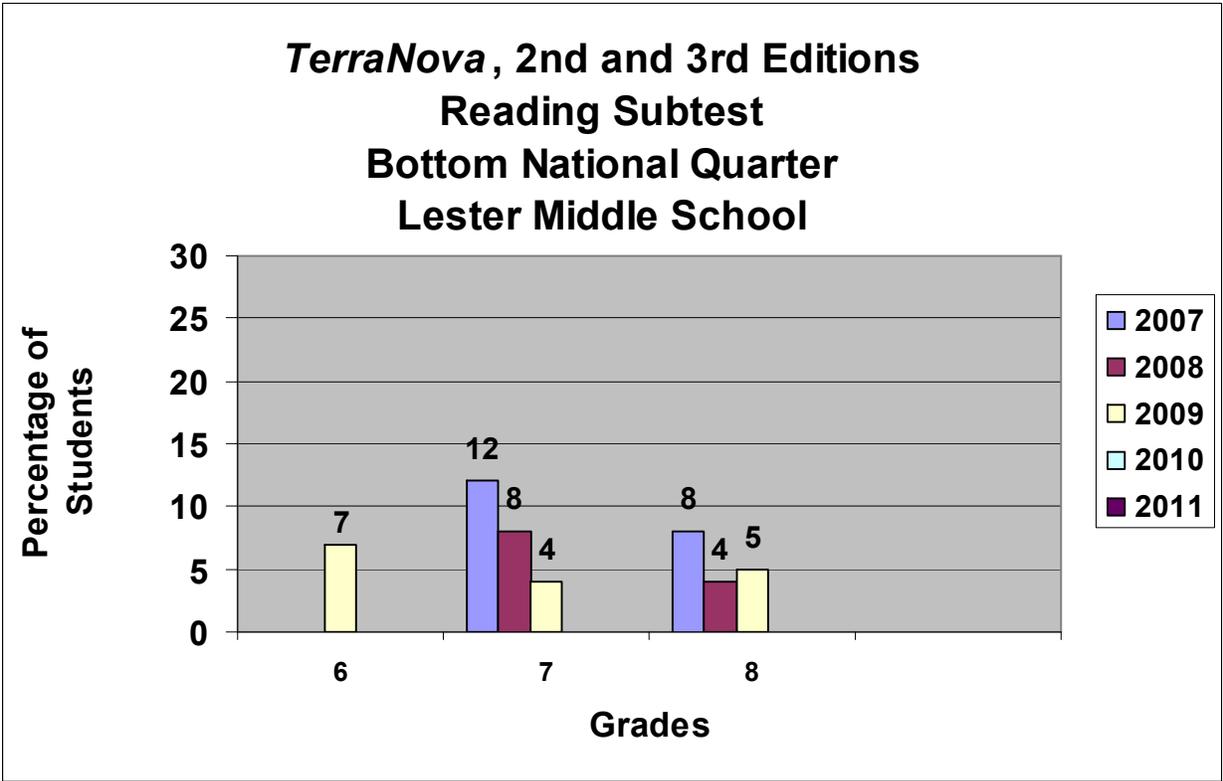
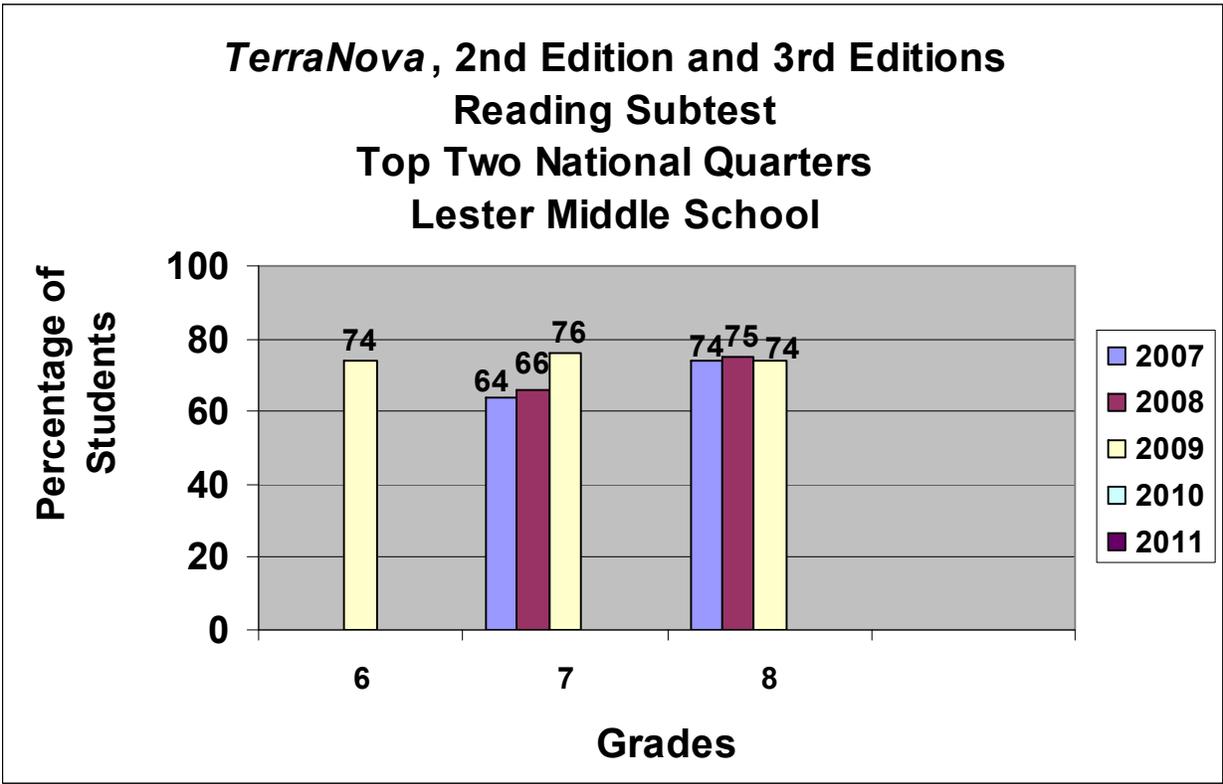
Goal Statement: All students will improve literacy skills of comprehension and writing, across the curriculum

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 (z-scores) and analyzed.

1. A standard score difference of .3 or greater is a substantial improvement and a difference of -.3 or greater is a substantial decline in student performance.
2. A standard score difference of .2 to .3 is quite good and a negative difference of -.2 to -.3 is a quite bad.
3. A standard score difference of .1 to .2 is enough to mention and a difference of -.1 to -.2 is enough to mention.
4. A standard score difference of -.1 to .1 is not enough to mention.

DATA DISPLAY: TerraNova 2nd Edition, Reading Subtest



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 *TerraNova* Multiple Assessment.

Note: The graph above displays student results from different versions of the *TerraNova* Multiple Assessments. Prior to 2009, the *TerraNova*, 2nd Edition was used. Beginning in spring 2009, the *TerraNova*, 3rd Edition was used. Z-score comparisons will be computed for student performance data beginning in 2010, comparing student performance to that of 2009.

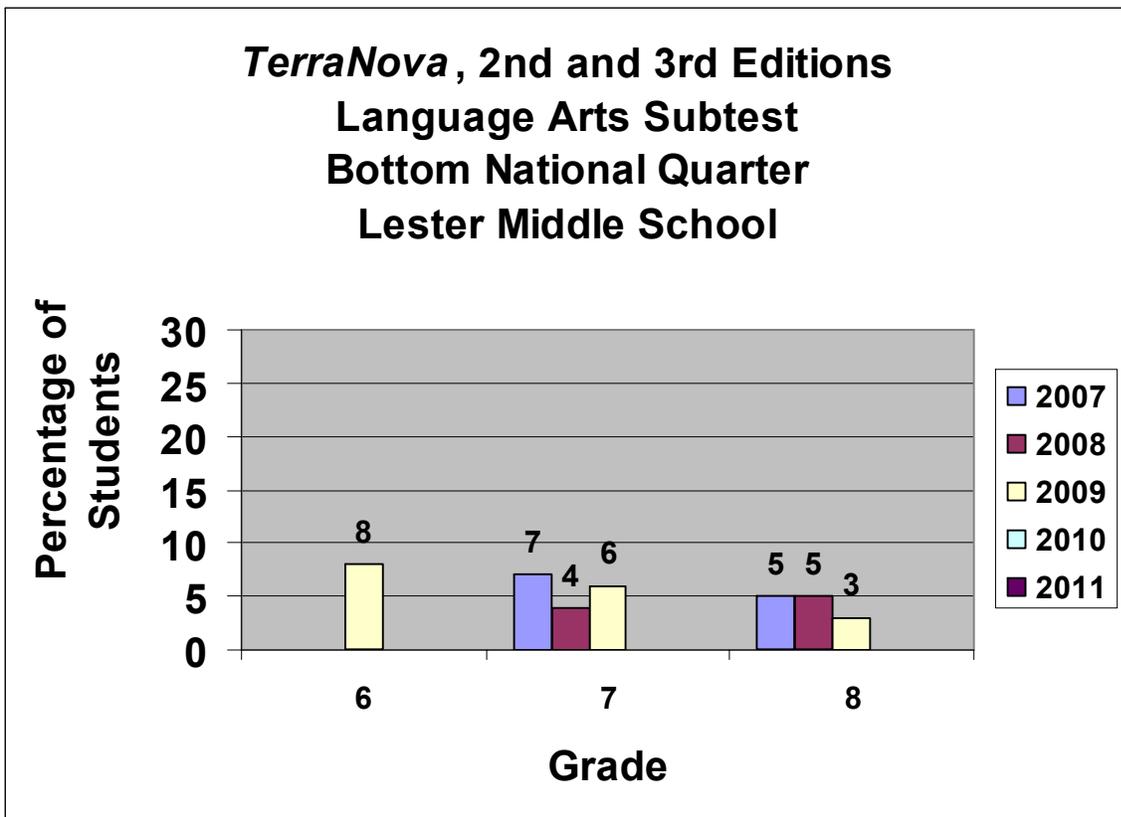
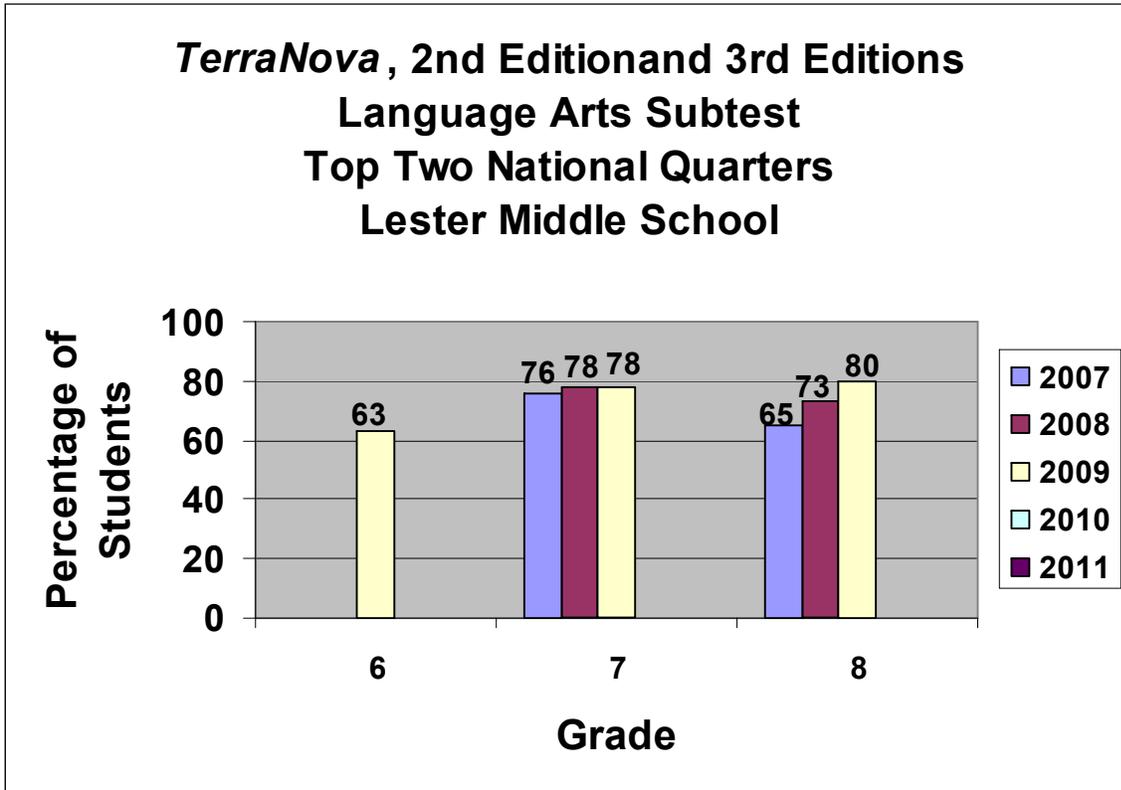
Top Two National Quarters

1. The difference in performance at the 6th grade is ____
(Z = ____)
2. The difference in performance at the 7th grade is ____
(Z = ____)
3. The difference in performance at the 7th grade is ____
(Z = ____)

Bottom National Quarter

1. The difference in performance at the 6th grade is ____
(Z = ____)
2. The difference in performance at the 7th grade is ____
(Z = ____)
3. The difference in performance at the 7th grade is ____
(Z = ____)

DATA DISPLAY: TerraNova Multiple Assessment, Language Arts Subtest



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 *TerraNova* Multiple Assessment.

Note: The graph above displays student results from different versions of the *TerraNova* Multiple Assessments. Prior to 2009, the *TerraNova*, 2nd Edition was used. Beginning in spring 2009, the *TerraNova*, 3rd Edition was used. Z-score comparisons will be computed for student performance data beginning in 2010, comparing student performance to that of 2009.

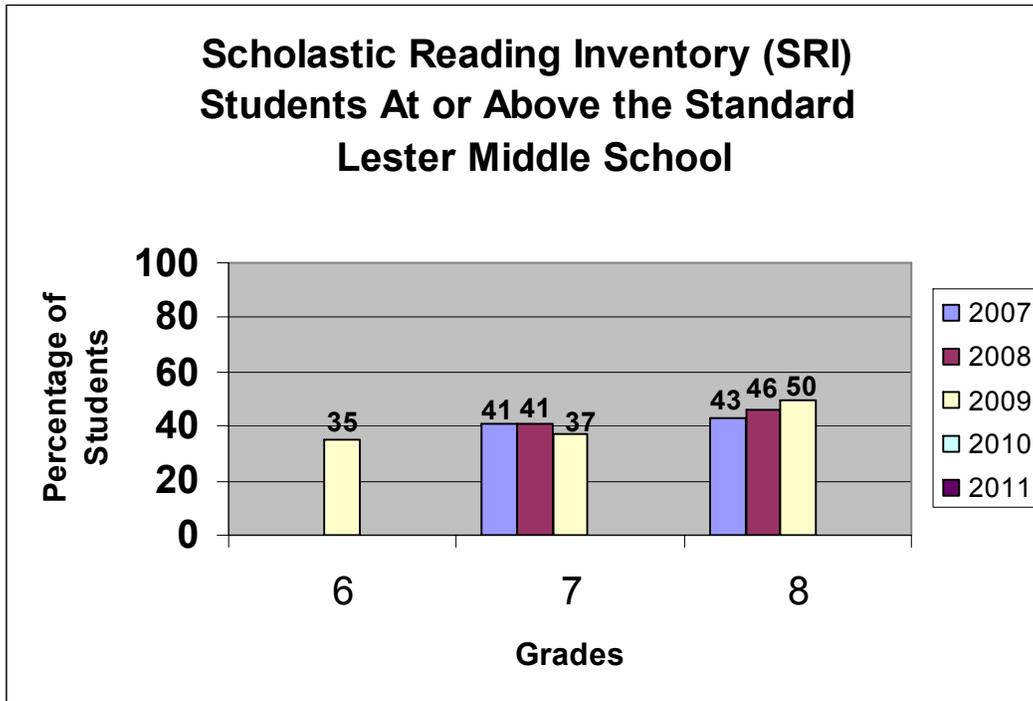
Top Two National Quarters

1. The difference in performance at the 6th grade is ____
(Z= ____)
2. The difference in performance at the 7th grade is ____
(Z = ____)
3. The difference in performance at the 7th grade is ____
(Z = ____)

Bottom National Quarter

1. The difference in performance at the 6th grade is ____
(Z= ____)
2. The difference in performance at the 7th grade is ____
(Z = ____)
3. The difference in performance at the 7th grade is ____
(Z = ____)

DATA DISPLAY: SRI Reading Performance Summary

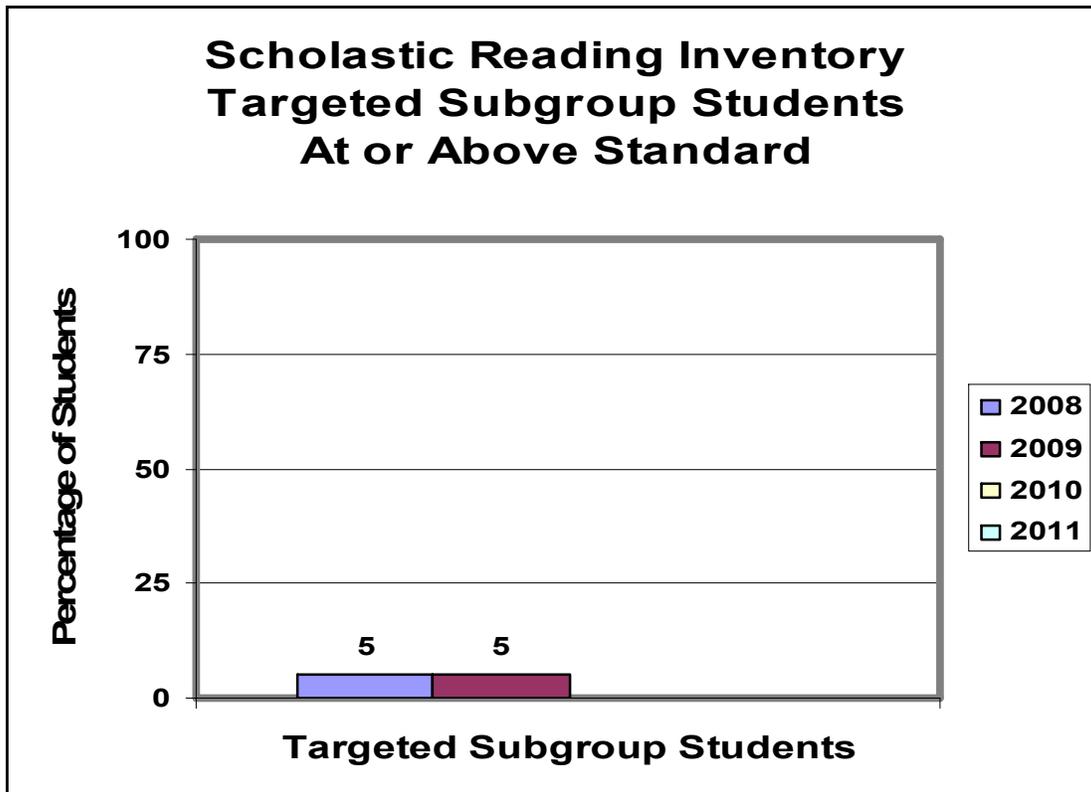


Indicator of Success: There is a meaningful increase in the percentage of students scoring At the Standard or higher as measured by the SRI.

Findings:

1. The difference in performance at the 6th grade is _____
(Z= _____)
2. The difference in performance at the 7th grade is worse by enough to mention compared to baseline year (Z = -.1)
3. The difference in performance at the 8th grade is better by enough to mention compared to baseline year. (Z= .18)

DATA DISPLAY: Targeted Subgroup - SRI Reading Performance Summary



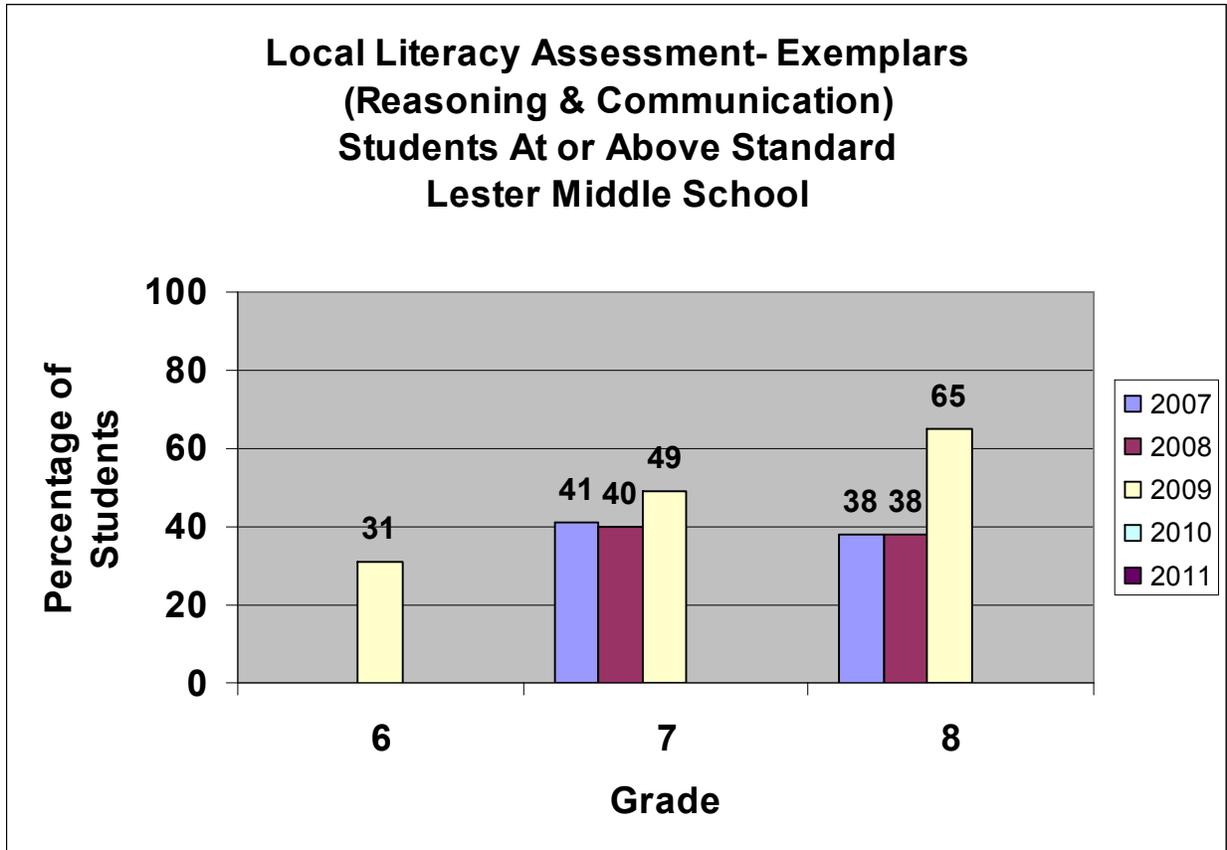
***Note:** Due to the small population of the sub group any interpretation change in student performance should be made with caution.

Indicator of Success: There is a meaningful increase in the percentage of targeted subgroup students scoring At the Standard or higher as measured by the SRI.

Findings:

1. The difference in performance of the target sub-group is not enough to mention compared to baseline year. (Z= 0)

**DATA DISPLAY:
Exemplars 9-12 Assessment, Reasoning and Communication Subtests**

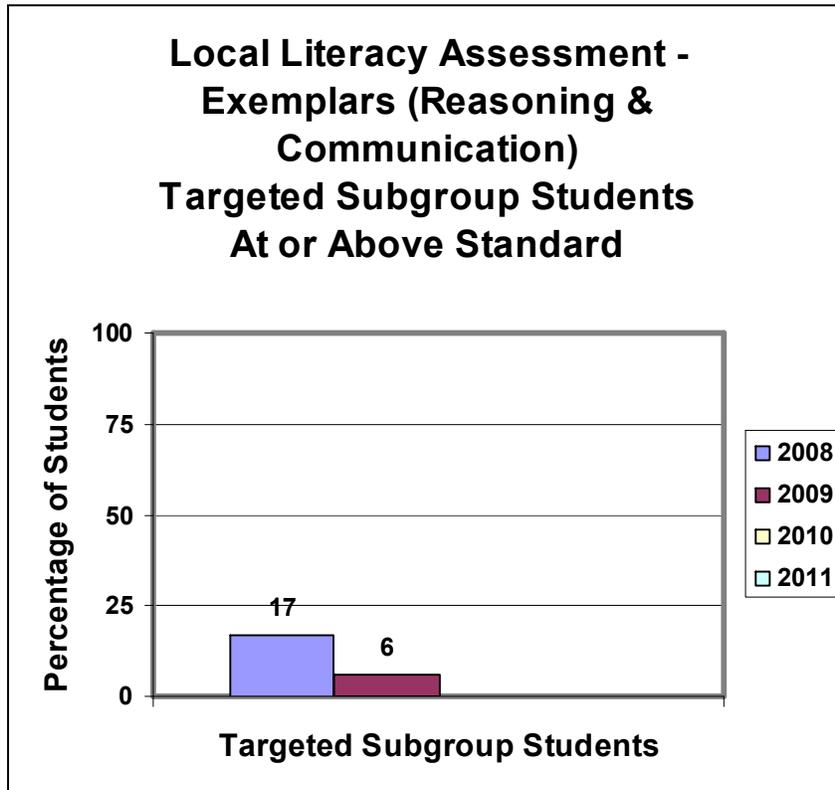


Indicator of Success: There is a meaningful increase in the percentage of students scoring At the Standard or higher as measured by the Exemplars – Literacy, Reasoning & Communication Subtests.

Findings: (z-score analysis)

1. The difference in performance at the 6th_grade is _____
(Z= _____)
2. The difference in performance at the 7th grade is much better than compared to baseline year. (Z = .2)
3. The difference in performance at the 8th grade is substantially better than compared to baseline year. (Z= .7)

DATA DISPLAY: Targeted Subgroup - Exemplars 9-12 Assessment, Reasoning and Communication Subtests



***Note:** Due to the small population of the sub group any interpretation change in student performance should be made with caution.

Indicator of Success: There is a meaningful decrease in the percentage of targeted sub-group students scoring At the Standard or higher as measured by the SRI.

Findings: (z-score analysis)

1. The difference in performance of the target sub-group is substantially worse compared to baseline year. (Z= -.61)

ANALYSIS

Summary of student performance (z-score differences) for Assessment One (TerraNova Multiple Assessment, Reading Subtest, Language Arts Subtest)

Prior to 2009, the *TerraNova*, 2nd Edition was used. Beginning in spring 2009, the *TerraNova*, 3rd Edition was used. Z-score comparisons will be computed for student performance data beginning in 2010, comparing student performance to that of 2009. However, it should be noted that 2009 test results indicate 7th grade met the expectations of the indicator of success of performance levels in top two and bottom national quarters. The 6th and 8th were close to meeting this expectation for the *TerraNova* Reading Sub Test. Sixth grade performance on the *TerraNova* Language Arts Sub Test was below expectations.

Summary of student performance (z-score differences) for Assessment Two (Scholastic Reading Inventory (SRI) (Grades 6-8)

This is the baseline year for the 6th grade. The seventh grade performance on the Scholastic Reading Inventory was worse by enough to mention compared to the baseline year, which is a cause for concern that needs further discussion. The increase in the percentage of eight grade students performing At or Above the standard was better by enough to mention on the Scholastic Reading Inventory.

Summary of student performance (z-score differences) for Assessment Three (Scholastic Reading Inventory (SRI) (Targeted Subgroup)

The performance of the Targeted Subgroup did not change from that of the baseline year on the Scholastic Reading Inventory.

Summary of student performance (z-score differences) for Assessment Four (Exemplars 9-12 Assessment, Reasoning and Communication subtests)

This is the baseline year for the 6th grade. There is a meaningful increase in the percentage of students scoring at the standard or above in 7th grade to report, and there is a substantial increase in the number students scoring at the standard or above in 8th grade on the Local Assessment- Literacy-Exemplars Reasoning and Communication.

Summary of student performance (z-score differences) for Assessment Five – Targeted Subgroup (Exemplars 9-12 Assessment, Reasoning and Communication subtests)

The performance of the targeted subgroup decreased significantly when compared to that of the baseline year on the Exemplars 9-12 Assessment, Reasoning & Communication subtests.

Impact of each intervention on student performance:

Although we are unable to do comparative analysis between baseline and current year TerraNova results, we are seeing favorable performance by our sixth, seventh and eighth grade students, particularly on the reading subtest. Sixth grade performance on the language arts subtest is an ongoing concern, while the seventh and eighth grades

continue to meet the DoDEA standard. This was the first year our sixth grade students were with us and exposed to our 6+1 and Active reading interventions. Exemplar assessment results indicate our seventh and eighth graders have shown positive gains during the two years of implementation of our intervention. The drop in the number of students meeting the standard in our sub-group presents a cause for concern.

Action Needed: (How will the School Improvement Plan be modified in light of these assessment results?)

Lester Middle School faculty will continue improve the monitoring of our interventions by adding a quarterly focus to the essence of the intervention, and by adding formative assessment to provide data on the impact of the intervention. We are hopeful that this timely assessment data will provide important information to guide instructional decisions and increase the impact of the interventions.

Which intervention(s) will continue? Why?

6+1 Traits and Active Reading will continue as are Interventions for Goal 2, as we are seeing a positive impact on student performance. We are hopeful that our focused professional development and monitoring process will help us to continue to improve student performance.

Which intervention(s) will be modified? How?

There will be a quarterly focus for the intervention, and assessment results will guide any instructional review.

Which intervention(s) will be discontinued? Why?

We have no plans to discontinue the intervention at this time due to the positive gains shown in student performance.

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:

In School year 06-07, Lester Middle School faculty, community members and parents met to determine appropriate goals for Lester Middle School for the next school improvement cycle. After reviewing test scores and holding small group discussions, the faculty and community established Literacy as one of Lester Middle School's school improvement goals. Test scores from the *TerraNova* supported this choice. The group reached consensus that a concentration on this goal would enhance and improve the education of the students at Lester Middle School. Therefore, the School Improvement Goal Two was determined to be Literacy.

Selection of Interventions: 6+1 Traits

SIP subcommittees of teachers and parents were established for each student performance goal during Year 1 of the school improvement cycle. Each subcommittee identified a set of research-based interventions supporting the goal that could be implemented school-wide in all curricular areas. SIP subcommittees were also developed for School Home Community Partnerships and Data and Analysis in order to support the implementation of the school improvement goal. The school and community reached consensus on interventions to be included in the School Improvement plan by using the research based intervention of 6+1 Traits of Writing.

ADDENDUM 1: DoDEA CURRICULAR STANDARDS RELATED TO THE

Goal: All students will improve literacy skills of comprehension and writing, across the curriculum

Grade 6: Science

S1d: Applies appropriate tools and techniques to systematically collect, record, analyze, and interpret data.

Grade 6: Math

M9a: Recognize and use connections among mathematical ideas.

Grade 6: Language Arts

E1a: The student reads at least twenty-five books or book equivalents each year. The quality and complexity of materials to be read is based on the lexile level of grade 6 (800L-1050L).

E3d: The student makes informed judgments about television, radio, and film productions.

Grade 6: Ancient and Medieval Civilizations

SK1d: Infer information from captions, cartoons, photographs, etc.

Grade 6: Band

MU5: The student reflects upon and assesses the characteristics and merits in performances of their music and the music of others.

Grade 6: Host Nation

1: The student will use the host nation language in familiar situations to enhance oral communication skills and vocabulary development.

Grade 6: Visual Arts

VA7a: The Student selects elements of art and principles of design to create works of art using technology.

Grade 6: Humanities

E5a: The student responds to non-fiction, fiction, poetry, and drama using, interpretive, critical, evaluative processes.

Grade 6: Computer Technology

PT3a: Communicate ideas to justify position, persuade and convince others, and responsibly challenge existing procedures and policies.

Grade 6: Computer Technology

PT3b: Use technology to communicate information and ideas in ways that are appropriate to the purpose and audience through spoken, written, and graphic or visual means of expression.

Grade 7: Science

S1g: communicates scientific procedures, explanations, and conclusions using appropriate scientific language and writing, and mathematics.

Grade 7: Math

M1b: Instructional programs should enable all students to understand meanings of operations and how they relate to none another. In seventh grade all students should

Grade 7: Language Arts

E1e: The student demonstrates familiarity with a variety of functional documents (i.e. documents that exist in order to get things done) and produces written or oral work.

Grade 7: World Geography

1d. Use primary sources (biographies, journals, interviews, letters) to collect, analyze and synthesize information.

Grade 7: Foreign Language

FL2c The student writes words and simple expressions in the target language.

Grade 7: Applied Tech

PT4d Use information technology to analyze, organize, and present information.

Grade 7: Family Consumer Science

PT3a Communicate ideas to justify position, persuade and convince others, and responsibly challenge existing procedures and policies

Grade 7: Band

MU4: The student demonstrates understanding of music in relation to history and culture.

Grade 7: ESL

1.2 Interact in English by speaking, listening, reading, and writing for personal expression and enjoyment

Grade 7: Visual Arts

VA4a: The students compares and contrasts aspects of social, culture, ecological, economics, religious and political conditions in the execution of art

Grade 7: Humanities

VA4: The student demonstrates understanding of visual arts in relation to history and culture

Grade 7: Computer Technology

PT3b: Use technology to communicate information and ideas in ways that are appropriate to the purpose and audience through spoken, written, and graphic or visual means of expression.

Grade 7: Health

HESK1: Access valid health information

Grade 8: Science

S1g: communicates scientific procedures, explanations, and conclusions using appropriate scientific language and writing, and mathematics.

Grade 8: Math

M8: communicate mathematical ideas coherently and clearly to peers, teachers and others

Grade 8: Language Arts

E1c. The student reads and comprehends informational materials to develop understanding and expertise and produces written or oral work

Grade 8: Social Studies

Sk1d: use primary sources (artwork, biographies, journals, interviews, letters) to collect, analyze, summarize and synthesize information

Grade 8: Physical Education

PE2b1: Analyzes how changing information, abilities, priorities, and responsibilities alter choices for participation in daily physical activity

Grade 8: Foreign Language

FL2c The student writes words and simple expressions in the target language.

Grade 8: Applied Technology

VA4a: describes the function and meaning of art objects within cultural and historical contexts

Grade 8: Family Consumer Science

PT3b Use technology to communicate information and ideas in ways that are appropriate to the purpose and audience through spoken, written, and graphic or visual means of expression.

Grade 8: Humanities

VA4: The student demonstrates understanding of visual arts in relation to history and culture

Grade 8: Band

MU4: The student demonstrates understanding of music in relation to history and culture.

Grade 8: ESL

1.2 Interact in English by speaking, listening, reading, and writing for personal expression and enjoyment

Grade 8: Visual Arts

VA4a: The students compares and contrasts aspects of social, culture, ecological, economics, religious and political conditions in the execution of art

Grade 8: Humanities

VA4: The student demonstrates understanding of visual arts in relation to history and culture

Grade 8: Computer Technology

PT3b: Use technology to communicate information and ideas in ways that are appropriate to the purpose and audience through spoken, written, and graphic or visual means of expression.

Grade 8: Health

HESK1: Access valid health information

ADDENDUM 2: Research Related to the Interventions Selected

Intervention: 6+1 Traits

Supporting Research:

At Jennie Wilson Elementary School the model was taught by adding a trait at each grade level, beginning with ideas and content in kindergarten and first grade, adding organization in second grade, voice in third grade, word choice in fourth grade, and sentence fluency in fifth grade. All grades taught conventions according to the requirements at each grade level. However, if another trait was covered in a writing piece, it was not ignored.

Teachers also assessed the student writing samples with the students. This was noted as being the best way to teach each trait. Students could score the writing and see examples of strengths and weaknesses. This helped them to begin to recognize strengths and weaknesses in their own writings.

After three years, Jennie Wilson Elementary reported improvement occurred each year after the model was used. The fifth grade scores were equal to, or higher than, district and state averages. By grade level, the students increased their scores (moving from a 1 or 2, to a 3, 4, or 5) on the average of 54% for kindergarten when writing or dictating a story: 92% for first grade in narrative writing; 54% for second grade in narrative writing; 68% in third grade in narrative writing; 40% in the fourth grade in narrative writing; and 42% for the fifth grade in narrative writing. State assessment scores and CTBS scores also increased in language expression and mechanics.

In other studies, anecdotal data of teacher excitement and commitment is addressed extensively. In one school district in Oregon, where staff development on 6 + 1 Trait Writing was offered, teachers had to apply to receive the opportunity to attend.

In addition to anecdotal data, systemic research data from Portland, Oregon supports student improvement. "Six fifth-grade classrooms were selected to study the effect of teaching the six analytic traits to students. The classrooms represented diverse student populations.). Three of the classrooms received traditional instruction while the other three were taught the six-trait method. The results from pre and post tests revealed large differences in writing performance between the two groups. Traditional classrooms demonstrated gains of .07 (ideas), .30 (organization), .21 (voice), .20 (word choice) .02 (sentence fluency), and .10 (conventions) while the classrooms receiving instruction on the traits received gains (in the same order) of .84, .13, .87, .53, .27, and .19."

Jarmer, D., et al (Fall/Winter 2000). Six-Trait Writing Model Improves Scores at Jennie Wilson Elementary. *Journal of School Improvement*, 1, from http://www.ncacasi.org/jsi/2000v1i2/six_trait_model

Intervention: Active Reading

Improve Comprehension Through Active Reading

By Linda Starr

Put Reading First: The Research Building Blocks for Teaching Children to Read, a report developed by the Center for the Improvement of Early Reading Achievement (CIERA) and funded by the National Institute for Literacy (NIFL), tells teachers to "Read aloud daily to your students." Reading to children, the report says, "increases their knowledge of the world, their vocabulary, their familiarity with written language ('book language'), and their interest in reading."

But when will you find the time?

Reading, as we know, is not just the ability to combine letters into words; it includes the ability to understand the meaning of those words and the meaning of the ideas expressed in those words. In addition to basic decoding skills, reading comprehension requires background knowledge -- a framework on which to add new information -- and the ability to concentrate what one is reading. Reading comprehension, like phonemic awareness, decoding, and fluency, can be taught. Here are some ideas for keeping students involved in what they are reading, helping them improve their concentration and reading comprehension.

Create a KWL Chart

Help students focus on what they read by creating a KWL Chart. Before reading a selection, brainstorm with students everything they already know about the topic. Then help them make a list of what they want to learn about the topic from their reading. After they've read the selection, ask students to fill in what they did learn.

A Preview of Things to Come

Have students preview their reading selections before they actually begin reading. To preview a selection, students should:

- spend one minute looking over the title of the selection, the headings, subheads, and bold or italic sections;
- look at the illustrations and other graphics;
- skim the entire selection, reading the first and last paragraphs and the first sentence of every paragraph; and,
- close the book and answer the question "What is the main idea of this selection?"

Give the Order

Make a copy of several paragraphs of the reading selection (or, for younger students, of one paragraph of the selection), and cut into sentences. Arrange students into groups, the size of each group corresponding to the number of sentences in the selected paragraphs. Distribute one

sentence to each student. Challenge groups to put their sentences in the correct order, and then invite each student to read his or her sentence aloud - in the correct order.

Look into the Future

To help students become active readers, teach them prediction strategies. As students are reading, stop occasionally and ask a student to predict what might happen next.

What Does it Mean?

Stop occasionally during the reading process and ask a student to identify the most important word in the paragraph being read. Ask the student to provide three reasons for his or her choice.

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Starr, Linda. "NEA - Improve Comprehension Through Active Reading." *NEA - NEA Home*. 2008. Web. 25 Nov. 2009. <<http://www.nea.org/tools/EW-Improve%20Comprehension%20Through%20Active%20Reading.htm>>.