

Continuous School Improvement Action Plan – Smart Goal Two SY 2010-2011

PART I: OVERVIEW

KADENA ELEMENTARY SCHOOL

Date: 15 September 2010

Smart Goal: All students will improve their language arts performance across the curriculum with their ability to obtain, understand, and communicate information orally and in writing to effectively convey and express meaning, as measured by the selected school-based and system-wide assessments by June 2011.

Targeted Subgroup: Students are selected to receive Literacy Support Services (LSS) services based on multiple data points. The *TerraNova* score is the driving assessment for placement for (4-6). However, we also look at Scholastic Reading Inventory (SRI), Literacy Place Assessments, as well as teacher recommendations. In grades (1-3) the Developmental Reading Assessment (DRA) as well as the Literacy Place Assessment are criterion for placement.

Triangulation of Data: (Copy from Profile Triangulation of Data Appendix B)

- Scholastic Reading Inventory
- *TerraNova* Performance Assessment of Communication
- Kindergarten Reading Assessment – Local Assessment
- *TerraNova* Multiple Assessment, 2nd and 3rd Edition

System-wide Assessment(s)

TerraNova Multiple Assessment Grades 3-6

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* Reading and Language Subtests

Local Assessment(s)

1. Developmental Reading Assessment (DRA)
Grades K-3

Indicator of success: There is a meaningful increase in the percentage of students scoring at the standard or higher as measured by the DRA.

2. Literacy Place End of Year Test (Reading Comprehension Portion)
Grades 4-6

Indicator of success: There is a meaningful increase in the percentage of students scoring at the standard or higher as measured by the Literacy Place End of Year Test (Reading Comprehension Portion)

3. Literacy Place End of Year Test (Writing Portion)
Grades 1-6

Indicator of success: There is a meaningful increase in the percentage of students scoring at the standard or higher as measured by the Literacy Place End of Year Test (Writing Portion)

4. Pre-K Emerging Literacy Assessment
Pre-K (SureStart and PSCD)

Indicator of success: There is a meaningful increase in the percentage of pre-K students scoring at the standard or higher as measured by the Pre-K Emerging Literacy Assessment

5. Kindergarten Language Arts Assessment

Indicator of success: There is a meaningful increase in the percentage of kindergarten students scoring at the standard or higher as measured by the Kindergarten Language Arts Assessment

Interventions and their descriptions applicable to ALL Students

<p>Intervention: 6+1 Traits of Writing</p>	<p>Brief Description: The 6 + 1 Traits of Writing Model was developed in the 1980s by teachers based on their beliefs about what they valued in student writing and their analysis of hundreds of student writing samples from grades K-12 for strengths and weaknesses. The analysis yielded six traits that indicate qualities of good writing: Ideas (details, development, focus)</p> <ul style="list-style-type: none"> • Ideas (meaning and development) • Organization (internal structure) • Voice (tone, style, purpose, and audience) • Word choice (precise language and phrasing) • Sentence fluency (correctness, rhythm, and cadence) • Conventions (mechanical correctness) • And another has now been added. . .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>Intervention: Gradual Release</p>	<p>Brief Description: The gradual release instructional framework is based on the systematic transfer of responsibility for a particular learning task from the teacher to the student. The focus of this model is the level of responsibility the teacher must maintain to ensure a successful learning outcome or completion of a particular task, with controlled reduction of the amount of responsibility the teacher releases to the student.</p>

Interventions and their descriptions applicable to the Targeted Subgroup

<p>Intervention Literacy Support Services</p>	<p>Brief Description: The Pacific Area Literacy Project is a three-tiered approach to providing reading instruction so that all children will be successful. Literacy Support Specialists provide direct reading instruction to struggling readers and writers. In addition to the Tier 1 literacy lessons that all students receive in their homerooms, LSS students receive Tier 2 services according to one of three models; (1) small group pull out services, (2) inclusion, or (3) co-teaching.</p> <p>Students are enrolled in the LSS program when there is a preponderance of data to support that the child is a "struggling reader". Some of the evidence gathered may include Terra Nova scores below the 50th NCE, Developmental Reading Assessment levels that are below specific benchmark cut offs for each grade, Scholastic Reading Inventory Lexiles/NCE scores that are in the "At Risk" or "Basic" range for the grade level, Literacy Place Reading Comprehension subtests, student work samples, anecdotal records, teacher comments, interviews, oral fluency assessments, guided reading levels that are significantly below grade level, and records of oral reading (miscue analysis).</p>
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Interventions Implementation Timeline

Interventions	Resources	POC
1. 6+1 Traits of Writing	PLP training materials, Information & materials from Northwest Regional Educational Laboratory http://www.nwrel.org	LSS Teacher
2. Gradual Release	S. Harvey and A. Goudvis. 2000 <i>Strategies that work</i> . Portland, Maine: Stenhouse Publishers	Reading Committee Chair
3. Literacy Support Services	PLP training materials, S. Harvey and A. Goudvis. 2000 <i>Strategies that work</i> .	LSS Teacher

Part II

Kadena Elementary School Results-Based Staff Development Plan Gradual Release Model and 6+1 Traits of Writing

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

Staff effectively implements
Gradual Release Model and 6+1
Traits of Writing.

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

Staff evaluation of training.

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

Improved Language Arts abilities
displayed through improvements in
both local and standard assessments.

Effective Staff Development Steps	Knowledge <i>What you want people to walk away with</i>	Model/ Demonstrate <i>How this knowledge will be shown to the staff</i>	Low Risk Practice with Feedback <i>What will be in place for the teachers to try and how will they receive feedback</i>	On-the-Job Practice with Feedback <i>What programs will be in place: Teachers teaching teachers, Mentoring, Paired Learning, etc.</i>	Follow-up for Current Staff <i>Collaborative meetings</i>	Long-Term Maintenance Plan for New Staff <i>What is in place for long-term maintenance</i>
Implementation Activities	Quarter 1: Skill and confidence	Facilitators and trainers will hold in-services and/or conduct mini-lessons at faculty meetings, and dedicated SIP in-service days. LSS and/or other trainers will model lessons and share ideas.	Grade level collaboration sharing student work samples and discussing best practices for implementing the interventions.	Demonstration and observation of grade team leaders, LSS and ET on request Peer observations	Monthly team meeting discussions-LSS and ET as needed	New teacher training by grade level language committee representative
Person/Group Responsible (LSS; Tech; etc.)	Language CSI committee LSS and Educational Technologist	Language CSI committee LSS and Educational Technologist	Language CSI committee, LSS and Educational Technologist	Language CSI committee LSS and Educational Technologist	Team leaders	Grade level Language committee representative
Documented Evidence of Each Step	Quarter 1: <u>Gradual Release</u> – Grade levels collaboratively complete the GR form. <u>6+1 Traits of Writing</u> –	Staff Development Feedback Form	Grade levels collaboratively complete the GR form.	Student work samples	Team leader notes or documents	Log completion of training

Resources Needed	<ul style="list-style-type: none"> Facilitators and trainers who specialize or are experienced in the interventions. Professional Development Release time for Staff training. 	Facilitators and trainers for faculty meetings.	Collaboration time made available.	Release time for staff to perform peer observations.	Monthly team meetings	Release time for collaboration and supporting materials
Timeline Date/Time	Sept-Oct. 2010	Sept-Oct. 2010	Monthly	Sept-Oct. 2010	Sept-Oct. 2010	August 10 New Teacher Briefing Sept-Oct. 2010

2nd Quarter

Effective Staff Development Steps	Knowledge <i>What you want people to walk away with</i>	Model/ Demonstrate <i>How this knowledge will be shown to the staff</i>	Low Risk Practice with Feedback <i>What will be in place for the teachers to try and how will they receive feedback</i>	On-the-Job Practice with Feedback <i>What programs will be in place: Teachers teaching teachers, Mentoring, Paired Learning, etc.</i>	Follow-up for Current Staff <i>Collaborative meetings</i>	Long-Term Maintenance Plan for New Staff <i>What is in place for long-term maintenance</i>
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Timeline Date/Time	Nov. 2010 - Jan. 2011	Nov. 2010 - Jan. 2011	Monthly	Nov. 2010 - Jan. 2011	Nov. 2010- Jan. 2011	Nov. 2010 - Jan. 2011

3rd Quarter

Effective Staff Development Steps	Knowledge <i>What you want people to walk away with</i>	Model/ Demonstrate <i>How this knowledge will be shown to the staff</i>	Low Risk Practice with Feedback <i>What will be in place for the teachers to try and how will they receive feedback</i>	On-the-Job Practice with Feedback <i>What programs will be in place: Teachers teaching teachers, Mentoring, Paired Learning, etc.</i>	Follow-up for Current Staff <i>Collaborative meetings</i>	Long-Term Maintenance Plan for New Staff <i>What is in place for long-term maintenance</i>
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Timeline Date/Time	Feb.-March 2011	Feb.-March 2011	Monthly	Feb.-March 2011	Feb.-March 2011	Feb.-March 2011

4th Quarter

Effective Staff Development Steps	Knowledge <i>What you want people to walk away with</i>	Model/ Demonstrate <i>How this knowledge will be shown to the staff</i>	Low Risk Practice with Feedback <i>What will be in place for the teachers to try and how will they receive feedback</i>	On-the-Job Practice with Feedback <i>What programs will be in place: Teachers teaching teachers, Mentoring, Paired Learning, etc.</i>	Follow-up for Current Staff <i>Collaborative meetings</i>	Long-Term Maintenance Plan for New Staff <i>What is in place for long-term maintenance</i>
Implementation Activities	Quarter 1: Skill and confidence	Facilitators and trainers will hold in-services and/or conduct mini-lessons at faculty meetings, and dedicated SIP in-service days. LSS and/or other trainers will model lessons and share ideas.	Grade level collaboration sharing student work samples and discussing best practices for implementing the interventions.	Demonstration and observation of grade team leaders, LSS and ET on request Peer observations	Monthly team meeting discussions-LSS and ET as needed	New teacher training by grade level language committee representative

Person/Group Responsible (LSS; Tech; etc.)	Language CSI committee LSS and Educational Technologist	Language CSI committee LSS and Educational Technologist	Language CSI committee, LSS and Educational Technologist	Language CSI committee LSS and Educational Technologist	Team leaders	Grade level Language committee representative
Documented Evidence of Each Step	Quarter 1: <u>Gradual Release</u> – Grade levels collaboratively complete the GR form. <u>6+1 Traits of Writing</u> –	Staff Development Feedback Form	Grade levels collaboratively complete the GR form.	Student work samples	Team leader notes or documents	Log completion of training
Resources Needed	<ul style="list-style-type: none"> Facilitators and trainers who specialize or are experienced in the interventions. Professional Development Release time for Staff training. 	Facilitators and trainers for faculty meetings.	Collaboration time made available.	Release time for staff to perform peer observations.	Monthly team meetings	Release time for collaboration and supporting materials
Timeline Date/Time	April-June 2011	April-June 2011	Monthly	April-June 2011	April-June 2011	April-June 2011

PART III: MONITORING PLAN

Date	Intervention Focus	Monitoring Process	Person/Group Responsible						
<p>First Quarter Sept. 2010</p> <p>Administer Assessments – Oct. 25th-29th</p> <p>Data Due Nov. 5th</p> <p>Compiled & Graphed Data Due Nov. 12</p> <p>Minutes Due Nov. 19th</p> <p>Present Report Due Dec. 2nd</p>	<p><u>6+ 1 Traits of Writing-</u> Quarterly focus and objectives were chosen by Grade levels.</p> <table border="1" data-bbox="380 453 636 764"> <tr> <td>Kinder - Reading Street Baseline Assessment *Focused Intervention</td> </tr> <tr> <td>1st - *Focused Intervention Ideas & Conventions</td> </tr> <tr> <td>2nd - *Focused Intervention Conventions</td> </tr> <tr> <td>3rd - *Focused Intervention Ideas</td> </tr> <tr> <td>4th - *Focused Intervention Ideas & Organization</td> </tr> <tr> <td>5th - *Focused Intervention Ideas</td> </tr> </table> <p><u>Gradual Release: Eight Components of Balance Literacy</u> Quarterly focus and objectives were chosen by Grade levels.</p> <p><u>Literacy Support:</u> Quarterly focus and objectives were chosen by LSS.</p>	Kinder - Reading Street Baseline Assessment *Focused Intervention	1 st - *Focused Intervention Ideas & Conventions	2 nd - *Focused Intervention Conventions	3 rd - *Focused Intervention Ideas	4 th - *Focused Intervention Ideas & Organization	5 th - *Focused Intervention Ideas	<p>Technology and Data committee will develop and distribute monitoring data collection spreadsheet.</p> <p><u>Kindergarten/SS will complete their quarterly assessments and record results on the Monitoring Data Collection spreadsheet</u></p> <p>Administering the Scholastic Reading Inventory and record on Monitoring Data Collection spreadsheet. Grades 3-5</p> <p>Administer and grade Reading Street Unit Assessment and record results on Monitoring Data Collection spreadsheet in R drive.</p> <p>Compile & Organize (graph) data for Analysis.</p> <p>Grade Levels will meet to review data, discuss instructional interventions, and collaborate on successes and failures and steps for next quarter. Minutes will be submitted to Goal 2 Chair for review at CSILT meetings.</p> <p>Reporting quarterly results to all stakeholders as well as providing written recommendations for further action based on data and information obtained.</p> <p>Results from team meetings will be shared at CSILT meeting.</p>	<p>Technology/Data</p> <p>Kindergarten Teachers</p> <p>Classroom Teachers</p> <p>Classroom Teachers</p> <p>Data & Technology Committee</p> <p>Team Leaders</p> <p>Monitoring Committee</p> <p>Smart Goal 2 Chair</p>
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Date	Intervention Focus	Monitoring Process	Person/Group Responsible						
<p>Second Quarter</p> <p>Administer Assessments – Jan. 18th-21th</p> <p>Data Due Jan. 28th</p> <p>Compiled & Graphed Data Due Feb. 3rd</p> <p>Minutes Due Feb. 10th</p> <p>Present Report Due Mar. 3rd</p>	<p>Follow Up As Indicated by Monitoring Tools and Team Discussions</p> <p><u>6+ 1 Traits of Writing- Traits of Writing-</u></p> <p>Quarterly focus and objectives were chosen by Grade levels.</p> <table border="1" data-bbox="440 386 691 751"> <tr> <td>K ndergarten – *Focused Intervention</td> </tr> <tr> <td>1st - *Focused Intervention Organization, Voice & Conventions</td> </tr> <tr> <td>2nd - *Focused Intervention Organization & Convention</td> </tr> <tr> <td>3rd - *Focused Intervention Organization</td> </tr> <tr> <td>4th - *Focused Intervention Voice & Word Choice</td> </tr> <tr> <td>5th - *Focused Intervention Organization</td> </tr> </table> <p><u>Gradual Release: Eight Components of Balance literacy</u></p> <p>Quarterly focus and objectives were chosen by Grade levels.</p> <p><u>Literacy Support:</u></p> <p>Quarterly focus and objectives were chosen by LSS.</p>	K ndergarten – *Focused Intervention	1 st - *Focused Intervention Organization, Voice & Conventions	2 nd - *Focused Intervention Organization & Convention	3 rd - *Focused Intervention Organization	4 th - *Focused Intervention Voice & Word Choice	5 th - *Focused Intervention Organization	<p>Kindergarten/SS will complete their <u>quarterly assessments and record results on the Monitoring Data Collection spreadsheet</u></p> <p>Administering the Scholastic Reading Inventory and record on Monitoring Data Collection spreadsheet. <u>Grades 3-5</u></p> <p>Administer and grade Reading Street Unit Assessment and record results on Monitoring Data Collection spreadsheet in R drive.</p> <p>Compile & Organize (graph) data for Analysis.</p> <p>Grade Levels will meet to review data, discuss instructional interventions, and collaborate on successes and failures and steps for next quarter. Minutes will be submitted to Goal 2 Chair for review at CSILT meetings.</p> <p>Reporting quarterly results to all stakeholders as well as providing written recommendations for further action based on data and information obtained.</p> <p>Results from team meetings will be shared at CSILT meeting.</p>	<p>Kindergarten Teachers</p> <p>Classroom Teachers</p> <p>Classroom Teachers</p> <p>Data & Technology</p> <p>Team Leaders</p> <p>Monitoring Committee</p> <p>Smart Goal 2 Chair</p>
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2 nd - *Focused Intervention Organization & Convention									
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5 th - *Focused Intervention Organization									

Date	<u>Intervention Focus</u>	Monitoring Process	Person/Group Responsible						
<p>Third Quarter</p> <p>Administer Assessments – Mar. 28th- April 1st</p> <p>Data Due April 8th</p> <p>Compiled & Graphed Data Due April. 22nd</p> <p>Minutes Due April 29th</p> <p>Present Report Due May 5th</p>	<p><u>Follow Up As Indicated by Monitoring Tools and Team Discussions</u></p> <p><u>6+ 1 Traits of Writing- Traits of Writing-</u></p> <p>Quarterly focus and objectives were chosen by Grade levels.</p> <table border="1" data-bbox="415 541 695 863"> <tr> <td>K ndergarten - *Focused Intervention</td> </tr> <tr> <td>1st - *Focused Intervention Word Choice & Fluency</td> </tr> <tr> <td>2nd - *Focused Intervention Voice & Conventions</td> </tr> <tr> <td>3rd - *Focussed Intervention Word Choice</td> </tr> <tr> <td>4th - *Focussed Intervention Sentence Fluency & Conventions</td> </tr> <tr> <td>5th - *Focussed Intervention Word choice</td> </tr> </table> <p><u>Gradual Release: Eight Components of Balance literacy</u></p> <p>Quarterly focus and objectives were chosen by Grade levels.</p> <p><u>Literacy Support:</u></p> <p>Quarterly focus and objectives were chosen by LSS.</p>	K ndergarten - *Focused Intervention	1 st - *Focused Intervention Word Choice & Fluency	2 nd - *Focused Intervention Voice & Conventions	3 rd - *Focussed Intervention Word Choice	4 th - *Focussed Intervention Sentence Fluency & Conventions	5 th - *Focussed Intervention Word choice	<p><u>Kindergarten/SS will complete their quarterly assessments and record results on the Monitoring Data Collection spreadsheet</u></p> <p>Administering the Scholastic Reading Inventory and record on Monitoring Data Collection spreadsheet. Grades 3-5</p> <p>Administer and grade Reading Street Unit Assessment and record results on Monitoring Data Collection spreadsheet in R drive.</p> <p>Compile & Organize (graph) data for Analysis.</p> <p>Grade Levels will meet to review data, discuss instructional interventions, and collaborate on successes and failures and steps for next quarter. Minutes will be submitted to Goal 2 Chair for review at CSILT meetings.</p> <p>Reporting quarterly results to all stakeholders as well as providing written recommendations for further action based on data and information obtained.</p> <p>Results from team meetings will be shared at CSILT meeting.</p>	<p>Kindergarten Teachers</p> <p>Classroom Teachers</p> <p>Classroom Teachers</p> <p>Data & Technology</p> <p>Team Leaders</p> <p>Monitoring Committee</p> <p>Smart Goal 2 Chair</p>
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Date	<u>Intervention Focus</u>	Monitoring Process	Person/Group Responsible						
<p>4th Quarter</p> <p>Administer Assessments – May 9th- 13st</p> <p>Data Due May 27th</p> <p>Compiled & Graphed Data Due June 8th</p> <p>Present Report Due June 16th</p>	<p>Follow Up As Indicated by Monitoring Tools and Team Discussions</p> <p><u>6+ 1 Traits of Writing-</u></p> <p>Quarterly focus and objectives were chosen by Grade levels.</p> <table border="1" data-bbox="375 501 625 852"> <tr> <td data-bbox="375 501 625 562">K nder *Focused Intervention</td> </tr> <tr> <td data-bbox="375 562 625 617">1st *Focused Intervention All 6+1 Traits</td> </tr> <tr> <td data-bbox="375 617 625 688">2nd *Focused Intervention Word Choice & Sentence Fluency</td> </tr> <tr> <td data-bbox="375 688 625 743">3rd *Focused Intervention Conventions</td> </tr> <tr> <td data-bbox="375 743 625 798">4th *Focused Intervention Presentation</td> </tr> <tr> <td data-bbox="375 798 625 852">5th *Focused Intervention Conventions</td> </tr> </table> <p><u>Gradual Release: Eight Component of Balance literacy</u></p> <p>Quarterly focus and objectives were chosen by Grade levels.</p> <p><u>Literacy Support:</u></p> <p>Quarterly focus and objectives were chosen by LSS.</p>	K nder *Focused Intervention	1 st *Focused Intervention All 6+1 Traits	2 nd *Focused Intervention Word Choice & Sentence Fluency	3 rd *Focused Intervention Conventions	4 th *Focused Intervention Presentation	5 th *Focused Intervention Conventions	<p>CSI Standardized assessments will be administered by classroom teachers</p> <p>CSI Local Assessments Prepared for Distribution</p> <p><u>Kindergarten/SS will complete their EOY assessments and record results on the Monitoring Data Collection Form</u></p> <p>CSI Local Assessments Administered, Graded and Entered into data base</p> <ul style="list-style-type: none"> • SRI (3rd-5th) • Literacy Place EOY (4th-5th) • DRA (K-3rd) • Writing Prompt (k-5th) <p>All CSI End of Year Data Compile and Organize (graph) data for Analysis.</p> <p>Reporting EOY results to all stakeholders as well as providing written recommendations for further action based on data and information obtained.</p> <p>CSILT Team will quantify, share, and display data.</p> <p>Grade Levels will meet to review data, discuss instructional interventions, and collaborate on successes and failures and steps for next school year. Minutes will be submitted to Goal 2 Chair for review at SILT meetings.</p>	<p>Counselors and Class</p> <p>Data Committee</p> <p>Kindergarten Teachers</p> <p>Classroom Teachers</p> <p>CSI Data & Technology committee</p> <p>Monitoring Committee</p> <p>CSILT</p>
K nder *Focused Intervention									
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PART IV: STATUS REPORT

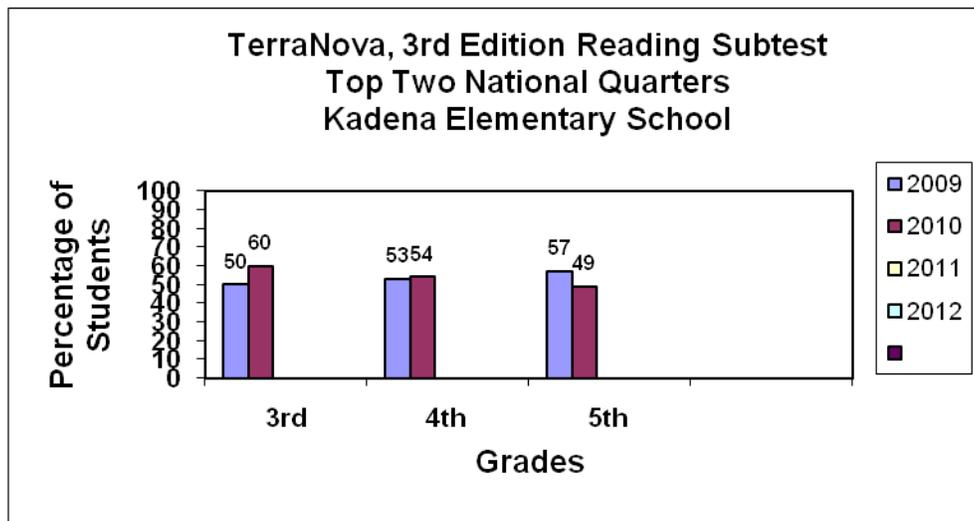
Smart Goal Statement: All students will improve their language arts performance across the curriculum with their ability to obtain, understand, and communicate information orally and in writing to effectively convey and express meaning, as measured by the selected school-based and system-wide assessments by June 2011.

DATA ANALYSIS PROCEDURES

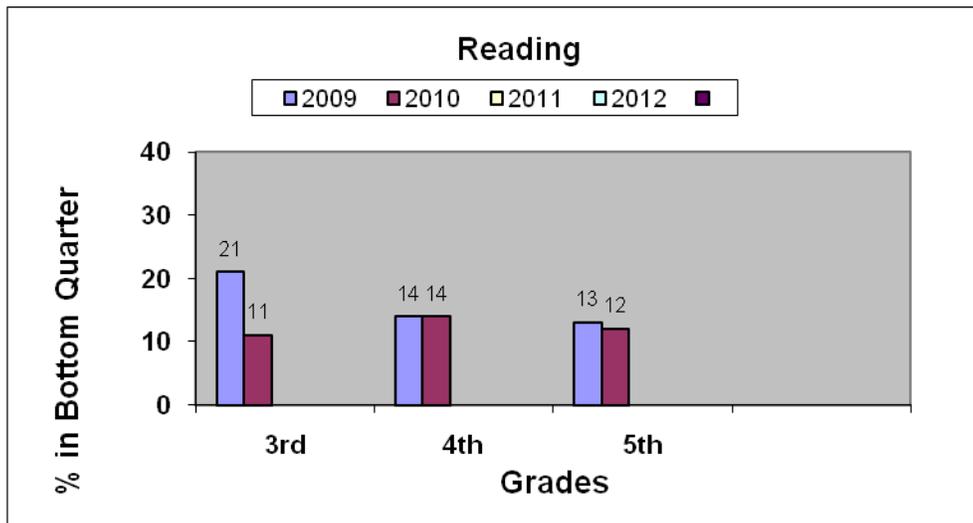
Baseline data and data collected at the end of each year of the school improvement cycle were disaggregated by grade level (and targeted subgroup) and were analyzed. Using NCA Data Analysis software, data were converted to standard scores (z-scores) and analyzed.

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, 3rd Edition



*Note: Beginning in spring 2009, the *TerraNova*, 3rd Edition was used. Z-score comparisons were computed for student performance data beginning in 2010, comparing student performance to that of 2009.



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Indicator of Success:

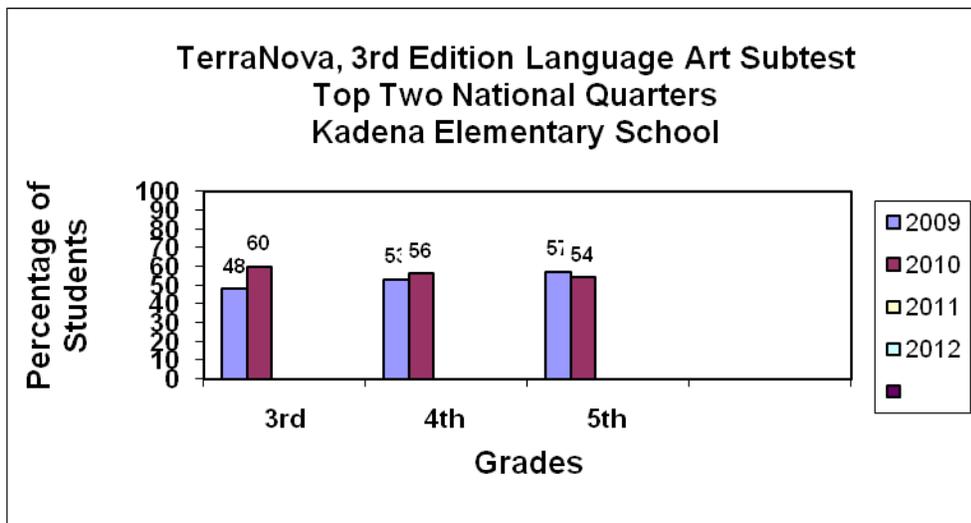
There is a meaningful increase in the percentage of students scoring in the top two National Quarters and a meaningful decrease in the percentage of students scoring in the bottom National Quarter as measured by the *TerraNova 3rd Edition* Reading Subtests

Findings: Top Two National Quarters (z-score analysis)

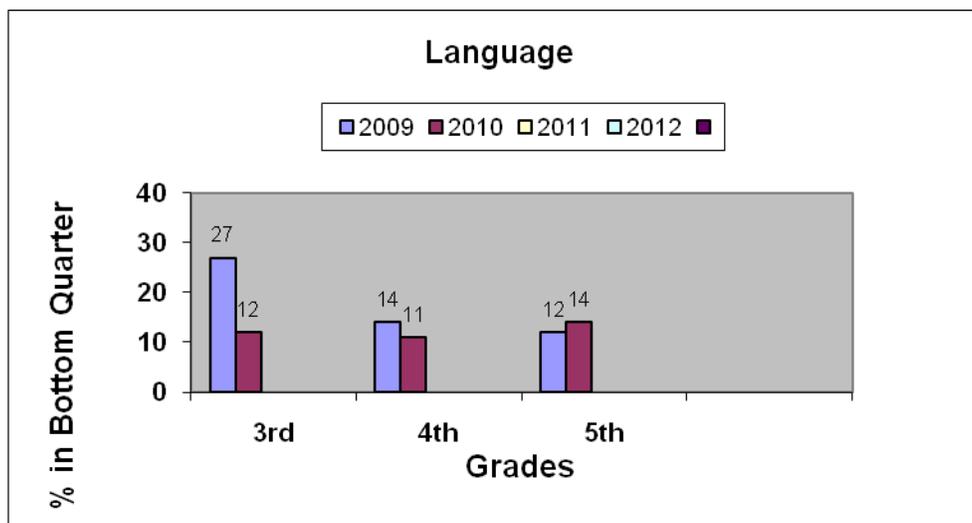
1. The difference in performance at the 3rd grade is
(Z = .47)
2. The difference in performance at the 4th grade is
(Z = .5)
3. The difference in performance at the 5th grade is
(Z= -38)

Findings: Bottom National Quarter (z-score analysis)

1. The difference in performance at the 3rd grade is
(Z= -47)
2. The difference in performance at the 4th grade is
(Z = 0)
3. The difference in performance at the 5th grade is
(Z= .09)



*Note: Prior to 2009, the *TerraNova*, 2nd Edition was used. Beginning in spring 2009, the *TerraNova*, 3rd Edition was used. Z-score comparisons were computed for student performance data beginning in 2010, comparing student performance to that of 2009.



*Note: Beginning in spring 2009, the *TerraNova*, 3rd Edition was used. Z-score comparisons were computed for student performance data beginning in 2010, comparing student performance to that of 2009.

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* Language Subtests

Findings: Top Two National Quarters (z-score analysis)

1. The difference in performance at the 3rd grade is

(Z= .57)

2. The difference in performance at the 4th grade is
(Z = .14)

3. The difference in performance at the 5th grade is
(Z= -.14)

Findings: Bottom National Quarter (z-score analysis)

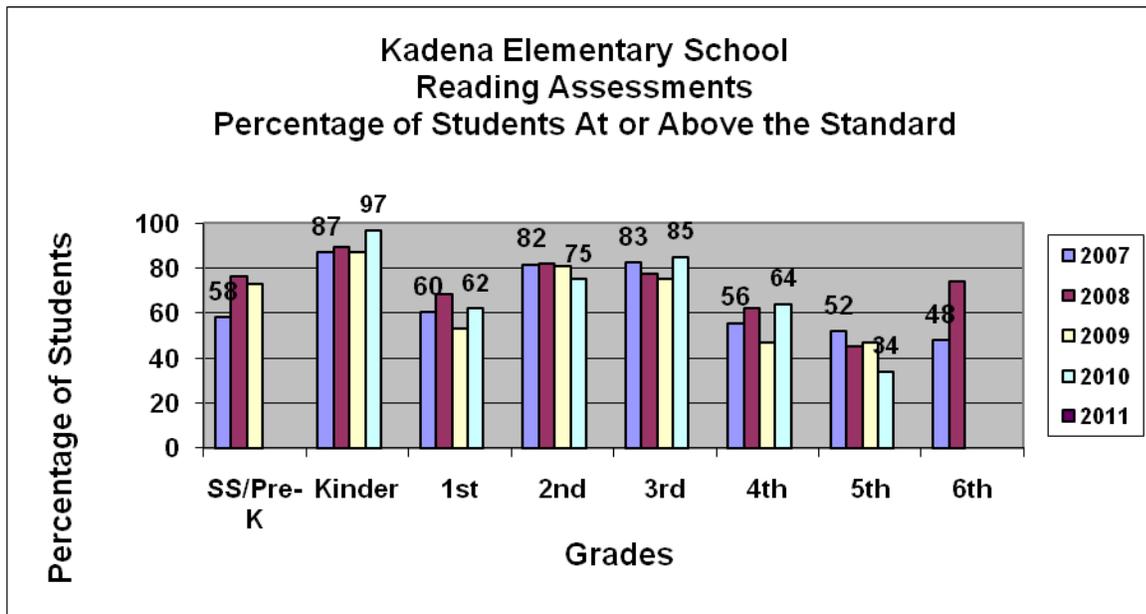
1. The difference in performance at the 3rd grade is
(Z= -.71)

2. The difference in performance at the 4th grade is
(Z = -.14)

3. The difference in performance at the 5th grade is
(Z= .09)

DATA DISPLAY: Reading Assessments

Note: This data includes Developmental Reading Assessment (DRA) Grades K-3, Literacy Place End of Year Test (Reading Comprehension Portion) Grades 4-6, Pre-K Emerging Literacy Assessment Pre-K (SureStart and PSCD)



Indicators of Success:

1. Developmental Reading Assessment (DRA) Grades K-3

Indicator of success: There is a meaningful increase in the percentage of students scoring at the standard or higher as measured by the DRA.

2. Literacy Place End of Year Test (Reading Comprehension Portion) Grades 4-6

Indicator of success: There is a meaningful increase in the percentage of students scoring at the standard or higher as measured by the Literacy Place End of Year Test (Reading Comprehension Portion)

3. Pre-K Emerging Literacy Assessment Pre-K (SureStart and PSCD)

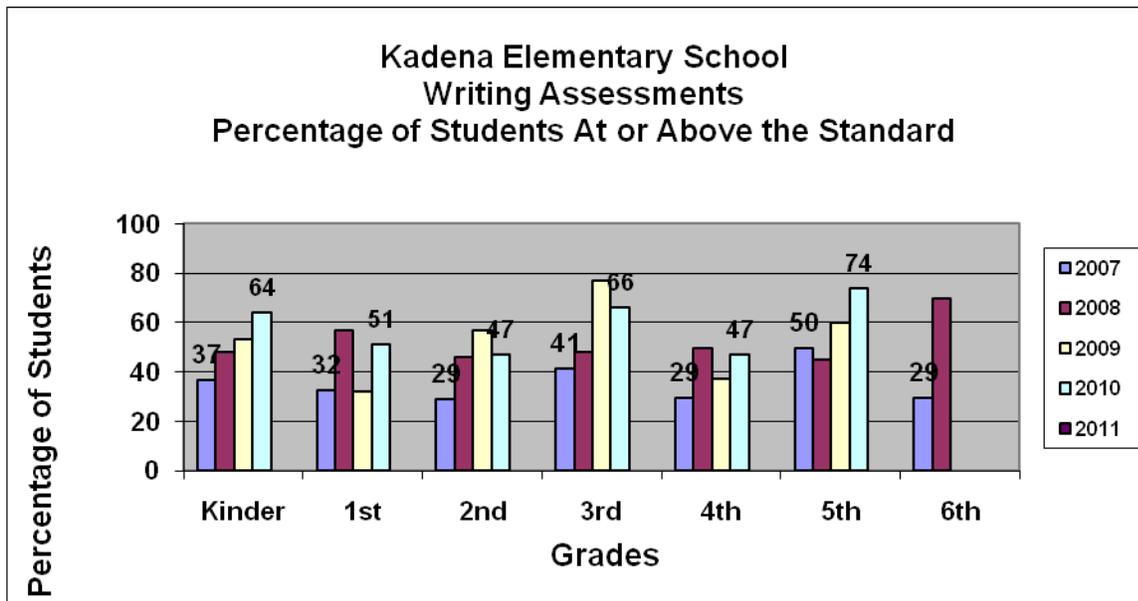
Indicator of success: There is a meaningful increase in the percentage of pre-K students scoring at the standard or higher as measured by the Pre-K Emerging Literacy Assessment

Findings: (z-score analysis)

1. The difference in performance for Pre-school is substantially better than the performance of the comparison group. (Z= 0.57)
2. The difference in performance at the Kindergarten is better by enough to mention. (Z = 0.49)
3. The difference in performance at the 1st grade is much better than the performance of the comparison group or standard. (Z= 0.09)
4. The difference in performance at the 2nd grade is worse enough to mention. (Z = -.33)
5. The difference in performance at the 3rd grade is better by enough to mention. (Z= 0.09)
6. The difference in performance at the 4th grade is better by enough to mention. (Z = 0.38)
7. The difference in performance at the 5th grade is substantially worse by enough to mention. (Z= -0.85)
8. The difference in performance at the 6th grade is substantially better than the performance of the comparison group. (Z = 0.69)

DATA DISPLAY: Writing Assessments

Note: This data includes Literacy Place End of Year Test (Writing Portion) Grades 1-6 and Kindergarten Language Arts Assessment



Indicator of Success:

1. Literacy Place End of Year Test (Writing Portion) Grades 1-6

Indicator of success: There is a meaningful increase in the percentage of students scoring at the standard or higher as measured by the Literacy Place End of Year Test (Writing Portion)

2. Kindergarten Language Arts Assessment

Indicator of success: There is a meaningful increase in the percentage of kindergarten students scoring at the standard or higher as measured by the Kindergarten Language Arts Assessment

Findings: (z-score analysis)

1. The difference in performance at the Kindergarten is much better than the performance of the comparison group or standard. (Z= 1.28)

2. The difference in performance at the 1st grade is substantially better than the performance of the comparison group or standard. (Z = 0.90)

3. The difference in performance at the 2nd grade is substantially better than the performance of the comparison group or standard. (Z= 0.85)

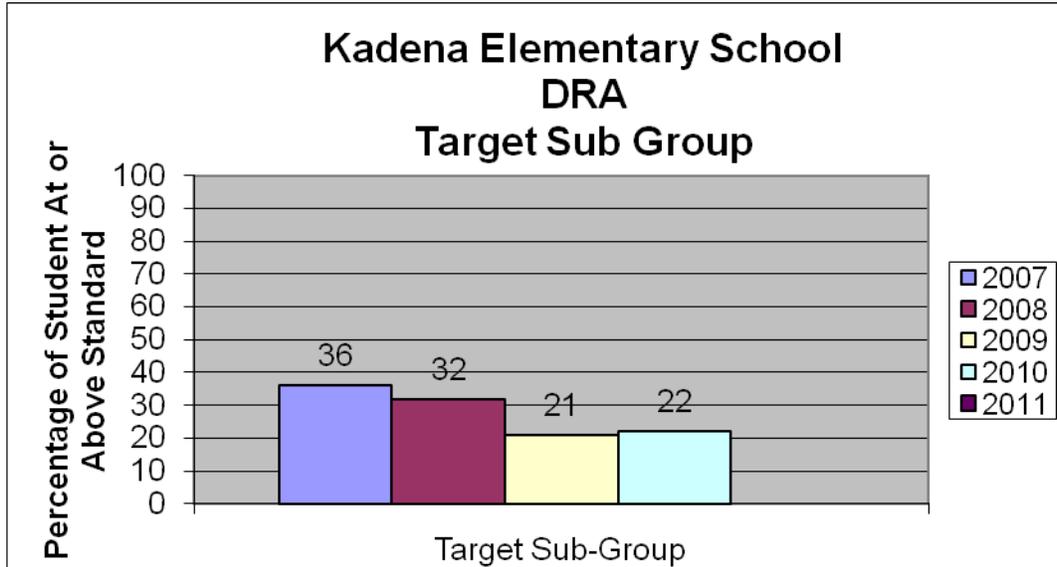
4. The difference in performance at the 3rd grade is better by enough to mention. (Z = 1.85)

5. The difference in performance at the 4th grade is substantially better than the performance of the comparison group or standard. (Z = 0.85)

6. The difference in performance at the 5th grade is substantially better than the performance of the comparison group or standard.
(Z = 1.14)

7. The difference in performance at the 6th grade is substantially better than the performance of the comparison group or standard. (Z = 1.07)

DATA DISPLAY: Target Sub-Group

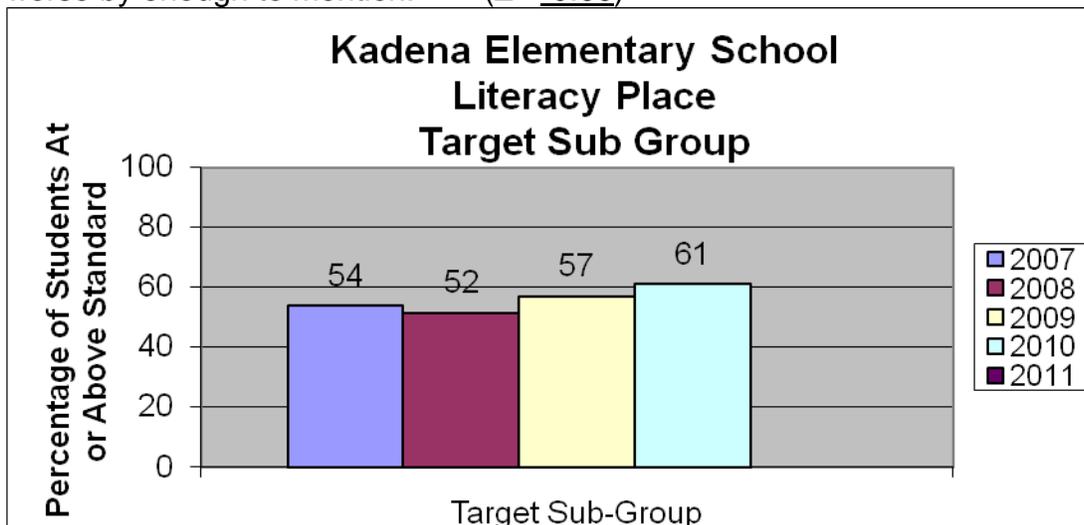


Indicator of Success:

There is a meaningful increase in the percentage of targeted sub-group students performing at or above the standard established for the targeted sub-group on the Developmental Reading Assessment.

Findings: (z-score analysis)

1. The difference in performance between your group and the comparison group is worse by enough to mention. (Z= -0.66)



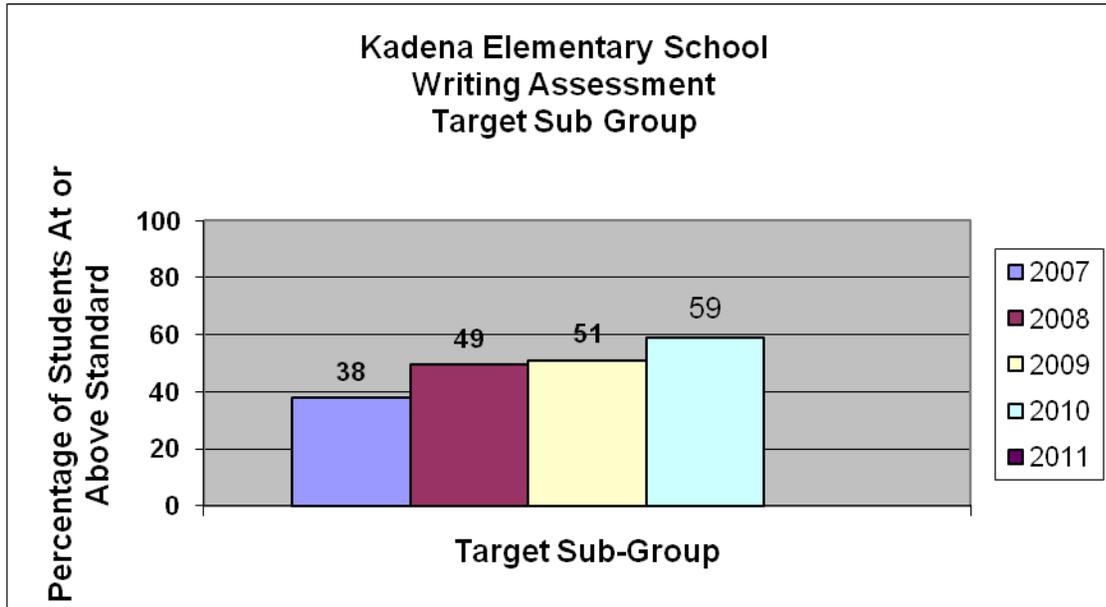
Indicator of Success:

There is a meaningful increase in the percentage of targeted sub-group students performing at or above the standard established for the targeted sub-group on the Literacy Place End of the Year Test (Reading Portion).

Findings: (z-score analysis)

1. The difference in performance between your group and the comparison group is substantially better than the performance of the comparison group or standard.

(Z= 1.19)

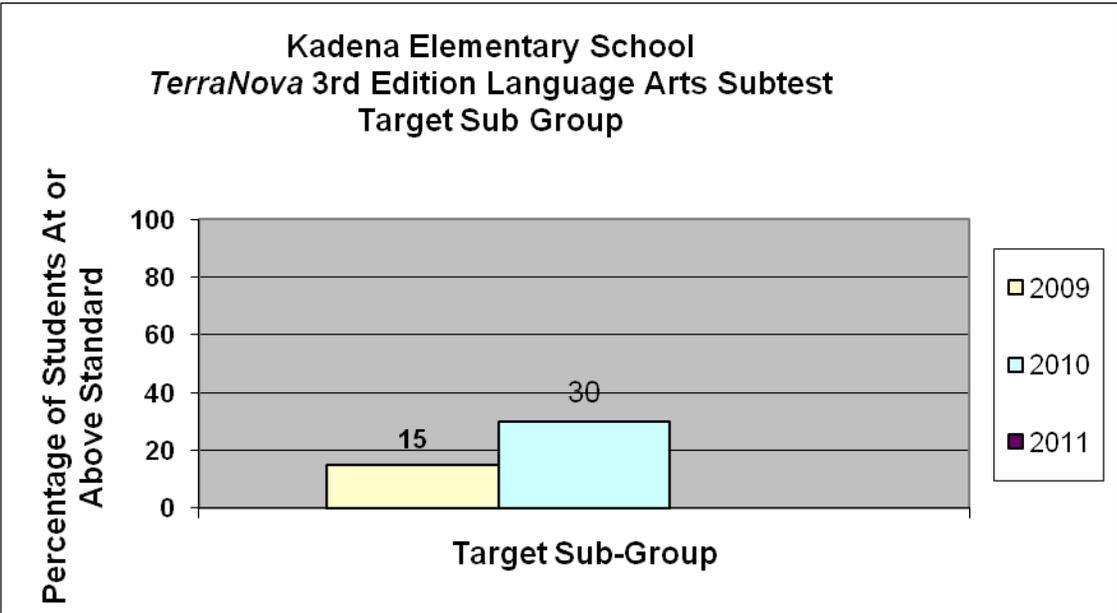


Indicator of Success:

Meaningful increase in the percentage of targeted sub-group students performing at or above the standard established for the targeted sub-group on the Local Writing Assessment.

Findings: (z-score analysis)

1. The performance of your group is much better than the performance of the comparison group. (Z= 1.00)



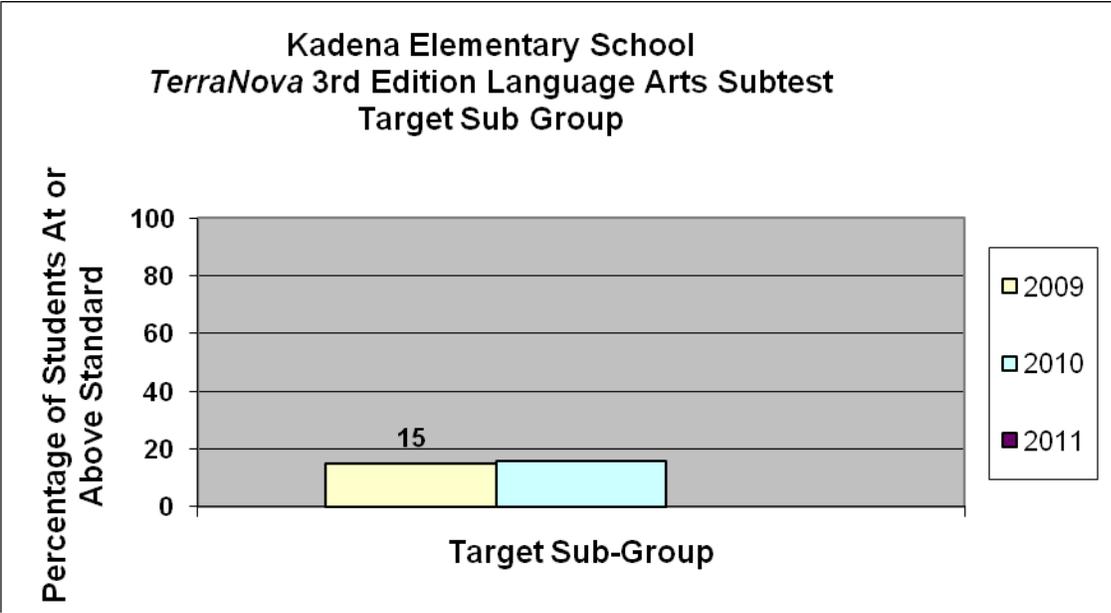
*Note: Beginning in spring 2009, the *TerraNova*, 3rd Edition was used. Z-score comparisons were computed for student performance data beginning in 2010, comparing student performance to that of 2009.

Indicator of Success:

There is a meaningful increase in the percentage of targeted sub-group students performing at or above the standard established for the targeted sub-group on the *TerraNova 3rd Edition Reading Subtest.*

Findings: (z-score analysis)

1. The difference in performance of target subgroup is not enough to mention. (Z= 0.00)



Indicator of Success:

There is a meaningful increase in the percentage of targeted sub-group students performing at or above the standard established for the targeted sub-group on the TerraNova 3rd Edition Language Arts Subtest.

Findings: (z-score analysis)

1. The difference in performance of target subgroup is not enough to mention.

ANALYSIS

ANALYSIS

**Summary of student performance (z-score differences) for Assessment One
TerraNova Third Edition Reading Subtest:**

In the Top Two National quarters, the third grade performance was significant higher in 2010 when compared to baseline data. Fourth grade performance in year 2010 was not enough to mention when compared to baseline data. Fifth grade was worse by enough to mention in 2010 when compared to baseline data.

In the Bottom National quarter, third grade performance was substantially worse in 2010 when compared to baseline data. Fourth performance in year 2010 was comparably the same when compared to baseline data. Fifth grade performance was performance in 2010 was not enough to mention.

**Summary of student performance (z-score differences) for Assessment One
TerraNova Third Edition Language Subtest:**

In the Top Two National quarters, third and fifth grade performance was not enough to mention in 2010 when compared to baseline data. Fourth grade performance in year 2010 was better by enough to mention when compared to baseline data. The sixth grade student's performance was worse by enough to mention in 2010 when compared to baseline data. In the Bottom National quarter, third grade performance was substantially worse in 2010 when compared to baseline data. Fourth grade performance in year 2010 was much better by enough to mention when compared to baseline data. The fifth and sixth grade student's performance was not enough to mention in 2010 when compared to baseline data.

**Summary of student performance (z-score differences) for Reading Assessments
(Local Assessments):**

Pre-school performance was substantially better in 2010 when compared to baseline data. Kindergarten performance was better by enough to mention in 2010 when compared to baseline data. First grade performance was much better in 2010 when compared to baseline data. Second grade performance was not enough to mention in 2010 when compared to baseline data. Third grade performance was substantially better in 2010 when compared to baseline data. Fourth grade performance was better by enough to mention in 2010 when compared to baseline data. Fifth grade performance was worse by enough to mention in 2010 when compared to baseline data.

Summary of student performance (z-score differences) for Writing Assessments (Local Assessments):

Kindergarten performance was much better in 2010 when compared to baseline data. First grade performance was substantially better in 2010 when compared to baseline data. Second grade performance was substantially better in 2010 when compared to baseline data. Third grade performance was better by enough to mention in 2010 when compared to baseline data. Fourth grade performance was substantially better in 2010 when compared to baseline data. Fifth grade performance was substantially better in 2010 when compared to baseline data.

Summary of student performance (z-score differences) for Targeted Subgroup (Students receiving LSS services):

For the *TerraNova* Reading Subtest the targeted subgroup performed substantially better in 2010 when compared to baseline data. On the *TerraNova* Language Subtest the targeted subgroup performed significantly better when compared to baseline data. On the Developmental Reading Assessment the targeted subgroup performed significantly worse when compared to baseline data. On the Literacy Place local assessment the students' performed significantly better when compared to baseline data. On the local Writing Assessment the targeted subgroup performed much better when compared to the baseline data.

Impact of each intervention on student performance:

Gradual Release and Six + 1 Traits of Writing had a positive impact on student performance as shown by assessment data. Teachers participated in staff developments and worked towards implementation of the interventions in all curricular areas. These interventions empowered all by providing the tools and knowledge and created a common language among all the stakeholders. As shown by targeted subgroup data the Literacy Support Program intervention provided consistent support in the area of reading. However, the assessments did not reflect significant growth in reading. As for writing, students did show growth when compared to baseline data.

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

Which intervention(s) will continue? All interventions will continue as the staff works towards full implementation and institutionalizing the interventions.

Why? Even though progress was shown, all the stakeholders feel there is still room for improvement. The school also feels that more than one year of data needs to be recorded to show the power of the interventions when fully implemented.

Which intervention(s) will be modified? How?

The interventions will continue as outlined in the plan.

Which intervention(s) will be discontinued? Why?

No interventions will be discontinued because we have not seen evidence to support a justification to discontinue.

PART V: DOCUMENTATION REPORT

Selection of Goals

In a December 2006 full-day School Improvement Workshop, a “Carousel Data Analysis” and Environmental Scan activity engaged the faculty and five KES parents in a review of student performance data contained in the School Profile document and concluded with the generation of a list of identified needs for student improvement. After triangulating the data, attendees used DoDEA standards and “Teacher Professional Judgment,” to reach consensus on the goals and the “essence” of each goal. Consensus was reached using the “fist to five” method, to indicate the degree to which they supported each goal. The “fist to five” is a method in which faculty members indicated whether they were in full agreement (5 fingers), varying degrees of agreement (1-4 fingers), or total disagreement and unable to “live with the goal” by showing a closed fist. Finally, goals were written in the format meeting NCA CASI requirements and were approved by the NCA State Committee.

Selection of Interventions

Subcommittees of teachers and parents were established for each student performance goal during Year 1 of the school improvement cycle. In March 2007 each goal subcommittee identified a set of research-based interventions congruent with the essence of the goal that could be implemented school-wide in all curricular areas. On March 19, 2007 the goal committees presented proposed research-based interventions to the staff at a school-wide meeting. These interventions were reviewed and discussed by the faculty and participating parents. The school reached consensus by using the previously described “fist to five”, as to which interventions would best effect achievement of the identified goals. The selected interventions were officially adopted and submitted as part of the school improvement plan on March 28, 2007.

ADDENDUM 1: DoDEA CURRICULAR STANDARDS RELATED TO THE GOAL

Goal #2

All students will improve their performance in Language Arts across the curriculum.

Essence: The ability to obtain, understand, and communicate information orally and in writing to effectively convey and express meaning.

PRE K

Grade: Pre K Subject Area: Art

VA5b: The student responds to artwork of self and others through comments or asking questions.

Grade: Pre K Subject Area: Physical Education

PE1h: follow simple rules and safety procedures given by the teacher.

Grade: Pre K Subject Area: Health

HESK 4: use interpersonal communications skills to enhance health

Grade: Pre K Subject Area: Science

S1f: communicates explorations through speaking, drawing, and writing.

Grade: Pre K Subject Area: Social Studies

SK1b: Acquire information through listening and observing.

Grade: Pre K Subject Area: Math

M8a Communication: organize and consolidate their mathematical thinking through communication

Grade: Pre K Subject Area: Language Arts

E2c.2: The student listens to and experiments with the rhythm, cadence, and structure of language through listening to and experimenting with oral language, as well as, an exposure to written language.

KINDERGARTEN

Grade: Kindergarten Subject Area: Art

VA5c: The student uses developmentally appropriate criteria and vocabulary to discuss and evaluate works of art.

Grade: K Subject Area: Physical Education

PE1h: explain how wearing proper shoes and clothing promotes safe play and prevents injury.

Grade: K Subject Area: Host Nation

Imitate non-verbal communication of the host nation such as gestures, body language and intonation used in the host nation language

Grade: K Subject Area: Health

HESK 4: use interpersonal communications skills to enhance health

Grade: K Subject Area: Science

S1f: communicates explorations through speaking, drawing, and writing.

Grade: K Subject Area: Social Studies

SS10b: Develop and use skills to communicate with individual and groups.

Grade: K Subject Area: Math

M8a Communication: organize and consolidate their mathematical thinking through communication

Grade: K Subject Area: Language Arts

E2b.4: Producing and Responding to Literature: by the end of the year, we expect kindergarten students to:

- re-enact and retell stories;
- create their own stories, poems, plays and songs;

GRADE 1

Grade 1 Subject Area: Art

VA5a: The student describes what they like and dislike about a work of art and tell why using art concepts and vocabulary.

Grade 1: Subject Area: Music

MU5a: The student describes what they like and dislike about a work of music by using concepts and developing vocabulary of music.

Grade 1: Subject Area: Physical Education

PE1j: describe the importance of protective equipment in preventing injury

Grade: 1 Subject Area: Host Nation

Identify and practice simple host nation phrases in ordinary family situations and activities

Grade: 1 Subject Area: Health

HESK 4: use interpersonal communications skills to enhance health

Grade: 1 Subject Area: Science

S1f: communicates explorations through speaking, drawing, and writing.

Grade: 1 Subject Area: Social Studies

SS10b: Develop and use skills to communicate with individual and groups.

Grade: 1 Subject Area: Math

M8a Communication: organize and consolidate their mathematical thinking through communication

Grade: 1 Subject Area: Language Arts

E2b.1: Sharing events, telling stories: by the end of the year we expect first grade students to:

- develop a narrative or retelling containing two or more appropriately sequenced events that readers can reconstruct easily, which the author then often reacts to, comments on, evaluates, sums up or ties together;
- frequently incorporate drawings, diagrams or other suitable graphics with written text, as well as gestures, intonation and role-played voices with oral renditions;• demonstrate a growing awareness of author's craft by employing some writing strategies; and providing some sense of closure

GRADE TWO

Grade 2 Subject Area: Art

VA5a: The student compares and contrasts his or her art to the art work of others using art concepts and vocabulary.

Grade 2 Subject Area: Music

MU5a: The student describes musical performances by using their own, and a standard music vocabulary.

Grade 2: Subject Area: Physical Education

PE1i: recognize and follow rules (i.e., class, team, activity) and safety Procedures

Grade: 2 Subject Area: Host Nation

Practice host nation words of courtesy and respect

Grade: 2 Subject Area: Health

HESK 5: use goal setting and decision making skills to enhance

Grade: 2 Subject Area: Science

S1f: communicates explorations through speaking, drawing, and writing.

Grade: 2 Subject Area: Social Studies

SS10b: Discuss the traditions and customs that are transmitted within a family and community.

Grade: 2 Subject Area: Math

M8a Communication: communicate their mathematical thinking coherently and clearly to peers, teachers, and others;

Grade: 2 Subject Area: Language Arts

E2b.2: Informing others: Report or Informational writing: by the end of second grade, students should be able to produce a report that:

- have an obvious organizational structure;
- communicate big ideas, insights or theories that have been elaborated on or illustrated through facts, details, quotations, statistics and information

GRADE 3

Grade 3 Subject Area: Art

VA5a: The student describes, analyzes, and evaluates purposes for creating works of art by using art vocabulary.

Grade 3 Subject Area: Music

MU5c: The student evaluates performances and compositions using standard musical vocabulary.

Grade 3: Subject Area: Physical Education

PE1h: explain the importance of practice, attention, and effort in improving movement skills;

Grade: 3 Subject Area: Host Nation

Participate in simple dialogues

Grade: 3 Subject Area: Health

HESK 5: use goal setting and decision making skills to enhance

Grade: 3 Subject Area: Science

uses revised data to construct reasonable explanations and make predictions.

Grade: 3 Subject Area: Social Studies

SS10d: Describe ways the community is connected to the world.

Grade: 3 Subject Area: Math

M8a Communication: communicate their mathematical thinking coherently and clearly to peers, teachers, and others;

Grade: 3 Subject Area: Language Arts

E2b.3: Getting Things Done: Functional and Procedural Writing Functional materials are important elements in developing third-graders' own skills and in sharing their skills with others. The process of explaining the steps in how to do something has strong real-world applications. Third graders should be able to take a process apart, look at the steps involved and explain to someone else how to do it.. By the end of the year, we expect third-grade students to produce functional writings that:

- use language that is straightforward and clear; and

GRADE 4

Grade 4 Subject Area: Art

VA5b: The student interprets and analyzes personal works of art and that of others.

Grade 4 Subject Area: Music

MU5b: The student identifies criteria for evaluating musical works and performances

Grade 4: Subject Area: Physical Education

PE1h: compare rules and safety procedures of lead-up games

Grade: 4 Subject Area: Host Nation

Answer simple questions in the host nation language related to municipal administration and public services

Grade: 4 Subject Area: Health

HESK 5: use goal setting and decision making skills to enhance

Grade: 4 Subject Area: Science

S1g: communicates findings and conclusions of investigations using scientific language and mathematics.

Grade: 4 Subject Area: Social Studies

SS10c: Explain the relationships and tensions among national, regional, and state interests.

Grade: 4 Subject Area: Math

M8a Communication: analyze and evaluate the mathematical thinking and strategies of others;

Grade: 4 Subject Area: Language Arts

E3c.1: shapes information to achieve a particular purpose and to appeal to the interests and background knowledge of audience members;

GRADE 5

Grade 5 Subject Area: Art

VA5b: The student discusses cultural and aesthetic implications in both contemporary and historical works of art.

Grade 5 Subject Area: Music

MU5c: The student explains similarities and differences in works and performances of world music with appropriate terminology.

Grade 5 Subject Area: Physical Education

PE1f: use simple cues to improve personal performance and provide feedback to others in selected specialized motor skills (e.g., making a triangle to set a volleyball);

Grade: 5 Subject Area: Host Nation

Practice host nation language with native speakers

Grade: 5 Subject Area: Health

HESK 6: advocate for health

Grade: 5 Subject Area: Science

S1g: communicates findings and conclusions of investigations using scientific language, writing, and mathematics.

Grade: 5 Subject Area: Social Studies

SS10a: Explain how language, art, music, literature, belief systems, and other cultural elements can both connect people and cause misunderstandings

Grade: 5 Subject Area: Math

M8a Communication: analyze and evaluate the mathematical thinking and strategies of others

Grade: 5 Subject Area: Language Arts

E2a: The student produces a report that:

E2a.3 creates an organizing structure appropriate to a specific purpose, audience and context

GRADE 6

Grade 6 Subject Area: Art

VA5a: The student describes, analyzes, and evaluates purposes for creating works of art by using art vocabulary.

Grade 6 Subject Area: Music

MU5b: The student evaluates various types of music including, different interpretations of identical works

Grade 6: Subject Area: Physical Education

PE1g: demonstrate and articulate the importance of following rules and safety procedures

Grade: 6 Subject Area: Host Nation

Read and write level-appropriate material on familiar topics in the host nation language

Grade: 6 Subject Area: Health

HESK 6: advocate for health

Grade: 6 Subject Area: Science

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

Grade: 6 Subject Area: Social Studies

SS10c: Describe the effects of technology on the global community.

Grade: 6 Subject Area: Math

M8a Communication: use the language of mathematics to express mathematical ideas precisely

Grade: 6 Subject Area: Language Arts

E3c.4: engages the audience with appropriate verbal cues and eye contact

ADDENDUM 2: Research Related to the Interventions Selected

Intervention: 6+1 Traits of Writing

Supporting Research: Part of the NCA Commission on Accreditation and School Improvement *Journal of School Improvement*, Volume 1, Issue 2, Fall/Winter 2000

Anecdotal data speak to the excitement and commitment of teachers to this type of writing instruction. When a district in Oregon offered a workshop on the Six-Trait Analytical Writing Assessment, so many teachers expressed interest that teachers had to apply for a spot. "We've never had to do that before" (Steiniger, 1996 as cited in NWREL website documents). A research associate at the Northwest Regional Education Lab noted the six-trait model captures teachers' imaginations. It doesn't ask you to discard what works; it gives you a structure to build on those successful techniques.

Anecdotal data are supported by more systematic research studies like the one conducted in 1992-1993 in Portland, Oregon (NWREL, 1992-1993). Six fifth-grade classrooms were selected to study the effect of teaching the six analytic traits to students. The classrooms represented diverse student populations (rural/urban, native/non-native English speakers, and a range of ethnicities). 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.

Intervention: Gradual Release Instructional Framework

Supporting Research:

Pearson and Gallagher. Pearson, P.D. & Gallagher, M. (1983) "The Instruction of reading comprehension," *Contemporary Educational Psychology*, 8.

The Gradual Release model emphasizes instruction that mentors students into becoming capable thinkers and learners when handling the tasks with which they have not yet developed expertise.

- Students are exposed to repeated modelings of expert behavior through teacher think-alouds and discussions of effective strategies for learning.
- Students are provided with ongoing guided practice before they are asked to be independent learners
- Students are encouraged to use each other in the context of cooperative classroom activities as they experiment with the thinking necessary to succeed in a variety of learning tasks.

Based on ideas by Lev Vygotsky this model presents instruction that moves from explicit modeling and instruction to guided practice and then to activities that incrementally position students into becoming independent learners.