School Improvement Action Plan – Goal Two
SY 08 - 09

PART I: OVERVIEW

E. C. Killin Elementary School **14 October 08**

Goal Statement: All students will improve their reading comprehension in all curricular areas.

Essence of the goal:

- **Reading, understanding the elements of, and responding correctly to a variety of literary texts.**
- **Reading and understanding informational text materials.**

Targeted Subgroup: Students enrolled in EC Killin's Read 180 Program. Students are selected to receive Literacy Support Services (LSS) via the Read 180 program 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.

Triangulation of Data:

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

1. Unique Local Insight – Staff Perceptions:
   - Teacher Survey

2. Existing School Data - Student Data:
   - The *TerraNova* Multiple Assessments, 2nd Edition
   - Scholastic Reading Inventory (SRI)
   - Developmental Reading Assessment (DRA)
3. Existing School Data - Instructional Data:
   - Teacher Survey

4. Existing School Data - Community Data and Information:
Count of English Language Learners by Level

System-wide Assessment(s)	**Local Assessment(s)**
Name: ***TerraNova Multiple Assessments, 2nd Ed.***	Name: **Informal Reading Assessment, Grades SS-K**
Reading Subtest	**Teacher designed rubric – SS-K**
Indicator of success: **There is a meaningful increase in the percentage of students performing in the Top Two National Quarters, and a meaningful decrease in the percentage of students performing in the Bottom National Quarter as measured by the *TerraNova* Multiple Assessments, 2nd Edition, Reading Subtest.**	**Indicator of success:** **There is a meaningful increase in the percentage of students performing at the standard or higher as measured by the E.C. Killin Elementary School Informal Reading Assessment.** Name **Developmental Reading Assessment (DRA), Grades K- 3**

	Indicator of success: **There is a meaningful increase in the percentage of students performing at the standard or higher as measured by the DRA.** *Name* **Literacy Place Unit 4 Assessment, Reading Comprehension Component, Grades 1- 6** **Indicator of success:** **There is a meaningful increase in the percentage of students performing at the standard or higher as measured by the Literacy Place Unit 4 Assessment.** *Name* **Completion of the Read 180 Program, Targeted Subgroup** **Indicator of Success:** **There is a meaningful increase in the percentage of targeted subgroup students who successfully complete the Read 180 program. Students must be able to read on grade level to successfully complete this program**.

Interventions and their descriptions applicable to ALL Students

Intervention	**Brief Description:**
Balanced Literacy	Balanced Literacy is a comprehensive program based on the components of modeled, shared, guided and independent reading and writing; teaching occurs through a continuum of stages that gradually release control of the learning to the students. Lessons on Balanced Literacy include: modeling by the teacher in the *read aloud* and *shared writing* component, interactive practice via the *shared reading* and *interactive writing* component, guided practice using *guided reading* and *writer's workshop*, and finally independent practice where students read and write independently. Balanced Literacy includes students engaging in reading and writing activities that are instrumental in implementing a standards-based curriculum and developing independent readers and writers. A primary aspect of Balanced Literacy is that it provides teachers with the tools to allow the implementation of instructional strategies that are considered promising practices.
Intervention	**Brief Description:**
Summer Reading Program	The School Home Community Partnership will publicize the summer Reading Counts program that is promoted by the Camp Foster Base Library. Reading Counts is a computer based data base of comprehension tests tied to lexile- leveled books. A list of Reading Counts books will be maintained at the local base library as well as available on the school's internet web site.

Intervention	Brief Description:
Parent Training	The School Home Community Partnership will offer monthly literacy support training to parents. The classes will be facilitated by the school's Literacy Facilitator and will include instruction on what Balanced Literacy is and how you can use components of Balanced Literacy at home to support the school interventions.
Intervention	**Brief Description:**
Web Links	The technology committee will establish a literacy link on the school's internet web site. The link will include web sites related to both reading and writing that will inform/help parents implement and support are the Balanced Literacy and 6 Traits interventions.

Interventions and their descriptions applicable to the Targeted Subgroup

Intervention	Brief Description:
Read 180	*READ 180's* adaptive, instructional software provides intensive, differentiated skills practice to motivate struggling readers. The software analyzes, monitors, tracks, and reports on student accuracy, noting not only incorrect answers, but also the types of errors made and the time of the response. According to how the student performs, the software continually adjusts instruction offering students immediate feedback. Read 180 is a comprehensive, researched based, reading intervention program for struggling readers designed by Scholastic. The program addresses individual needs through instructional software, high-interest literature, and direct instruction on reading skills. Read 180 Stage A is designed for students in Grades 4-6 and in some cases Grade 3 students may be served.

Interventions Implementation Timeline

Interventions	Resources	POC
1. Balanced Literacy – Guided Reading	1. Pacific Literacy Project	1. Singleton, Mordt, Smith, Mattson, Scherden
2. Continue with Summer R.C. and Web Links	2. Library Assistant	2. Yost, Mordt
3. Parent Training	3. Literacy Facilitator	3. M. Singleton
4. Continue with Read 180	4. READ 180	4. Mordt

Part II

E.C. Killin Elementary School
Results-Based Staff Development Plan
Intervention: Balanced Literacy

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

Develop an awareness of the 8 components of **Balanced Literacy**. With this awareness evolving into complete integration within the classroom. Component training will be phased in over 4 years.

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

Staff Feedback forms to be filled out at the end of each in-service or training session.

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

Students are aware of the relationship between reading and writing and how this interrelationship can promote better writing and improve reading comprehension, across the curriculum.

Effective Staff Development Steps	***Implementation Activities***	***Person/Group Responsible (SI; CIF; Tech., etc.)***	***Documented Evidence of Each Step***	***Resources Needed***	***Timeline Date/Time***
Knowledge *What you want people to walk away with*	**Year 1:** Knowledge of the interrelation-Ship of the 8 components of Balanced Literacy, and focused instruction on the Read Aloud/Shared Reading and Shared Writing/Interactive Writing. **Year 2:** Introduction to the Guided Reading and Writer's Workshop components of Balanced Literacy. **Year 3:** Deeper understanding of Guided Reading and Writer's Workshop	Reading Committee Writing Committee LF and LSS	• Staff Development Feedback Form. • Student Work Samples • Teacher and Student Displays	• Release time for staff • Dedicated faculty meeting time set aside for training mini-lessons • Tech./mult-media hard-ware and software as needed	Ongoing throughout the year, with an initial training/introduction presented in Aug./Sept. each year. We will begin each year with a review of "where we have been and what the focus is for this year." Followed by ongoing instruction/training
Model/Demonstrate *How this knowledge will be shown to the staff*	Facilitators will hold in-services and/or conduct mini-lessons at faculty meetings, admin., bank day time, and dedicated SIP in-service days. LF/LSS will model lessons and co-teach.	Reading Committee Writing Committee LF and LSS	Staff Development Feedback Form	• Release time for staff • Dedicated faculty meeting time set aside for training mini-lessons • Tech./multi-media hard-ware and	Ongoing throughout the School Improvement cycle

				software as needed	
Low Risk Practice with Feedback *What will be in place for the teachers to try and how will they receive feedback*	Grade levels will collaborate and share Ideas on ways to incorporate Balanced Literacy in the classroom.	LF, LSS, Staff Members	Minutes/notes from grade level collaborations.	Collaboration time made (common planning time for grade levels) Dedicated faculty Meeting time for idea sharing	Ongoing throughout the School Improvement cycle
On-the-Job Practice with Feedback *What programs will be in place: Teachers teaching teachers, Mentoring, Paired Learning, etc.*	Teachers will be provided co-teaching /modeling time with the LF. Teachers will get release time to observe how other classrooms incorporate Balanced Literacy.	LF, LSS, Staff Members	Pictures taken in the class-room Displays showing Balanced Literacy used in the classroom LF Reports to Admin.	Release time for staff	Ongoing throughout the School Improvement cycle
Follow-up for Current Staff *Collaborative meetings*	Grade levels will meet to discuss Strategies, share ideas and work Samples they would like to collect.	LF, LSS, Staff Members	Minutes/notes from grade level collaborations.	Collaboration time made (common planning time for grade levels)	Ongoing throughout the School Improvement cycle
Long-Term Maintenance Plan for New Staff *What is in place for long-term maintenance*	New staff will meet with the Lead Mentor, returning grade level Members, the CIF and selected SIP Leaders to be informed/instructed On the SIP and interventions.	Mentoring Chair, CIF SILT Members Staff Members	Quarterly CIF Report, any Administrative reports regarding staff development LF Reports to Admin.	Collaboration time made (common planning time for grade levels)	Ongoing throughout the School Improvement cycle

PART III: MONITORING PLAN

SIP Goal	Intervention	Monitoring Plan	Point of Contact
All students will improve their reading comprehension in all curricular areas.	Balanced Literacy	• Staff Development Feedback • Administrative reports regarding staff development • LF reports to administration • Staff shared "promising practices" during staff meetings and/or bank time half-days.	E.C. Killin Literacy Facilitator
	Balanced Literacy	• Quarterly Guided Reading Tracking Sheets • Student work samples collected quarterly. Grade level teams will discuss how to better teach and assess the components of the interventions for a given year.	Team Leader/ Chairperson Analysis will be shared at Team and/or Faculty Meetings. Status of Monitoring Tools will be an agenda item at monthly SILT meetings.
	Summer Reading Program with base library	List of E.C. Killin student participants from base library	E.C. Killin Information Specialist
	Web Links	E.C. Killin Homepage on the Internet.	E.C. Killin Educational Technologist and Mr. Yost
	Read 180 (target subgroup intervention)	LF/Read 180 Reports	E.C. Killin Literacy Facilitator/ READ 180 teacher

PART IV: STATUS REPORT

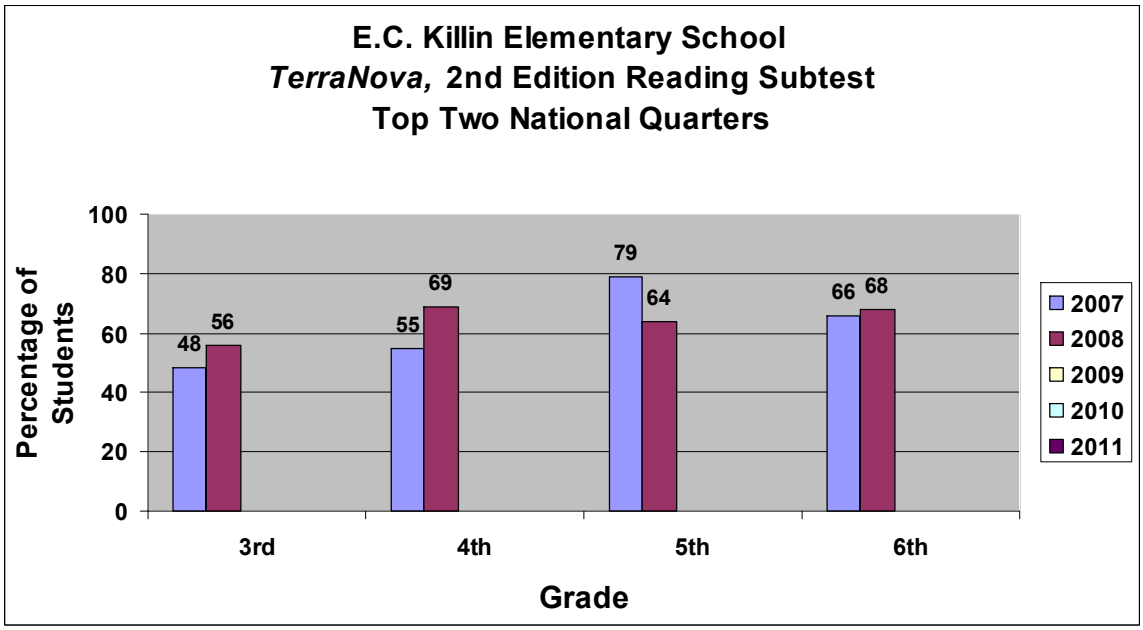
Goal Statement: **All students will improve their reading comprehension in all curricular areas.**

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



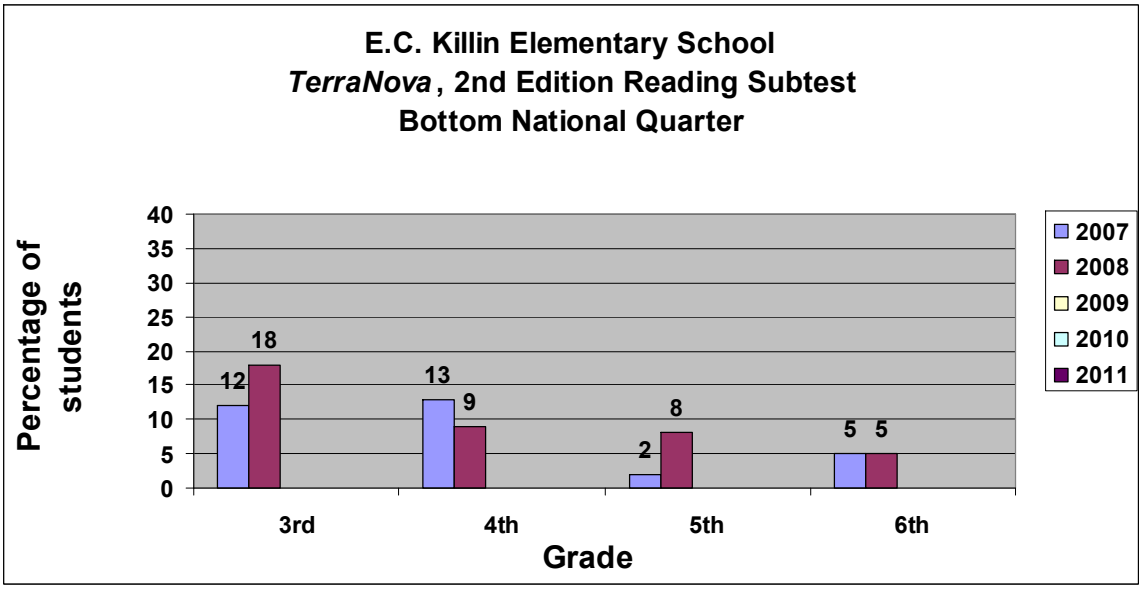
******Please note that school was reconfigured in SY 08-09 from PreK-6 to PreK – 5.**

Indicator of Success: There is a meaningful increase in the percentage of students performing in the Top Two Quarters as measured by the *TerraNova* Multiple Assessments, 2nd Edition, Reading Subtest.

Findings: (z-score analysis)

1. The difference in performance at the 3rd grade is quite good.
   (Z= .2)
2. The difference in performance at the 4th grade is substantially better.
   (Z= .37)
3. The difference in performance at the 5th grade is substantially worse.
   (Z= -.45)
4. The difference in performance at the 6th grade is not enough to mention.
   (Z= .06)

DATA DISPLAY: TerraNova, 2nd Edition



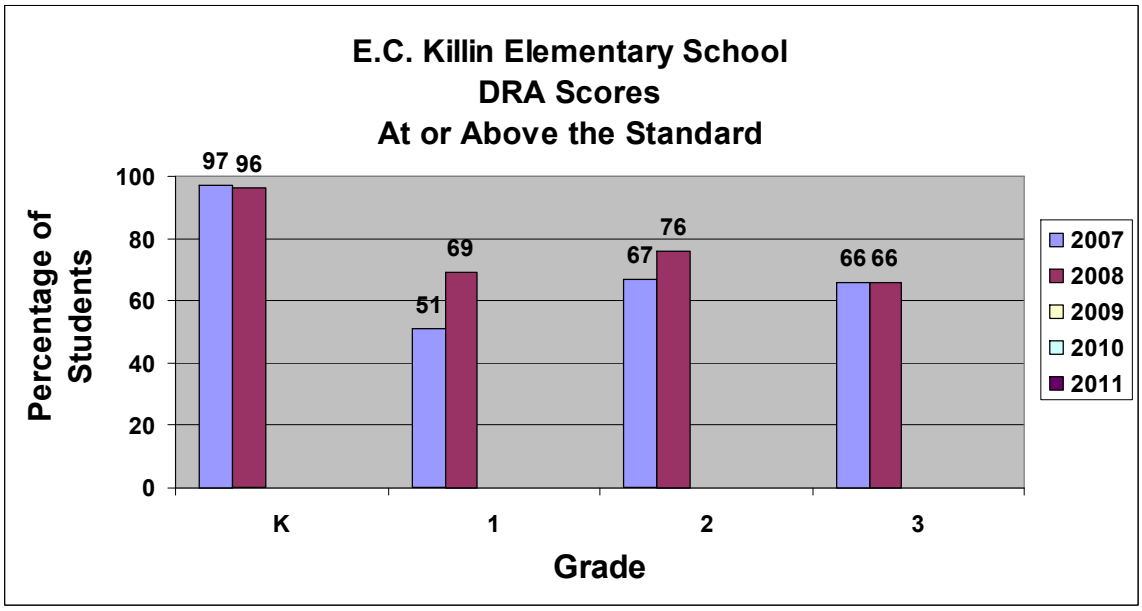
******Please note that school was reconfigured in SY 08-09 from PreK-6 to PreK – 5.**

Indicator of Success: There is a meaningful decrease in the percentage of students performing in the Bottom Quarter as measured by the *TerraNova* Multiple Assessments, 2nd Edition, Reading Subtest.

Findings: (z-score analysis)

1. The difference in performance at the 3rd grade is quite bad.
   (Z= -.26)
2. The difference in performance at the 4th grade is better by enough to mention.
   (Z= .13)
3. The difference in performance at the 5th grade is substantially worse.
   (Z= .64)
4. The difference in performance at the 6th grade is not enough to mention.
   (Z= 0)

DATA DISPLAY: DRA



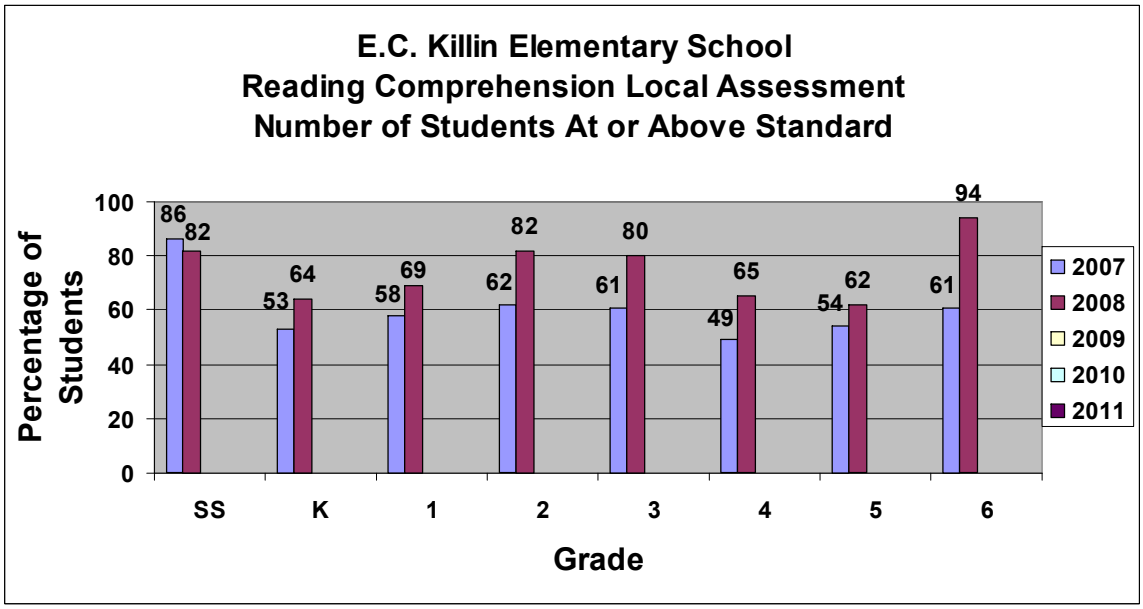
******Please note that school was reconfigured in SY 08-09 from PreK-6 to PreK – 5.**

Indicator of Success: There is a meaningful decrease in the percentage of students performing at the standard or higher as measured by the DRA Assessment.

Findings: (z-score analysis)

1. The difference in performance at the Kindergarten grade is worse by enough to mention.
   (Z= -.09)
2. The difference in performance at the 1st grade is substantially better.
   (Z= .41)
3. The difference in performance at the 2nd grade is quite good.
   (Z= .27)
4. The difference in performance at the 3rd grade is not enough to mention.
   (Z= 0)

DATA DISPLAY: Reading Comprehension Local Assessment



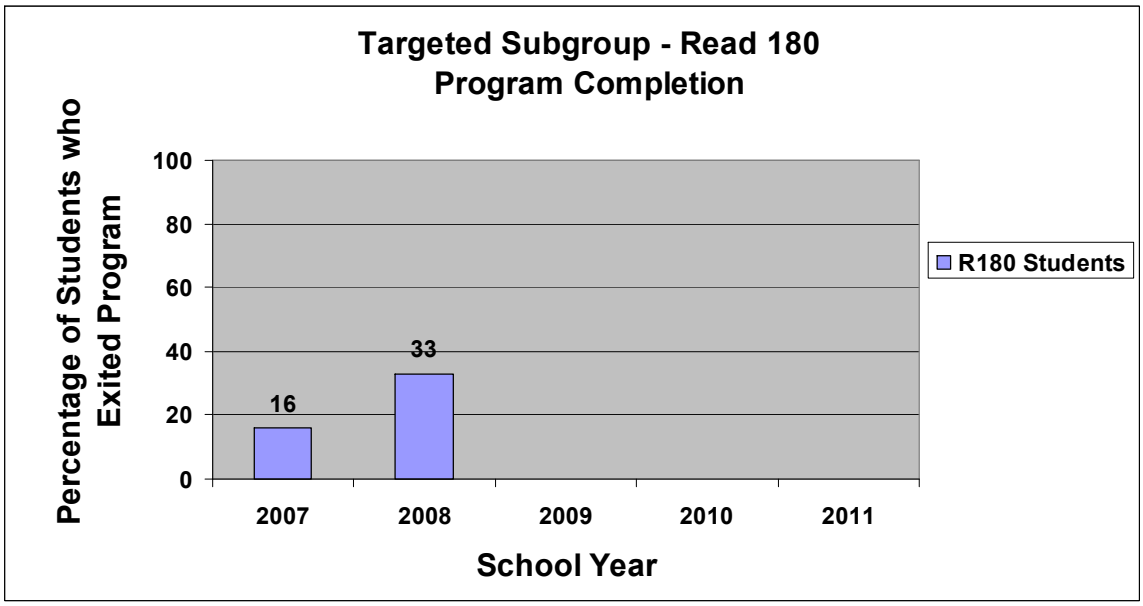
******Please note that school was reconfigured in SY 08-09 from PreK-6 to PreK – 5.**

Indicator of Success: There is a meaningful decrease in the percentage of students performing at the standard or higher as measured by the E.C. Killin Elementary School Reading Comprehension Assessment.

Findings: (z-score analysis)

1. The difference in performance at the Sure Start grade is worse by enough to mention.
   (Z= -.16)
2. The difference in performance at the Kindergarten grade is quite good.
   (Z= .28)
3. The difference in performance at the 1st grade is substantially better.
   (Z= .3)
4. The difference in performance at the 2nd grade is substantially better.
   (Z= .61)
5. The difference in performance at the 3rd grade is substantially better.
   (Z= .56)
6. The difference in performance at the 4th grade is substantially better.
   (Z= .42)
7. The difference in performance at the 5th grade is quite good.
   (Z= .21)
8. The difference in performance at the 6th grade is substantially better.
   (Z= 1.28)

DATA DISPLAY: Targeted Sub Group



******Please note that school was reconfigured in SY 08-09 from PreK-6 to PreK – 5.**

Indicator of Success: There is a meaningful increase in the percentage of targeted subgroup students who successfully complete the Read 180 program. Students must be able to read on grade level to successfully complete this program.

Findings: (z-score analysis)

1. The difference in performance during school year 2008 is substantially better. (Z= .55)

ANALYSIS

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

In the top two national quarters, third grade performance was quite good in 2008 when compared to baseline data. Fourth grade performance in year 2008 was substantially better when compared to baseline data. Fifth grade was substantially worse in 2008 when compared to baseline data. Sixth grade performance was not enough to mention in 2009 when compared to baseline data.
In the bottom national quarter, third grade performance was quite bad in 2008 when compared to baseline data. Fourth grade performance in year 2008 was better by enough to mention when compared to baseline data. Fifth grade was substantially worse in 2008 when compared to baseline data. Sixth grade performance was not enough to mention 2008 when compared to baseline data.

Summary of student performance (z-score differences) for Assessment Two Developmental Reading Assessment (DRA):

Kindergarten performance was worse by enough to mention in 2008 when compared to baseline data. First grade performance was substantially better in 2008 when compared to baseline data. Second grade performance was quite good in 2008 when compared to baseline data. Third grade performance was not enough to mention in 2008 when compared to baseline data.

Summary of student performance (z-score differences) for Assessment Three Reading Comprehension Local Assessment:

Sure Start performance was worse by enough to mention in 2008 when compared to baseline data. Kindergarten performance was quite good in 2008 when compared to baseline data. First grade performance was substantially better in 2008 when compared to baseline data. Second grade performance was substantially better in 2008 when compared to baseline data. Third grade performance was substantially better in 2008 when compared to baseline data. Fourth grade performance was substantially better in 2008 when compared to baseline data. Fifth grade performance was quite good in 2008 when compared to baseline data. Sixth grade performance was substantially better in 2008 when compared to baseline data.

Summary of student performance (z-score differences) for Targeted Subgroup (Read 180 Program Completion):

The performance during school year 2008 was substantially better when compared to baseline data.

Impact of each intervention on student performance:

Balanced literacy 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.
As shown by targeted subgroup data the Read 180 Program intervention had a positive impact on student performance.

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 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:

The faculty, staff and stakeholders of E. C. Killin Elementary School participated in a carousel review of data in December 21, 2006. The data reviewed consisted of scores from grades three through six on the *TerraNova* Multiple Assessments, 2nd Edition, The *TerraNova* Performance Assessment in Communications Arts, Scholastic Reading Inventory (SRI), DRA scores from grades kindergarten through three, teacher surveys of staff perceptions and instructional data and a count of English language learners by level. The recommendations of the last NCA-CASI visit were also posted, reviewed and discussed.

The faculty, staff and stakeholders were randomly divided into five groups. Each piece of data was posted at a station in the cafeteria, and each of the groups moved station to station examining the data that was presented. There was at least one community member in each group. Each group discussed strengths and weaknesses presented by the data at each station and recorded student improvement needs by writing ideas on the station's posted chart.

Each group discussed and generated a list of needs for student improvement based on the data and former recommendations. Each group's list of needs for student improvement was consolidated into one list for the faculty, staff and stakeholders to review on a goal-setting matrix. Group participants rated each need in order of importance on the matrix to prioritize the needs for student improvement. After much discussion the highest ranking four student improvement needs were selected.

A consensus process was then used to finalize the selection and writing of student performance goals and to ensure they were connected to the curriculum standards. The top three student improvement needs were chosen using the consensus process by the faculty and staff.

After selecting the three student improvement needs in December, 2006, a voluntary committee of faculty members and parents met several times in January, 2007, to consolidate these needs into two school improvement goals. The committee then discussed the meaning of the two goals and how students could meet the goals. A consensus was reached concerning the essence of the two school improvement plan goals. A sub-committee of the goal committee then collaborated in writing the wording for the essence of the two goals.

An historical analysis of student performance levels on the *TerraNova* Multiple Assessments, 2nd Edition, show results that are inconsistent, with no clear trend upward or downward for the percentage of students that score in the top two national quarters. What is clearly evident is that our students out performed the national average at every grade level, in all content areas tested. Although our students consistently scored above the National Norm Group average, the DoDEA Community Strategic Plan requires that 75% of our students score in the top two national quarters. The greatest deficits in meeting the goal is found in the Social Studies and Language subtest, with an average percentage deficit of 6.75% and 4.25% respectively. These subtest deficits are followed by the Science, Mathematics and Reading subtests. **As a result, the school may need to identify a student performance goal in the area of Literacy (Reading and Language Arts), Social Studies, Science and Mathematics.**

Although student achievement on the *TerraNova* Performance Assessment: Communications Arts has trended up in two of the last four years, student achievement has been below expectation in all years. In 3 of the last four years, less than 65% of our students scored in the top two national quarters. In the prior year only 74% scored in the top two national quarters, which is below the DoDEA Community Strategic Plan goal that all (100%) of our students score at the standard or above the standard. **Therefore the school may need to identify a student performance goal in the area of writing.**

The Scholastic Reading Inventory (SRI) is a computer–adaptive assessment designed to measure how well readers read literature and expository texts of varying difficulties. SRI is a local assessment used to measures reading comprehension and is administered to students in grades 1 through six. In order to facilitate the assessment of kindergarten and first grade, a locally developed story retell assessment is performed with results being included in the SRI analysis.

It is clear that the data does not show any clear trend in reading scores across grade levels; while one grade level shows a two year upward trend (4th grade), this is offset by third grade's downward spiral, and lower scores in four of the 8 grade levels tested for school year 2004-2005. Most grades posted erratic history with no clear trend that is noteworthy. Historically, in all test years, most grade levels had fewer than 80% of their tested population scoring at the standard or above the standard. In other words, in all test years, most grades had 20% or more of their population that did not meet the standard of proficient or advanced. **As a result, the school may need to identify a student performance goal in the area of reading.**

It is clear from the data taken from the DRA that two of the three grade levels tested have more than 70% of their students reading at, or above grade level. Third grade has consistently posted scores that exceed 80% of their students. Unfortunately, in first grade less than 60% of its population were reading at or above grade level in the two years tested. Furthermore, a downward trend has been established in all grade levels tested. Although two of the three grade levels tested had more than 75% of its students meeting or exceeding the standard, not all grade levels tested exceed the 75% criteria set in DoDEA's Community Strategic Plan and based on the aforesaid negative trend, **the school may need to identify a performance goal in the area of literacy**. Additionally, the data suggests that the school may need to identify target subgroups of students in these areas should one of those broad areas be selected as a performance goal.

Selection of Interventions:

After the two goals for E. C. Killin's school improvement plan were selected the faculty members and parent representatives participated in either a Goal 1 or a Goal 2 committee to discuss and decide upon interventions to be used to assist students in achieving success toward the goals. Members of the entire Goal 2 "Reading Comprehension" committee collaborated with their teaching teams to discuss what interventions would best serve in assisting students to improve their reading comprehension skills across the curriculum. The Goal 2 committee members then brought their team's ideas to the Goal 2 committee for discussion and review. Various types of reading programs were discussed and researched. The Goal 2 committee then chose the interventions by consensus from within the Goal 2 committee.

The Balanced Literacy approach was chosen as an intervention because it addresses literacy objectives in all grade levels. It is part of the Pacific Literacy Program which is a Department of Defense Dependents Schools initiative. The Balanced Literacy approach has been effective in offering an alternative to the extremes of pure phonics or whole language, providing for an effective combination of instructional approaches, and for accommodation of various learning styles. (Pressley, 1988; Weaver, 1988; Kelly, 1987; Atterman, 1977). According to Debra Johnson in *Balanced Reading Instruction: A Review of Literature* (1999), "Schools can help all children become independent readers and writers through a balanced literacy program. The components of a balanced literacy program include reading aloud, shared reading, guided reading, independent reading, modeled/shared writing (dialogue journals and journals and logs), interactive writing (language experience), and independent writing (writer's workshop and research reading and writing)."

The Goal 2 committee also discussed the importance of parent involvement in children's reading development. Members felt that it is necessary to make resources available for parents to collaborate with teachers to help students develop reading comprehension skills. The Goal 2 committee agreed that the interventions of suggested web links and encouragement to participate in the summer reading programs at the base library would help parents access knowledge and information to assist their children in improving their reading comprehension skills.

ADDENDUM 1: DoDEA CURRICULAR STANDARDS RELATED TO THE GOAL

Grade: All Subject Area: All
Goal 2: All students will improve their reading comprehension in all curricular areas.

Sure Start

E1a: Print Sound Code
E1a: The student knows that letters of the alphabet are a special category of visual graphics that can be individually named.
E1b: Getting the Meaning
E1b2: The student uses emerging reading skills to explore the use of print and to construct meaning from print.
E1c3: The student relates information to their own experiences by responding to questions, discussing pictures, naming and identifying objects, and reacting to stories.

Kindergarten

E1b.3 By the end of the year we expect Kindergarten students to:
retell what they have read using their own words.
Kindergarten children also should be able to concentrate on and make sense of texts they hear and read to them.
Respond to simple questions about the book – "Can you tell me what this story was about?"
Create artwork or a written response that shows comprehension of the story that was read.
Use knowledge from their own experiences to make sense of and talk about the text.
Make predictions

First Grade

Reading, understanding the elements of, and responding correctly to a variety of literary texts
E1b: Getting the meaning – build a sense of what the author means to say
E1b.4 Comprehension – retell, summarize, and answer comprehension questions about a story
Reading and understanding informational text materials
E1b.4 Comprehension – describe new information gained from text

Second Grade

E1b.4: Comprehension
• recognize and be able to talk about organizing structures;
• combine information from two different parts of the text;
• infer cause-and-effect relations that are not stated explicitly;
• compare the observations of the author to their own observations when reading nonfiction texts; and
• discuss how, why and what-if questions about nonfiction texts.

Third Grade

E1b.4 Comprehension - students are expected to:
combine information from two different parts of the text
infer cause and effect relationships
trace character and plot across multiple episodes and discuss how, why and what if questions about non-fictional text. as well as capture meaning from the figurative language, cite details, compare texts, discuss why author chooses words, and understand plot and setting.

All of E1b Getting the Meaning - students are expected to:
use comparisons and analogies, refer to knowledge and indicate when their own or others' ideas need further support or explanation.

Multiage Grades First- Third

Reading, understanding the elements of, and responding correctly to a variety of literary texts
Reading and understanding informational text materials
E1b: Getting Meaning
The students will read grade level texts with 90% or better accuracy. They will independently read with emphasis that signal structure or meaning of the text.
They will notice problems and self- correct by using appropriate
strategies as well as use strategies such as talk, write, retell, infer, analyze, describe and compare to demonstrate comprehension capabilities.

Fourth Grade

E1b: The student reads and comprehends at least four books (or book equivalents) about one issue or subject or four books by a single writer, or four books in one genre, and produces evidence of reading that:

E1b.1 makes and supports warranted and responsible assertions about the texts;

E1b.2 supports assertions with elaborated and convincing evidence;

E1b.3 draws the text together to compare and contract themes, characters, and ideas;

E1b.4:makes perceptive and well developed connections; and

E1b.5 evaluates writing strategies and elements of the author's craft.

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

E1c.1 restates or summarizes information;

E1c.2 relates new information to prior knowledge and experience;

E1c.3 extends ideas; and

E1c.4 makes connections to related topics or information.

Fifth and Sixth Grades

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

E1c.1 restates or summarizes information;

E1c.2 relates new information to prior knowledge and experience;

E1c.3 extends ideas; and

E1c.4 makes connections to related topics or information.

E1d The student demonstrates familiarity with a variety of public documents (i.e., documents that focus on civic issues or matters of public policy at the community level and beyond) and produces written or oral work that does one or more of the following:

E1d.1 identifies the social context of the document;

E1d.2 identifies the author's purpose;

E1d.3 formulates an argument and offers evidence to support it;

E1d.4 examines the use of the appeal of a document to audiences both friendly and hostile; and

E1d.5 identifies or uses commonly used persuasive techniques.

Science Intermediate Grades

S1a develops research questions that can be answered through scientific investigations.

S1b accesses, evaluates and uses information from a variety of reliable sources.

S1f recognizes and analyzes interpretations, conclusions, and predictions based upon alternative evidence and explanations.

Science Primary Grades

S1a asks questions about objects, organisms, events and relationships in the environment.

S1b accesses information from a variety of sources.

S1c plans and conducts explorations and simple investigations.

S1d uses simple equipment and tools to observe, gather, and record data.

Social Studies Intermediate Grades

Sk1a use geographical and historic tools (time zones, longitude, latitude, atlas, almanac, artifacts) for measurement

SK1b select an appropriate strategy from alternative courses of action, predict consequences, and determine a rational course of action.

SK1c compare map and text descriptions to draw inferences.

SK1d infer information from captions, cartoons, photographs, etc.

SK1e distinguish between primary and secondary sources.

SK1f recognize appropriate ways to influence public policy and action.

Social Studies Primary Grades

SK1a use picture cues and picture captions to aid comprehension.

SK1b locate places on a map and globe.

SK1c: make decisions based on data.

Health All Grades

HESK Health Literacy Skills (Primary-Intermediate Grades)
The student applies health literacy skills in concert with health concepts to enhance personal, family and community health; that is, the student will:

HESK1: access valid health information

Music All Grades
MU2 (Primary- Intermediate Grades)
Reads and notates music.

Host Nation Intermediate Grades
Language Acquisition
The student will read and write level-appropriate material on familiar topics in the host nation language.

ADDENDUM 2: Research Related to the Interventions

Intervention: <u>Balanced Literacy</u>

Supporting Research:

The Balanced Literacy approach has been effective in offering an alternative to the extremes of pure phonics or whole language, providing for an effective combination of instructional approaches, and for accommodation of various learning styles. (Pressley, 1988; Weaver, 1988; Kelly, 1987; Atterman, 1977). According to Debra Johnson in *Balanced Reading Instruction: A Review of Literature* (1999), "Schools can help all children become independent readers and writers through a balanced literacy program. The components of a balanced literacy program include reading aloud, shared reading, guided reading, independent reading, modeled/shared writing (dialogue journals and journals and logs), interactive writing (language experience), and independent writing (writer's workshop and research reading and writing)."

Intervention: <u>Read 180</u>

Supporting Research:

A result of more than ten years of research by experts at Vanderbilt University, *READ 180* is an intensive reading program designed to meet the needs of students whose reading achievement is below the proficient level. Through a collaborative research effort between Vanderbilt University and the Orange County Public School System in Florida, the *READ 180* pilot was used with more than 10,000 students between 1991 and 1999. The research conclusively showed that when schools implement and follow the instructional model, significant gains can be expected after one to two years in the areas of reading achievement, the development of more positive attitudes and behaviors, and overall higher school achievement. *READ 180* is designed to support teachers in their efforts to improve reading achievement for students reading below grade level in grades four through twelve.

One large study, conducted by Interactive, Incorporated in 2002, examined the effects of *READ 180* on reading achievement of low performing students in middle schools within seven member districts of the Council of Great City Schools.

Due to the violations of random assignment and lack of appropriate matching, none of the within-site treatment and control pairings had equivalent pretest scores. In Boston, results indicated that whereas the treatment groups demonstrated more growth, they started significantly below the control group and regression to the mean cannot be excluded as an explanation for the outcome. In Houston, the treatment group started with higher scores than the controls and both groups showed equivalent gains. However, after combining the treatment (N = 387) and control (N = 323) groups across all three sites, the pretest scores were equivalent, and results indicated a significant advantage for the *Read 180* participants at posttest. Whereas these results provide tentative support for *Read 180*, the lack of random assignment means the effect of school-based differences cannot be ruled out completely as an explanation for the *Read 180* participants' higher scores.

Another study was conducted in eighth grade classrooms in the Los Angeles Unified School District. Students were eligible for participation if they were among the lowest performing students within this grade level, including some students repeating the 8th grade. From this population, 537 students from 58 schools were designated as the treatment group; they represented 69 classes that were selected to implement *Read 180*. A comparison group of 536 students, matched on gender, ethnicity, percentage of LEP students, and prior SAT-9 performance level, was selected from other eligible 8th grade students. Results of the SAT-9 administered the spring prior to implementation of *Read 180* indicated that the two groups had equivalent pretest scores, whereas SAT-9 results from the spring following implementation indicated that the *Read 180* participants achieved significantly higher NCES scores. Significant differences at the posttest were obtained because, although the *Read 180* group's NCES scores only improved slightly, the comparison group's NCES scores decreased on both the Reading and Language Arts SAT-9 subsections. These results provide preliminary support for the efficacy of *Read 180*, although the lack of random assignment means that some classroom and school-based variations may be partly responsible for these findings.

In conclusion, the instructional content and design of *READ 180* is consistent with current reading research. There is a beginning level of research support for the use of *READ 180* as an intervention to teach intermediate students necessary comprehension skills. However, future random assignment studies are needed to better support the efficacy of this curriculum.

Scholastic evaluated the effectiveness of the *READ 180* program in the DoDEA schools, where the program was implemented in nine schools in the U.S. and Germany with students from Grades 4 to 9 during the 1999–2000 school year. Data analysis was limited to a sample of 128 students with matching pre- and posttest Terra Nova reading scores. Findings from the DoDEA study indicate that the *READ 180* program had an overall positive effect on the reading and language arts standardized test scores of the participating students. Results of the analysis on the Terra Nova Reading test showed a pretest mean of 38.47 Normal Curve Equivalents (NCEs) and a posttest mean of 41.95 NCEs in reading (a gain of 3.48 NCEs). Pretest and posttest means were significantly different at the .001 level.

Results also reveal that students in on-model classrooms revealed statistically significant reading growth compared to students in off-model classrooms. On-model students showed a pretest mean of 39.9 NCEs and a posttest mean of 47.3 NCEs in reading (a gain of 7.45 NCEs) while off-model students showed a pretest mean of 37.7 NCEs and a posttest mean of 39.1 NCEs in reading (a gain of only 1.37 NCEs).* Attitudes toward reading and self-esteem as a reader improved as well. Eighty-eight percent of the students indicated a negative response toward reading or self at the beginning of the school year. At the end of the year, the number of negative responses dropped to 8 percent.