## Ramstein High School

# Goal 1 School Improvement Plan
# School Years 2007 – 2012

**Mission Statement: To provide a varied and challenging curriculum that will allow students to be life-long learners and responsible participants in a global community.**

**Guiding Principals:** The Ramstein High School Community works together to:

- Establish competitive and challenging academic, professional-technical, and extra-curricular programs.
- Create a safe environment for learning.
- Lead students to take responsibility for learning.
- Foster respect for our mobile and diverse population.
- Prepare students for a changing global society.

| Goal 1 | Essence |
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| All students will increase their analyzing information skills across the curriculum. | At our school analyzing information is characterized by recognizing relationships and patterns. |
| Data Points from School Profile<br>1. Teacher Opinion/Perception Questionnaire<br>2. Terra Nova - Language Arts and Terra – Nova - Mathematics<br>3. PSAT | |

### DoDEA Standards

| Grade Level/Content Area | Standard |
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| Language Arts – 9 - 12 | **Standard E4b:** The student analyzes and subsequently revises work to clarify it or make it more effective in communicating the intended message or thought. The student's revisions should be made in light of the purposes, audiences, and contexts that apply to the work.<br>Components<br>**E4b.4:** rearranging words, sentences and paragraphs to improve or clarify meaning;<br>**E4b.5:** sharpening the focus;<br>**E4b.6:** reconsidering the organization structure; |

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| | **Standard E4b.7:** rethinking and/or rewriting the piece in light of different audience and purposes; |
| Language Arts – Honors Lit/World History 9 | **Standard E4b:** The student analyzes and subsequently revises work to clarify it or make it more effective in communicating the intended message or thought. The student's revisions should be made in light of the purposes, audiences, and contexts that apply to the work.<br>Components<br>**E4b.4:** rearranging words, sentences and paragraphs to improve or clarify meaning;<br>**E4b.5:** sharpening the focus;<br>**E4b.6:** reconsidering the organization structure;<br>**E4b.7:** rethinking and/or rewriting the piece in light of different audience and purposes; |
| Language Arts - 10 | **Standard E2b:** The student produces a response to literature that:<br>Component<br>**E2b2:** advances a judgment that is interpretive, analytic, evaluative, or reflective |
| Language Arts – Honors Lit/World History 10 | **Standard E2b:** The student produces a response to literature that:<br>Component<br>**E2b2:** advances a judgment that is interpretive, analytic, evaluative, or reflective |
| Language Arts - 11 | **Standard E2b:** The student produces a response to literature that:<br>Component<br>**E2b2:** advances a judgment that is interpretive, analytic, evaluative, or reflective |
| Language Arts - 12 | **Standard E2b:** The student produces a response to literature that:<br>Component<br>**E2b2:** advances a judgment that is interpretive, analytic, evaluative, or reflective |
| Language Arts - AP Literature | **Standard E2b:** The student produces a response to literature that:<br>Component<br>**E2b2:** advances a judgment that is interpretive, analytic, evaluative, or reflective |
| Language Arts - AP Language and Composition | **Standard E4b:** The student analyzes and subsequently revises work to clarify it or make it more effective in communicating the intended message or thought. The student's revisions should be made in light of the purposes, audiences, and contexts that apply to the work.<br>Components<br>**E4b.4:** rearranging words, sentences and paragraphs to improve or clarify meaning;<br>**E4b.5:** sharpening the focus;<br>**E4b.6:** reconsidering the organization structure;<br>**E4b.7:** rethinking and/or rewriting the piece in light of different audience and purposes; |
| Language Arts - Shakespeare | **Standard E2b:** The student produces a response to literature that:<br>Component<br>**E2b2:** advances a judgment that is interpretive, analytic, evaluative, or reflective |
| Language Arts - ESL | **Standard E4a:** The student demonstrates an understanding of the rules of the English language in written and oral work, and selects the structures and features of language appropriate to the purpose, audience and context of the work. |

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| Science – Biology | **Standard S5a:** describes, analyzes and compares structure, function, and organization of various cells. |
| Science – AP Biology | **Standard S5a:** describes, analyzes and compares structure, function, and organization of various cells |
| Science – Chemistry | **Standard S7b:** analyzes and demonstrates the relationship between structure and properties of matter (ions, molecules, compounds, elements) and uses those relationships to predict chemical properties of elements and their placement on the Periodic Table. |
| Science – AP Chemistry | **Standard S7b:** analyzes and demonstrates the relationship between structure and properties of matter (ions, molecules, compounds, elements) and uses those relationships to predict chemical properties of elements and their placement on the Periodic Table. |
| Science – Physics | **Standard S6d:** analyzes the distinctions among thermal, potential, and kinetic energy and explains conservation of energy and its associated increase in disorder. |
| Science – Physics Applications in Comm | **Standard S6b:** analyzes and demonstrates the relationship between structure and properties of matter (ions, molecules, compounds, elements) and uses those relationships to predict chemical properties of elements and their placement on the Periodic Table. |
| Science – AP Physics B/C | **Standard S6d:** analyzes the distinctions among thermal, potential, and kinetic energy and explains conservation of energy and its associated increase in disorder. |
| Science – Environmental Science | **Standard S3d:** analyzes the relationships among technological, social, political, and economic changes and the impact on humans and the environment. |
| Science – AP Environmental Science | **Standard S3d:** analyzes the relationships among technological, social, political, and economic changes and the impact on humans and the environment. |
| Science – Human Anatomy and Physiology | **Standard S5a:** describes, analyzes and compares structure, function, and organization of various cells |
| Science – Earth and Space Science | **Standard S8a:** categorizes the sources and types of energy in the Earth system, identifies the geologic activity (such as volcanoes, plate tectonics, and earthquakes) resulting from or causing that energy, and illustrates the impact of such activity on the inhabitants and the environment. |
| Math – Algebra I | **Standard M2a:** analyze, generalize, and create a variety of mathematical patterns; |
| Math – Geometry | **Standard M3b:** use a variety of ways to represent geometric ideas and recognize relationships among them including coordinates, networks, transformations, and matrices; |
| Math – Algebra II | **Standard M2b:** analyze, interpret, and translate between relationships of patterns, functions, and relationships represented in tables, graphs, and matrices; |
| Math - Discrete Math | **Standard M2b:** analyze, interpret, and translate between relationships of patterns, functions, and relationships represented in tables, graphs, and matrices; |

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| Math – Math Analysis | **Standard M2k:** solve and analyze real-world problems that can be modeled using linear, and nonlinear functions; |
| Math – AP Calculus AB | **Standard M2n:** approximate and interpret rates of change from graphical and numerical data; |
| Math - AP Statistics | **Standard M5l:** use sampling or simulation to construct empirical probability distributions to compare and explain corresponding theoretical probabilities; |
| Social Studies – World Regions 9 | **Standard SS2b:** analyze and describe how language, literature, the arts, and artifacts demonstrate beliefs and values and contribute to the transmission of culture.<br>**SS2.1** Compares and analyzes changes in cultures<br>**SS2.2** Understands how the elements of a culture are transmitted |
| Social Studies – Honors World History/Literature 9 | **Standard SS2b:** analyze and describe how language, literature, the arts, and artifacts demonstrate beliefs and values and contribute to the transmission of culture. |
| Social Studies – World History 10 | **Standard SS9b:** show the relationship between stable government and technological and scientific advances.<br>**SS2.3** Understands impact of international trade and industrial development<br>**SS2.4** Understands how beliefs and values contribute to culture |
| Social Studies – Honors World History/Literature 10 | **Standard SS9b:** show the relationship between stable government and technological and scientific advances. |
| Social Studies – US History 11 | **Standard SS3d:** show the impact of given historical events on the social fabric the United States.<br>**SS2.5** Analyzes how a society's norms influence its laws and culture<br>**SS2.6** Understands obstacles to cross-cultural understanding |
| Social Studies – AP US History | **Standard SS3d:** show the impact of given historical events on the social fabric the United States.<br>**SS2.5** Analyzes how a society's norms influence its laws and culture<br>**SS2.6** Understands obstacles to cross-cultural understanding |
| Social Studies – Anthropology | **Standard SS10c:** examine behaviors which foster global cooperation and conflict among individuals, communities, and nations.<br>**SS2.10** Explains value of cultural diversity and cohesion within groups<br>**SS2.11** Explains the major themes of anthropological inquiry |
| Social Studies – Economics | **Standard SS4c:** explain the relationship between economic necessity and population movement.<br>**SS2.12** Identifies the economic values and ideals of various cultures<br>**SS2.13** Describes how economics often determines class and status |
| Social Studies – Street Law | **Standard: SS8d**: Analyze ideas and mechanisms to manage conflict and establish order and security |
| Social Studies – Psychology | **Standard SS3c:** evaluate the effects of perception, motivation, stress, environment, and personal experiences as they relate to one's view of self and the surrounding world.<br>**SS2.14** Describes positive aspects of diversity<br>**SS2.15** Analyzes why behaviors do not occur in isolation |
| Social Studies – Sociology | **Standard SS3a:** describe the changing relationship between human beings and their environment. |

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| | **SS2.16** Explores reasons for cultural diversity<br>**SS2.17** Discusses cultural pluralism in societal systems |
| Social Studies - Government | **Standard SS4b:** describe the relationship between a nation's economic and historical development and its geographical features |
| Social Studies – AP Government | **Standard SS4b:** describe the relationship between a nation's economic and historical development and its geographical features |
| Social Studies – Minority Studies | **Standard SS8b:** examine the impact of governmental policies on social issues and minority groups. |
| Social Studies – Contemporary Issues | **Standard SK2b:** Formulate conclusions or generalizations that suggest solutions for an issue. |
| Foreign Language Level I | **Standard FL2a:** Students demonstrate an understanding of the relationship between the practices and perspectives of the cultures studied. |
| Foreign Language Level II | **Standard FL4a:** Students demonstrate understanding of the nature of language through comparison of the language studied and their own. |
| Foreign Language Level III | **Standard FL4a:** Students demonstrate understanding of the nature of language through comparison of the language studied and their own. |
| Foreign Language Levels IV, V, VI and AP | **Standard FL4b:** Students demonstrate and understanding of the concept of culture through comparison of the cultures studied and their own. |
| Fine Arts – Art | **Standard VA5b:** The student responds to and interprets identified works of art.<br>**Standard VA5c:** The student evaluates works of art using a formal system. |
| Fine Arts - Music | **Standard MU3c:** The student analyzes aural examples of a varied repertoire and indicates the use of the elements of music and expressive devices. |
| Fine Arts - Drama | **Language Arts Strand E3: Speaking, Listening and Viewing**<br>The actual practice is critiquing and accepting critical comments, questions, and suggestions in order to continue to improve the performance of a dramatic scene. Students in the class discuss the scenes with the performers after the showings. |
| Fine Arts – Humanities | **Standard VA5b:** The student responds to and interprets identified works of art.<br>**Standard VA5c:** The student evaluates works of art using a formal system. |
| Fine Arts –Photography | **Standard VA5b:** The student responds to and interprets identified works of art.<br>**Standard VA5c:** The student evaluates works of art using a formal system. |
| Health and Physical Education – Health Ed | **Standard HE2b:** analyze short- and long-term consequences of safe, risky, and harmful behaviors; |
| Health and Physical Education – Personal Fitness | **Standard PE2e:** analyze the relationship of aerobic fitness (cardiovascular and cardio-respiratory) to disease prevention and heart-rate recovery after vigorous physical activity; |
| Health and Physical Education – Lifetime Sports | **Standard PE2f:** analyze common lifetime sports injuries and their prevention and treatment; |
| Health and Physical Education – Activity | **Standard PE2d:** analyze personal energy balance by documenting |

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| Nutrition | personal food intake and daily physical activity, using food and activity diaries |
| Professional/Technical – Computer Applications | **Strand PT-ISS1 Computer User Support**<br>Students analyze computer problems and provide customer support.<br>**PT-ISS1b.3:** diagnose problems within system |
| Professional/Technical - Business | **Strand PT-AIS1e:** The student will choose appropriate software to enter information so as to:<br>**Standard PT-AIS1e.1:** analyze, compare, and contrast available software packages to use |
| Professional/Technical – Culinary Arts | **Standard PT-RFB3d:** The student will achieve a familiarity with other industries that have relevant services or products and understand how they impact a seamless delivery of products/services to the guest/customer so as to:<br>**PT-RFB3d.1:** network with various other industries to best use available resources and provide an inclusive product to the customer |
| Professional/Technical – Cosmetology | **Standard PT-PCS5b:** The student will examine the range of personal care resources to access at appropriate times so as to:<br>**PT-PCS5b.1:** design, analyze, and obtain resources necessary for business practice. |
| Professional/Technical – Career Practicum | **Strand PT-PCS8 Employability and Career Development**<br>Students use skills to plan career paths and pursue career opportunities.<br>**Standard PT-PCS8a:** The student will continue professional development to keep current on relevant resources and information so as to:<br>**PT-PCS8a.1:** use performance information to evaluate personal performance of goals and self-improvement issues. |
| Reading Lab | **Standard E2b:** The student produces a response to literature that:<br>Component<br>**E2b2:** advances a judgment that is interpretive, analytic, evaluative, or reflective |
| Math Labs | **Standard M2a:** analyze, generalize, and create a variety of mathematical patterns; |

| Measuring Student Progress Assessments | Indicator of Success |
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| 1. Terra Nova – Language Arts Subtest | Growth of percentage of students scoring in the top 2 Quarters |
| 2. Terra Nova – Mathematics Subtest | Growth of percentage of students scoring in the top 2 Quarters |
| 3. PSAT | Growth of percentage of students scoring above a 40 on all sections of the PSAT |
| 4. Local Assessment | Growth of overall percentage of success when compared to baseline data. |

**Classroom Intervention:**

| List of Activities/Description | Research |
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| Graphic Organizers<br>• Inspiration<br>• Cornell Notes | The main purpose of a graphic organizer is to provide a visual aid to facilitate learning and instruction. Most graphic organizers form a powerful visual picture of information and allow the mind 'to see' undiscovered patterns and relationships. Although they have been applied across a range of curriculum subject areas, reading is by far the most well practiced application. Science, social studies, language arts, and math are more recent areas in which graphic organizers are being applied.<br><br>http://olc.spsd.sk.ca/DE/PD/instr/strats/graphicorganizers/index.html |
| Support Classes<br>• Algebra/Geometry Lab<br>• Read 180<br>• Language Arts Lab | All of the Cognitive Tutor mathematics curricula from Carnegie Learning are based on extensive scientific research from Carnegie Mellon University, along with field tests in schools throughout the United States. The Cognitive Tutors are based on the ACT-R theory of learning, memory and performance (Anderson, 1993; Anderson & Lebiere, 1998) that has been validated by hundreds of lab and field studies (e.g., Blessing & Anderson, 1996; Lee & Anderson, 2001; Lovett & Anderson, 1994). The Tutors themselves were developed using a rigorous empirical testing process resulting in over 50 publications validating the effectiveness of cognitive modeling (e.g., Aleven & Koedinger, 2002; Anderson, Corbett, Koedinger & Pelletier, 1995; Corbett, McLaughlin, & Scarpinatto, 2000; Corbett, Trask, Scarpinatto & Hadley, 1998; Koedinger, Anderson, Hadley & Mark, 1997).<br>http://www.carnegielearning.com/web_docs/SBR.pdf<br><br>*READ 180* combines research-based reading practices with the effective use of technology, offering students an opportunity to achieve reading success through a combination of instructional, modeled, and independent reading components. The program incorporates instructional decision-making procedures and state-of-the-art instructional materials to ensure that each student's individual needs are addressed to attain maximum achievement. This instructional model is designed to send a strong message that each individual is valued, supported, given choices, and can succeed (Scholastic, 2004).<br><br>The *READ 180* program has been in classrooms across the country since 1999. Results from third-party evaluations show that struggling readers in *READ 180* show progress, often substantial, in learning to read. In addition to impressive gains in scores on standardized tests, such as the Stanford Achievement Test-9 (SAT-9), Terra Nova, and the Scholastic Reading Inventory™ (SRI), anecdotal reports from students and teachers also show significant improvement, as well as important changes in attitudes toward reading and school (Scholastic, 2004).<br>http://teacher.scholastic.com/products/read180/research/ |
| Professional Technical Studies Enhancement | Transfer of information from school to work is the focus of study and research by Tuomi-Grohm and Engestrom. They found that “learning occurs effectively when it is an incidental by-product of genuine participation of meaningful activities, such as work. Recent situated cognition research has emphasized the critical importance of the affordances that learning contexts and activities provide for participants. The is…to understand the continuity of activity and learning from one changing everyday situation to another. Classroom studies indicate tat in spite of the claims that the thinking skills programs improve intellectual ability, they often fail to reveal convincing evidence that such programs result in general transfer of learning to new kinds of problems.”<br><br>Tuomi-Grohn, Terttu and Yrjo Engestrom, *Between School and Work: New* |

*Persepectives on Transfer and Boudary Crossing*, Pergamon, 2003.

From the movement to integrate vocational and academic education to the proposals of the Secretary's Commission on Achieving Necessary Skills (SCANS 1991) and others, the message is clear. Higher order thinking skills are essential and must be taught. Recent findings of cognitive research provide a better understanding of how people learn and how they solve problems, from which new teaching strategies are emerging.

The ability to think creatively, make decisions, solve problems, visualize, reason, analyze, interpret, and know how to learn--these skills are most often mentioned in definitions of critical thinking. Characteristics of critical thinkers are perseverance, flexibility, metacognition, transfer of knowledge, problem orientation, open mindedness, use of quality standards, and independence (Lee 1989), a list that resembles many descriptions of the desirable qualities of the future work force. As the nature of work changes and people live and work longer, it is clear that the skills needed for a "40 to 50 year work life" (THINK ABOUT IT, TOO! 1988) are the capacities to learn continuously through thinking and reasoning, problem solving, decision making, and interpersonal competence. These skills are not only critical to work; they are also needed to deal with the increasingly complex spheres of family, community, and society.
Why should vocational education be involved in developing thinking skills? It is often assumed that this is the role of academic education. However, Thomas (1992) cites the following arguments for vocational education's role: (1) occupations are becoming more reliant on cognitive capacities; (2) the changing work environment requires flexibility and adaptability to changing conditions; and (3) vocational education provides a real-world context for cognitive development. "One of the ways to prepare future employees is to teach students how to think instead of what to think" (Chalupa 1992, p. 21). As the SCANS (1991) report notes, this does not imply a narrow work-focused education. Rather, vocational education is a vehicle for developing the cognitive skills needed for "a productive, full, and satisfying life" (p. vi).

http://www.ericdigests.org/1992-1/order.htm

| Evidence of Implementation of Interventions |
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| Copies of lesson plans<br>Copies of student work<br>Photos of activities |

| Communication Intervention | Technology Intervention |
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| • Drama students could perform on an "Analyze this" topic during lunch<br>• "Analyze this" posters could be placed around the school with questions and answers somehow hidden and revealed somewhere else.<br>• Bulletin announcements may include links to SAT problem of the day questions and answers | • Inspiration |

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| • Counselors will discuss the Goal during the parent meetings and class meetings in March<br>• Give 9th graders analysis activities while PSAT is being given<br>• Give 12th graders analysis activities while Terra Nova is given. | |

| **School/Home/Community Partnership** | |
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| A flyer/poster concerning this year's goals of analyzing and synthesizing data will be done. Members of SHC will be asked to take a community role, such as informing PTSA, writing posts for the Daily Bulletin, attending Booster Club, Officer's Spouses Club and SAC meetings. Flyers could be posted in community areas like Burger King and the commissary. Committee members will work on a webpage, write articles for the KA. Students will develop blurbs for AFN. Parents and community members will participate in the key committees for school improvement. | |

| **Professional Development** | | | |
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| Effective professional development is . . . | • Directly focused on helping to achieve student learning goals and supporting student learning needs.<br>• A collaborative endeavor – teachers and administrators work together in planning and implementation. | • School-based and job-embedded.<br>• Differentiated. | • A long-term commitment . |
| Name of Intervention/Strategy | | | |
| | Activities for each Step | Group/Person Responsible and Timeline for each Step | Evidence of or Evaluation of each Step |
| Step 1: Knowledge/Content | | | |
| Step 2: Implementation | | | |
| Step 3: Follow-up for Current Staff | | | |

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| Step 4: New Staff/Mentoring | | | |

## Ramstein High School

# Goal 2 School Improvement Plan
# School Years 2007 – 2012

**Mission Statement: To provide a varied and challenging curriculum that will allow students to be life-long learners and responsible participants in a global community.**

**Guiding Principals:** The Ramstein High School Community works together to:

- Establish competitive and challenging academic, professional-technical, and extra-curricular programs.
- Create a safe environment for learning.
- Lead students to take responsibility for learning.
- Foster respect for our mobile and diverse population.
- Prepare students for a changing global society.

| Goal 2 | Essence |
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| All students will increase their synthesizing skills across the curriculum. | At our school synthesizing information is characterized by the ability to summarize key elements in a concise manner. |
| Data Points from School Profile<br>1. Teacher Opinion/Perception Questionnaire<br>2. Terra Nova - Science and Terra – Nova - Reading<br>3. PSAT | |

**DoDEA Standards**

| Grade Level/Content Area | Standard |
|---|---|
| Language Arts - 9 | **Standard E3e**: The student listens to and analyzes a public speaking performance; that is, the student:<br>Components<br>**E3e.1:** takes notes on salient information;<br>**E3e.2:** accurately summarizes the essence of each speaker's response |
| Language Arts – Honors Lit/World History 9 | **Standard E3e**: The student listens to and analyzes a public speaking performance; that is, the student:<br>Components<br>**E3e.1:** takes notes on salient information;<br>**E3e.2:** accurately summarizes the essence of each speaker's response; |
| Language Arts - 10 | **Strand E1c:** The student reads and comprehends informational materials to develop understanding and expertise and produces written or oral work that:<br>**E1c.1:** restates or summarizes information |
| Language Arts – Honors Lit/World History 10 | **Strand E1c:** The student reads and comprehends informational materials to develop understanding and expertise and produces written or oral work that:<br>**E1c.1:** restates or summarizes information |
| Language Arts - 11 | **Strand E2d:** The student produces a narrative procedure that:<br>**E2d.5:** excludes extraneous information |
| Language Arts - 12 | **Strand E2d:** The student produces a narrative procedure that:<br>**E2d.5:** excludes extraneous information |
| Language Arts - AP Literature | **Strand E2d:** The student produces a narrative procedure that:<br>**E2d.5:** excludes extraneous information |
| Language Arts - AP Language and Composition | **Strand E2d:** The student produces a narrative procedure that:<br>**E2d.5:** excludes extraneous information |
| Language Arts - Shakespeare | **Strand E2d:** The student produces a narrative procedure that:<br>**E2d.5:** excludes extraneous information |
| Language Arts - ESL | **Strand E1c:** The student reads and comprehends informational materials to develop understanding and expertise and produces written or oral work that:<br>**E1c.1:** restates or summarizes information |
| Science – Biology | **Standard S5f:** examines ecology as interrelationships of biotic and abiotic factors and explains the transfer of matter and energy within ecosystems. |
| Science – AP Biology | **Standard S5e:** relates theories of biological evolution to geologic time and addresses speciation, biodiversity, natural selection, and biological classification. |
| Science – Chemistry | **Standard S7e:** summarizes and illustrates the conservation of energy, the increase in disorder, and the different types of energy. |

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| Science – AP Chemistry | **Standard S7e:** summarizes and illustrates the conservation of energy, the increase in disorder, and the different types of energy. |
| Science – Physics | **Standard S6c:** articulates and demonstrates the principles of motions and forces and applies them to examples of impact on objects. |
| Science – Physics Applications in Comm | **Standard S6e:** differentiates the interactions between matter and energy and uses waves and wave properties (including light, sound, transverse, longitudinal and electromagnetic waves) to identify matter. |
| Science – AP Physics B/C | **Standard S6e:** differentiates the interactions between matter and energy and uses waves and wave properties (including light, sound, transverse, longitudinal and electromagnetic waves) to identify matter. |
| Science – Environmental Science | **Standard S4c:** constructs understandings about the fields of science and engineering, the interrelationships between science and technology, and explains their contribution to society. |
| Science – AP Environmental Science | **Standard S4c:** constructs understandings about the fields of science and engineering, the interrelationships between science and technology, and explains their contribution to society. |
| Science – Human Anatomy and Physiology | **Standard S5c:** describes the behavior of organisms and hypothesizes the relationship to nervous and endocrine systems and various external stimuli. |
| Science – Earth and Space Science | **Standard S8d:** presents and critiques theories on origin and evolution of the Earth's systems and other celestial bodies. |
| Math – Algebra I | **Standard M6a**: solve problems that arise in mathematics and in other contexts; |
| Math – Geometry | **Standard M3l:** Solve problems by applying properties and theorems of lines, angles, polygons, and circles. |
| Math – Algebra II | **Standard M6a:** apply and adapt a variety of appropriate strategies to solve problems |
| Math - Discrete Math | **Standard M8a:** organize and consolidate their mathematical thinking through communication |
| Math – Math Analysis | **Standard M6a:** apply and adapt a variety of appropriate strategies to solve problems; |
| Math – AP Calculus AB | **Standard M9a:** Understand how mathematical ideas interconnect and build on one another to produce a coherent whole |
| Math - AP Statistics | **Standard M5g:** describe and explain how the validity of predictions from a data set are affected by the relative size of a sample and the population; |
| Social Studies – World Regions 9 | **Standard SS6c:** explain how groups and institutions influence and perpetuate people's values, beliefs, attitudes, events, and culture. |
| Social Studies – Honors World History/Literature 9 | **Standard SS6c:** explain how groups and institutions influence and perpetuate people's values, beliefs, attitudes, events, and culture. |
| Social Studies – World History 10 | **Standard SS7d:** summarize the advantages and disadvantages of various economic philosophies. |
| Social Studies – Honors World History/Literature 10 | **Standard SS7d:** summarize the advantages and disadvantages of various economic philosophies. |
| Social Studies – US History 11 | **Standard SS5c:** summarize how and why a distinct American character has developed and continues to evolve. |

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| Social Studies – AP US History | **Standard SS5c:** summarize how and why a distinct American character has developed and continues to evolve. |
| Social Studies – Anthropology | **Standard SS10a:** detail the historical development of a global consciousness and the concept of a world citizen. |
| Social Studies – Economics | **Standard SS3c:** evaluate the role of institutions and interest groups in furthering economic continuity and change. |
| Social Studies – Street Law | **Standard SS10:** identify and discuss universal human rights issues |
| Social Studies – Psychology | **Standard SS7c:** Explain how economics (e.g., employment, unemployment, affluence) influence and affect the behavior of individuals and groups. |
| Social Studies – Sociology | **Standard SS4a:** assess how location affects an individual or a group's perception of the world. |
| Social Studies - Government | **Standard SS6d:** evaluate ways in which technological, political, economic, and environmental changes affect the social system. |
| Social Studies – AP Government | **Standard SS6d:** evaluate ways in which technological, political, economic, and environmental changes affect the social system. |
| Social Studies – Minority Studies | **Standard SS9d:** discuss and explain intolerance within a cause and effect framework making inferences, hypotheses and predictions. |
| Social Studies – Contemporary Issues | **Standard SK4a:** Take, defend, and evaluate positions about attitudes that facilitate thoughtful and effective participation in public affairs. |
| Foreign Language Level I | **Standard FL3a:** Students will connect information studied in other curricular areas to the learning of the target language and cultures studied. |
| Foreign Language Level II | **Standard FL3a:** Students connect information studied in other curricular areas to the learning of the target language and cultures studied. |
| Foreign Language Level III | **Standard FL3a:** Students connect information studied in other curricular areas to the learning of the target language and cultures studied. |
| Foreign Language Levels IV, V, VI and AP | **Standard FL1b:** Students understand and interpret written and spoken language on a variety of topics. This standard focuses on the understanding and interpretation of written and spoken language. It involves one-way listening and reading in which the reader works with a variety of print and non- print materials. |
| Fine Arts – Art | **Standard VA4b:**The student recognizes and describes works of art according to artist and style. |
| Fine Arts - Music | **Standard MU1c:** The student demonstrates expression, interpretation and harmonic balance in performance and sight-reading. |
| Fine Arts - Drama | **Standard E3c:** The student prepares and delivers an individual presentation, in which the student:<br>**E3c.4:** develops several main points relating to a single thesis |
| Fine Arts – Humanities | **Standard VA6a:** The student will identify how art and other disciplines are interrelated, and that they play a role in daily life. |
| Fine Arts –Photography | **Standard VA4b:** The student recognizes and describes works of art according to artist and style. |
| Health and Physical Education – Health Ed | **Standard HE4c:** describe the influences of group identity on development of self-esteem and relationships with others |

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| Health and Physical Education – Personal Fitness | **Standard PE2c:** apply FITT (frequency, intensity, time, and type) training principles to aerobic fitness development activities based on personal fitness goals |
| Health and Physical Education – Lifetime Sports | **Standard PE1e:** monitor progress and modify strategies for achieving personal lifetime sports skills goals |
| Health and Physical Education – Activity Nutrition | **Standard PE2e:** identify ways to balance nutritional needs with physical activity energy expenditure. |
| Professional/Technical – Computer Applications | **Strand PT-ISS6b:** The student will manage information system project methodologies so as to:<br>**Standard PT-ISS6b.2:** develop initial project management flowchart |
| Professional/Technical - Business | **Strand PT-AIS3: Organizational Skills** Students use systematic planning to complete tasks.<br>**Standard PT-AIS3a.2:** set priorities and schedule work to organize workload |
| Professional/Technical – Culinary Arts | **Standard PT-RFB4f:** The student will study and synthesize the effects of the economy on the hospitality and tourism industry to apply appropriate strategies in developing products or services so as to:<br>**PT-RFB4f.1:** summarize how to use the "state of the economy" to plan products and services |
| Professional/Technical – Cosmetology | **Strand PT-PCS6 Safety, Health, and Environment**<br>Students understand the importance of safety, health, environmental, and regulatory compliance in the workplace.<br>**Standard PT-PCS6a:** The student will practice emergency procedures and implement them as needed so as to:<br>**PT-PCS6a.1:** follow policies, procedures, and regulations to achieve a safe and healthy work environment; and<br>**PT-PCS6a.2:** implement procedures to protect the health and safety of all |
| Professional/Technical – Career Practicum | **Strand PT-PCS8 Employability and Career Development**<br>Students use skills to plan career paths and pursue career opportunities.<br>**Standard PT-PCS8a:** The student will continue professional development to keep current on relevant resources and information so as to:<br>**PT-PCS8a.1:** use performance information to evaluate personal performance of goals and self-improvement issues. |
| Reading Lab | **Standard E1c:** The student reads and comprehends informational materials to develop understanding and expertise and produces written or oral work that:<br>**E1c.1:** restates or summarizes information |
| Math Labs | **Standard M6a**: solve problems that arise in mathematics and in other contexts; |

| Measuring Student Progress Assessments | Indicator of Success |
|---|---|
| 1. Terra Nova – Science Subtest | Growth of percentage of students scoring in the top 2 Quarters |
| 2. Terra Nova – Reading Subtest | Growth of percentage of students scoring in the top 2 Quarters |
| 3. PSAT | Growth of percentage of students scoring above a 40 on all sections of the PSAT |
| 4. Local Assessment | Growth of overall percentage of success when compared to baseline data. |

**Classroom Intervention:**

| List of Activities/Description | Research |
|---|---|
| Use of Graphic Organizers<br>• Inspiration<br>• Cornell Notes | Summarization can be thought of as a complex process where students spend time "restating the essence of text or an experience in as few words as possible or in a new, yet efficient, manner" (Wormeli, 2005, p. 2). In order for summarization to be effective, the student must be able to process the ideas of the passage and consider how they are related to one another. This study strategy helps readers associate text concepts into their schemata and can extend cognitive capacity (Friend, 2000). Although the selection/reduction process, similar to the salad bar scenario, is known to be part of the summarization strategy, there should also be emphasis on what is being learned as result of working through the summarization techniques. There are many graphics organizers that are suitable to use in the quest for creating a great summary.<br><br>http://forpd.ucf.edu/strategies/stratsummarization.html |
| GIST | This activity asks students to squeeze meaning into a tight, precise summary. The goal of GIST is to have students convey the "gist" of what they read by summarizing the text in 20 words or less (Moore, Moore, Cunningham, & Cunningham, 1994, page 125). Students work to revise their summaries until they meet the 20-word goal. The activity forces students to discard extraneous details and focus their reading on what is really important. Discuss the criteria for a good summary with the class.<br><br>http://www.readwritethink.org//lessons/lesson_view_printer_friendly.asp?id=290 |
| READ 180 | *READ 180* combines research-based reading practices with the effective use of technology, offering students an opportunity to achieve reading success through a combination of instructional, modeled, and independent reading components. The program incorporates instructional decision-making procedures and state-of-the-art instructional materials to ensure that each student's individual needs are addressed to attain maximum achievement. This instructional model is designed to send a strong message that each individual is valued, supported, given choices, and can succeed (Scholastic, 2004).<br><br>The *READ 180* program has been in classrooms across the country since 1999. Results from third-party evaluations show that struggling readers in *READ 180* show progress, often substantial, in learning to read. In addition to impressive gains in scores on standardized tests, such as the Stanford Achievement Test-9 (SAT-9), Terra Nova, and the Scholastic Reading Inventory™ (SRI), anecdotal reports from students and teachers also show significant improvement, as well as important changes in attitudes toward reading and school (Scholastic, 2004).<br><br>http://teacher.scholastic.com/products/read180/research/ |

| Evidence of Implementation of Interventions |
|---|
| Copies of lesson plans<br>Copies of student work<br>Photos of activities |

| Communication Intervention | Technology Intervention |
|---|---|
| • Drama students could perform on an "Analyze this" topic during lunch<br>• "Analyze this" posters could be placed around the school with questions and answers somehow hidden and revealed somewhere else.<br>• Bulletin announcements may include links to SAT problem of the day questions and answers<br>• Counselors will discuss the Goal during the parent meetings and class meetings in March<br>• Give 9th graders analysis activities while PSAT is being given<br>• Give 12th graders analysis activities while Terra Nova is given. | • Inspiration |

| School/Home/Community Partnership | |
|---|---|
| A flyer/poster concerning this year's goals of analyzing and synthesizing data will be done. Members of SHC will be asked to take a community role, such as informing PTSA, writing posts for the Daily Bulletin, attending Booster Club, Officer's Spouses Club and SAC meetings. Flyers could be posted in community areas like Burger King and the commissary. Committee members will work on a webpage, write articles for the KA. Students will develop blurbs for AFN. Parents and community members will participate in the key committees for school improvement. | |

| Professional Development | | | |
|---|---|---|---|
| Effective professional development is . . . | • Directly focused on helping to achieve student learning goals and supporting student learning needs.<br>• A collaborative endeavor – teachers and administrators work together in planning and implementation. | • School-based and job-embedded.<br>• Differentiated. | • A long-term commitment . |

| Name of Intervention/Strategy | | | |
|---|---|---|---|
| | Activities for each Step | Group/Person Responsible and Timeline for each Step | Evidence of or Evaluation of each Step |
| Step 1: Knowledge/Content | | | |
| Step 2: Implementation | | | |
| Step 3: Follow-up for Current Staff | | | |
| Step 4: New Staff/Mentoring | | | |