



**Rota Middle/High School  
Continuous School Improvement Action Plan  
SY 2012-2013**

**DoDEA Mission:**

*The Department of Defense Education Activity provides, in military communities worldwide, exemplary educational programs that inspire and prepare all students for success in a global environment.*

**Vision Statement:**

*We empower all students at Rota High School to learn to their maximum potential and to become productive, responsible members of a dynamic, global society. All stakeholders are committed to providing a rigorous, standards-based curriculum in a nurturing and safe environment.*

**SMART Goal 1:**

All students, by June 2014, will improve in effective communication skills as measured by the selected system-wide and school-based assessments.

**Data Points from School Profile used to select Goal:**

1. Terra Nova Language Subtests
2. Communication Arts
3. PSAT

**Essence:**

- We will focus on the ability to transfer ideas to new situations clearly and concisely in writing by going beyond the surface meaning.

**Intervention:**

- The use of the 6+1 Traits of Writing Rubric helps teachers and students focus on specific elements of writing while using a common language. It also puts students in control of their own writing. The 6+1 Traits of Writing are: Ideas, Organization, Voice, Word Choice, Sentence Fluency, Conventions, & Presentations.

**Formative Assessments:**

- School-wide: 6+1 Traits of Writing Rubric
- School-wide writing assessment 3 times a year

Summative Assessments – Achievement Goals	Grade Levels Administered	When Administered
<p>1. <i>Terra Nova Multiple Assessments- Language Arts subtest</i>: 75% of 7th-11th grade students will demonstrate a proficiency in the top 2 quartiles in English Language Arts by 06/13/2014 as measured by the Terra Nova Language sub-test. 93% of 7-11 grade students will demonstrate a proficiency in the top 3 quartiles in English Language Arts by 06/13/2014.</p>	7-11	Spring
<p>2. <i>Local School-Wide Writing Assessment</i>: 85% of 7th-12th grade students will demonstrate a proficiency of 3 or higher on at least 3 of the 4 target traits in English Language Arts by 06/14/2014.</p>	7-12	Fall, Winter, Spring
<p>3. <i>PSAT</i>: 75% of 10th &amp; 11th grade students will demonstrate proficiency above the 50th percentile in English Language Arts by 06/13/2014 as measured by PSAT Writing Skills section.</p>	10,11	Fall

***Activities to implement the intervention:***

**ELA Teachers will:**

- Define, teach, and model the use of the 6+1 traits of writing within their subject area (and with a connection to other content areas when possible) as a framework for helping students become more effective communicators in writing.
- Provide students with feedback using the 6+1 Writing Traits rubrics at least bi-weekly individually and as a group. Teachers will provide exemplars to guide discussion and instruction.
- Teachers will ensure students keep work samples and track their own progress.
- On a periodic basis, teachers will bring examples of student work to CSI meetings to review trends and adjust instruction as necessary.
- Conduct pre-, mid-, and post-writing assessments as stated in the Assessment Calendar and share out to school.
- Local Assessment feedback is provided to students as well as all stakeholders.
- Focus for SY 2012-2013 is the following traits: Organization, Word Choice, Conventions, and Presentation.

**Non-ELA teachers will:**

- Provide authentic opportunities for students to apply the 6+1 writing strategy using the school adopted rubric at least once a quarter to help students communicate effectively within their content area.
- Provide timely descriptive feedback using the 6+1 rubric to guide more effective communication using writing within the content area. This feedback could be individually or in a group setting.
- Teachers will ensure students will keep work samples and track their own progress.
- On a periodic basis, teachers will bring examples of student work to CSI meetings to review trends and adjust instruction as necessary.
- Teachers study the trends of the Local Writing Assessment to support improvement in communication and guide instruction within their own content area.

**Students will:**

- Learn, apply and practice the 6+1 Traits of Writing as a framework for becoming more effective communicators in writing across curricular areas.
- Complete authentic writing activities in the ELA classroom a minimum of twice a month, and address weaknesses noted on self, teacher, and peer assessment rubrics.
- Revise writings, a minimum of twice a month, addressing specific weaknesses noted on self, teacher, and peer assessments completed in ELA classes.
- Twice a month, students will write in content areas to show what they know (be effective communicators) in specific content areas following 6+1 traits framework.
- Students will keep work samples and track their own progress using the descriptive feedback from teachers and peers to guide their progress.

**Instructional Intervention for Goal 1: Teaching the 6+1 Traits of Writing**

<b>Describe intervention</b>	<b>Evidence of Intervention use</b>	<b>Formative Assessment</b>	<b>System for tracking student progress</b>
<p>All teachers will teach the 6+1 traits of writing and the rubrics as appropriate to curricular area; four traits are our focus at this time as determined through data analysis.</p> <p>Fall 2012: Organization/ Word Choice / Conventions / Presentation</p> <p>Timeline: Ongoing</p>	<p>Lesson plans</p> <p>Student work</p> <p>Minutes of meetings</p>	<p>School-wide: 6+1 Traits Writing Rubric</p>	<p>Teacher as well as school wide data collection tool</p> <p>School-wide writing assessment 3 times a year; fall, winter, spring</p>

## Goal 2

### SMART Goal 2:

All students, by June 2014, will improve math problem solving skills as measured by the selected system-wide and school based assessments.

### Data Points from School Profile used to select Goal:

1. Terra Nova Science
2. PSAT
3. AP Test

### Essence:

- We define problem solving skills as the ability to use what one has learned to solve problems in new situations.

### Intervention:

- Use of Differentiated Instruction and the process of adjusting content, process and product in response to students' readiness, interests and learning profiles.

### Formative Assessment:

- School-wide: Differentiated Instruction
- School-wide math assessment 3 times a year

Summative Assessments – Achievement Goals		When Administered
	Grade Levels Administered	
1. <i>Terra Nova Multiple Assessments- Mathematics subtest</i> : 75% of 7 <sup>th</sup> -11th grade students will demonstrate a proficiency in the top 2 quartiles in Mathematics by 06/13/2014 as measured by the Terra Nova Mathematics sub-test. 93% of 7 <sup>th</sup> -11th grade students will demonstrate a proficiency in the top 3 quartiles in Mathematics by 06/13/2014 as measured by the Terra Nova Mathematics sub-test.	7-11	Spring
2. <i>Local School-Wide Problem Solving Assessment</i> : 100% of 7 <sup>th</sup> -12th grade students will demonstrate proficiency with passing final grades in all classes in Mathematics by 06/13/2014 as measured by local school-wide math assessment.	7-12	Fall, Winter, Spring
3. <i>PSAT</i> : 75% of 10 <sup>th</sup> & 11th grade students will demonstrate proficiency above the 50th percentile in Mathematics by 06/13/2014 as measured by PSAT Math section.	10,11	Fall

***Activities to implement the intervention:***

**Math Teachers will:**

- Define, teach, and model the use Differentiated Instruction within their subject area (and with a connection to other content areas when possible) as a framework for helping students become more effective problem solvers.
- Provide students with continuous feedback. Teachers will provide exemplars to guide discussion and instruction.
- Teachers will ensure students keep work samples and track their own progress.
- On a periodic basis, teachers will bring examples of student work to CSI meetings to review trends and adjust instruction as necessary.
- Conduct pre-, mid-, and post-math assessments as stated in the Assessment Calendar and share out to school.
- Local Assessment feedback is provided back to students as well as all stakeholders.

**Non-Math teachers will:**

- Provide authentic opportunities for students to apply Differentiated Instruction strategies effectively within their content area.
- Provide timely descriptive feedback to guide more effective problem solving within the content area. This feedback could be individually or in a group setting.
- Teachers will ensure students will keep work samples and track their own progress.
- On a periodic basis, teachers will bring examples of student work to CSI meetings to review trends and adjust instruction as necessary.
- Teachers study the trends of the Local Math Assessment to support improvement in problem solving and guide instruction within their own content area.

**Students will:**

- Learn, apply and practice the strategies of Differentiated Instruction as a framework for becoming more effective problem solvers across curricular areas.
- Complete authentic problem solving activities in the Math classroom a minimum of twice a month, and address weaknesses noted on self, teacher, and peer assessments.
- Address specific weaknesses noted on self, teacher, and peer assessments completed in Math classes.
- At least once a month, students will problem solve in content areas to show what they know in specific content areas.
- Students will keep work samples and track their own progress using the descriptive feedback from teachers and peers to guide their progress.

**Instructional Intervention for Goal 2: Use of Differentiated Instruction**

<b>Describe intervention</b>	<b>Evidence of Intervention Use</b>	<b>Formative Assessment</b>	<b>System for tracking student progress</b>
<p>All teachers will use differentiated instruction as appropriate to their curricular areas.</p> <p>Fall 2012</p> <p>Timeline: Ongoing</p>	<p>Lesson plans</p> <p>Student work</p> <p>Minutes of meetings</p>	<p>The process of adjusting content, process and product in response to students' readiness, interests and learning profiles includes: surveys, alternate assessments, anchor activities, book choices, chunking, compacting, cooperative learning, cubing, enrichment clusters, exit slips, flexible grouping, focus activities, goal setting, graphic organizers, homework options, independent study, inquiry-based learning, learning contracts, literary circles, mentorships, multiple intelligences, multiple levels of questions, notebooks, open-ended activities, open student choice, portfolios, pretests, problem-based learning, retests, scaffolding, Socratic seminar, SQ3R, student interest, test repair, think-pair-share, thumbs-up, &amp; 3-2-1.</p>	<p>Teacher data collection tool</p> <p>School-wide curriculum appropriate assessment 3 times a year; fall, winter, spring</p>

### Professional Development Calendar:

**Continuous School Improvement Leadership - CSILT Team (Meets second Tuesday of every month and other times as needed):** Dan Serfass (Principal), Cheryl Aeillo (Asst. Principal), Tim Streeter (Co-Chair/Data POC), Chris Tutty (Co-Chair/Data POC), Melissa Boduch (AVID/SpEd/OFT LUR), Jim Anderson (ET), Chris Kaldahl (Science), Maribel Bastidas (Spanish), David Wass (Information Specialist), Barbara Peters (SLO), Luke Driscoll (Student Council President)

#### **AdvancED Committees and Facilitator (Meets as needed):**

- 1) **Purpose & Direction:** Chris Kaldahl
- 2) **Governance and Leadership:** Melissa Boduch
- 3) **Teaching & Assessing for Learning:** Chris Tutty
- 4) **Resources & Support Systems:** Dave Wass
- 5) **Using Results for Continuous Improvement:** Tim Streeter

#### **Faculty Meetings: First Tuesday of every month**

#### *CSI Calendar:*

##### **English Dept. Essays**

Q1: October 8-19      Q2: January 7-18      Q3: March 12-22

##### **Math Dept. Assessments**

Q1: September 11      Q2: January 14-24      Q3: TBD

##### **English Dept. SRI**

Q1: September 11      Q2: Optional      Q3: Optional      Q4: May 31

##### **CSI In-Services**

10/12: CSI Day      10/19: Early Release (Bridges)      12/7: Early Release      1/11: Early Release (Bridges)  
2/4: CSI Day      2/22: Early Release      3/15: Early Release (Bridges)      4/26: Early Release      5/31: Early Release (Bridges)

#### **Parent-Teacher Conferences:** November 9 & April 19

**Bridges: Professional Learning Community (Quarterly Meetings)** - *teacher directed professional development (ongoing collaboration)*. Teachers choose a different partner each semester to work collaboratively to work on any aspect that will help them improve as a teacher. This includes: interdisciplinary teaching, peer observation, team planning, idea exchange and mentoring.

**Student Support Team (Regular Ad Hoc Meetings):** Dan Serfass, Cheryl Aeillo, Dr. Marcy Bond, Ali McMillan, & Kathleen Tierney

**AVID Team (Bi-weekly Meetings):** Chris Tutty (coordinator), Melissa Boduch (teacher), Dr. Marcy Bond (counselor), Anne Birch (tutor), Domenica Estes (tutor), Jen Crowell (tutor) & Martha Isom (tutor)

**ESL Team (Semester & Ad Hoc Meetings):** Chris Tutty (teacher), Dan Serfass (principal) & Dr. Marcy Bond (counselor)

**Gifted Ed (Semester & Ad Hoc Meetings):** Chris Tutty (coordinator), Dan Serfass (principal), Dr. Marcy Bond (counselor) & Tim Streeter (teacher)

**School Advisory Committee (Quarterly Meetings):** Annette Ortiz (chair), Dan Serfass (principal), Cheryl Aeillo (assistant principal), Josephine Andrews (secretary), Chris Kaldahl, Jamie Matteson (teachers), Tara Wilson, Krista Grigg, Mary Aninos, Richard Gruetter (parents), Ephriam Wertz (transportation), Richard Peterson, Sean Mowrey, Kris Rios, Alexis Babinec, Courtney Bethel (students)

**Middle School Core Teachers (Regular Ad Hoc Meetings):** Middle school core teachers, administration, counselor, special educators meet to identify problems and students at risk as well as to coordinate middle school activities

**Technology Instructional Leadership Team (Monthly Meetings):** Jim Anderson (educational technician) leads the group comprised of the following: Dan Serfass, Josh Garrison, Melissa Boduch, Bill Brogan, Acie Sabb, Jim Flynn, Dale Nichols, Lou Mateo & Jay Beardman.

**Department Meetings (Ad Hoc Meetings) ELECTIVES:** Bastidas\*, Brown, Crowell, Flynn, Fox, Sabb, Scarbrough; **ENGLISH:** J. Andrews, Demeritt, K. Kaldahl, Lamb, Tutty\*, White; **MATH:** B. Anderson, Bloyd, Brogan, Morales, Streeter\*; **SOCIAL STUDIES:** Jacobs\*, McMillan, Nichols, Thomas; **SCIENCE:** C. Kaldahl\*, Matteson, Tierney; **SUPPORT:** J. Anderson, Boduch\*, M. Bond, S. Bond, Hill, Husum, Wass

**Lunch Bunch Academic Support Group (Monday-Friday during Lunch):** When teachers have students that they would like to send, they email Ms. McMillan the student name and work they are assigned. She keeps a sign-in log and ensures a quiet work environment. All work completed will be directed back to teachers via the students. Some students voluntarily attend while other students attend regularly (i.e. referred by SST, M.S. Team, or Parents, etc...).

**Kitchen Table (Monday-Friday from 3:30-4:30):** Ms. Andrews' KT provides a safe environment for students who need a place to work and/or complete assignments after school. It is free and available to all students of DGF. It is not an on-line program. Subject to demand, she has the potential to solicit tutors from the military community who will also come in and offer free tutoring at KT (in her presence to ensure safety). All work completed will be directed back to teachers via the students. Some students voluntarily attend while other students attend regularly (i.e. referred by SST, M.S. Team, or Parents, etc...).

**Seminar (Wednesdays & Fridays from 2:00-3:30):** Seminar begins with 25 minutes of SSR (sustained silent reading) and then 5 minutes of journaling or discussion. Teachers will model SSR and help lead 5 minute discussions. Students can keep journals and be credited in English classes for them (this promotes our CSI writing goal). Seminar teachers will be provided with transcripts of their seminar students. Teachers will counsel, talk, guide, and mentor each of their seminar students throughout the course of each quarter. Teachers will help students calculate their GPAs and class averages (lending support to our math CSI goal). Students may see other teachers for additional help during the last hour of seminar by getting a pass beforehand.

**Partnerships/Communication:**

- **Parent Monthly Newsletter** sent electronically.
- **Parent Weekly Bulletin** sent electronically.
- **Counselor Weekly Bulletin** sent electronically.
- **Student Daily Bulletin** sent electronically.
- **Open House** at the beginning of the year
- **Volunteers in the classroom:** Guest speakers, AVID volunteers, college fair, Science Symposium
- **Parent Teacher conferences** are held twice a year in the MPR building to accommodate to parents.
- **SAC** meets every two months.
- **Coastline:** School related articles often appear on our base newspaper.
- **Spanish Exchange Program:** Visitors from Spanish schools visit our school and vice versa to further develop good relationships with our host nation.
- **E-mail:** frequently used by teachers to communicate with parents
- **ASPEN's My Data:** parents and students have online to access to assignments and grades
- **CWE:** students go to different commands on base to improve their skills
- **Science Symposium:** twenty five parents volunteers helped our students
- **2nd Cup of Coffee:** invitations to parents with the purpose of getting them into the school
- **Town Hall Meetings:** Monthly forum to have our message broadcast on radio and TV
- **Ombudsman Meeting:** Annual briefing to key players
- **Volunteer Coaches:** throughout the year and in almost all sports
- **Sports Boosters:** Support of student athletics and school spirit