

K-12 School Improvement Focus Areas w/Strategies and Assessment Alignment

Reading Focus Area	Aligned Approaches and Strategies	Assessment/Data
Key Ideas and Details	<p>Close Reading/Text Dependent¹-students learn to analyze complex text through purposeful readings. Text dependent questions shape collaborative conversations about the text and result in evidence based answers.</p> <p>Reciprocal Teaching²-students learn to predict, questions, clarify and summarize. They lead dialogue to bring meaning to written word and monitor their own learning and thinking. A teacher facilitates this internalization through gradual release.</p> <p>Metacognition³-students plan how to approach a given learning task; evaluate progress; monitor comprehension. Self-questioning is an example. The approach is taught through modeling (think-alouds) and learned through reinforced practice of the routine.</p>	<p>PALS: Comprehension</p> <p>WISE Dash: WI Forward Tested Topic Performance</p> <p>WI Forward: Reading- Key Ideas and Details</p> <p>ACT/Aspire: EHS Reading-Key Ideas and Details</p> <p>STAR Early Reading/Reading: Monitor Students' Mastery Dashboard</p>

¹ Fisher & Frey (2013)

² Palinscar and Brown (1984)

³ Palinscar (2013)

Reading Focus Area	Aligned Approaches and Strategies	Assessment/Data
<p>Craft and Structure/Integration of Knowledge and Ideas</p>	<p>Text Feature and Text Structure Analysis⁴-students practice using text features such as headers, captions, bold, and italicized words to increase comprehension. The analysis of text structures includes studying how the author has organized the text as evidenced by how specific sentences, paragraphs, and larger portions of text (e.g. a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>Compare and Contrast⁵-students learn to analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>Literary Devices- Students interrogate figurative language and the authors intended word choices to assess how the point of view and purpose shapes the content and style of a text. This includes delineating and evaluating arguments and claims for validity of reasoning, as well as the relevance and sufficiency of evidence and nuances of intended meaning.</p>	<p>PALS: Comprehension</p> <p>WISE Dash: WI Forward Tested Topic Performance</p> <p>WI Forward: Reading- Craft & Structure/Integration of Knowledge and Ideas</p> <p>ACT/Aspire: EHS Reading-Craft and Structure, Integration of Knowledge and Ideas</p> <p>STAR Early Reading/Reading: Monitor Students' Mastery Dashboard</p>

⁴ Akhondi, M., Malayeri, F. A. and Samad, A. A. (2011)

⁵ Marzano (2011)

Reading Focus Area	Aligned Approaches and Strategies	Assessment/Data
Vocabulary Use	<p>Contextualize Vocab Instruction/Context Clues⁶-students apply vocabulary to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>Oracy/Discourse⁷-students practice acquired vocabulary through group discussions, w/shoulder partners, and Socratic Seminars and embed student discourse in all content areas through the use of sentence stems, discourse strategies, and discourse rubrics.</p> <p>Morphology/Word Meaning-students learn how morphology and word meaning support the developing skills in decoding and encoding, chunking of meaningful words parts, recognizing Greek and Latin roots which aide comprehension.</p>	<p>PALS: Vocabulary</p> <p>WISE Dash: WI Forward Tested Topic Performance</p> <p>WI Forward: Reading-Vocabulary Use</p> <p>ACT/Aspire: Embedded in all areas— Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, Knowledge of Language</p> <p>STAR Early Reading/Reading: Monitor Students' Mastery Dashboard</p>

⁶ Beck & McKeown (2013)

⁷ Frey & Fisher (2011).

Writing Focus Area	Aligned Approaches and Strategies	Assessment/Data
Writing/ Language: Text Types and Purposes	<ol style="list-style-type: none"> 1. Strategies for (1) establishing purpose, text-type, and audience, (2) generating/transforming texts, and (3) responding to text, including, but not limited to: <ul style="list-style-type: none"> ○ RAFT⁸ (<i>Role, Audience, Format, Topic</i>) 2. Strategies to render text-dependent responses (TDRs)/evidence-based writing, include, but not limited to: <ul style="list-style-type: none"> ○ RACE (<i>Restate, Answer, Cite, Explain</i>) ○ STOP⁹ (<i>Suspend judgement, Take a side, Organize ideas, Plan more as you write</i>) & ○ DARE¹⁰ (<i>Develop topic sentence, Add supporting details, Reject counter arguments, End with conclusion</i>) ○ CER¹¹ (<i>Claims, Evidence, Reasoning</i>) ○ PEE (<i>Point, Evidence, Explanation</i>) 3. Strategies for topic/idea generation, purpose identification and genre awareness (i.e., <i>narrative, informative/expository, opinion/argumentative</i>), include, but not limited to: <ul style="list-style-type: none"> ○ 1 Topic = 18 Topics¹² 	<p>WI Forward: Reading-Key Ideas and Details</p> <p>WISE Dash: WI Forward Tested Topic Performance</p> <p>ACT/Aspire: EHS English- Production of Writing, Knowledge of Language</p> <p>STAR Early Reading/Reading: Monitor Students' Mastery Dashboard</p>

⁸ Santa (1988)

⁹ Kihara et al. (2012)

¹⁰ Kihara et al. (2012); Harris, Graham, Mason, & Friedlander (2008)

¹¹ specific strategies for writing scientific explanations, applicable to mathematical writing

¹² Gallagher (2012)



Writing Focus Area	Aligned Approaches and Strategies	Assessment/Data
Production of Writing (PoW)	<ol style="list-style-type: none"> 1. Regular, daily classroom time for all types of writing, including, but not limited to: <i>KWLs, learning logs, double entry journals, quick-writes, exit slips</i> 2. Explicit instruction in the <i>process approach</i> to writing—specifically planning/goal setting and revising—utilizing strategies, including but not limited to: <ul style="list-style-type: none"> ○ 1 Topic = 18 Topics ○ SCAN¹³ (does it make <i>Sense?</i>, is it <i>Connected</i> to my belief?, can you <i>Add</i> more?, <i>Note</i> errors) ○ STAR¹⁴ (Substitute overused words with precise words, weak verbs with strong verbs, weak adjectives with strong adjectives, and common nouns with proper nouns; <i>Take</i> out unnecessary repetitions, irrelevant information, or information that belongs elsewhere; <i>Add</i> details, descriptions, new information, figurative language, clarification of meaning, or expanded ideas; <i>Rearrange</i> information for a more logical flow) 3. Explicit strategy instruction for (1) summarizing/précis writing, (2) note-taking, and (3) idea and question generation, strategies include, but not limited to: <ul style="list-style-type: none"> ○ 1 Topic = 18 Topics ○ POW¹⁵ (<i>Pick my ideas, Organize my notes, Write and say more</i>). ○ Sum It Up¹⁶ 	<p>WI Forward: Reading-Craft & Structure/Integration of Knowledge and Ideas</p> <p>WISE Dash: WI Forward Tested Topic Performance</p> <p>ACT/Aspire: EHS English-Production of Writing</p> <p>STAR Early Reading/Reading: Monitor Students' Mastery Dashboard</p>
Knowledge of Language	<ol style="list-style-type: none"> 1. Explicit vocabulary instruction utilizing methods, including—but not limited to: <ul style="list-style-type: none"> ○ Concept Maps (e.g., Frayer Model) ○ Word walls/personal dictionaries 2. Embedded grammar instruction¹⁷ in authentic, discipline specific contexts based on students' writing 3. Process approach to writing—specifically drafting, revising and editing, strategies include—but not limited to: 	<p>WI Forward: Reading-Vocabulary Use</p> <p>WISE Dash: WI Forward Tested Topic Performance</p>

¹³ Harris, Graham, Mason, & Friedlander (2008)

¹⁴ Gallagher (2006)

¹⁵ Harris, Graham, Mason, & Friedlander (2008)

¹⁶ ReadingQuest.org features more writing across the subject/disciplines strategies

¹⁷ Shaughnessy (1977); Crovitz, and Devereaux (2017)



Writing Focus Area	Aligned Approaches and Strategies	Assessment/Data
Knowledge of Language (cont.)	<ul style="list-style-type: none"> ○ Because, But, So¹⁸ (i.e., sentence expansion activities) ○ SCAN (<i>does it make Sense?, is it Connected to my belief?, can you Add more?, Note errors.</i>) ○ COPS¹⁹ (Have I Capitalized the first word of sentences and proper names?; How is the Overall appearance?; Have I put in commas and end Punctuation; Have I Spelled all words correctly?) ○ peer editing²⁰ 	<p>ACT/Aspire: English Knowledge of Language</p> <p>STAR Early Reading/Reading: Monitor Students' Mastery Dashboard</p>

¹⁸ The Hochman Method via Hochman & Wexler (2017)

¹⁹ Harris, Graham, Mason, & Friedlander (2008)

²⁰ IES (Institute of Educational Sciences) What Works Clearing House: Teaching Secondary Students to Write Effectively (2016)

Mathematics Focus Area	Aligned Approaches and Strategies	Assessment/Data
Algebra Readiness: Operations and Algebraic Thinking / Expressions and Equations/ Functions and Algebra	<p>Inquiry-based approach: Effective teaching of mathematics uses purposeful questions to assess and advance students’ reasoning and sense making about important mathematical ideas and relationships.²¹</p> <p>Facilitate Meaningful Mathematical Discourse: Effective teaching of mathematics facilitates discourse among students to build shared understanding of mathematical ideas by analyzing and comparing student approaches and arguments.²² Teachers give students opportunities to share ideas and clarify understandings, construct convincing arguments regarding why and how things work, and develop a language for expressing mathematical ideas.²³</p> <p>Tasks that promote reasoning²⁴: Engages students in discussing and solving algebraic problems that promote reasoning and allow multiple entry points. Teachers use tasks as one way to motivate student learning and help students build new mathematical knowledge through problem solving.</p>	<p>WI Forward: Operations and Algebraic Thinking.</p> <p>WI Forward: Expressions and Equations</p> <p>ACT/Aspire: Algebra</p> <p>ACT/Aspire: Functions</p> <p>WISE Dash: WI Forward Tested Topic Performance</p> <p>STAR Mathematics: Monitor Students’ Mastery Dashboard</p>
Fractions/ Ratio/ Rate and Proportional Relationships	<p>Use and connect Mathematical representations²⁵: Teachers use strategies to encourage students to persevere in making sense of math problems by using different visual, physical, and verbal representations. Teachers use different visual aids to make fractions, ratios, rates, and proportions more concrete to students. Students consider relationships among quantities when they create diagrams, tables, graphs, etc.</p>	<p>WI Forward: Number and Operations-Fractions</p> <p>WI Forward: Ratios and Proportional Relationships</p> <p>WISE Dash: WI Forward Tested Topic Performance</p>

²¹ NCTM, Principle to Actions, (2014)

²² NCTM, Principle to Actions, (2014)

²³ NCTM (1991, 2000)

²⁴ NCTM, Principle to Actions, (2014)

²⁵ NCTM, Principle to Actions, (2014)

Mathematics Focus Area	Aligned Approaches and Strategies	Assessment/Data
Fractions/ Ratio/ Rate and Proportional Relationships (cont.)	<p>Real-world math situations²⁶: Support students to understand, interpret and analyze fractions, ratios, rates and proportions and use them to solve real-world situations. Teachers design learning experiences that are relevant and engaging for students. Teachers use real-world application of the math topics and address mathematical misconceptions as they surface.</p> <p>Mathematical Modeling²⁷: Provide opportunities for students to represent their conceptual understanding of fractions, ratios, rates and proportions. Teachers help students understand, interpret and analyze fractions, ratios, rates and proportions, and use them to solve real-world situations. Teachers allow students to map out possible solution strategies.</p>	<p>ACT/Aspire: Integrating Essential Skills (fractions, ratios, rates and proportions)</p> <p>STAR Mathematics: Monitor Students' Mastery Dashboard</p>
Integrating Essential Skills: Apply skills in more varied contexts, understand more connections, and become more fluent	<p>Support productive struggle²⁸: Support productive struggle when students are solving math problems that require different math skills. Create an environment and use language that gives opportunities for students to engage in complex work and come up with their own solution strategies while receiving guidance. Develop students' capacity to persevere in the face of the challenge and help them realize that they can do math with effort.</p> <p>Increasing Complexity in math problems²⁹: Promote higher level thinking in the math classroom. Use High Cognitive Demand Tasks that involve making connections, analyzing information, and drawing conclusions.</p> <p>Mathematical Modeling³⁰: Provide opportunities to students to use different math methods to represent real-world situations. As part of the instruction, teachers ask mathematical questions about a real-world problem that requires more than one math skill and encourages students to map out possible solution strategies.</p>	<p>ACT/Aspire: Integrating Essential Skills</p> <p>WISE Dash: WI Forward Tested Topic Performance</p> <p>WI Forward: Foundational Math skills from elementary & middle School</p> <p>STAR Mathematics: Monitor Students' Mastery Dashboard</p>

²⁶ NCTM, Lobato, et al, (2010)

²⁷ GAIMME Report, (2019)

²⁸ NCTM, Principle to Actions, (2014)

²⁹ Stein & Smith, (2000)

³⁰ GAIMME Report, (2019)