

The DoDEA Virtual School Continuous School Improvement Plan



Continuous School Improvement Plan

We believe that it is of utmost importance that you become familiar with the DoDEA Virtual School Mission, Vision, and Goals of our school so that you will become successful in your online learning course as well as knowledgeable about our school's Continuous School Improvement Plan (CSI).

Continuous School Improvement (CSI) is an ongoing process that helps educators in the DoDEA Virtual School focus our efforts in support of our mission and goals. Your performance in your online learning courses and data within our school community is analyzed and used to develop plans to ensure that you are learning and progressing toward achievement of rigorous DoDEA academic standards.

Continuous School improvement is:

- data driven,
- teacher lead,
- research based,
- at the forefront of all school operations in the DoDEA Virtual School , and
- the processes we use to ensure that you are achieving at high levels.

DoDEA Mission

The DoDEA Mission Statement is: "To provide an exemplary education that inspires and prepares all DoDEA students for success in a dynamic, global environment."

DoDEA VS Vision

The DoDEA Virtual School Vision Statement is: "To prepare our students to live, learn, work, and serve the public good in a digital, global society through engaging, synchronous and asynchronous instruction."

What is synchronous instruction?

The Virtual School has two tools that allow teachers to incorporate synchronous components into their classes to support instruction. This involves the simultaneous participation of students and instructors. It is often referred to as "real-time" instruction and involves tools such as instant messaging using Jabber, and web conferencing using Adobe Connect Pro. A communication tool called Adobe Connect Pro allows you to have "real-time" instruction and interaction with your classmates and the instructor similar to web conferencing. In other words, you will participate in live sessions for classroom instruction using

your computer, and a microphone and headsets. You will talk and interact with your teacher and classmates just like you do in a classroom. The only difference is that you will interact through using your keyboard, mouse, and computer screen. The Jabber tool allows you to instantly reach out and talk to your instructor or classmates whenever they are on-line at the same time that you are, just like you can with any IM program.

What is asynchronous instruction?

Asynchronous instruction does not involve the simultaneous participation of all students and instructors. It allows you to access your lessons at any time of the day or night, seven days a week. It also utilizes tools such as threaded discussions, blogs, and wikis. Currently, these tools are deployed using Blackboard, our Learning Management System (LMS). In your online learning courses, you will use discussion boards, group blogs, individual blogs, and/or wikis to have threaded discussions. Classmates may contribute to the discussion at different times throughout the day. For example, you may make a post in the evening, go to sleep, and then wake up, and read a response from a student who posted it while you were asleep. Additionally, your teacher will have lessons posted in your classroom and because of asynchronous instruction, these lessons are available to you 24 - 7. You will have to take advantage of this asynchronous capability because it is impossible for a virtual school course to be taught only through synchronous tools when students are living in different time zones or even in different class periods within a single time zone. Asynchronous learning will be a valuable and major component of your online learning course.

Goal One: Evaluative Writing

By 2015, all students will improve evaluative writing; they will be able to relate, integrate, and synthesize within content areas in writing as measured by school-based and system-wide summative assessments.

Goal One Intervention

The intervention for Goal One is summary writing. In the introduction you read that one of the criteria for CSI is that it is based on solid research! Our intervention for Goal One is based on the research of Marzano, Pickering, & Polluck in *Classroom Instruction That Works*. They identified "summary writing" as one of the most effective teaching and learning strategies. This means that you must interact with the information in a new way, produce something new from what has been read or learned, and be active learners.

Five Criteria of a Good Summary

1. A good summary condenses (shortens) the original text.
2. A good summary includes only the most important information.
3. A good summary includes only what is in the passage.
4. A good summary is written in the summary writer's own words.

5. A good summary is well-written.

Goal Two: Read Informational Text for Essential Understanding

By 2015, all students will improve their ability to read informational text for essential understanding; they will be able to list and identify basic facts in order to draw conclusion and develop strategies to solve problems as measured by formative and summative, both school-based and system-wide assessments.

Goal Two Intervention

Intervention: Questioning for essential understanding using one of the three models: HOTS, Three Story Intellect from AVID, or Bloom's Taxonomy.

To support our Goal Two Intervention, online learning teachers use one of the models below:

- HOTS
- Three Story Intellect from AVID
- Bloom's Taxonomy

HOTS

HOTS was developed in 1980 by Dr. Stanley Pogrow, Professor of Education at the University of Arizona, and one of the leading national experts on school reform. HOTS research and success have been validated by the following: U.S. Department of Education (National Diffusion Network), Northwest Regional Education Lab, and Mid-Atlantic Regional Education Lab.

HOTS develops these thinking skills:

- Metacognition
- Generalization
- Inference from context
- Information Synthesis

3 Story Intellect from AVID

The 3 Story Intellect was inspired by Oliver Wendell Holmes who said, "There are one-story intellects, two-story intellects, and three-story intellects with skylights. All fact collectors who have no aim beyond their facts are one-storymen. Two-story men compare, reason, generalize, using the labor of fact collectors as their own. Three-story men idealize, imagine, predict--their best illumination comes from above the skylight."

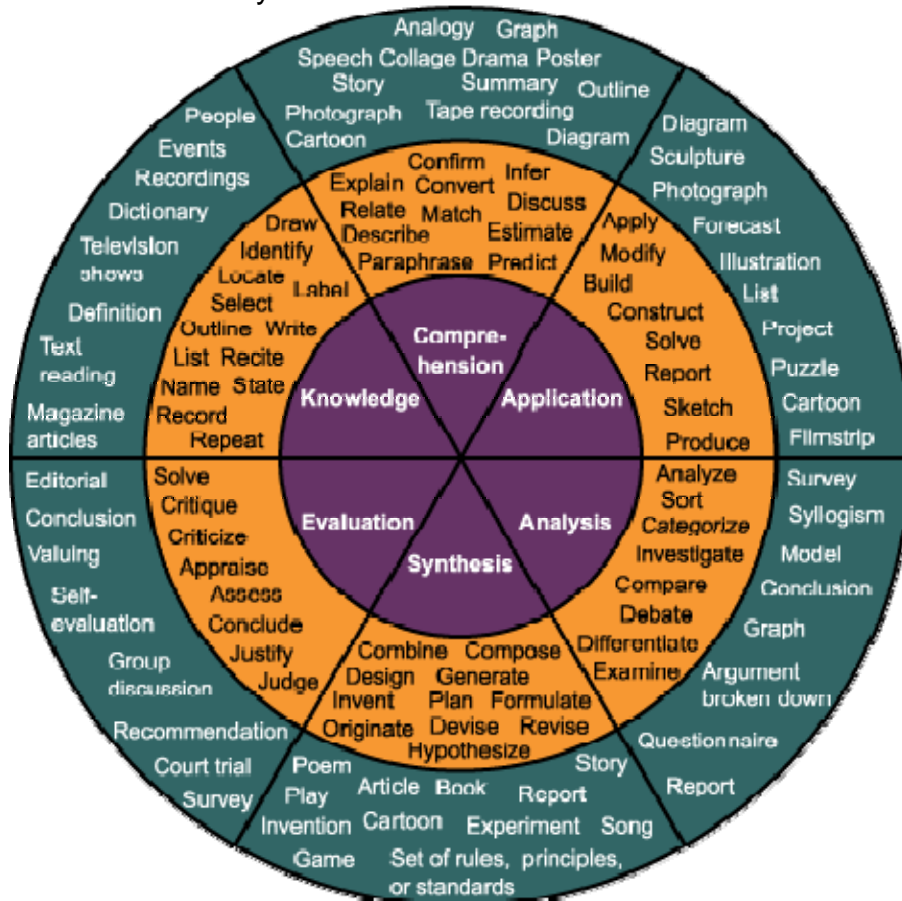
~ Oliver Wendell Holmes

The levels in the Three Story House are:

- Level 3- Applying (Output)
- Level 2- Processing (Processing)
- Level 1- Gathering (Input)

Bloom's Taxonomy

What is Bloom's Taxonomy?

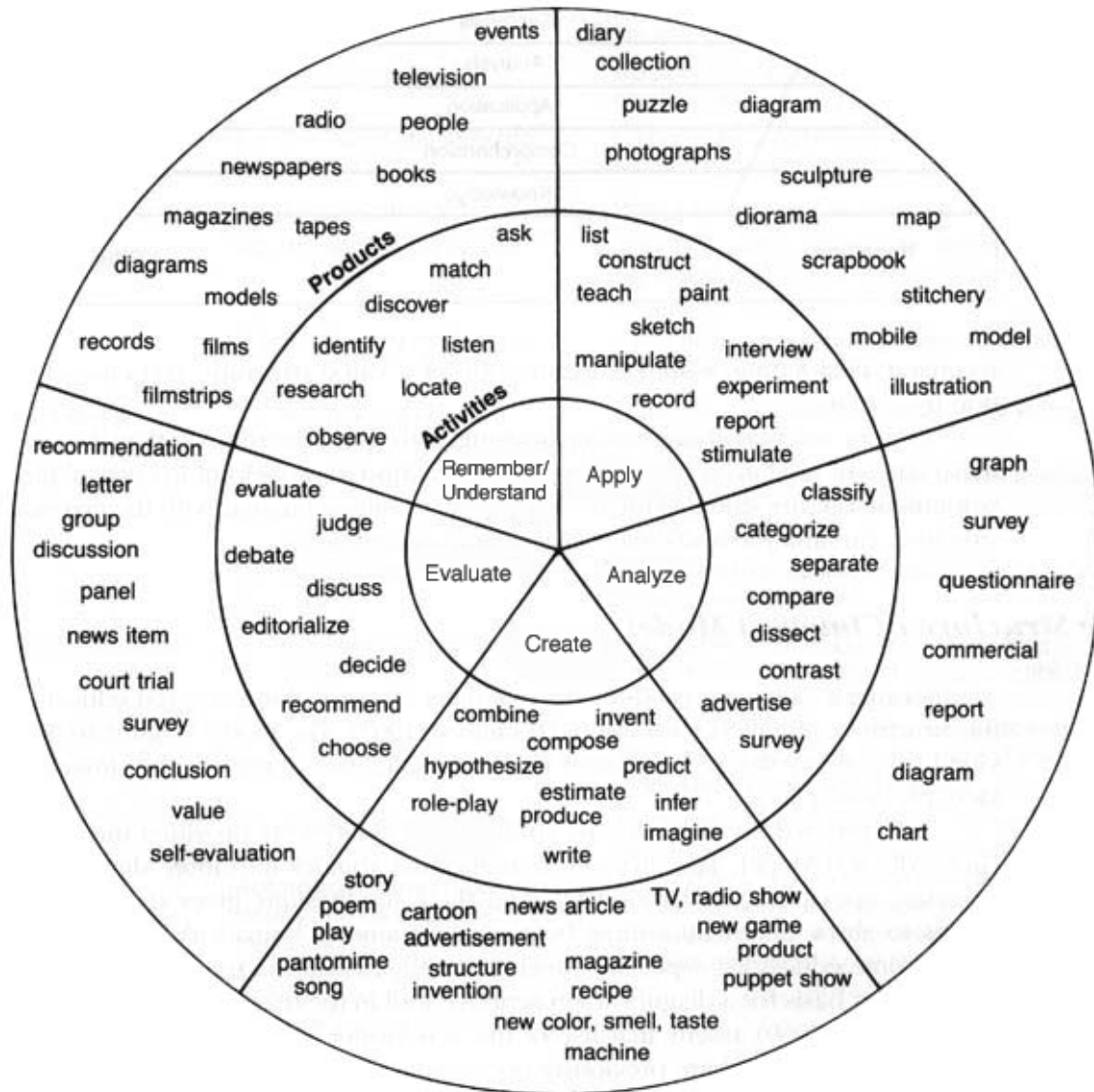


Bloom's Taxonomy was originally created by Benjamin Bloom for categorizing and classifying levels of intellectual learning that commonly occur in the classroom setting. Bloom's Taxonomy contains three overlapping domains: the cognitive, psychomotor, and affective. Within the cognitive domain Benjamin Bloom identified six levels that have become commonly known as Blooms Taxonomy.

The six levels of Bloom's Taxonomy, from lowest to highest, are: knowledge, comprehension, application, analysis, synthesis, and evaluation. These different levels of Bloom's Taxonomy have become an extremely useful guide for teachers in planning classroom lesson plans and classroom objectives.

Cognitive Taxonomy Circle

The Taxonomy Circle is based on the research of Clark in 2002 in his book titled, *Growing Up Gifted: Developing the Potential of Children at Home and at School*.



Look at the picture above to see the Cognitive Taxonomy Circle. The inner ring contains the original levels of Bloom's taxonomy. The middle ring offers synonyms for the various academic processes that comprise that taxonomic level. The outer ring links process to product. For example, if your teacher wanted to help you increase your application skills, you might be asked to construct diagrams of the key concepts involved in the content of the class. If your teacher wanted to help you improve your evaluation skills, you might be asked to produce an editorial for the student newspaper in which you discuss the strengths and weaknesses of a particular side of a controversial issue. The language of the original circle has been modernized to reflect the latest version of Bloom's Taxonomy. Check out the latest version of [Bloom's Taxonomy for the Digital Age](#).

Summary

DoDEA MISSION STATEMENT

To provide an exemplary education that inspires and prepares all DoDEA students for success in a dynamic, global environment.

DoDEA VIRTUAL HIGH SCHOOL VISION

To prepare our students to live, learn, work, and serve the public good in a digital, global society through engaging, synchronous and asynchronous instruction.

Goal One: Evaluative Writing

By 2015, all students will improve evaluate writing; they will be able to relate, integrate, and synthesize within content areas in writing as measured by school-based and system-wide summative assessments.

Intervention: Summary Writing

Goal Two: Read Informational Text for Essential Understanding

By 2015, all students will improve their ability to read informational text for essential understanding; they will be able to list and identify basic facts in order to draw conclusion and develop strategies to solve problems as measured by formative and summative, both school-based and system-wide assessments.

Intervention: Questioning for essential understanding using one of the three models: HOTS, 3 Story House from Avid, or Bloom's Taxonomy.