



April 2011

This year the Curriculum and Instruction Committee was organized in five subcommittees and an Executive Group as follows:

- Executive Group: Dr. Antonis Stylianou (chair), Dr. Nancy Gutierrez, Janis Dellinger-Holton, Suzanne Fortune, Cheryl Pulliam
- 1. K-6 Review and Assessment Subcommittee (Janis Dellinger-Holton, chair)
- 2. Greek K-6 Review and Assessment Subcommittee (Larry Peroulas, chair)
- 3. Integration of Technology Throughout the Curriculum Subcommittee (Suzanne Fortune, chair)
- 4. Differentiation Subcommittee (Brandie Turner, chair)
- 5. Middle School Curriculum Development Subcommittee (Antonis Stylianou, chair)

The first four subcommittees had a review and assessment charge, while the fifth one was charged with a curriculum development objective. The subcommittees were staffed with administrators, teachers, and outside experts (including parents) and they reported on a regular basis to the Executive Group, which gave feedback along the way. The subcommittees presented their work to the entire group of C&I Committee participants on April 1. After making the recommended changes, the subcommittee reports were presented to the Board of Directors on April 13. Because of the time sensitive nature of the work, the Middle School Curriculum Development subcommittee also presented its report to the Board on January 19 and, after approval from the Board, at the January Open House meetings.

This document contains the **draft** reports from the first phase of the Curriculum and Instruction Committee work with the recommendations from each subcommittee. These recommendations are extensive and will be prioritized before implementation. Although the Board has received the reports, the individual recommendations have not been voted on.



Subcommittee on K-6 Review and Assessment (English) Report

Historical Perspective of the Curriculum

The original framework of the curriculum was designed by curriculum specialists at the University of North Carolina-Charlotte in the spring and summer of 2005. The core subjects were addressed through an integrated thematic approach. The curriculum objectives were based on the North Carolina Standard Course of Study (NCSCOS) as approved by the State Board of Education. As a public charter school, some flexibility was allowed by law for the principal, the teaching staff and the Board's Curriculum and Instruction (C&I) Committee, who informally studied and implemented the Socrates Academy (SA) curriculum. Each year through examination of the elements of each core subject, the addition of appropriate teaching materials, the refining of best practices for teaching and learning and through comprehensive professional development, the teachers have guided the scholars, in general, to exceed grade level expectations. Socrates Academy is held to the same accountability standards as all public and charter schools in North Carolina. Our curriculum has addressed the appropriate objectives as outlined in our mission statement and the NCSCOS.

Introduction

In the fall of the school year 2010-2011, the Curriculum and Instruction Committee, under the leadership of the co-chairpersons' leadership, Dr. Antonis Stylianou and Dr. Nancy Gutierrez organized the curriculum work to be completed through five subcommittees. The following process was approved by the Academy's Board of Directors and implemented by the appointed Executive Committee of the C&I Committee. Members of the Executive Committee for the curriculum work are: Dr. Antonis Stylianou, Vice-President of the Board, Professor of Management Information Systems, The Belk College of Business, UNC-Charlotte; Dr. Nancy Gutierrez, Board Member, Dean of the College of Arts and Sciences, UNC-Charlotte; Larry Peroulas, President of the Board, Principal of the Greek School, Holy Trinity Greek Orthodox Cathedral; Cheryl Pulliam, Director, Public Education Research Institute at Queens, Wayland H. Cato, Jr. School of Education, Queens University of Charlotte; Suzanne Fortune, Assistant Principal, Socrates Academy, and Janis Dellinger-Holton, Principal, Socrates Academy. The five subcommittees have an appointed chairperson and members that are reliable sources for the curriculum work.

The subcommittee for K-6 Review and Assessment was charged to complete the following tasks:

- Review the K-6 Curriculum
- Identify evaluation metrics and/or assessments to examine the core subject
- Incorporate and examine the new course standards currently being introduced and encouraged by the North Carolina Department of Public Instruction
- Consider innovative or value adding ideas (e.g. International Baccalaureate Program, costs, training, materials, etc.)

As the committee proceeded with this assignment, members were mindful and focused on answering the following questions:

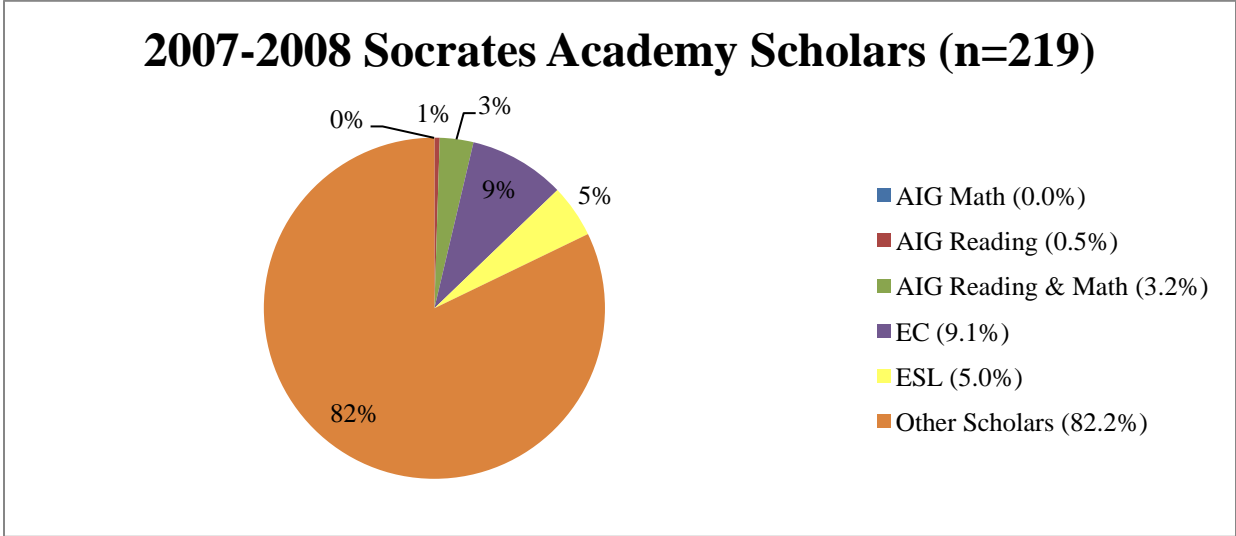
1. Is our curriculum relevant and rigorous?
2. Is effective teaching of the curriculum being accomplished?
3. Are students learning at the highest levels?

Discussion and Actions: Socrates Academy K-6 Curriculum

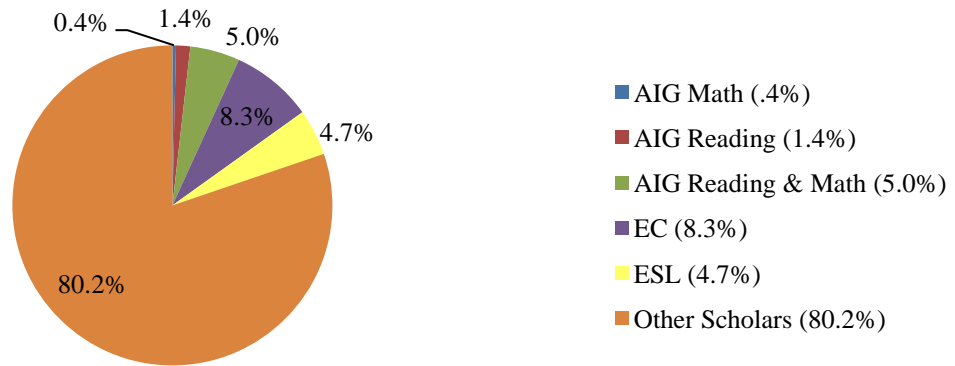
The members of subcommittee compared the objectives of the North Carolina Standard Course of Study and the newly recommended Core Curriculum objectives to the curriculum taught at the Academy. The determination was that while the Academy’s staff had comprehensively covered the NCSCOS, the alignment by grade level, except the math program, has been informally constructed. The members decided that grade by grade, subject by subject, formal curriculum alignment guides need to be developed in order to investigate the comprehensive teaching of all curriculum objectives. The guides will be constructed by grade level teachers for the first quarter. The assessment of the curriculum can be more accurately evaluated. The various assessments used will be compared and paralleled to the teaching and learning as the alignment guides are being developed. By the beginning of 2011-2012, all Socrates Academy Curriculum Alignment Guides will be ready to be introduced and professional development delivered during the teacher work days in August 2011.

In reflecting on effective teaching of the curriculum and the students’ levels of learning, the subcommittee examined test results and determined data to be a strong indicator of effective teaching and learning. However, the need to define effective teaching, using a variety of measurements, including the new North Carolina Teacher Evaluation Process, results of students’ data, peer observations, etc., will continue to be studied in 2011-2012. The criteria for effective teaching and learning at the Academy will continue to be the basic for crucial staff conversations in the Professional Learning Community. Therefore, continuous monitoring by the administration and reflections by the staff will promote our quest for excellence.

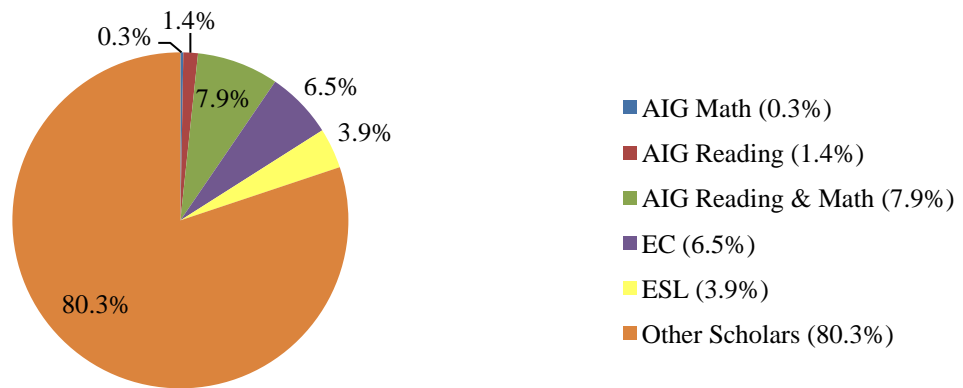
Socrates Academy Scholars are provided services in several program categories: Academically Intelligently Gifted (AIG), Exceptional Children (EC), and students who are identified as English Language Learners serviced by the program, English as a Second Language (ESL). The following charts show the distribution of our scholars’ population and the percentage of students in these categories.



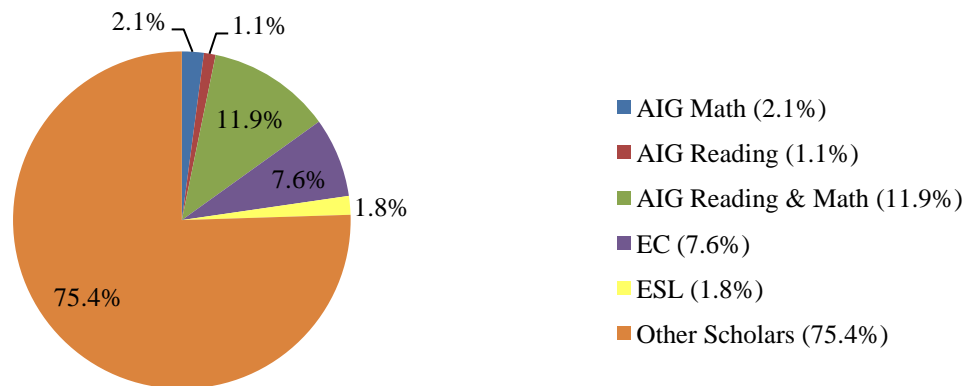
2008-2009 Socrates Academy Scholars (n=278)



2009-2010 Socrates Academy Scholars (n=355)



2010-2011 Socrates Academy Scholars (n=447)



Discussion and Actions: Measurements of Success: Both Teaching and Learning

All the assessments used to measure success are listed below and were reviewed:

- W-APT Initial Test for Limited English Students
- Annual ACCESS Test for Identified Limited English Students
- Greek Language Assessments: Second Language Oral Proficiency Test
- Cognitive Ability Test – 2nd Graders and All Newly Enrolled Scholars
- Iowa Test of Basic Skills – 2nd, 4th, and 6th Graders, and All Newly Enrolled Scholars
- Gifted Rating Scale – Kindergarteners and Any New 1st Grade Scholar
- End of Grade Tests – 3rd Graders through 6th Graders
- Northwest Educational Assessments - K-6

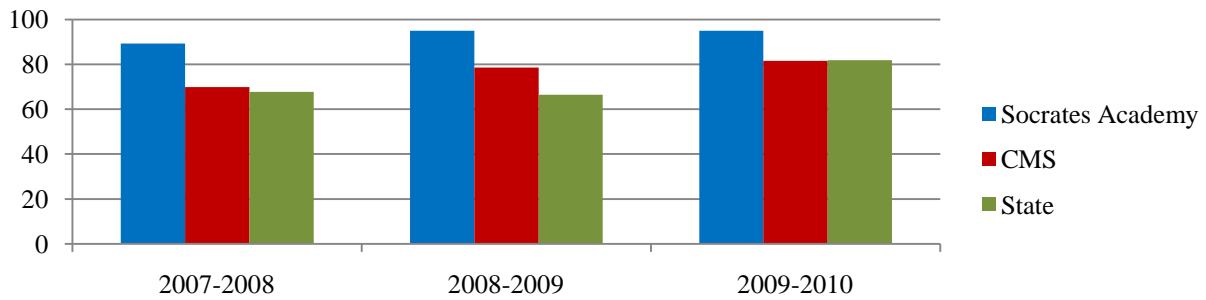
The digital resources for teaching and assessing are working well. Northwest Educational Assessment (NWEA) is used for both math and reading. The assessments are administrated twice a year for Grades 3 through 5 and three times a year for Grades K-2. The results are used for instructional grouping and for remediation. This program aligns with the NCSCOC. As the Core Curriculum objectives are distributed to school districts, the teachers will compare this digital assessment tool to the objectives. Quarterly assessments and tests are given by teachers. Student progress is measured. In addition to NWEA, annual formal testing consists of the following: Iowa Tests of Basic Skills, 2nd, 4th and 6th, and projected for 8th and new students to SA on the year the student entered the Academy. End of Grade (EOG) Tests are given in Reading (Grades 3-8), Math (Grades 3-8, and Science (Grades 5-8). The Cognitive Aptitude Test (CogAT) is administered in 2nd grade and to any new students entering the Academy. The Gifted Rating Scale (GRS) is completed by teachers for each kindergartener in the spring. Other achievement data, not examined by the committee, consists of projects, class participation, extended learning assignments, extra credit assignments and required class work.

Students who are advanced learners may be eligible to participate in two programs, the Duke Talent Development Program (TIP) and the National Young Scholars Program. Our subcommittee would like to suggest the Academy examine the National Junior Honor Society for 6th through 8th graders to learn the benefits of joining the national group and applying to secure a local chapter at SA.

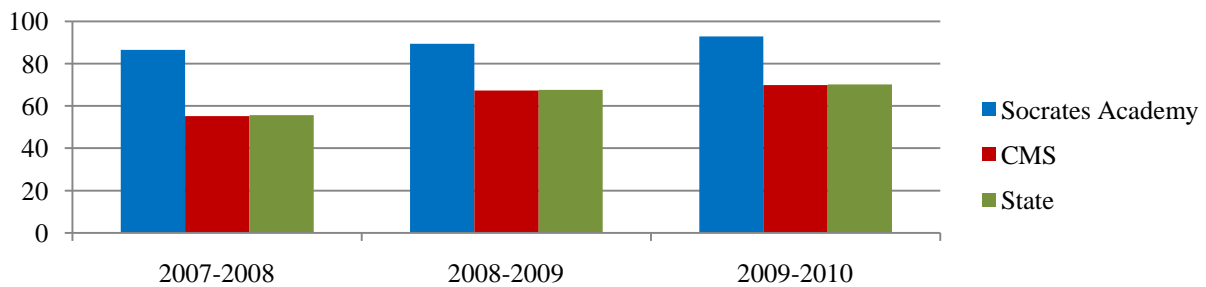
The Academy has received several achievement ratings according to students performing above grade level on End of Grade (EOG) Tests in math, reading and science. The state required tests are given each spring to measure student achievement in each public school, including public charter schools, such as Socrates Academy. Based on the Academy's performance, the Academy has been designated A School of Distinction in 2006-2007 and 2007-2008 and Honor School of Excellence with High Growth in both 2008-2009 and 2009-2010.

Please refer to the following charts to see the percentage of proficiency in reading, math and 2009-2010 5th Grade Science. The charts compare SA scholars' performance to the Charlotte-Mecklenburg School (CMS) District as well as the students across the state. Appendix A shows individual grade level performance for math and reading.

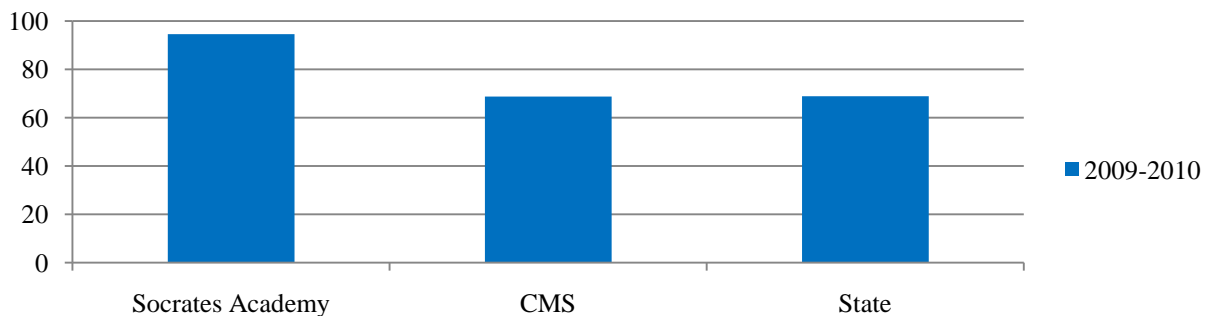
Percent of Grade Level Proficient Students by Year - Math



Percent of Grade Level Proficient Student by Year - Reading

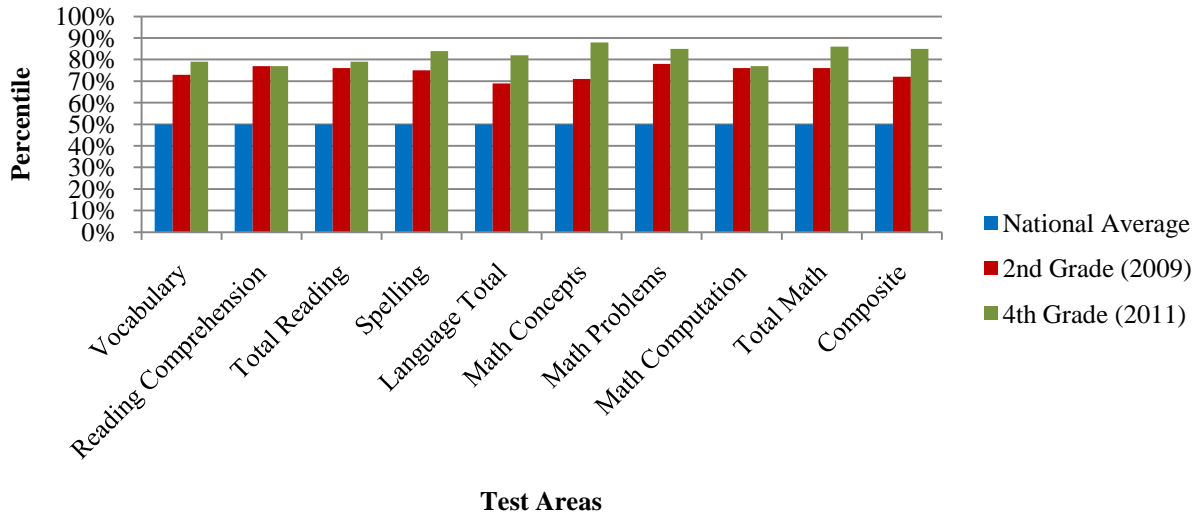


2009-2010 Grade 5 Science EOG Scores



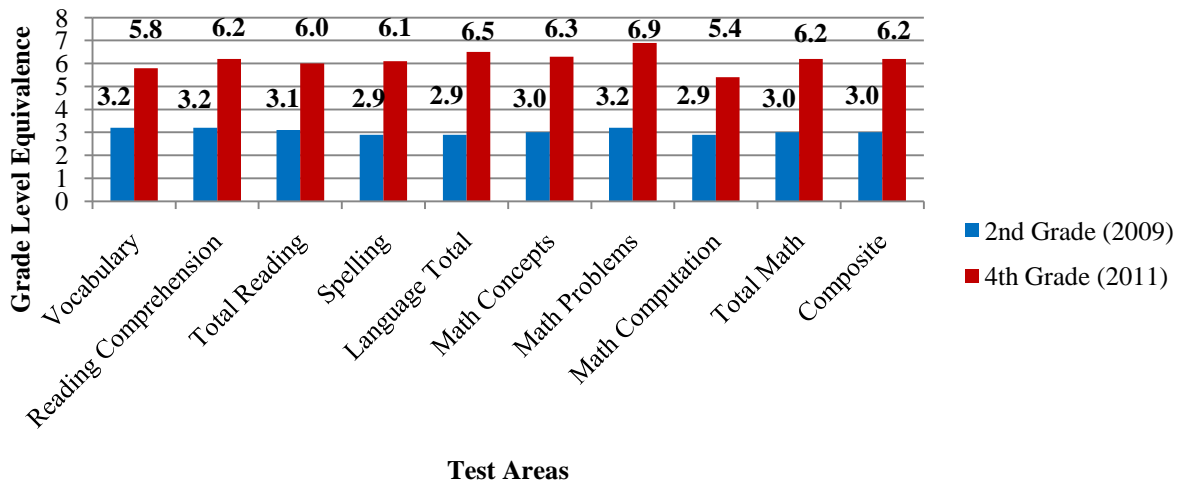
The Iowa Tests of Basic Skills (ITBS) charts below show the progress and success of our scholars compared to their progress in 2nd Grade, 4th Grade and 6th Grade as well as the comparison of the scholars' performance to their peers across the United States.

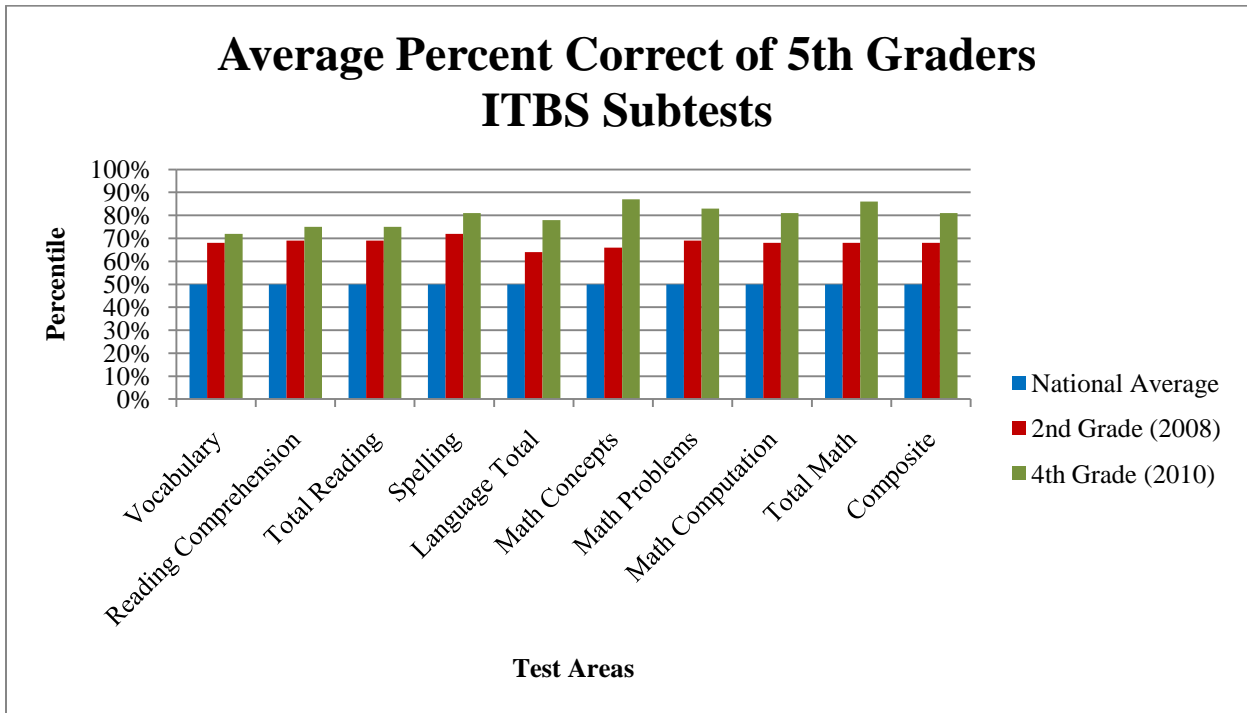
Average Percent Correct of 4th Graders by ITBS Subtests



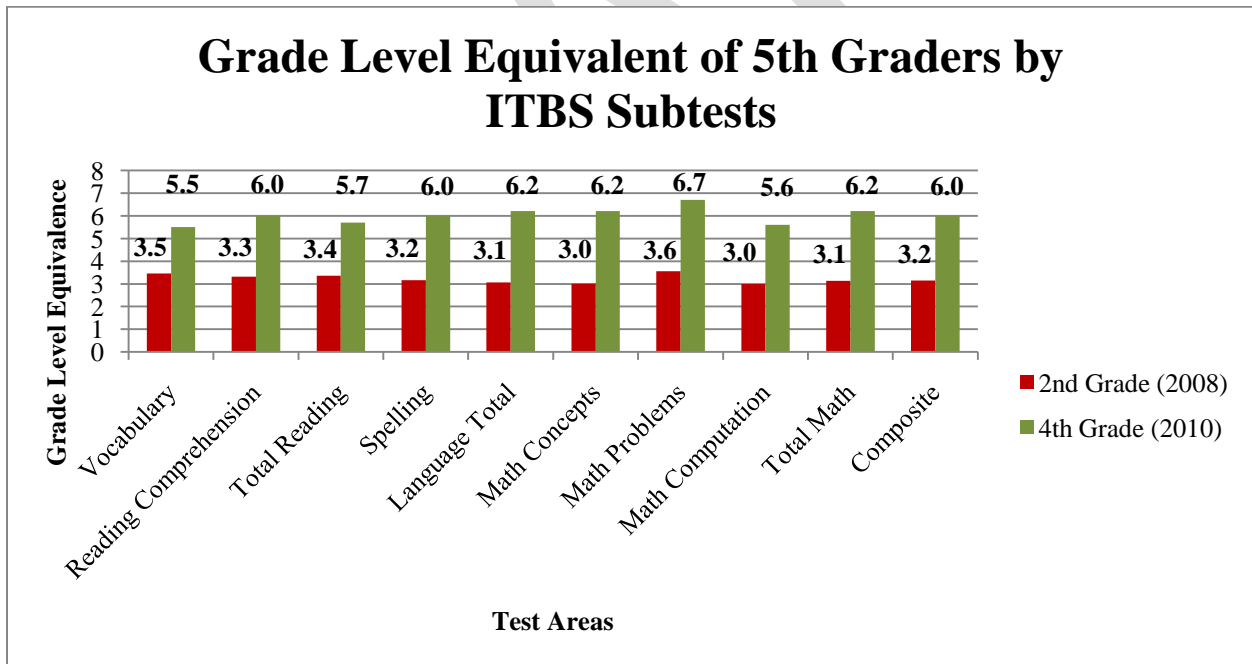
When viewing the chart below referring to Grade Level equivalents, the tests were administered in January each year. Therefore, the national Grade Level equivalents are 2 years 5 months - 2.5 (2nd grade) and 4.5 (4th grade).

Grade Level Equivalent of 4th Graders by ITBS Subtests

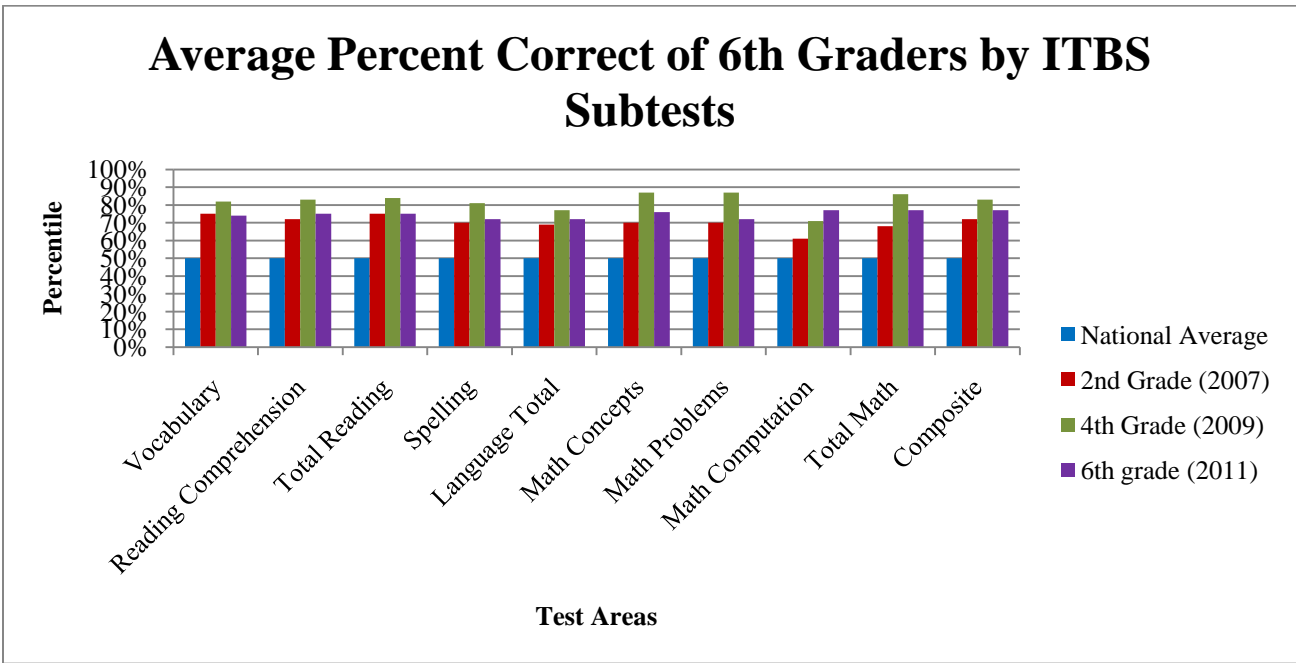




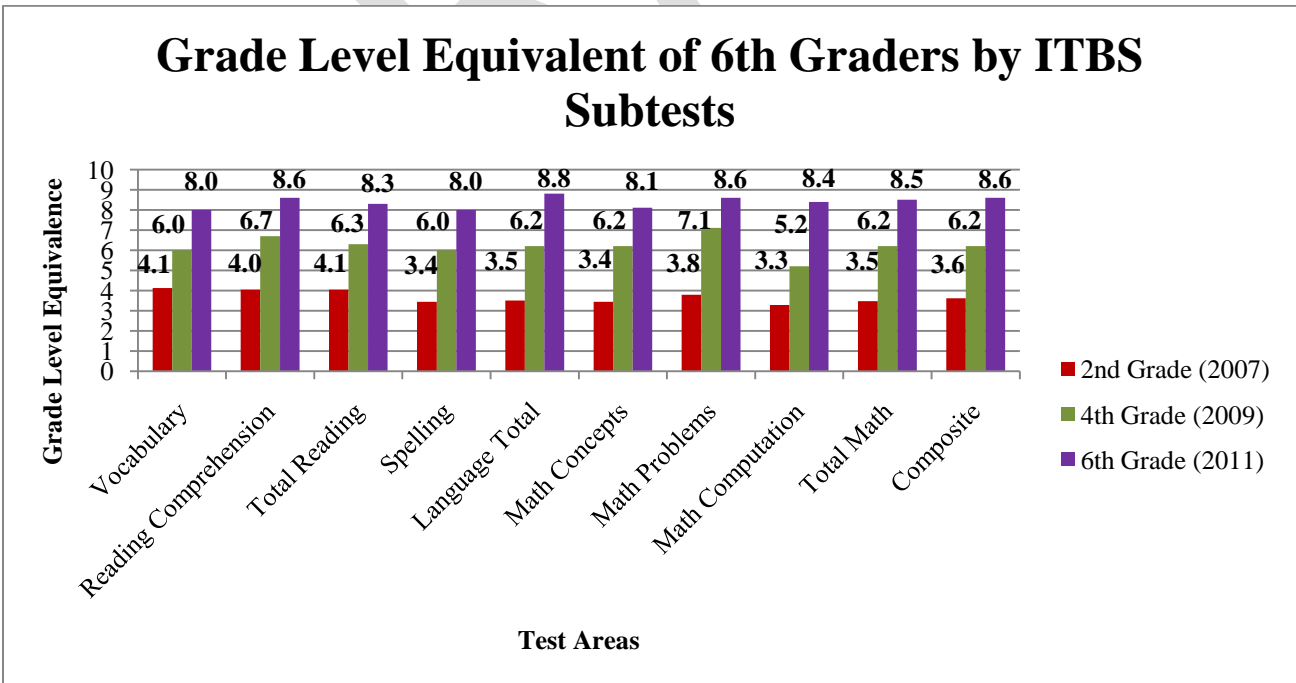
When viewing the chart below referring to Grade level equivalents, the tests were administered in January each year. Therefore, the national Grade Level equivalents are 2.5 (2nd grade) and 4.5 (4th grade).



The following chart indicates that between second and fourth grade, Socrates students improve their performance in every area of the curriculum tested by the Iowa Test of Basic Skills. However, sixth grade scholars show a clear decrease in their average scores across the board, for every area tested except math computation. The committee investigated this unexpected decline to see if an explanation could be found.



Recall that the ITBS is administered in January each year, so appropriate comparisons with National norms would be for Socrates grade 2.5, grade 4.5 and grade 6.5. Given that scale, one possible explanation for the sixth grade decline can be found in what actually gets tested by the ITBS at each grade level. Sixth grade math concepts are substantially more complex than fourth grade material. Consequently, it should not be surprising that sixth graders get a lower percent of items correct than fourth graders. At the same time, the following chart shows that even with a lower percent of correct items, Socrates sixth graders clearly exceed their grade level peers by 1.5 to 2 grade levels, depending on the content areas being assessed. Fifteen newly enrolled sixth graders joined the Academy in 2010-2011. This could have been their first experience taking the ITBS this January.



Data is an important element of driving instruction as well as improving areas of deficient skills and performance. Data notebooks of relevant Academy test scores/data are kept by grade level on individual students so that each teacher can have access to information that will improve planning and teaching. Since 2005, our inaugural year, the notebooks have proven to be a valuable tool for planning instruction and building collaboration with parents, teachers and students. For example, data notebooks are used to develop lesson plans to differentiate instruction and provide instruction in skills in which students are deficient.

The principal investigated the International Baccalaureate (IB) Program in 2005-2006. School visits to several IB programs in the local area were completed. While the program appeared to have valuable components, character building, an emphasis on cultural experiences, value of diversity, etc., the program cost was prohibitive for the budget of a newly formed charter school with an enrollment under 100 students. The suggestion to revisit the value of this program for the Academy was made this year. Serving on our subcommittee is Dr. Amy White, Wingate University. Dr. White has first-hand experience of serving on the Board of Directors for a high-performing, culturally diverse charter school in North Carolina. At that school, the annual fees, required professional development costs, and additional program costs compared to the value of the return was determined to not be a value added. The costs could range between \$48,000 and \$65,000 or higher. This subcommittee was not convinced that becoming an IB school would significantly improve outcomes for Academy scholars. However, the subcommittee believes the attributes described in the profile of the IB learner are worthy of implementing. These 10 attributes are also closely related to "NICKY", the North Carolina elementary future ready student, who possess 17 attributes. Both sets of attributes align with the skills needed for students to be successful in the 21st Century. Our Socrates Academy Staff has been introduced to NICKY this school and teach lessons in Global Awareness centered about the success of 21st Century learners. A NICKY poster is available as a visual in each classroom at the Academy.

The Academy employs 100% Highly Qualified Personnel with all core teachers licensed in the areas in the appropriate areas which they teach by the North Carolina Department of Public Instruction (NCDPI) and the North Carolina State Board of Education (SBE). Teachers from all grade levels have been observed by the principal, assistant principal, mentors, and peers regarding the teaching of the scholars at the Academy. While we are learning how to differentiate, the general perceptions are that more small group work would benefit most students. We suggest more professional development in how to use and organize cluster groups for all subjects. Some teachers are doing an outstanding job of layered curriculum, tier assignments and small group instructions; while others are conducting too much whole group instruction. We will continue to learn to use our data to plan targeted skill instruction. In similar vein, Socratic seminars, or inquiry based learning, are used in some grade levels more than others. Professional Development (PD) and identifying a minimum number of seminars in every classroom over a certain timeframe are needed. An approved Licensure Renewal Plan and a Beginning Teacher Support Program Plan are on file in the Licensure Section of the NCDPI. The principal is the designated licensure coordinator and the responsible person for the status of teachers' licenses. Priorities for PD are established according to the renewal plan and the necessary requirement of the status of the license as governed by NC educational law and approved by the SBE. Each summer the principal and the assistant principal design the PD plan for school. PD is planned for individual teachers that parallel the specific teacher's needs according to results of the NC Teacher Evaluation Process Instrument outlined in the Professional Development Plan. Other than subject content PD, differentiation of instruction and Socratic seminars are projected to be included for school year 2011-2012. Cross-cultural sensitivity training for all staff will also be included.

In spring 2011, our math consultant (Dr. Green) examined the various math materials used in each of the classrooms for math instruction. It was observed that some materials were inappropriate for their purpose. For example, several teachers are using plastic Cuisenaire rod kits with attaching rods much like Unifix cubes. Such rods cannot be effectively used when teaching about comparing, equivalent, or operations on fractions. Consequently, recommendation # 7 specifically calls for replacing the "cheaper" plastic Cuisenaire rods with classroom sets of wooden C-rods.

The Subcommittee's Recommendations:

By examining all the above data points, the subcommittee has carefully constructed and prioritized the following recommendations to continue working toward achieving the Academy's goals.

1. Plan PD that will increase the knowledge and skills in using data to drive instruction and improve teaching and learning including grouping composition.
2. Request an additional portable computer lab for the elementary grades to enhance individualization within classrooms and subject areas.
3. Plan and deliver technology training for all staff to improve the quality of daily work as well as delivering engaging lessons using technology.
4. Create digital resource management system in order to facilitate the teachers' collection and dissemination of quality instructional materials as the Academy shifts to the new Common Core Curriculum.
5. Design a Socrates Academy School Wide Writing Program to improve the vertical alignment of the writing processes in Grades K-8 and to provide PD to implement the program.
6. Increase small group instruction a minimum of twice per week in all classes.
7. Update math materials, including wooden Cuisenaire rods.
8. Modify report cards, K-2, 3-7. In Grades K-2, remove E and VG, replace with M for mastery. E is presently used to denote exceeding grade level expectation. VG is used to denote meeting grade level expectations. M will represent mastery of the skills of the individual student working at his ability level. P will be used for progressing and N for needs improvement. In Grades 3-7, numerical grades are used for performance and parallel a letter grade, A-F. M will be used in all grades for behavior and work habits.
9. Decrease the administering the NWEA to twice a year for all Grades K-6, and Grades 7 through 8 when applicable.
10. Keep the subcommittee structure next year to address the implementation of this year's recommendations and priorities.

Pertaining to Number 8 above, the K-6 Review and Assessment subcommittee discussed the grading system used across all grade levels on the report card. We determined that the best grading scale to represent the scholar's mastery of skills and what we want parents to understand about their scholar's progress was adequate for Grades 3-6. However, modifications were needed for Grades K-2 report card. Dr. Green advised that three scales are adequate and appropriate for the developmental level of students in Grades K-2. The subcommittee agreed that in order to present parents with more accurate representations of progress the following revisions would be recommended: 1) K-2 report card would change from a scale of E and VG to M- Mastery of skills/objectives, 2) P- progressing towards mastery of skills/objectives, N- not meeting expectations/making progress toward skills will not change on the report card. Two additional areas in Social/ Behavioral skills will be recommended to be added: 1) Stays on task, and 2) Works independently.

Respectfully submitted:

Janis Dellinger-Holton, Principal, Chairperson

Erica Brown, Member, Second Grade Teacher, Secretary

Nicole Seid, Member, Kindergarten Teacher, Graphics Chart Designer

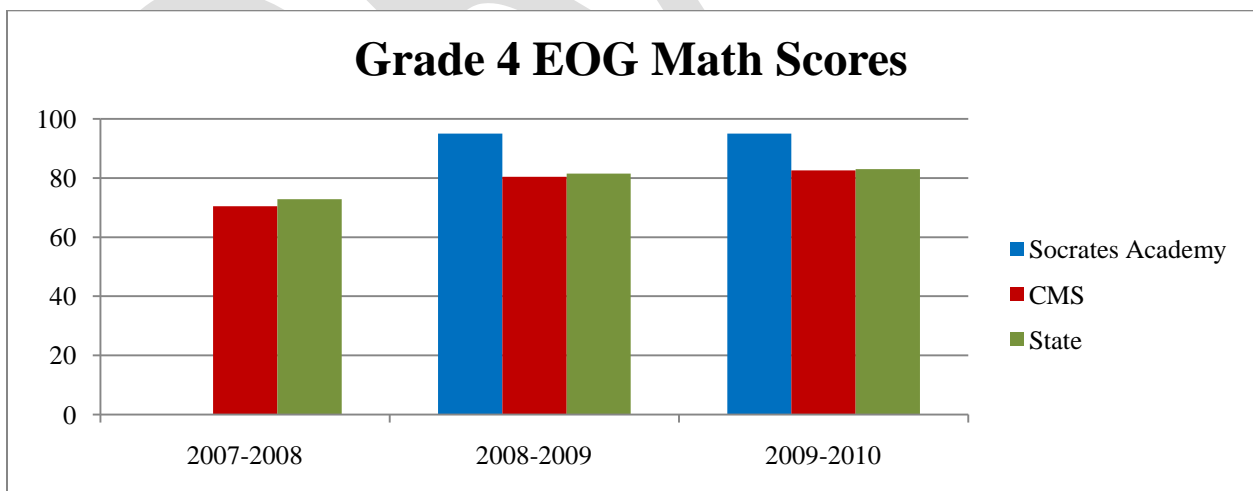
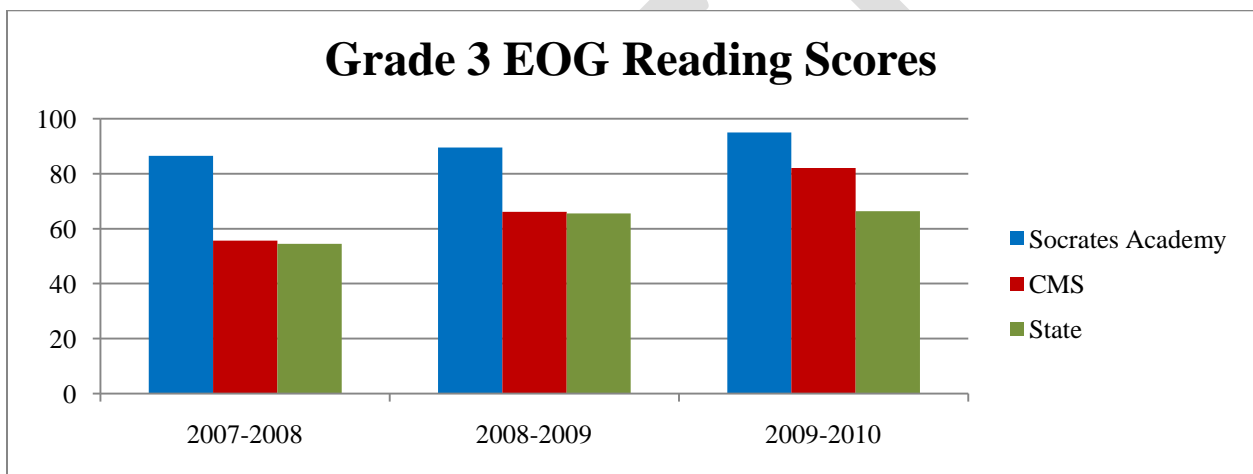
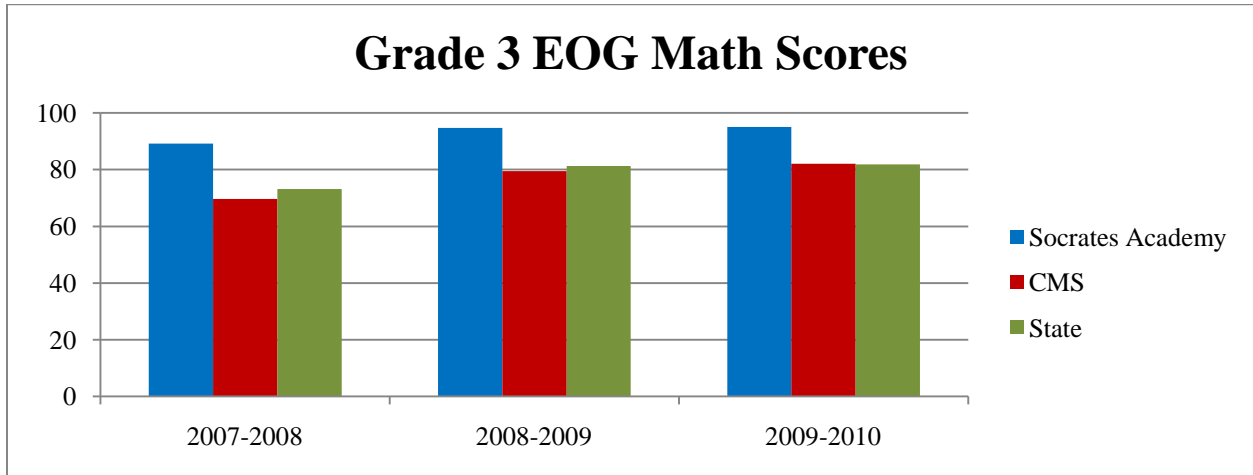
Trish Harris, Member, Fourth Grade Teacher, Math Specialist

Dr. Michael Green, Member, Professor of Child Development, Elementary Math Specialist

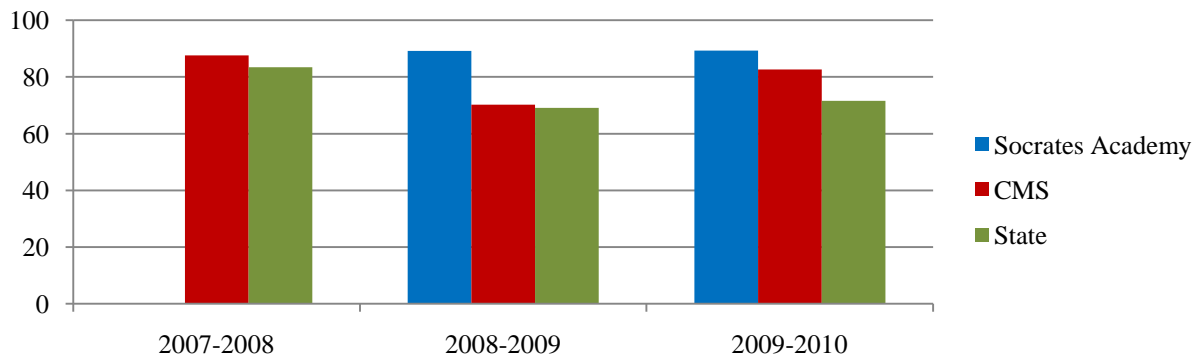
Dr. Amy White, Member, Professor of Curriculum, Instructional Design Specialist

Submitted by Subcommittee Members: Revised April 11, 2011

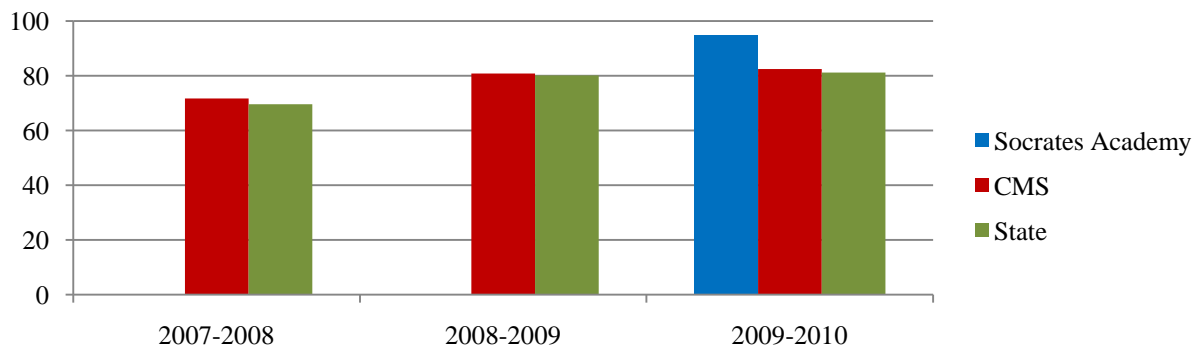
Appendix



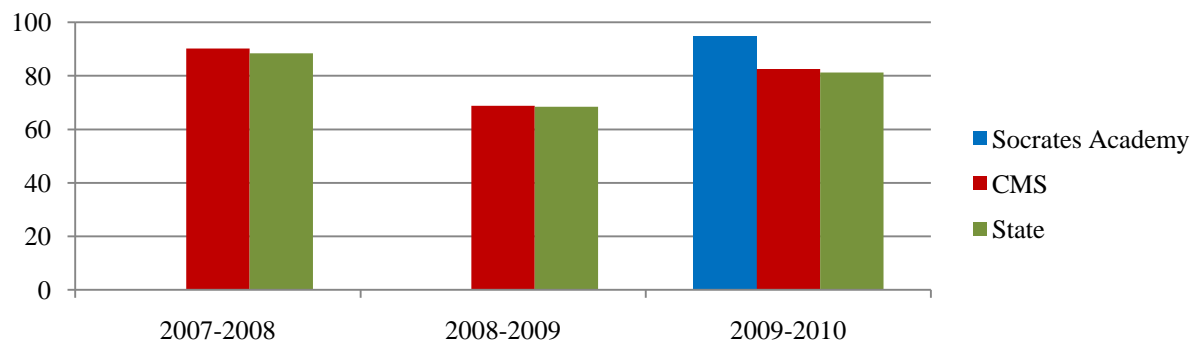
Grade 4 EOG Reading Scores



Grade 5 EOG Math Scores



Grade 5 EOG Reading Scores





Honor School of Excellence

The Greek Language Curriculum K-6 Review and Assessment Subcommittee

Early Foreign Language Instruction Programs

Early foreign language programs come in various forms in the United States and around the world. Learning a foreign language enriches students with numerous linguistic, cultural, and many other lifelong benefits, and the younger a student is exposed to the subject, the easier it is to learn. According to the critical period hypothesis, students will become more proficient in a foreign language if they learn while they are young. This is why there is a growing demand and importance of early foreign language education programs around the world. Foreign language programs also typically use constructivist and student-centered approaches to learning in which students have greater roles in discovery of concepts and principles. Foreign language is usually introduced through stories, games, interactive instruction, cultural activities, and music.

Being proficient in a foreign language is becoming increasingly important in all areas of life and will open up many windows of opportunities. It is essential for children to take advantage of early foreign language learning so they can fit in with a changing global lifestyle in which knowledge of a foreign language is necessary. All students, regardless of learning styles, achievement levels, race/ethnic origin, socioeconomic status, home language, or future academic goals, have opportunities for language study (*American Council on the Teaching of Foreign Languages*).

It is important to say that if a child takes a foreign language course in Elementary School and then doesn't learn it in Middle School then they will forget it by High School since High School is where you are needed to take at least 2 years of a foreign language. The only way children won't forget the foreign language that they learned and will be greatly benefited is if they have continuous instruction of that language through secondary education. This way the ***gift of a foreign language can last a lifetime***. If you don't use it, you will eventually lose it!

Program Goals and Program Intensity

Early foreign language program goals are consistent with the amount of time actually provided for instruction. The desired program outcomes determine time allocations for Primary and Secondary Education programs. There are three types of programs at the K-8 level:

- **FLES** (Foreign Language in the Elementary School)
- **IMMERSION**
- **FLEX** (Foreign Language Experience or Exploratory)

These programs vary in levels of language proficiency to be achieved, amount of cultural knowledge to be gained, and time required in reaching the program goals.

FLES programs are designed to provide a sequential language learning experience aiming for some degree of language proficiency. FLES is a language-learning program that allows students to develop basic communication skills in a language while learning, reinforcing, and enriching content in other school subjects. Since these programs are an addition to regular school subjects, similar to art or music, some schools are creating extracurricular programs to teach foreign language before and after school. In FLES programs, 5–15% of class time is spent in the foreign language and time is spent learning language itself. It takes a minimum of 75 minutes per week, at least every other day. The goals of the program are to acquire proficiency in listening and speaking (degree of proficiency varies with the program), to acquire an understanding of and appreciation for other cultures, and to acquire some proficiency in reading and writing (emphasis varies with the program).

FLEX programs are designed to provide limited exposure to one or more foreign languages for pre-secondary students. FLEX programs are at the opposite end of the spectrum from full immersion programs. Classes typically meet once or twice a week and teach kindergarten through 6th grades. The main goals of this program are to introduce children to one or more foreign languages and cultures, and to motivate them to pursue further foreign language study. “The level of proficiency achieved is much lower than in FLES classes, but FLEX can serve a useful purpose by creating enthusiasm for language study in general” (Reeves, 1989). The goals of the program are to develop an interest in foreign languages for future language study, to learn basic words and phrases in one or more foreign languages, to develop careful listening skills, to develop cultural awareness, and to develop linguistic awareness. This type of program usually help parents to choose the foreign language their kids would like to continue to learn and master.

Immersion programs combine foreign language instruction with content learning from the regular curriculum. In **total immersion**, almost 100% of class time is spent in the foreign language. Subject matter taught in foreign language and language learning per se is incorporated as necessary throughout the curriculum. The goals are to become functionally proficient in the foreign language, to master subject content taught in the foreign languages, and to acquire an understanding of and appreciation for other cultures. This type of program is usually sequential, cumulative, continuous, proficiency-oriented, and part of an integrated grade school sequence. Even in total immersion, the language of the curriculum may revert to the first language of the learners after several years.

Key components of success of foreign language programs (*American Council on the Teaching of Foreign Languages*)

- careful planning
- appropriate instruction to the developmental level of the students consistent with program outcomes and current professional practices
- systematic curriculum development
- appropriate materials for students' developmental level, rich in authentic culture and language, and related to the curriculum
- monitoring among language teachers, administrators and parents at all levels, and effective assessment procedures
- appropriate evaluation processes to the goals, objectives, and teaching strategies, and the developmental level of children
- certified foreign language teachers who have completed preparation in methods and materials for k-8 foreign language instruction, and a high level of language and cultural competence (***based on the ACTFL/ETS proficiency scale, a teacher's oral proficiency in a foreign language should be "Advanced."***)

- ongoing program of professional development allowing teachers to advance in their levels of language, culture, and instruction integrating the foreign language curriculum into the school educational program, making effective use of parent and community resources and of school board and administrative staff, and collaborating with other cultures and countries to assure language learning within a context of cultural experiences (exchange programs, trips to countries of the target language)

Benefits of Being Proficient in More Than One Language (from the *Center for Applied Linguistics*)

You can get a number of benefits of being bilingual in various aspects such as cognitive, curriculum and employment benefits, cultural, character and communication advantages as well as tolerance of other languages and cultures.

Learning a second language at an early age...

- Has a positive effect on intellectual growth.
- Enriches and enhances a child's mental development.
- Leaves students with more flexibility in thinking, greater sensitivity to language, and a better ear for listening.
- Improves a child's understanding of his or her native language.
- Gives a child the ability to communicate with people he or she would otherwise not have had the chance to know.
- Opens the door to other cultures and helps the child understand and appreciate people from other countries.
- Gives the child a head start in language requirements for college.
- Increases job opportunities in many careers in which knowing another language is a real asset.

LANGUAGE IMMERSION PROGRAMS

A number of different immersion programs have evolved since those first ones in Canada. Immersion programs may be categorized according to age and extent of immersion.

Age

- **Early immersion:** Students begin the second language from age 5 or 6.
- **Middle immersion:** Students begin the second language from age 9 or 10.
- **Late immersion:** Students begin the second language between ages 11 and 14.

Extent

- **Total-immersion:** In total Immersion almost 80-100% of class time is spent in the foreign language. Subject matter taught in foreign language and language learning per se is incorporated as necessary throughout the curriculum. The goals are to become functionally proficient in the foreign language, to master subject content taught in the foreign language, and to acquire an understanding of and appreciation for other cultures. The uniqueness of an immersion program is that the world language is not taught as a subject.
- **Two-way-immersion:** In Two-way Immersion, also called "*dual-*" or "*bilingual immersion*", the student population consists of speakers of two or more languages. Ideally speaking, half of the class is made up of native speakers of the major language in the area (e.g., English in the U.S.) and the other half is of the target language. Class time is split in half and taught in the major and target languages. This way, students encourage and teach each other, and eventually all become bilingual.
- **Partial-immersion:** In Partial Immersion about half of the class time is spent learning subject matter in the foreign language. Again here as in Total Immersion Programs, Partial immersion is a means of acquiring a world language through content matter instruction. Again, the uniqueness of a Partial immersion program is that the world language is not taught as a subject. Instead, the world language becomes the language of instruction for part of the curriculum. The goals are to become functionally proficient in the second language (though to a lesser extent than through total

immersion), to master subject content taught in the foreign languages, and to acquire an understanding of and appreciation for other cultures.

Goals of Partial-Immersion

The overall goals of the Partial-Immersion program are to develop students' communicative and academic proficiency in the target language and in English and for students to succeed academically in all subject areas at levels comparable to those they would have reached if they had been schooled only in English. You can also get a number of benefits of being bilingual in various other important aspects such as cognitive, curriculum and employment benefits, cultural, character and communication advantages as well as tolerance of other languages and cultures, and reinforcement of literacy skills in the mother tongue. The program is aimed at enriching all the students in the school via special exhibits, outside speakers, and other cultural activities.

SOCRATES ACADEMY'S PARTIAL-IMMERSION PROGRAM

Introduction

The Greek heritage belongs to humanity and not just to Greeks. It influenced our civilization from the architecture, to the literature and the fine arts. Because the Greek language is used as a basis for chemistry, biology, literature, mathematics, medicine, science and erudition in education, our students will be able to perform better in their academic studies and later in their professional lives. **The globalization trend in all human endeavors necessitates the building of many “windows in the world”.**

The Socrates Academy's mission statement reads as follows:

The mission of the Socrates Academy is to work in partnership with parents and community to encourage our students to reach their full potential by developing critical, analytical thinking skills and becoming self-confident in a high achievement, multicultural, disciplined environment. Particular emphasis will be placed on developing proficiency in reading, writing, and mathematics both in English and Greek through the use of the Socratic Method.

Educational Program:

The Socrates Academy educational program will be student centered and will focus on a multicultural curriculum that is relevant to the student's world. There will be a strong emphasis on core subjects such as reading, writing and mathematics. Greek will be taught as a second language using the immersion strategy. Students will learn to read, write, speak and listen to Greek. The curriculum will follow the North Carolina State General Course of Study and State Standards for each grade level.

Program Model:

In Socrates Academy, an Honor School of Excellence with High Growth, students learn Greek and Greek culture for a minimum of two hours daily using the Partial-Immersion Strategy and the Socratic method of teaching and learning. In particular, one of these two hours the Greek language is taught in the curriculum of all grades using Greek Math as a content subject (as a medium), and without using English instruction. During the second hour, students learn Greek using Social Studies as a content subject. In addition, the Greek music teacher by teaching Greek songs and creating choirs and musical cultural shows heightens the interest of the scholars in learning the world-class language and culture and provides a unique and very enriching educational experience. Moreover, much more progress is expected from the native-born Greek language immersion teachers/speakers in teaming with the grade-level English teachers to integrate the total Socrates Academy curriculum.

The Greek Language Curriculum K-6 Review and Assessment Subcommittee

Composition & Charges

The Greek Curriculum K-6 Review and Assessment Subcommittee made up of Larry Peroulas (Chair), Dr. Dale Grote (UNCC, Department of Languages and Culture Studies), Nicolette Grant - Jack McIver (Principal - Assistant Principal, Collinswood Language Academy), Dr. Antonis Stylianou (UNCC), Dr. Anna Athanasopoulou (teacher at SA & UNCC, Ms. Antigoni Korovesi (teacher at SA) and Mrs. Zoi Karavokyry (teacher at SA) was charged to complete the following tasks:

- Review the K-6 Greek curriculum
- Identify evaluation metrics and assess
- Identify progress goals
- Recommend adjustments to existing curriculum
- Consider (besides SOPA) the evaluation role of the formal Greek Language Exams leading to the internationally recognized Certificate of Attainment in Modern Greek

Meetings & Discussions

The Subcommittee members met five times and discussed the following:

- ✓ K-6 Curriculum Analysis (strengths, weaknesses, opportunities and threats)
- ✓ Evaluation of the Partial-Immersion approach
- ✓ Students' assessment (SOPA test and/or certification of attainment in modern Greek)
- ✓ Appropriate materials for teaching/learning Greek (e.g. books, dictionaries, posters, simulations of kitchen, bedroom, living-room, dvd's, cd's, Rosetta Stone, Glwssa, and use of the internet technology)
- ✓ Time available to the Greek teachers daily for creating lesson plans, choosing instructional material in the language, and meet and cooperate with all the other teachers during grade level meetings
- ✓ Greek staff professional development (Immersion teaching, Socratic method, differentiation strategies, discipline approaches)
- ✓ Introduction of new content subjects to be taught in Greek for middle school (e.g. social studies, geography, history, health, trigonometry, etc)
- ✓ Would Greek Language only be taught in kindergarten-1st grade and not to spend time learning subject matter (Math) in Greek?
- ✓ Difficulties and problems arising during the teaching/learning of Greek (e.g. homework and use of English during the instruction time)
- ✓ Administrative, Community and Parental support

Situation Analysis of the Greek Education Program

Strengths: Socrates Academy offers a mandatory Early Partial-Immersion Greek Language Program taught in all grades by certified native-born Greek teachers who are sponsored and supported by the Greek government. This approach is one of the best ways for a student to excel in a foreign language, to develop critical and creative thinking, develop self-confidence, appreciate literature and other cultures, open the doors to art and international music, improve knowledge in English, prepare for the global economy and multiply job opportunities.

Weaknesses: Persisting structural grammatical and vocabulary development challenges across grade levels. Lack of a director to administer the program, develop appropriate policies and procedures, conduct professional training, be supportive to the

current and new Greek teachers coming from Greece, and organize instructional material. Greek language teachers' proficiency in English constitutes an obstacle in their needed professional development. Lack of permanent Greek teachers

Opportunities: Taking advantage of all available new technology foreign language education opportunities, including e-learning. Introduce new modern assessment procedures to measure the effectiveness of the program in all four linguistic skills (production of oral & written communication and understanding of oral and written communication). Explore ways of multiplying the opportunities for Socrates Academy scholars and teachers to make educational trips to Greece or participate in student exchange programs as well as collaborate with schools and universities in Greece and in the US.

Threats: Because of the current financial crisis in Greece, possible inability on the part of the Greek government to continue sending certified, highly qualified and bilingual Greek teachers to teach Greek at SA will create serious problems for the Greek Program

Objectives: Socrates Academy scholars to be able to reach their full potentials at such levels so that by the time they reach sixth grade or earlier to be ready to successfully participate in the formal Greek Exams, LEVEL A1, for the Certification in attainment in modern Greek of the Center for the Greek Language of the Greek Ministry of Education, Lifelong Learning and Religious Affairs. Moreover, at grade eight, our scholars be competent to successfully participate in these formal Greek Exams, LEVELS A2 & B1, leading to the internationally recognized Certificate of Attainment in Modern Greek which will allow them to gain 3-6 university credits.

Recommendations

The Subcommittee's members, after they discussed and examined all the above, respectfully submit the following recommendations toward achieving the Academy's Greek Language Program goals:

- ⇒ **Appoint a Greek Language Program Director**
- ⇒ **Continue using the effective Partial-Immersion approach of teaching/learning the Greek language at Socrates Academy**
- ⇒ **Greek should continue to be taught for one of the two hours using Math as content subject with the emphasis being placed first on learning the Greek language and second on strengthening (improving) the teaching of the appropriate Math concepts. The other hour should be used to teach Greek using social studies, including Greek culture and heritage, as content subjects (in both hours, the English language should not be used for more than 10% of the teaching/learning time daily).**
- ⇒ **Continue using the yearly conducted formal SOPA test for the lower grades for the evaluation of our scholars' oral skills. In addition, the Greek teachers should create and conduct for all grades appropriate additional tests covering all four linguistic skills (production and understanding of oral communication as well as production and understanding of written communication)**
- ⇒ **Grammar should be included in everyday instruction, especially after 5th grade. While learning another language and especially Greek you need to understand its basic grammar and improve vocabulary**

Dr. Dale Grote's suggestion: *"Larry, I agree with you. My daughters went to the Smith Language Academy where they went through the French Immersion program. While they're nearly fluent in speaking and listening, they can't read or write very well. This prevents them from accessing all the great literature in French. In Greek, it seems to me, the problem is even more acute. Greek spelling preserves the ancient forms, though the pronunciation has strayed considerably to the modern age. If Greek students aren't trained in grammar and reading, it makes the brilliant heritage of Greek culture unavailable to them.*

If they have the grammar, it's possible for them nearly to read Plato at sight. I've seen it done. Also, there may come a time after they've left Socrates Academy when they'll want to study Ancient Greek. Without some grounding in the grammar, they'll be no advantage to their being Greek. I've seen it many times over the years in my own classes that a student who's ethnic Greek can't learn Ancient Greek, because he has no idea how his own language is working. That's very sad.

I hope there's some way to work grammar into the immersion experience."

- ⇒ **Assess scholars' competence in Greek in 6th grade or earlier by applying the formal Greek Exams at LEVEL A1**
- ⇒ **Assess scholars' competence in Greek in 7th & 8th grade by applying the formal Greek Exams at LEVEL A2 and/or B1**
- ⇒ **Benefit students by continuing offering them the opportunity of doing homework in Greek**
- ⇒ **Besides our summer trips of our sixth graders to Greece, find and exploit opportunities for Greek-American student/teacher exchange programs. These programs intend to give students and teachers an opportunity to explore and learn Greek, Greek culture and have access to one of the full members of the European Union. They also represent excellent opportunities to increase students and teachers exposure to different academic and cultural environments. In addition, efforts should be made to expand the communication of our students through teleconferences with students of schools in Greece (strengthen our students' project activities which have been already started with students of different public schools in Greece through the promising and academic collaboration of the Harvard University's Center for Hellenic Studies in Nafplion, Greece).**
- ⇒ **Maximize the use of new technology opportunities (create a modern Greek Language Lab (to be used also by the other foreign languages teachers) equipped with the most advanced and up-to-date instructional technologies for e-learning (our new cooperation with the University of Crete), etc.**
- ⇒ **Create appropriate glossaries for each grade based on the Greek Language curriculum. Additionally, a sub-curriculum including the development of every day communication skills is necessary**
- ⇒ **Offer Greek teachers the same ongoing opportunities presented to the American teachers regarding professional development training (immersion and differentiating strategies, Socratic method, teaching/learning strategies for gifted students and students with special needs, discipline approaches, etc)**
- ⇒ **Supply teachers and students with the most appropriate Greek book series, and have available at least 5 Greek-English dictionaries in every classroom**
- ⇒ **Establish an effective Greek Teacher Hospitality Committee to support the new teachers coming from Greece, especially during their first month here in the US**
- ⇒ **Administrative, parental and Community support is a must and a key to a successful Greek and other foreign language programs**

Additional reading about Language Immersion programs:

- ✓ *Nancy Rhodes, Center for Applied Linguistics (1990) is contained in "Foreign Language Annals, 23(5)," 433-443.*
- ✓ *Genesee, F. "Second/Foreign Language Immersion And At-Risk English-Speaking Children". (1992). Foreign Language Annals, 25(3) 199-213.*
- ✓ *Genesee, F. Learning Through Two Languages: Studies Of Immersion And Bilingual Education. (1987). Rowley, MA: Newbury de Courcy, M., Warren, J., & Burston, M. "Children From Diverse Backgrounds In An Immersion Programme." (2002). Language and Education, 16.112-127.*
- ✓ *Cloud, N. Genesee, F., & Hamayan, E. Dual Language Instruction: A Handbook For Enriched Education (2000). Boston: Heinle & Heinle.*

- ✓ Johnson, Robert Keit and Swain, Merri. *Immersion Education: International Perspectives*. (1997) Cambridge; New York: Cambridge University Press
- ✓ Kanagy, R. and Hai, Genki Desu "Doing fine in a Japanese immersion classroom;" (2001): In D. Christian & F. Genesee (Eds.), "Bilingual Education" (pp. 139-150). Alexandria, VA: Teachers of English to Speakers of Other Languages.
- ✓ Bilingual Research Journal Online, <http://brj.asu.edu/>
- ✓ Eric Digest, "What Parents Want To Know about Foreign Language Immersion Programs," available at www.ericdigest.org
- ✓ Multilingual Children's Association, "Full Immersion Schools – Is it really sink or swim?" available at www.multilingualchildren.org
- ✓ American Council on the Teaching of Foreign Languages
- ✓ Center for the Greek Language, Greek Ministry of Education, Lifelong Learning and Religious Affairs.



Technology Sub Committee Report

April 1, 2011

Suzanne Fortune, Jenny Phillips, Nancy Walters



PURPOSE

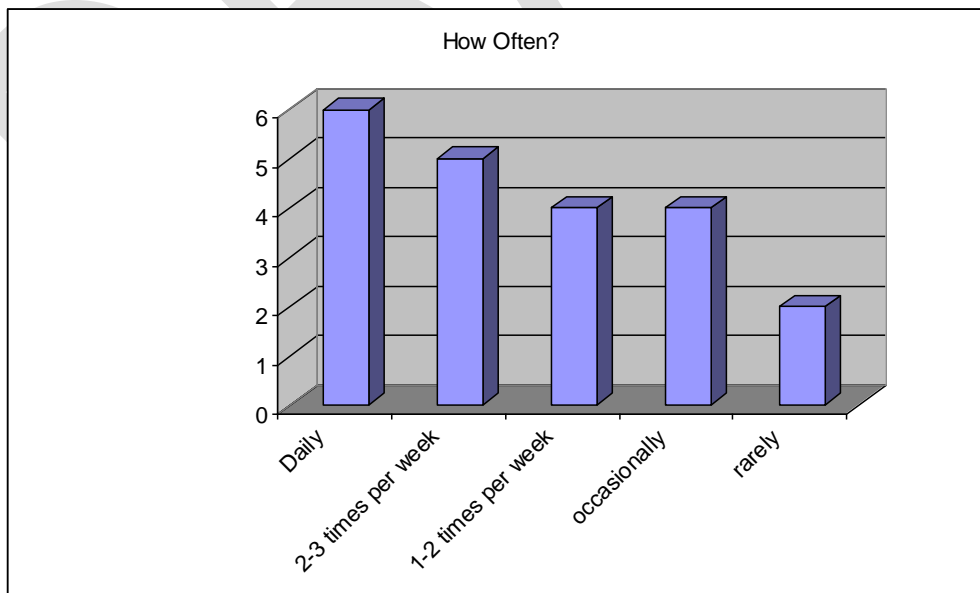
Our committee's purpose was to look at the technology that we are currently using on a daily basis. Is this technology effective? Are our teachers and students getting the support that they need? How can we assess this information? What processes can we improve upon? What types and how much development do we need in the area of technology? What are the costs of our current programs? Are they effective?

TOPICS FOR MEETINGS

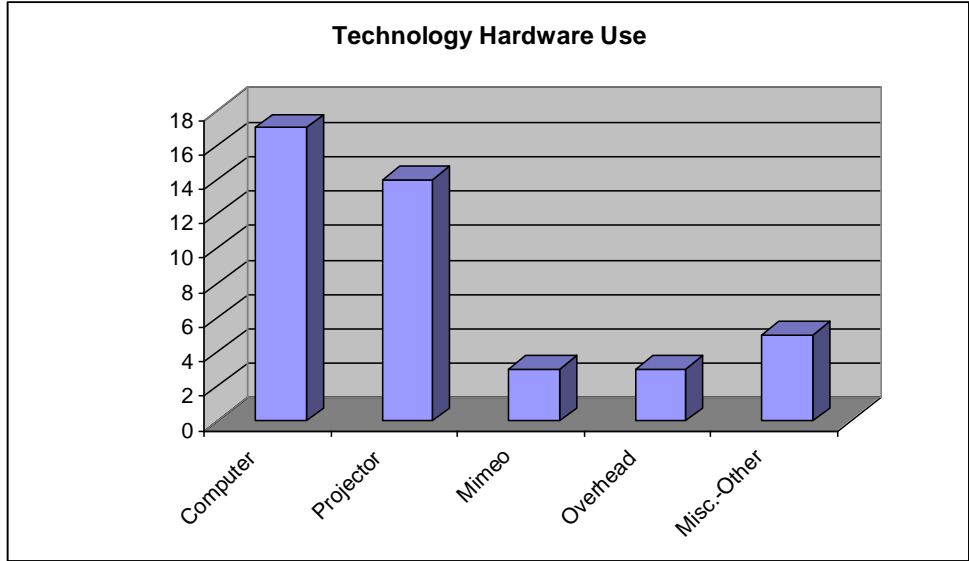
- Survey Staff about Technology Use and Needs
- NWEA (Timeline, Training, Cost, Data Usage)
- Technology use in the classroom
- Study Island
- NCSCOS/National Education Technology Standards (NETS)

SURVEY RESULTS

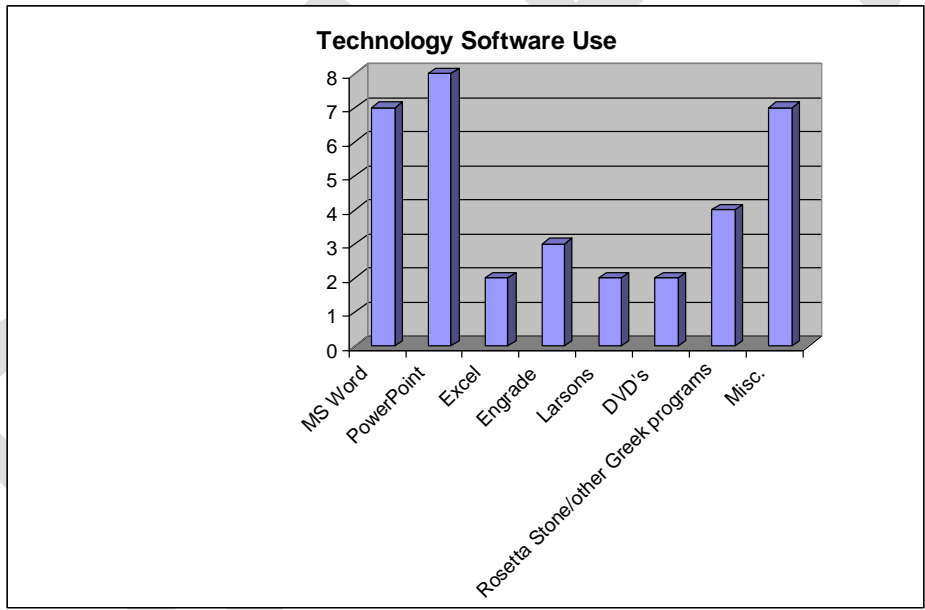
How often do you use technology in your daily teaching?



What technology hardware are you using?



What technology software are you using?



What web based tools are you using?

Brain Pop Jr.	Study Island	Online Weekly Reader	Book Adventure
National Geographic	Scholastic	Discovery Education	United Streaming
Mimeo Connect	Games	Math Websites	Email
Make Beliefs Comix	Map wing	YouTube	Prezi
Online Lesson Plans	Activities Online	Video Clips	Mathwise
Webster's Online	Dictionary	Google Earth	Google
NPS.gov	Edhelper	History Museum	Houghton Mifflin Games
Eduplace	Gap minder	Engrade	Voice Threads

Podomatic	Carnegie Library Story Making	NCWise Owl	Google Squared
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What type of Technology Staff development would you like to see offered?

How are you currently using Study Island?

Kindergarten- N/A

1st- not using, wishes it was available for students who are ready for it

2nd- 10 question test for students to complete, custom assessments and extended learning lessons

3rd- weekly assignments for students to complete must earn blue ribbon

4th- 2 blue ribbons per week

5th- assignments given as homework to reinforce concepts taught in class, extended learning Science EOG prep. (blue ribbon not required)

Training on Mimeo Board (from a true trainer)	NWEA
Curriculum Resources	Web 2.0
Class Websites development (Chinese)	Educational Games
Ways to incorporate technology into lessons	Grade level time to explore technology
Basic PowerPoint	Microsoft Office Tools
Study Island	Smartboard

6th- homework assignments, will use it more 4th Q for EOG prep., also using the Brain Busters

AIG- pre-tests & center work

Have you found Study Island to be an effective resource for the students?

Kindergarten- N/A

1st- N/A

2nd-Yes, It is standards based, very appropriate. Teachers are able to see students that have trouble in specific area.

3rd- Yes, great for EOG readiness

4th-Yes, good idea of how EOG questions are presented

5th- Yes, great EOG prep., somewhat

6th – Yes

AIG- not really

Other Comments/Recommendations:

- Create a list of websites and resources for each subject area
- Discontinue Study Island & use \$ for other tech. resources
- All teachers that use Study Island should be consistent in expectations of students and how they complete the lessons
- Additional training on set up and breakdown of Mimeo
- More LCD projectors
- Demo lessons taught in small groups so that teachers can follow along
- More Greek Websites available

NWEA

- Pricing
 - 2010-2011 cost \$6,210
 - 2011-2012 cost \$6,630 with projected addition of 2nd and 7th grade classes (20 more 2nd graders, 60 7th graders)
 - PFI will be donating \$500.00 towards the cost of NWEA
- Timeline
 - Growth is measured from fall-spring
 - 2011-2012 Testing Dates: Fall September 12th – 30th (all grades)
Spring April 17th – May 5th (all grades)
- Homeschoolers with NWEA
 - Students who are being homeschooled in the community are being offered the opportunity to participate in NWEA testing for a fee of \$50.00 per student. This fee will help offset NWEA costs.

STUDY ISLAND

Cost

- 2010-2011 cost \$4,045.10
- 2011-2012 cost \$5,848.20

FINAL COMMITTEE RECOMMENDATIONS

STAFF DEVELOPMENT OUTLINE

- Beginning Teacher Workdays (Aug.)
NWEA session for new teachers

NWEA session for returning teachers
- Oct. 14th (Half Day)
NWEA – how to use the results and communicate with parents, how to read results, use data in the classroom, & how to approach negative growth

- March 16th (Half Day)
NWEA – beyond results
- Create Technology Expertise Staff
Use the Technology Expertise list to have staff members in specific areas assist other staff members. This can be done afterschool or during planning times
- Study Island
All teachers 2nd-7th grade will use Study Island. The grade level chairs will work together to develop the expectation of students and how they complete the lessons. These expectations will be consistent among grade levels from 2nd -7th.
- National Educational Technology Standards (NETS)
PLC Meeting Topic (Staff will present how to implement the standards for teachers and students in groups.)

TECHNOLOGY USE IN THE CLASSROOM

- Teachers will use the Mimeo/Smart Board or LCD projector a minimum of 1x per week.
- Technology Teacher will teach NCSOCS keeping in mind the National Education Technology Standards (NETS)
- National Education Technology Standards (NETS) for Students
 - Creativity and Innovation
 - Communication and Collaboration
 - Research and Information Fluency
 - Critical Thinking, Problem Solving, and Decision Making
 - Digital Citizenship
 - Technology Operations and Concepts

CORE STANDARDS

- Staff will be encouraged to familiarize themselves with the (NETS) for teachers.
 - Facilitate and Inspire Student Learning and Creativity
 - Design and Develop Digital – Age Learning Experiences and Assessments
 - Model Digital- Age Work and Learning
 - Promote and Model Digital Citizenship and Leadership
 - Engage in Professional Growth and Leadership

HARDWARE

- 20 more mobile laptops; also suggested by K-5 review sub committee
- Every teacher have a projector, document camera, and laptop (already have)
- K-2 ipad
- 3-5 ipad
- Middle School ipad
- More wireless access points throughout the campus

SOFTWARE

- Rosetta Stone upgrade

STAFF

- $\frac{3}{4}$ - full time tech support on campus during school day

DRAFT

Differentiation Sub-Committee Report

Date: April 1, 2011

Report Title: Differentiation Recommendations

**Committee Members: Dr. Cynthia Compton,
Larry Frederick, Tonya Murray, Stephanie Taylor
Brandie Turner**

Report by: Brandie Turner



1. PURPOSE

The committee's charge was to review current differentiation strategies, identify strengths and weaknesses of these strategies, and make recommendations accordingly. The team also took the charge of researching classroom grouping practices and making a recommendation for future decisions.

2. PROCESS

The committee met consistently from the months of January-March. Below is a list of items we addressed at the meetings:

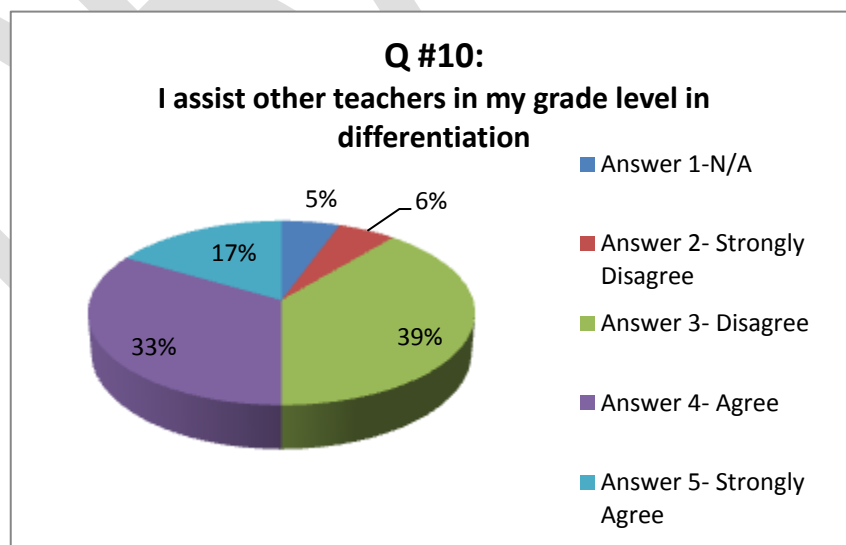
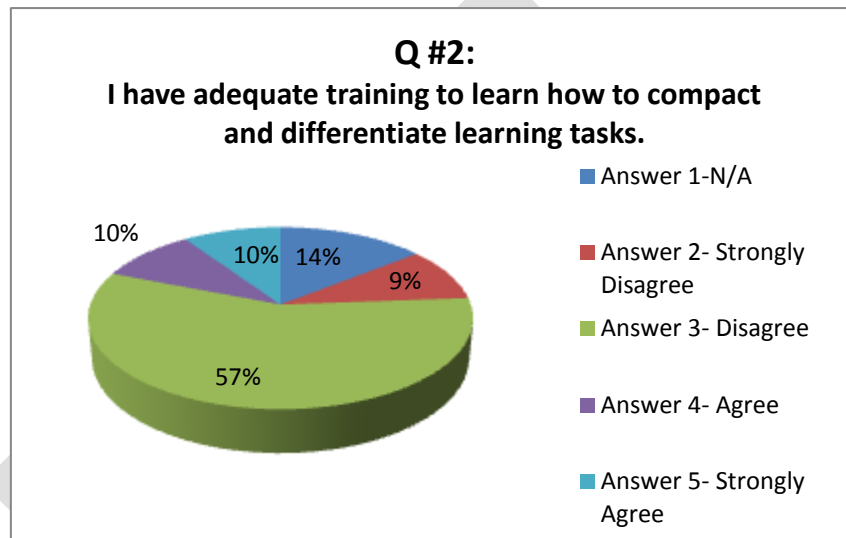
1. Brainstormed ideas on how to review our current program
 - Identified a teacher survey and student survey to distribute
 - Teacher survey was distributed to all certified teachers
 - Student survey was distributed to all 3-6 grade students
 - Survey results were analyzed
 - Identified a classroom observation form to be used in classrooms
 - Observations were conducted throughout the months of February & March
 - 20 of the 24 certified classroom teachers were observed
 - Observation forms were analyzed into 6 categories:
 - Curriculum
 - Instruction
 - Learning Environment
 - Student Products
 - Student Engagement
 - Learning Director
2. Conducted research on classroom grouping practices
 - Each team member conducted their own research and reported their findings to the committee

- Analyzed testing data from the current 6th grade students (This group of students have been exposed to all 3 grouping practices that Socrates Academy has implemented: heterogeneous grouping, banding, and ability grouping.)

1. RESULTS

1. Review of our current program

- Teacher Surveys
 - When analyzing the data from the teacher surveys our committee found 3 main areas of concern. From this data it can be concluded that our teachers do not feel prepared to differentiate lessons and activities for all students.



- Teacher Survey Comments:
 - Question: Describe resources that could have helped you provide appropriate differentiation opportunities:
 - *AIG clustering*
 - *More time*
 - *Workshops*
 - *Grade levelled materials organized by subject in one location*

- Student Surveys
 - For the most part students seem happy with the education and services they are provided.

- Classroom observations
 - Observation forms were analyzed into 6 categories:

	Plus	Delta
Curriculum	-Teachers are clearly expressing directions, goals, etc. -Teachers are using a variety of materials.	-Curriculum is not being levelled from simple to complex. -Varying levels of materials and resources are needed.
Instruction	-Flexible grouping (centers, independent work, partners, etc.) within the classroom is widely used.	-Content is not being adapted. -Compacting is not used -Need to see more varying levels of challenge.
Learning Environment	-Learning centers are widely used.	-little independent study is seen.
Student Products	-products are real & relevant.	-no variations in student products.
Student Engagement	High student engagement.	
Learning Director	Wide use of centers allow students to engage their own learning.	

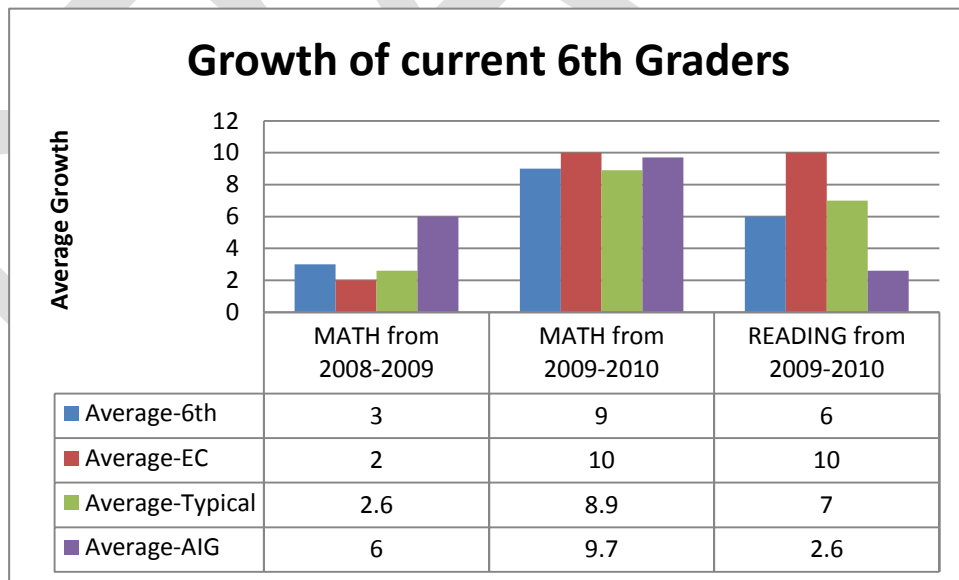
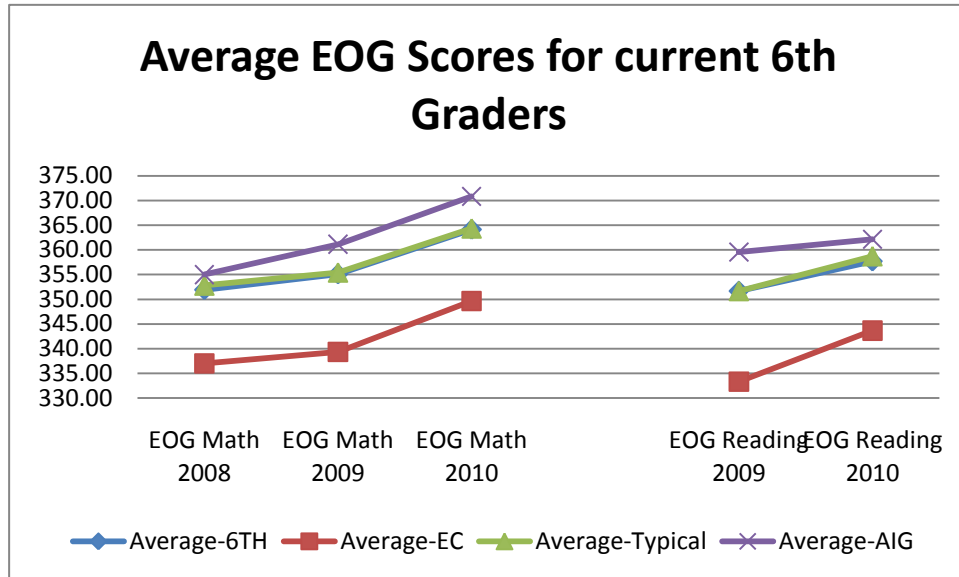
2. Classroom Grouping

- Data of current 6th grade EOG scores

2007/2008: Heterogeneous Grouping

2008/2009: Banded Grouping (H, M, L)

2009/2010: Ability Grouping



- From the data above it can be argued that ability grouping proved to be successful in terms of academic growth for all student groups.
- Research indicates that students should be grouped with peers who have similar academic levels (like ability). Research also states that students should be provided a modelling environment and grouped with peers that they can look up to.

- Peer role models should be realistic role models that provide an attainable goal for peers in order to provide the best environment possible. Research on role modelling (Schunk, 1987) indicates that to be effective, role models cannot be drastically discrepant in ability from those who would be motivated by them.

2. RECOMMENDATIONS

1. Current program

- It is evident that the majority of our staff members are not trained in teaching through the use of differentiation strategies. The lack of training transforms into a feeling of inadequacy and discomfort from the teachers. The lack of training also transforms into an insufficient education for our students.
- The Differentiation Sub-Committee recommends that the school provide extensive professional development opportunities for all staff members. According to the teacher surveys, 90% of the teachers were positive about the need to compact and differentiate lessons.
 - Ideally, an interactive multimedia kit offering training facilitators all the materials they need to lead high-quality professional development events for educators would benefit the entire school population. This kit would provide the AIG Enhancement Coordinator (who is responsible for the education enhancement for all students, not just those identified as AIG) the resources needed to facilitate such a program throughout the course of the year through hands-on, engaging workshops. Time should be allocated during the professional development days for these workshops.
 - The AIG Enhancement Coordinator should also include in teacher resource books and materials for each grade-level in the AIG budget.

2. Classroom Groupings

- Research gathered by the committee emphasizes the practice of grouping students of like achievement for learning opportunities while still providing the opportunity for peer role modelling. *Achievement Grouping*. Similar to ability grouping, achievement grouping focuses on demonstrated levels of achievement by students. Achievement is viewed as something dynamic and changing. Like ability grouping, achievement or skill level grouping can be done by subject, within or between classes, part of the day, or all day. It very often takes place in a flexible manner as performance and achievement levels of students change (Renzulli & Reis, 1997).
- With the research, teacher frustrations, and the characteristics of our school in mind the committee has two recommendation ideas:
 - Flexible grouping: Similar to how the current 1st grade is grouped into 2-teacher teams however both teachers will teach reading & math. This allows for the flexibility of moving students from one reading/math group to the other as needed per the content that is being taught. We feel that this flexible grouping method should continue as we grow into 2-teacher teams and should also be considered for Greek subjects. *Flexible Grouping*. Flexible grouping calls for use of various forms of grouping for instruction pacing, and curriculum in such a manner to allow for movement of students between and among groups based on their progress and needs. Flexible grouping takes place when (a) there is more than one form of grouping used (class, project, job, skill, heterogeneous, homogeneous) and (b) group membership in some or all of these group changes according to the form of the grouping used. When grouping is used, it is especially important that groups are formed and changed based on the academic needs of the students.

Both critics and supporter of grouping agree that grouping should be flexible (Gentry, 1999; George, 1995; Renzulli & Reis, 1997; Slavin, 1987b).

- Achievement grouping: The data proved that Socrates Academy's ability grouping provided the most growth for the students. With the ever-growing population of identified AIG students, each grade-level may look slightly different than another.

	Grade Level of 20 Identified AIG Students	Grade Level of <u>more</u> than 20 Identified AIG Students	Grade Level of <u>less</u> than 20 Identified AIG Students
Class 1	All AIG	AIG, H	AIG, H
Class 2	H, AA, A	AIG, AA	AA, A
Class 3	A, BA, L	A, BA, L	BA, L

<u>KEY</u>
AIG-Identified AIG
H- High Achieving
AA-Above Average

References

Gentry, M. & Owen, S.V. (1999). An investigation of total school flexible cluster grouping on identification, achievement, and classroom practices. *Gifted Child Quarterly*, 43, 224-243.

George, P. (1995). Is it possible to live with tracking and ability grouping? In H. Pool & J. A. Page, (Eds.), *Beyond tracking: Finding success in inclusive schools*. Bloomington Indiana: Phi Delta Kappan Educational Foundation.

Renzulli, J. S., & Reis, S. M. (1997). *The schoolwide enrichment model: A comprehensive plan for educational excellence*. 2nd ed. Mansfield Center, CT: Creative Learning Press.

Schunk, D.H. (1987). Peer models and children's behavioral change. *Review of Educational Research*, 57, 149-174

Slavin, R.E. (1987b). Grouping for instruction. *Equity and Excellence*, 23(1, 2), 31-36.



Curriculum & Instruction Committee
Middle School (6th-8th) Curriculum Recommendations
(Last updated: February 9, 2011)

Curriculum & Instruction Committee Executive Members:

- Dr. Antonis Stylianou (UNC Charlotte, College of Business) – chair
- Dr. Nancy Gutierrez (UNC Charlotte, College of Liberal Arts & Sciences, Dean) – chair
- Ms. Janis Dellinger-Holton (Socrates Academy, Principal)
- Ms. Suzanne Fortune (Socrates Academy, Assistant Principal)
- Ms. Cheryl Pulliam (Public Education Research Institute at Queens, Director)

Middle School Curriculum Development Subcommittee Members:

- Dr. Antonis Stylianou (UNC Charlotte) – chair
- Dr. Anna Athanasopoulou (Socrates Academy teacher and UNC Charlotte)
- Ms. Dana Vaden (Socrates Academy teacher)
- Dr. Marie Peine (Metrolina Regional Scholars Academy, Director)
- Mr. Matt Rush (Cannon School, Assistant Head of School, Head of Middle School)
- Dr. Dan Saurino (UNC Charlotte, Department of Middle, Secondary, and K12 Education)

Illustrative Daily Schedule: Arrive 7:30, start 7:45am, end 3:25pm. Total 7:40

Period	Start	End	Length	Subject
1	7:45	8:38	0:53	A/B day - 3rd Language (Chinese or Spanish) / Arts (Band, Chorus, Art, or Drama)
2	8:41	9:34	0:53	English / Greek Language Block
3	9:37	10:30	0:53	English / Greek Language Block
4	10:33	11:26	0:53	Math / Greek Math Block
	11:29	12:04	0:35	Lunch, Advisory
5	12:07	13:00	0:53	Math / Greek Math Block
6	13:03	13:56	0:53	Science / Social Studies Block
7	13:59	14:52	0:53	Science / Social Studies Block
8	14:55	15:25	0:30	PE+ (3x PE, 1x Health, 1x unstructured time outside)

Notes:

Topic	Notes (To-Do's in red)
English	<ul style="list-style-type: none"> The new writing program from DPI calls writing a curricular issue. Incorporate writing goals into other subject areas (e.g., science, social studies).
Mathematics	<ul style="list-style-type: none"> 2-3 levels 7th grade: Regular 7th grade Math, Pre-Algebra, Algebra Could have multiple levels in one class as long as the students are registered for the appropriate EOG level class in NCWISE
Science	<ul style="list-style-type: none"> Engage the teachers to plan a coordinated, multi-year curriculum focusing on one sub-area every year. Current 6th grade to be grandfathered to avoid gaps in knowledge. Include coverage of Health Could some science topics be covered in the second hour of Greek?
Greek Language	<ul style="list-style-type: none"> 3 levels <ul style="list-style-type: none"> Greek 1 – for scholars with no background and those struggling Greek 2 – on level Greek 3 – advanced Investigate opportunities to connect to the other subject areas
Greek Math	<ul style="list-style-type: none"> Only for scholars in Greek 2 and 3 Scholars in Greek 1 get additional instruction in language. Could cover more than math in this period (e.g., science, health, geography etc.). Engage Greek teachers to plan.
Social Studies	<ul style="list-style-type: none"> Engage the teachers to plan a coordinated, multi-year curriculum focusing on one major area every year. Current 6th grade to be grandfathered to avoid gaps in knowledge.
PE	<ul style="list-style-type: none"> Structured four times per week Unstructured time outside once per week Only those not in a sport during the season. If in sports, go to team practice session or possibly to study hall (depending on scheduling).
Health	<ul style="list-style-type: none"> Engage the Health teacher along with the rest of the teachers to plan for the coverage of the Health curriculum throughout the program (e.g., in science, social studies, Greek, PE, advisory) Use the Health period to bring focus on the weekly health topic and integrate what was covered in the other subject areas.
Chinese or Spanish	<ul style="list-style-type: none"> Choice made in 6th grade. Three year commitment. Engage teachers to plan yearly and end-of-middle-school goals and expectations. Investigate opportunities to connect to the other subject areas
Band, Chorus, Visual Arts, Drama	<ul style="list-style-type: none"> Choice made in 6th grade The art choices we will be able to offer will depend on student interest and budget Additionally, the arts will be integrated in the language courses.
Lunch/Advisory	<ul style="list-style-type: none"> Announcements, trivia competitions, Global Games, health topics

Other to Do:

- Discuss leveling across grades
- Consider virtual learning opportunities