

Continuous School Improvement Plan: Butner E.S. SY 2012-2013

DoDEA COMMUNITY STRATEGIC PLAN STRATEGIES AND ACTION PLANNERS FOR THE CONTINUOUS SCHOOL IMPROVEMENT PLAN

DoDEA ~ DDESS ~ NC District

School Year 2012-13

School

Butner Elementary School

Name	Priscilla Joiner Principal	Scott McCaig CSI Chairperson
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Continuous School Improvement Team Members and Roles

Member Name	Role
Linda Barnwell	Kindergarten teacher
Sabrina Turner	1 st grade teacher
Deneice McMillan	2 nd grade teacher
Patricia Cisneros	2 nd grade teacher
Sherry Shortt	FBAE Rep

Recently updated on: Sept 28, 2011

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<p>SMART Goal: By the end of the school year, all students will increase performance in reading comprehension using interventions implemented in literacy instruction. These interventions will include instruction in phonological awareness, decoding, fluency, and vocabulary. Progress will be measured through use of system wide and local assessments.</p>		
<p>Support Data Qualitative Data: anecdotal evidence Environmental Scan</p>	<p>Standardized Assessments: Fountas & Pinnell Benchmark Assessment</p>	<p>Local Assessments: Scholastic Reading Inventory (SRI) Primary Spelling inventory (PSI) Letter Recognition/Sound/Word</p>
<p>Intervention: Students will improve reading comprehension skills through differentiated instruction using reading assessment data to focus instruction during guided reading groups</p>		<p><u>Research supporting this strategy/intervention:</u> Guided reading is a strategy that helps students become good readers. The teacher provides support for small groups of readers as they learn to use various reading strategies (context clues, letter and sound relationships, word structure, and so forth). “Although guided reading has been traditionally associated with primary grades it can be modified and used successfully in all grade levels” Saskatoon Public Schools. (2004-09). “Differentiated instruction is both driven and monitored by assessment. All children deserve classroom-based literacy instruction that helps them accomplish challenging tasks.” “Differentiated instruction applies a developmental model and assumes that children might have needs in word recognition, in fluency, in oral vocabulary, and in comprehension, but to reach higher-level reading comprehension goals, children must achieve automatic access to words.”</p> <p><u>Differentiated Reading Instruction Strategies for the Primary Grades</u> by Sharon Walpole and Michael C. McKenna</p> <p>Saskatoon Public Schools. (2004-09). http://olc.spsd.sk.ca/de/pd/instr/strats/guided/guided.html</p>

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Activities to implement the intervention:	Persons Accountable	Timeline		Resources Needed
		Beg.	End	
Teachers will participate in professional development on assessment, interventions, and comprehension skills.	Reading Instructional Support teachers District ISS	Aug 2012	Jun 2013	Facilitator for sessions, professional development time, <u>Reading Street</u> materials
Teachers will view and discuss examples of Guided Reading during professional development. Teachers will participate in Professional Learning Communities to analyze data and determine interventions.	Reading Instructional Support teachers District ISS	Aug 2012	Jun 2013	Facilitator for sessions, in-service time, DVD "Spotlight on Small Groups" by Debbie Diller, <u>Reading Street</u> materials Fountas and Pinnell Benchmark Assessment data, Letter Correspondence assessment data, and Primary Spelling Inventory data
Teachers will conduct Guided Reading sessions in their classrooms. Teachers will incorporate phonological awareness, decoding, fluency, and vocabulary instruction daily.	Classroom teachers	Aug 2012	Jun 2013	<u>Reading Street</u> materials
Teacher will observe colleagues conducting Guided Reading groups.	Principal Classroom teachers	Aug 2012	Jun 2013	Classroom coverage <u>Reading Street</u> materials
Students will improve their reading comprehension skills.	Students/teachers	Aug 2012	Jun 2013	Appropriate reading materials assessments

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SMART Goal: By the end of the school year, all students will increase performance in problem solving using instructional interventions in math. The targeted skills are to identify the problem, select a strategy, devise a plan, implement the strategy to solve the problem, and evaluate the results. Progress will be measured through use of system wide and local assessments		
Support Data Qualitative Data: anecdotal evidence Environmental Scan	Standardized Assessments:	Local Assessments: Problem Solving Rubric McMillan-McGraw Hill beginning of the year, mid-year, and end of year assessments

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Intervention: Students will use the four-step problem solving model Understand, Plan, Solve and Look Back (UPSL) to increase mathematical problem solving skills.

Research supporting this strategy/intervention:

“In order to function in our complex and changing society, people need to be able to solve a wide variety of problems. The elementary math curriculum must prepare children to become effective problem solvers” (Burns, 2000). The National Council of Teachers of Mathematics has identified problem solving as one of the five fundamental mathematical process standards along with reasoning and proof, communication, connections, and representations (National Council of Teachers of Mathematics [NCTM], 2000). Problem solving is not a consequence of teaching math concepts, but rather, specific problem solving skills and strategies must be taught independently. With explicit instruction in problem solving students can and will improve (Burns, 2000). Butner E.S. has selected the four-step problem solving model because each step, understand, plan, solve, and look back, can be taught independently and then combined as a complete process. This four-step approach is usually attributed to the mathematician George Polya (1887-1985) “The strategies of John A. Van De Walle are used as reference material. Like Polya, Van De Walle uses a 4-step process in describing the problem solving procedure “Strategy goals play a part in all phases of problem solving: understanding the problem, solving the problem, and reflecting on the answer and solution” Van de Walle, J. (1994).

Burns, M. (2000). *About teaching mathematics: A K-8 resource* (2nd ed.). Sausalito, CA: Math Solutions Publications.

National Council of Teachers of Mathematics. (2000). *Principles and standards for school mathematics*. Reston, VA: National Council of Teachers of Mathematics.

Van de Walle, J. (1994). *Elementary school mathematics: Teaching developmentally* (2nd ed.). White Plains, NY: Longman.

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Activities to implement the intervention:	Persons Accountable	Timeline		Resources Needed
		Beg.	End	
Teachers will review and understand the UPSL model of problem solving	Math Instructional Support teacher	Aug 2012	Jun 2013	Presenter/Facilitator for session and professional development time Samples of student work
Teachers will discuss and practice UPSL strategies	Math Instructional Support teacher	Aug 2012	Jun 2013	Presenter/Facilitator for session and professional development time
Teachers will implement the UPSL model in their daily math lessons.	Classroom teachers	Aug 2012	Jun 2013	Lesson plans
Teachers will collaborate with colleagues for the improvement of lesson outcomes	Classroom teachers Math Instructional support teacher	Aug 2012	Jun 2013	Collaborative meeting time Problem solving rubric Samples of student work
Students will improve their math problem solving skills	Students/teachers	Aug 2012	Jun 2013	Appropriate problem solving scenarios and materials Problem solving rubric