

# **BUTNER ELEMENTARY SCHOOL**

**(PreK-4<sup>th</sup> Grade)**

**PRISCILLA JOINER, PRINCIPAL**  
**P.O. Box 70089**  
**FT. BRAGG, N.C. 28307**



**HOME OF THE BEARS:**  
**OUR VISION...EXCELLENCE**

PROUD MEMBER OF THE NORTH CAROLINA SCHOOL DISTRICT

DR. EMILY MARSH, SUPERINTENDENT

**TELEPHONE: (910) 907-0203**

**FAX: (910) 432-8400**

**ddess** DOMESTIC DEPENDENT ELEMENTARY AND SECONDARY SCHOOLS ● Peachtree City, Georgia

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## Butner Elementary School

### Continuous School Improvement Team (CSIT)

<b>CSIT Member</b>	<b>Position</b>	<b>AdvancED Committee</b>
Mrs. Priscilla Joiner	School Administrator	Governance & Leadership (Standard #2)
Scott McCaig	ISSS Math CSIT Chair	Resources & Support Systems (Standard #5)
Linda Barnwell	Kindergarten Teacher	Documenting & Using Results (Standard #4)
Ellen Daniel	Parent representative	
CPT Aimee Hemery	Military representative	
Rebecca Hooper	2 <sup>nd</sup> Grade Teacher	Commitment to Continuous Improvement (Standard #7)
CPT Thomas Latham	Military representative	
Fumi Marquez	Kindergarten Teacher	Vision & Purpose (Standard #1)
Deneice McMillan	3rd Grade Teacher	Teaching & Learning (Standard #3)
Sherry Shortt	School Counselor FBAE Representative	Stakeholders Communications & Relationships (Standard #6)

**DoDEA Vision**

Communities Committed to SUCCESS for ALL Students

**DoDEA Mission Statement**

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

**Butner Elementary School Vision Statement**

Our Vision... EXCELLENCE!

## **Overview of the Community and School**

### **School History**

Butner Elementary was named for General Henry W. Butner, born in Pinnacle, North Carolina, 6 April 1875 and graduated from the U.S. Military Academy in 1898. He served in various capacities at posts in North Carolina and abroad until 1918 when he sailed for France with the American Expedition Forces. During his service on the Western front, Butner took part in operations at St. Mihiel and Meuse Argonne. Returning to the United States, he commanded Field Artillery School at Fort Sill, Oklahoma, (1920 to 1923), commanded a detachment of the Philippine Scouts; and served in various capacities until appointed Commanding General, (Panama Canal Department), in 1936. Major General Butner died 13 March 1937 in Washington, D.C.

Butner Elementary School was built in 1959. During the school year 1995-96, major additions were added. Another new wing, including 4 classrooms, was opened in 2005 and currently houses 4th grade classes.

Fort Bragg is west of Fayetteville, North Carolina and is recognized for its cultural diversity and military presence. The Fayetteville area stands proud behind its military community and carries the motto, "Community of History, Heroes, and a Hometown Feeling."

Fort Bragg is home of the Airborne and for more than half a century has had a proud heritage as the home of the nation's finest fighting forces. Originally activated in June, 1942 at Camp Polk, Louisiana, the XVIII Airborne Corps was known as the II Armored Corps. It was redesignated XVIII Corps in October, 1943, at the Presidio of Monterey, California.

Fort Bragg is the largest United States Army base by population, serving a population of 52,280 active duty soldiers; 12,624 reserve components and temporary duty students; 8,757 civilian employees; 3,516 contractors, and 62,962 active duty family members. There are 98,507 Army retirees and family members in the area.

## **Community Information**

Butner Elementary School is a neighborhood school at Fort Bragg serving the Hammond Hills, Cherbourg, and Nijmegen housing areas. All students, except for those in special education programs or after-school programs, walk to school or are transported by their parents.

Butner Elementary School has a variety of services available through Fort Bragg to assist with various needs of our students and families. These include:

- Army Community Service
- Child and Youth Services
- Deployment Readiness Program
- Early Developmental Intervention Services
- Employment Readiness Program
- Exceptional Family Member Program
- Family Morale, Welfare, and Education
- Family Advocacy Program
- Financial Readiness Program
- Relocation Readiness Program
- School Age Services
- School Support Services

Butner School serves students in preschool through fourth grade. All eligible four-year-olds may attend a half-day program and are assigned to either a morning or afternoon session. Special education classes for autistic and emotionally impaired children are also housed at Butner.

Educational Assistants provide assistance during the day to students in special education, preschool and kindergarten.

## **Academic School Programs**

Butner Elementary School complies with the DoDEA requirements through the implementation of the DoDEA curriculum standards. Students receive standards based instruction in all curricular areas and the following:

- Music Education
- Art Education
- Physical Education
- Technology
- Media Services

Some students require additional academic support, and their needs are met in the following programs (student numbers are from SY 2010-11):

- Guidance
- Home Bound Education
- Special Education
- Extended School Year (ESY)
- Speech and Language Pathology
- Occupational Therapy
- Physical Therapy
- Gifted Education (15 students)
- Read 180 (26 students)
- English as a Second Language Program
- Math Instructional Support Program (15 students)
- Reading Instructional Support program (15 students)

Butner has a full time Educational Technologist, Information Specialist, School Nurse, and Counselor. Butner also has access to a School Psychologist who serves two schools. A Student Support Team is in place to assist teachers with students who are experiencing academic/behavior difficulties.

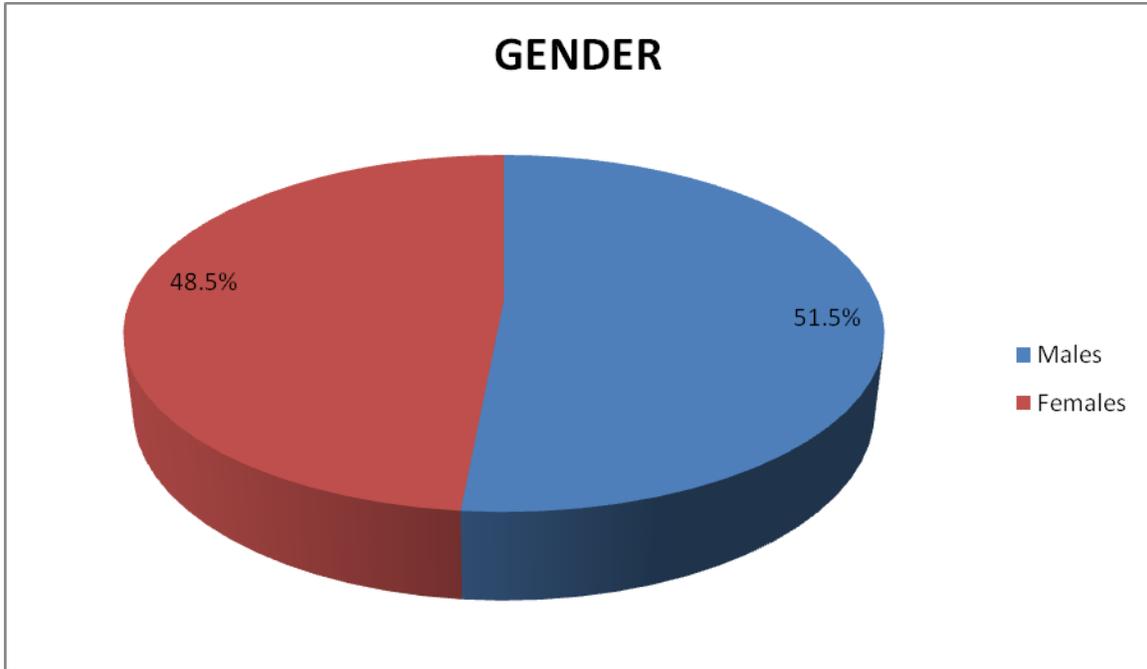
## **Extracurricular Opportunities**

A variety of extra-curricular activities are offered after school at Butner Elementary including:

- Singing Bears (Grades 3-4)
- Math, Reading, Art, Problem Solving, and Cup Stacking clubs (Grades K-4)
- Operation Hero (Grades 3-4)

**Unique Local Insights**

**Chart 1: School Demographics – Gender**



**SY 2009-10 Population (as of 01/13/10)**  
**N = 498**

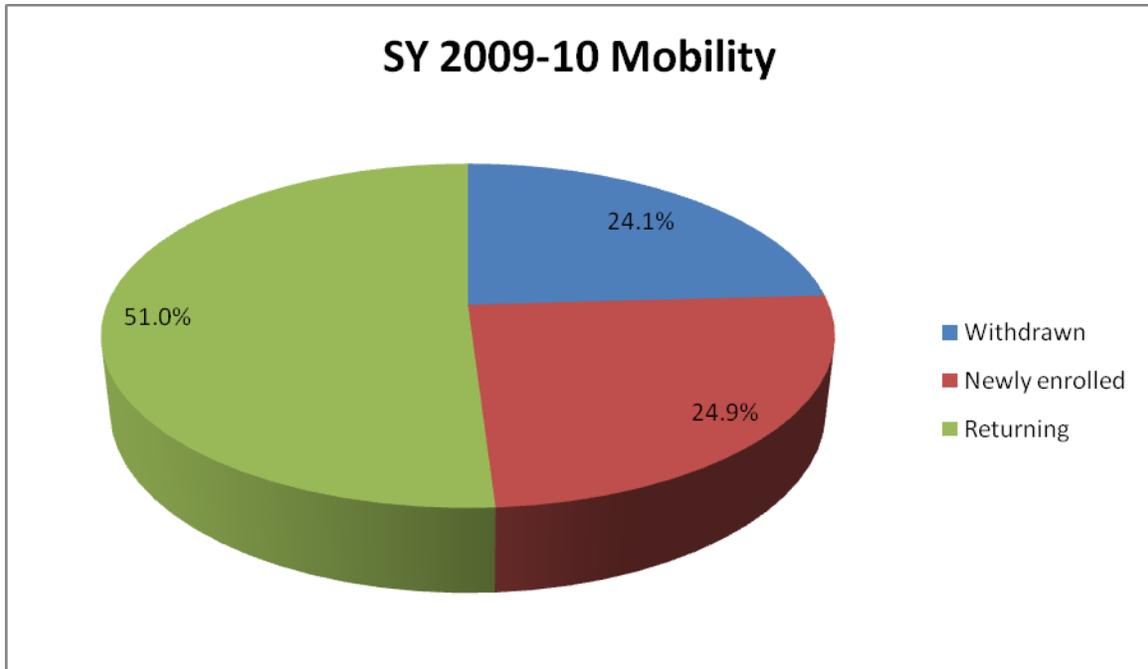
**Findings:**

Chart 1 shows the gender population of Butner Elementary School for the 2009-10 school year. The population is almost evenly split, with almost 51% female and almost 49% male.

**Analysis:**

There is no strong difference in gender population.

**Chart 2: School Demographics – Mobility**



**SY 2009-10 Population (as of 01/13/10)**  
**N = 506**

**Findings:**

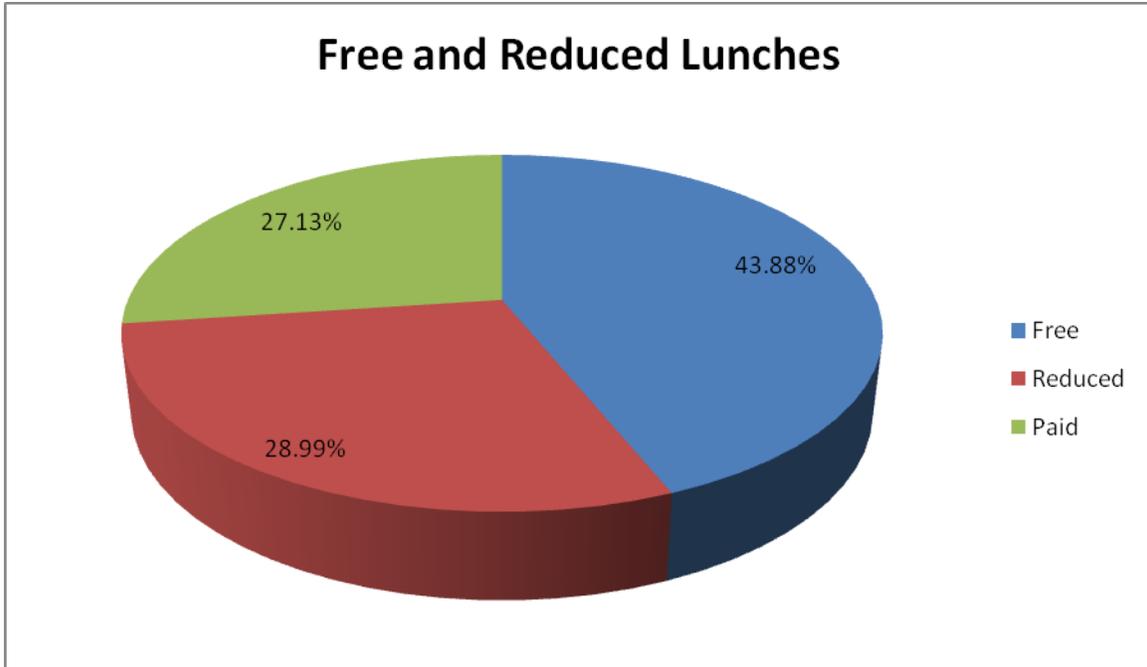
Chart 2 shows the mobility of Butner Elementary School for the 2009-10 school year. This chart shows that 51% of our students were returning students, 24% withdrew during the school year, and 25% were new to Butner Elementary School during SY 2009-10.

**Analysis:**

Mobility for Butner Elementary School in SY 2009-10 was 49%. Mobility rate is determined using the following formula:  $\text{Mobility Rate} = \frac{[\text{New Students after Sept. 30} + \text{Withdrawals} + \text{Reentries}]}{[\text{Sept. 30 enrollment total} + ]} \times 100$ .

Patterns in the mobility rate will be compared using future rates determined at the end of SY 2010-11.

**Chart 3: School Demographics – Free and Reduced Lunch**



**SY 2009-10 (as of 12/03/10)**  
**N = 498**

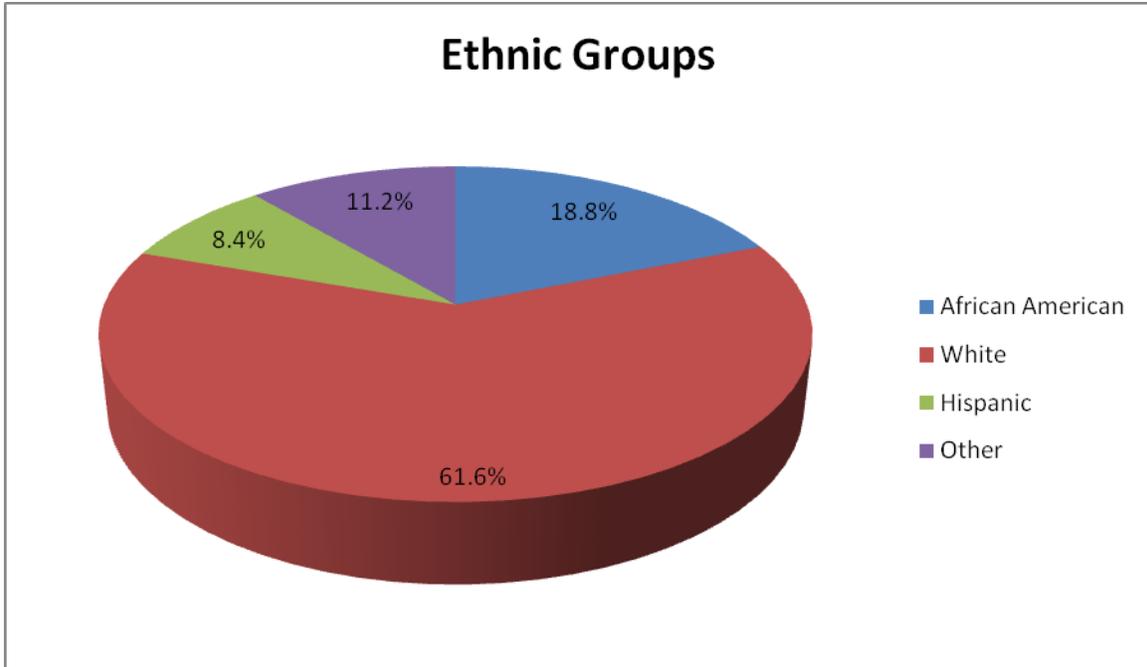
**Findings:**

Chart 4 shows the percentage of students receiving free, reduced, or paid lunches. The data shows that for SY 2009-10, the majority (76.4%) of Butner Elementary School students received free or reduced lunch as of June 24, 2010.

**Analysis:**

With the majority of our families coming from the enlisted ranks, this can be a factor when looking at related socio-economic influences, since most enlisted personnel are paid less than their officer counterparts. The percentage of free/reduced lunches (76.4%) is very close to Butner Elementary School's percentage of enlisted sponsors (77.7%) for SY 2009-10.

**Chart 4: School Demographics – Ethnic Groups**



**SY 2009-10 Population (as of 01/13/10)**  
**N = 498**

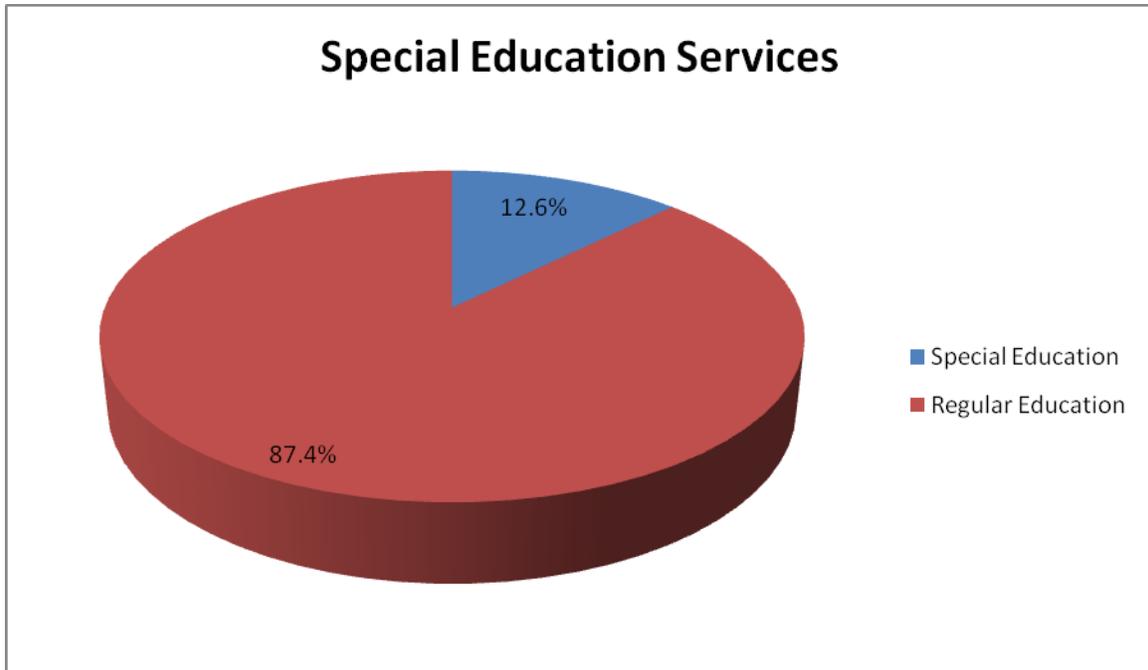
**Findings:**

Chart 5 shows Butner Elementary School’s ethnic population. The majority of students are White, followed by Other, then African American, then Hispanic. The “Other” category includes Pacific Islander, Asian, American Indian, Bi-racial, Multi-Racial, and “declined to state.”

**Analysis:**

Butner Elementary School has a diverse student population.

**Chart 5: School Demographics – Special Education Services**



**SY 2009-10 Population (as of 01/13/10)  
N = 498**

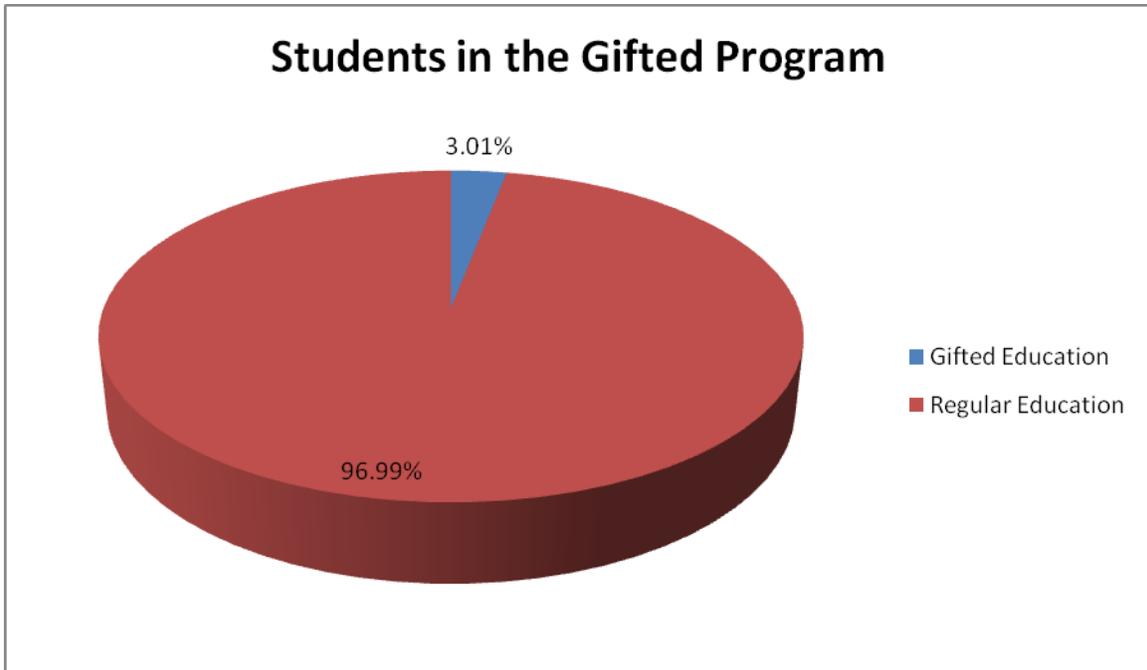
**Findings:**

Chart 6 shows the percentage of students at Butner Elementary School who receive Special Education services. These services include Learning Impaired, Speech and Language Pathology, Emotionally Impaired, Occupational Therapy, and Physical Therapy.

**Analysis:**

Butner’s Special Education population is 22.1% of its total population. This percentage is not in line with the national average, which is generally around 13% according to the National Center for Education Statistics report entitled, “The Condition of Education 2009.” This is a significant factor when looking at Butner Elementary School’s overall picture.

**Chart 6: School Demographics – Students in the Gifted Program**



**SY 2009-10 Population (as of 01/13/10)  
N = 498**

**Findings:**

Chart 7 shows that the Gifted Program currently services 10 students.

**Analysis:**

Butner’s Gifted Education population is 1.9% of its total population, which is lower than the national average of 5%. Gifted students receive differentiated instruction from their classroom teacher and a Gifted Education teacher.

## **Implications for Unique Local Insights**

The primary unique feature at Butner Elementary School is also our special challenge. Our school is comprised of 100% active duty military dependents, which creates distinctive challenges that other schools do not typically have. Many of our families are currently coping with multiple deployments, which can cause added stress to family dynamics and sometimes impact classroom performance. In order to address this issue, we have a strong counseling department, including two School Counselors, a Military Family Life Counselor, and a School Psychologist, who provide a wide array of services to our students, their families, and our staff members. Additionally, when parents return from deployments and families take “block leave” during the school year, teachers take time to give students work they will miss so they will not get behind academically while they are out of school.

As of January 13, 2010, our student demographics are 498 students (Pre-K to 4<sup>th</sup> grade) , with 61.6% white, 18.8% African American, and 19.6% Other. There is almost an even split when looking at the gender of our students.

Mobility is another common challenge at Fort Bragg due to housing renovations and Permanent Change of Station (PCS) orders. During SY 2009-10, Butner Elementary School had 24.1% of its population withdraw during the school year and had 24.9% of its population enroll throughout the school year. Our mobility rate typically hovers around 25% each year, which requires our teachers to become quick experts at assessing and identifying each child’s strengths and weaknesses, especially when new students join us during the school year. We have a variety of flexible intervention programs in place to help transitioning students “fill in any gaps” they may have as a result of frequent re-assignments to several schools throughout their elementary years.

Fort Bragg is a “compassionate reassignment post” for military service members who have children with special needs. These families remain at Fort Bragg due to the Exceptional Family Member Program (EFMP), which provides the services necessary to meet the individual needs of our diverse Special Education (SPED) population. The percentage of students receiving SPED services at Butner Elementary School during SY 2009-10 is approximately 12.6%.

Our staff embraces the challenges that come with working with children of active duty soldiers. We celebrate the Month of the Military Child in April each year and truly recognize the honor we have to work with these special children and their families every day.

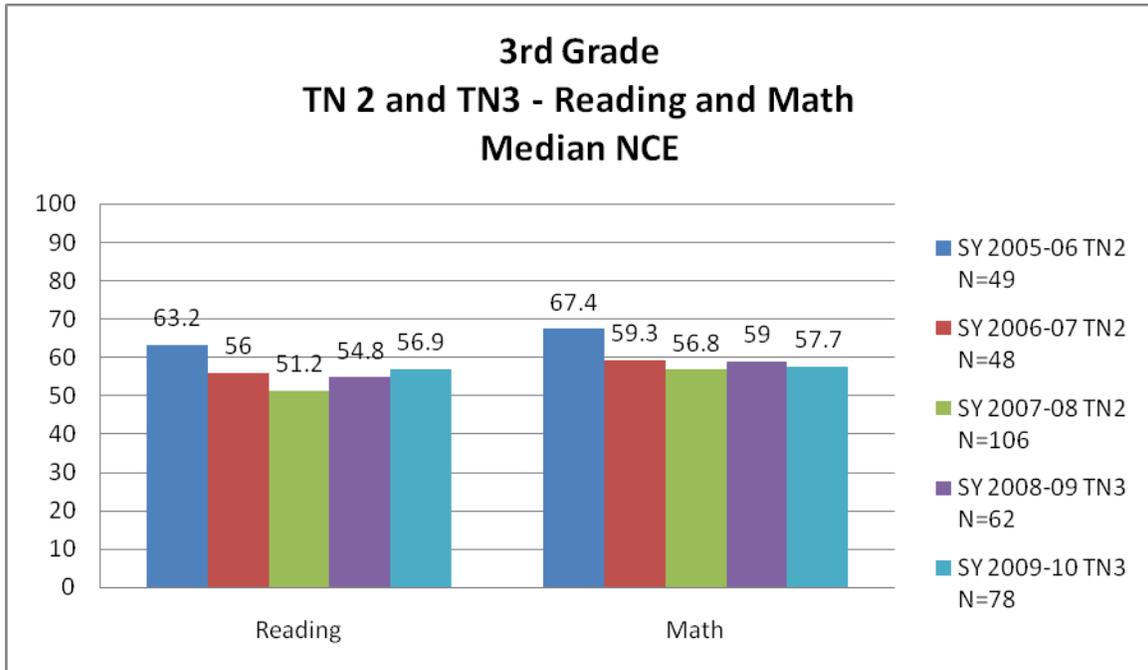
**Existing School Data**

## Student Performance Data

### Data Collection Instruments

1. TerraNova, Second Edition (hereafter referred to as TN2) and TerraNova, Third Edition (hereafter referred to as TN3) are used as a system-wide, norm referenced assessment. The TN3 is the new baseline for comparisons with results from future administrations of this test to be given annually in the spring to all third and fourth grade students at Butner ES. The TN2 was used through SY 2007-08.
2. Problem Solving Rubric is intended to be given three times a year, K – 4<sup>th</sup> grade. This locally developed assessment is used to measure growth in problem solving skills using a student-friendly rubric that addresses strategy chosen, calculations, and written explanation.
  - Percentage of Students Improving One Level, based on the Problem Solving Rubric. Baseline data was collected SY 2009-10. Future administrations will be used to show growth on the rubric for all students K – 4<sup>th</sup> grade, comparing rubric scores from the beginning and end of each school year.
  - Percentage of Students scoring "Proficient" and "Distinguished" on EOY Problem Solving Rubric. Baseline data was collected SY 2009-10. Future administrations will be used to show the percentage of students (K-4) scoring at the higher levels on the EOY administration of this assessment.
3. DRA and SRI:
  - Percentage of Students Reading at a Proficient Level (based on correlation of Development Reading Assessment (hereafter referred to as DRA) and Scholastic Reading Inventory (hereafter referred to as SRI) scores according to the DoDEA Correlation Chart for school years 2008-09 and 2009-10.
  - The DRA is given to all students in grades 1-3 in the fall of each school year to establish students' reading level (using Fountas and Pinnell guidelines) and is re-assessed in the spring to verify reading growth made throughout the school year using the beginning of the year baseline data. The DRA is administered to Kindergarten students only in the spring of the year.
  - The SRI is used to determine students' lexile levels and is administered to grade 2 at the end of the third and fourth quarters and administered to grades 3-4 at the beginning of the school year and also at the end of each consecutive quarter for the remainder of the school year. The SRI score received at the end of the fourth quarter is compared to the baseline score from the beginning of the school year to determine students' lexile growth.

**Chart 7: Student Performance Data**



3<sup>rd</sup> Grade  
TerraNova, Second Edition (TN2) and TerraNova, Third Edition (TN3):  
Reading and Mathematics

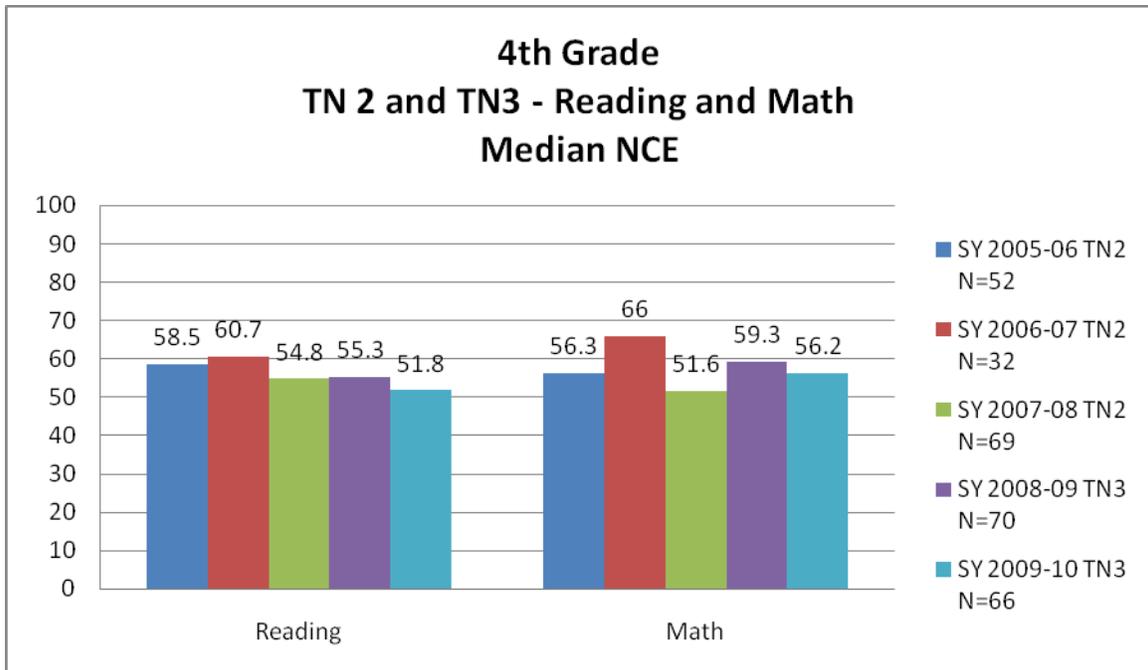
**Findings:**

Chart 7 shows that for third graders at Butner Elementary School, with the TN2, there was a steady decrease in reading and math performance from 2005-06 to 2007-08. With the TN3, there was a slight increase in reading performance and a slight decrease in math performance when comparing 2008-09 to 2009-10.

**Analysis:**

Although the TN2 and TN3 cannot be directly compared due to different norm groups, a trend can be established by looking at the data side by side. Indications are that our focus should continue with working on skills in reading and math in order to make gains and stay above 50 on the median NCE.

**Chart 8: Student Performance Data**



4<sup>th</sup> Grade  
TerraNova, Second Edition (TN2) and TerraNova, Third Edition (TN3):  
Reading and Mathematics

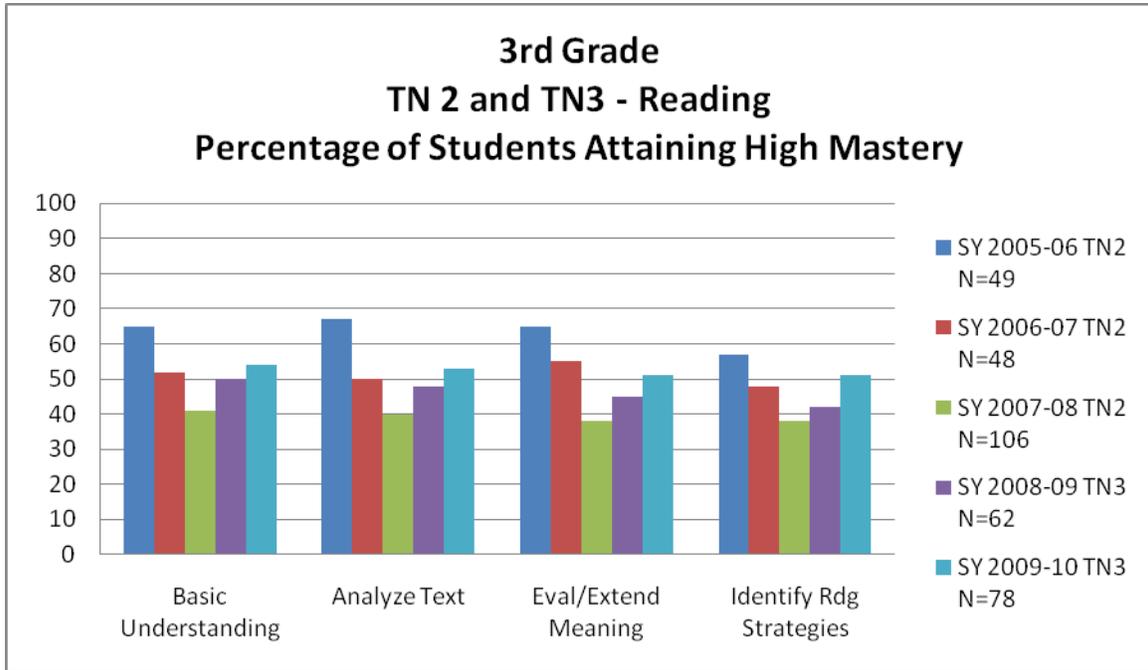
**Findings:**

Chart 8 shows that for fourth graders at Butner Elementary School, with the TN2, there was a decrease over time in reading and math performance from 2005-06 to 2007-08. With the TN3, there was also a slight decrease in reading and math performance when comparing 2008-09 to 2009-10.

**Analysis:**

Although the TN2 and TN3 cannot be directly compared due to different norm groups, a trend can be established by looking at the data side by side. There needs to be continued focus on skills in reading and math in order to make gains and stay above 50 on the median NCE.

**Chart 9: Student Performance Data**



*Report: Objectives Summary Part 1:  
Percentage of students attaining high mastery of each objective*

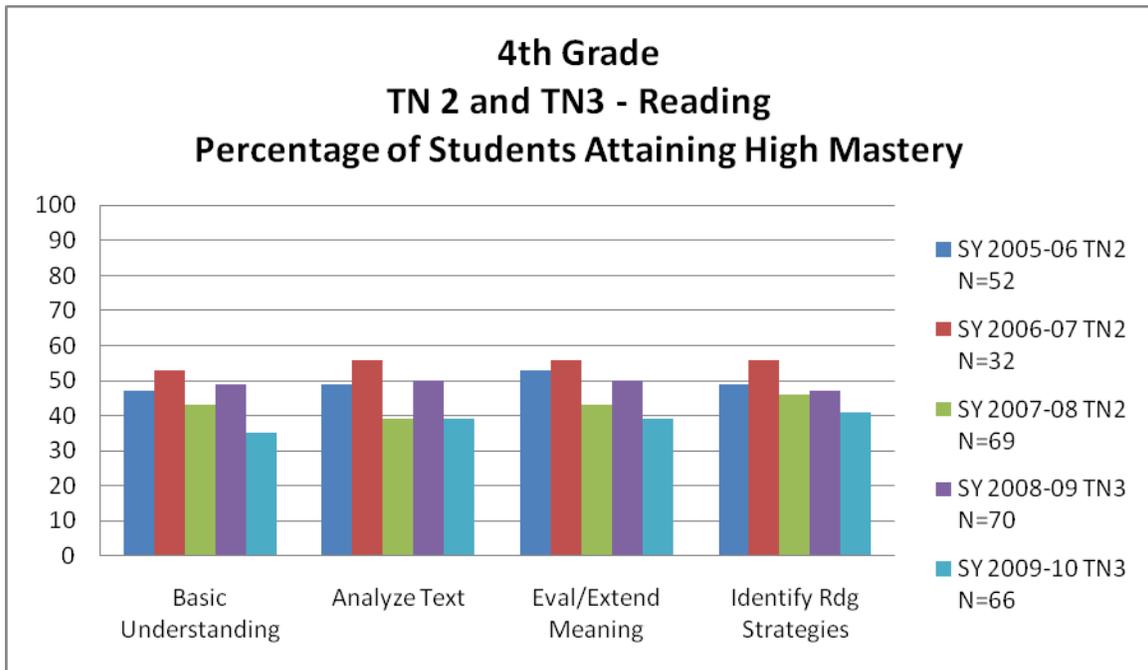
**Findings:**

Chart 9 shows that for third grade TN Reading objectives, students at Butner Elementary School showed a steady decrease in all four objectives with the TN2 from 2005-06 to 2007-08. With the TN3, there was an increase in all four objectives in reading when comparing 2008-09 to 2009-10.

**Analysis:**

Although the TN2 and TN3 cannot be directly compared due to different norm groups, a trend can be established by looking at the data side by side. There needs to be specific focus on the objectives of “Evaluate and Extend Meaning” and “Identify Reading Strategies” when looking at which objectives had the least amount of students attaining high mastery over time.

**Chart 10: Student Performance Data**



*Report: Objectives Summary Part 1:  
Percentage of students attaining high mastery of each objective*

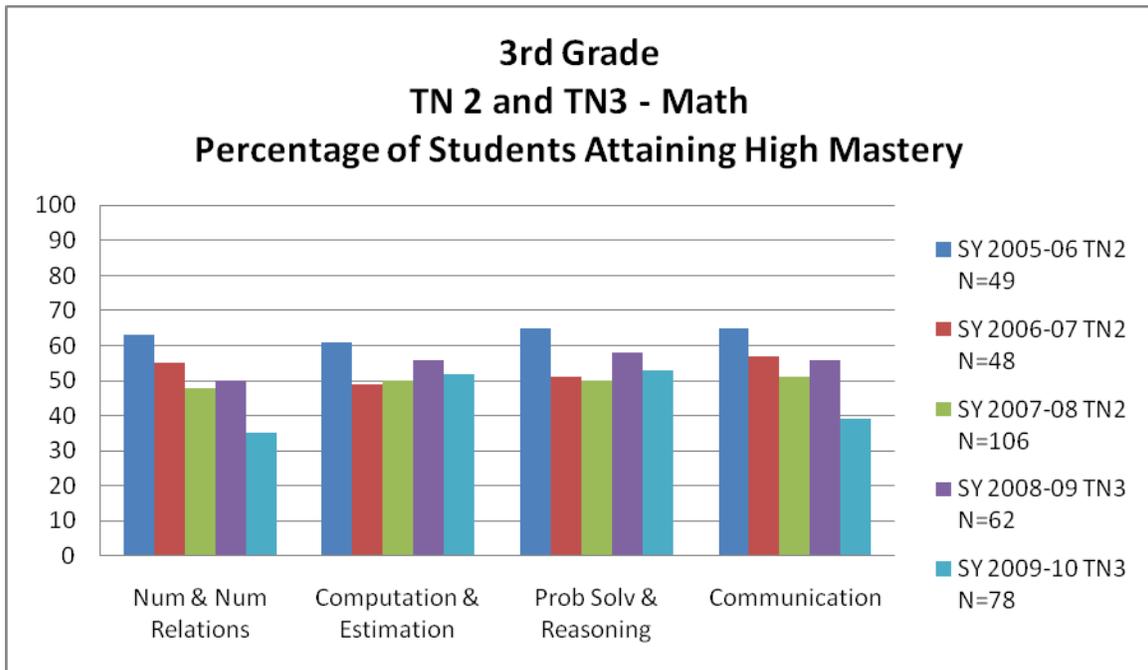
**Findings:**

Chart 10 shows that for fourth grade TN2 Reading objectives, students at Butner Elementary School showed an overall decrease in all four objectives with the TN2 from 2005-06 to 2007-08. With the TN3, there was also a decrease in all four objectives in reading when comparing 2008-09 to 2009-10.

**Analysis:**

Although the TN2 and TN3 cannot be directly compared due to different norm groups, a trend can be established by looking at the data side by side. All four objectives have shown a smaller percentage of students attaining high mastery when looking at the data from 2005-06 to 2009-10. There needs to be specific focus on the objectives of “Basic Understanding” and “Analyze Text” when looking at which objectives had the least amount of students attaining high mastery over time.

**Chart 11: Student Performance Data**



*Report: Objectives Summary Part 1:  
Percentage of students attaining high mastery of each objective*

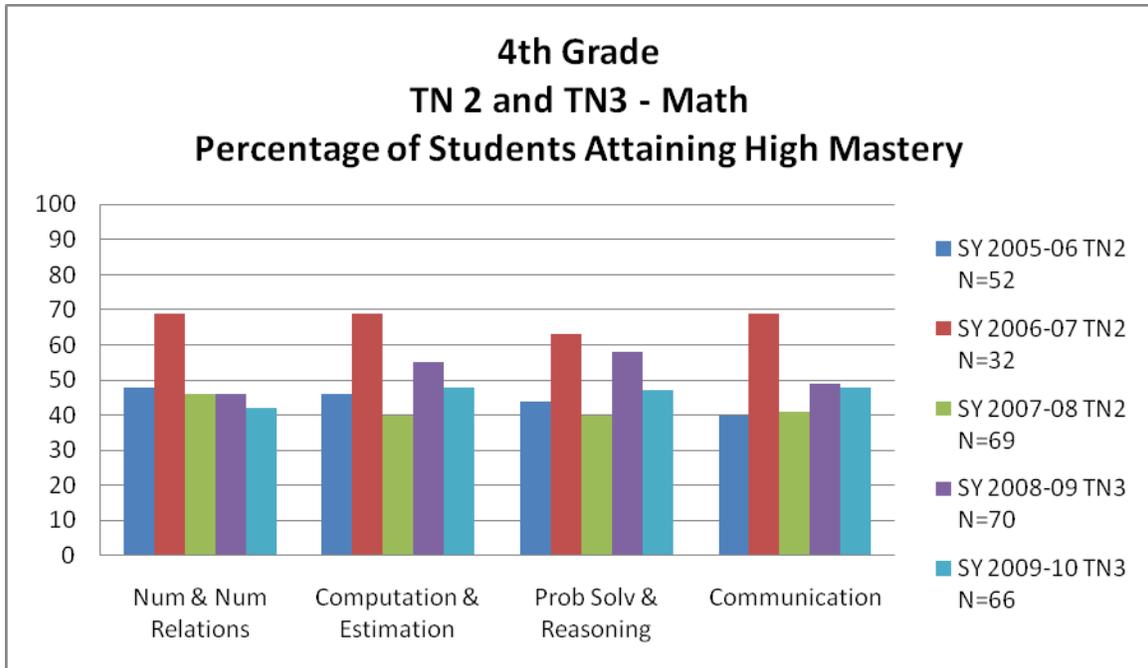
**Findings:**

Chart 11 shows that for selected third grade TN Math objectives, students at Butner ES showed an overall decrease in all four selected objectives with the TN2 from 2005-06 to 2007-08. With the TN3, there was also a decrease in all four selected objectives in math when comparing 2008-09 to 2009-10.

**Analysis:**

Although the TN2 and TN3 cannot be directly compared due to different norm groups, a trend can be established by looking at the data side by side. All four selected objectives have shown a smaller percentage of students attaining high mastery when looking at the data from 2005-06 to 2009-10. There needs to be specific focus on the objectives of “Number and Number Relations” and “Communication” when looking at which objectives had the least amount of students attaining high mastery over time.

**Chart 12: Student Performance Data**



*Report: Objectives Summary Part 1:  
Percentage of students attaining high mastery of each objective*

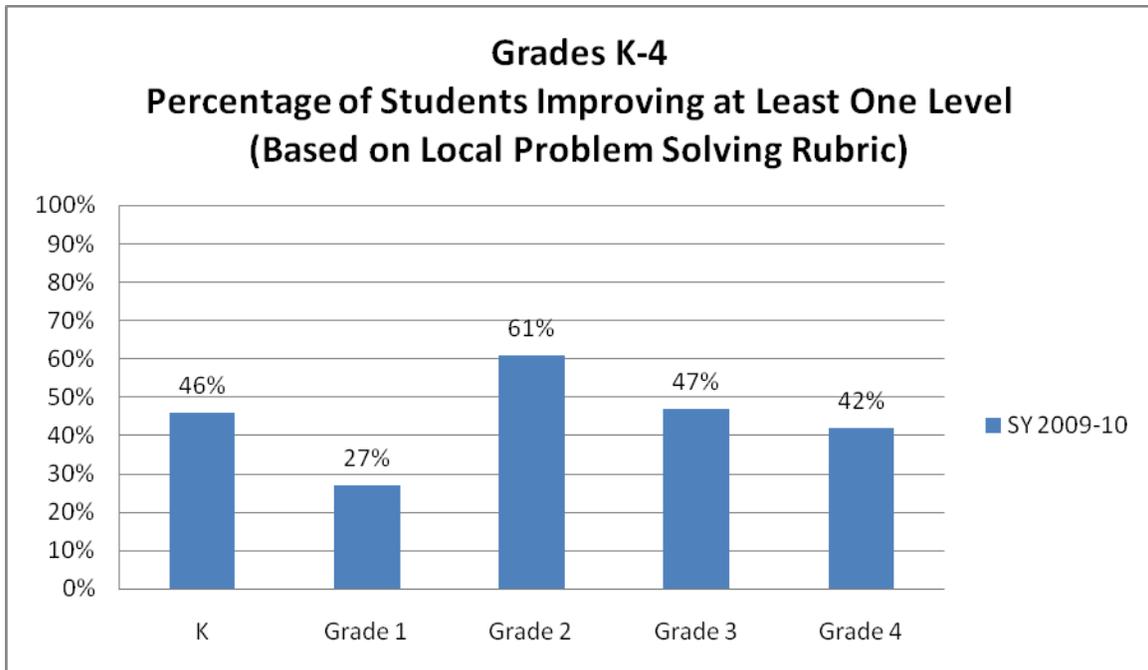
**Findings:**

Chart 12 shows that for selected fourth grade TN Math objectives, students at Butner Elementary School showed an overall decrease in all four selected objectives with the TN2 from 2005-06 to 2007-08 (not to include SY 2006-07). With the TN3, there was also a decrease in all four selected objectives in math when comparing 2008-09 to 2009-10.

**Analysis:**

Although the TN2 and TN3 cannot be directly compared due to different norm groups, a trend can be established by looking at the data side by side. There needs to be specific focus on the objectives of “Number and Number Relations” and “Communication” when looking at which objectives had the least amount of students attaining high mastery over time.

**Chart 13: Student Performance Data**



Improvement reflected using the local End of Year (EOY) Problem Solving Rubric

**Findings:**

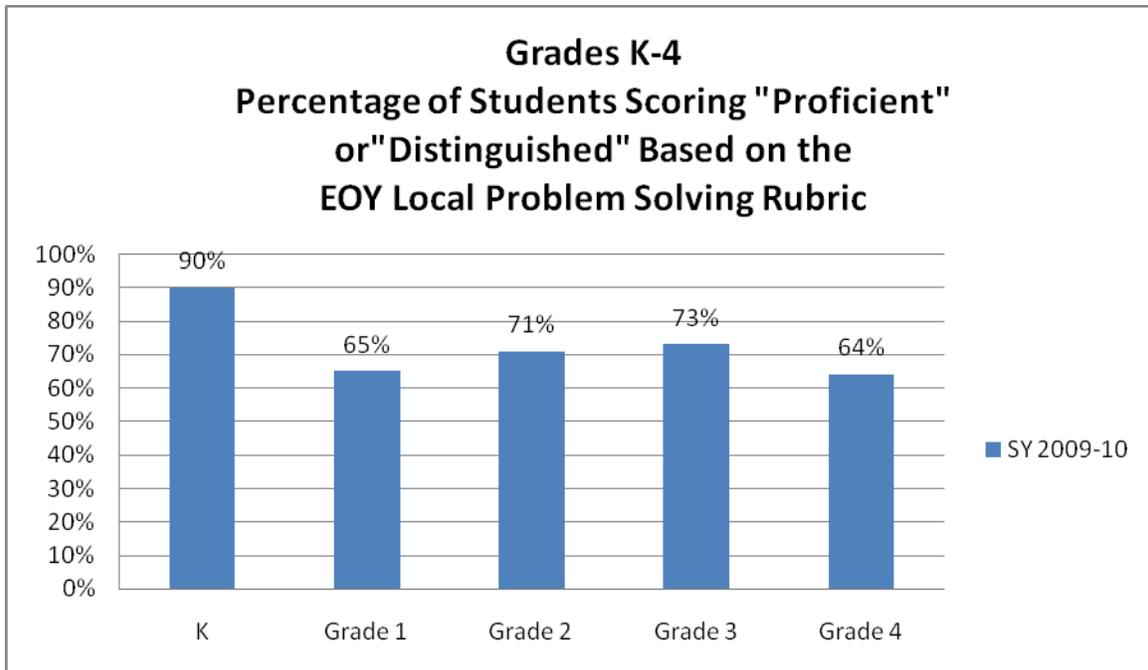
Chart 13 shows that second graders showed the most improvement on this assessment, while 1<sup>st</sup> graders showed the least amount of improvement.

**Analysis:**

This local Problem Solving Rubric was developed and implemented during SY 2009-10. This will be used as our baseline data as we continue to look further into our students' specific Problem Solving skills.

This is the first time students have looked at and used the problem solving process in this manner. We expect significant growth in future administrations of this assessment.

**Chart 14: Student Performance Data**



Performance based on the four levels of the local EOY Problem Solving Rubric (Emergent, Developing, Proficient, Distinguished)

**Findings:**

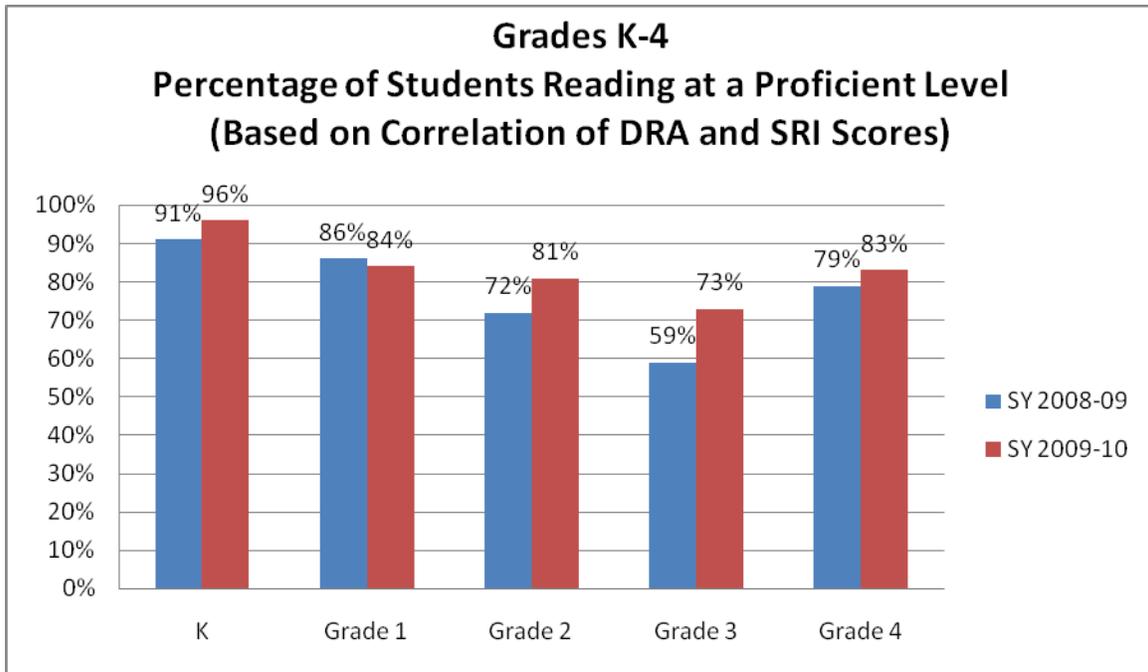
Chart 14 shows that Kindergarteners showed the highest level of performance on this assessment.

**Analysis:**

This local Problem Solving Rubric was developed and implemented during SY 2009-10. This will be used as our baseline data as we continue to look further into our students' specific Problem Solving skills.

This is the first time students have looked at and used the problem solving process in this manner. We expect significant growth in future administrations of this assessment.

**Chart 15: Student Performance Data**



*The Proficiency levels were obtained using the DoDEA Correlation Chart for DRA, Guided Reading, and Lexile Levels. This chart shows grades K-6 levels for At Risk, Basic, Proficient, and Advanced.*

**Findings:**

Chart 15 indicates that for SY 2009-10, grades K, 2, 3, and 4 increased their percentage of students reading at a proficient level compared to SY 2008-09.

The only grade that showed a slight decline was grade 1.

**Analysis:**

The trend data illustrated above shows increases in reading proficiencies for all grades, except 1<sup>st</sup>. All grades show that a majority of their students are reading at a proficient level or higher, based on the DRA and/or SRI assessments.

## Instructional Data

### **Data Collection Instruments**

1. Staff Development
2. Staff Development DoDEA
3. NCA review report outcomes and follow-up

### **Presentation / Analysis of Data**

1. Staff Development

Staff Development opportunities at Butner Elementary School include the following: In SY 07/08, we participated in Inclusion Mainstreaming (SPED), Literacy Presentation by ESL, SST referral process/CSC packet training, and 6+1 Annual Review. In SY 09/10, we participated in training in Standards, Guide to Terra Nova and Using Data to Differentiate Instruction. In SY 10/11 we participated in Looking at Student Work (LASW), Guided Reading, and Assessing UPSL using the locally created problem solving rubrics.

2. Staff Development DoDEA

The following staff development opportunities were offered in support of DoDEA textbook adoptions, standards implementation and DoDEA initiatives: Reading Street Training, Math and Science Training, Rubicon Review, and Integrated Technology. Selected staff in various grade levels took Scholastic Red Courses in Literacy. Representatives from each grade level attended Dr. Marzano's workshop on instructional strategies. Training for the Developmental Reading Assessment (DRA) was given to new staff.

3. NCA review report outcomes and follow-up

Our NCA review was in March of 2006. During that time, our school served approximately 460 students in pre-kindergarten through fourth grade with two self-contained special education classes for autistic students under the leadership of one principal and one assistant principal. We have made considerable progress toward meeting our goals. The following is a list of recommendations from the NCA report and the steps that we have taken to address them.

Involvement in the School Improvement Process: Take steps to involve the support staff and the parent community more fully in the school improvement process. There is a need to increase awareness of the goals and interventions in math and writing. The team supports the school improvement team's identified next step of more in-depth analysis of the data to

determine the reasons that student achievement scores fluctuate. Once the reason is identified, the school can then select interventions to address those causes.

*Our team has prepared a CSI Brochure for parents to introduce the continuous school improvement team and to inform parents of our student performance goals and interventions used in the classroom. Teachers are required to include our vision, mission, and goals in parent newsletters and email communications. We analyzed our math and writing scores, teaching techniques, and overall effectiveness of our interventions in the classroom. Our results led us to changing our problem solving intervention, graduating our writing goal in SY 07/08, and beginning a new goal of reading comprehension in SY 08/09. Teachers will have a data book for their students to keep track of student achievement and to differentiate instruction effectively. SY 10/11, monthly meetings with support staff to provide information and address their concerns. The principal conducts Heart-to-Heart parent forums to update the community on school improvement activities and initiatives.*

Leadership for the School Improvement Process: As implementation proceeds, review the need for additional staff development.

*Our staff development focused on Assessment for Learning (AFL) beginning in SY 06/07 and continued in 07/08. Teachers learned strategies to use in the classroom that increased student learning. They created rubrics for writing and math during our 07/08 sessions. These strategies and rubrics correlate well with our school goals and strengthen our ability to effectively teach students. In SY 08/09, teachers participated in staff development sessions on Elements of Literacy, Guided Reading, Literacy Workstations, and Differentiated Instruction to support our new reading comprehension goal. In SY10/11, because of the high number of new staff members, best practices in the instruction of guided reading was reviewed and discussed a staff meetings and during grade level collaboration. Additionally, peer observations were supported by the administration.*

High Expectations for School Improvement: Investigate the possibility of moving beyond dependence on commercially prepared materials for problem solving. For example, problems may come from science, social studies, or social situations. The problem of the day might even be expanded to be a school-wide problem once a week. The team recommends that there be expansion of the writing goal into all curricular areas.

*Our school changed our problem solving intervention to UPSL (**u**nderstand, **p**lan, **s**olve, **l**ook back). This intervention allowed teachers to effectively present problems to students in all subject areas and is appropriate for all grade levels. Our writing goal has been expanded into all curricular areas. Each grade level team teaches 6+1 writing traits with a main focus on one trait that is developmentally appropriate for their students. This trait is assessed using a 6+1 Writing Rubric following a grade level protocol. In SY 07/08, we made 6+1 Writing Traits a part of our school culture. In SY 08/09, teachers began implementing Guided Reading groups to differentiate instruction. Students were encouraged to set goals for Reading Counts to improve their reading comprehension. In SY 09/10 grade specific*

*UPSL rubrics were introduced to enable teachers to better assess students' progress in problem solving. A home reading program encourages students to improve their reading comprehension. Students are rewarded with an invitation to a "mystery reader" assembly.*

School Culture and Climate in Support of School Improvement: As the school continues on its improvement journey, there is a need to provide feedback to staff and parents regarding progress on the school improvement interventions and any adjustments that have to be made as a result of data analysis.

*Our school provided information on our school improvement goals and interventions at a parent workshop. Throughout the school, bulletin boards and framed posters display our math and writing interventions for parents, support staff, and students to view. Teachers included our math and writing goals/interventions in newsletters to keep parents informed of what is being taught in the classroom. Our staff extensively participated in data analysis and adjustments in goal committee meetings, profile committee meetings, and/or staff meetings during the school year. In SY 07/08, we sent a parent survey to collect data on how well parents think their child is performing in writing and math, as well as the quality of instruction in writing and math their child received. This data will be analyzed and shared with staff and parents. In SY 08/09, a parent survey was sent home for parents to rate their child's performance and teacher instruction in math problem-solving and literacy skills. Also, in SY 08/09, the Continuous School Improvement Leadership Team hosted the Fort Bragg School Board and gave a tour to showcase our vision, mission, and goals throughout our school. SY 09/10 staff members were assigned to committees to address the 7 standards of school improvement. This initiative continues through the SY10/11 with each committee being chaired by a member of the CSIT.*

### **Findings:**

Butner ES has become more focused on Problem Solving and Reading Comprehension throughout the past few years as the Continuous School Improvement process has evolved. Staff Development has become more supportive of the school's selected goals, which will impact student performance.

### **Analysis:**

Student performance has shown positive growth with our staff development trainings and implementation of our interventions in the classroom. Teachers analyzing data in Professional Learning Communities support our school improvement plan to increase student achievement.

### **Implications:**

- Continue to improve communication at all levels of the school and community.
- Continue to make decisions based on data analysis.
- Continue to include all staff members in the school improvement process.

## **Community Data**

### **Information from Former Students**

Classroom teachers surveyed students in their class who attended Butner for SY 2007-08. Students were asked to compare last year to this year about technology, use of the media center, reading and UPSL. There were a total of 165 former students that were surveyed.

The results indicated that the majority of students use computers or the computer lab more this year than last year. Students were able to list the computer programs or activities they used. In grade 1, students listed Reading Counts, Starfall, PBS Kids, Literactive, and WiggleWorks. In grade 2, students listed Reading Counts, Type to Learn, Pixie, Scholastic Reading Inventory (SRI), PBS Kids, Starfall, Nickelodeon, and games. In grade 3, students listed Type to Learn, Ask Kids, Enchanted Learning, Fact Monster, Kidspiration, MMHschool, Kidsites, Reading Counts, SRI, Dash Facts, Starfall, Science, Microsoft Word, the Internet to Google learning sites, and the Smartboard. In grade 4, students listed Type to Learn, MMH Math, Mr. Teacher, Math is Fun, Fact Dash, FunBrain, Yahoo!igans, Mini Clicks, Cartoon Network, games and writing reports.

Students were asked about using the Media Center and the results indicate that even though a majority of the students stated that they go to the library more this year, second graders were equally split on their responses. Students do like reading more this year than last year. Their reasons for liking reading more this year were very similar in each grade level. Students stated that they like reading more because it is fun, there are more opportunities to read, they are better readers and can gain more knowledge, they are building their vocabulary, can check out magazines from the library, choose books that meets their interest and level, increase their points in Reading Counts, reading projects, and they get help from their teacher. There were 15 students who stated that they did not like reading more this year. Their combined responses stated that books are more difficult to read, there is no time to read, reading is boring, and one student stated that after reaching their goal last year – they gave up.

Many students stated that they used UPSL (understand, plan, solve, look back) to solve problems in math last year. There were quite a few that stated that they did not use UPSL last year or they were not sure. When the students were asked about this year, all students stated that they use UPSL to solve problems in math.

### **Summary**

The final results of our Former Students Survey revealed to our staff that teachers are making strides to provide more opportunities for students to use computers and the media center. Teachers are offering students a variety of books that meet the students' interests. Our teachers are using data to guide their instruction of reading and students are reaping the benefits by reading at their appropriate level. Our UPSL Blast in the beginning of the year motivated

students to use UPSL for problem solving and the survey reveals that all students are receiving this intervention at Butner.

### **Environmental Scan**

Environmental scanning is the internal communication of external information about issues that may potentially influence an organization's decision-making process. Environmental scanning focuses on the identification of emerging issues, situations, and potential pitfalls that may affect an organization's future. The information gathered, including the events, trends, and relationships that are external to an organization, is provided to key managers within the organization and is used to guide management in future plans. It is used to evaluate an organization's strengths and weaknesses in response to external threats and opportunities. In essence, environmental scanning is a method for identifying, collecting, and translating information about external influences into useful plans and decisions.

(Kendra S. Albright, "Environmental Scanning: Radar for Success", *Information Management Journal* 38 (3), May/June 2004: p. 38)

For SY 2010-11, Butner ES reviewed the following resources as we conduct an updated environmental scan:

Sixteen Trends: Their Profound Impact on our Future by Gary Marx  
<http://staffdev.henrico.k12.va.us/la/files/16%20trends.pdf>

2006-2016 Map of Future Forces Affecting Education  
<http://www.slideshare.net/whatidiscover/map-of-future-forces-affecting-education-2006-2016>

Partnership for 21<sup>st</sup> Century Learning  
[http://www.p21.org/index.php?Itemid=120&id=254&option=com\\_content&task=view](http://www.p21.org/index.php?Itemid=120&id=254&option=com_content&task=view)

## Analysis of Data and Implications

### **Recommendations from the 2009-10 EOY status report:**

#### **GOAL 1: Problem Solving**

The available data suggests that there is a continued need to develop students' problem solving skills. Overall the students in grades 3 and 4 continue to work below 75% in all strands of the Terra Nova. Our local assessments also indicate the need to further develop problem solving skills.

During the SY 2010-2011, the focus continues to be on increasing problem solving skills. The staff analyzed data from the local assessments as early as the first week of school in August. Multiple problem solving strategies were introduced during the first nine weeks, so students could internalize and utilize the strategies, as appropriate, throughout the year. Grade level teams identified students needing remediation and enrichment, based on assessment data. They then provided direct instruction of the skills to the identified students in a timely manner. Classroom teachers collaborated with the Math Instructional School Support Specialist and Gifted Education teacher to provide individual and/or small group instruction for identified students who require interventions or enrichment in Math instruction.

### **In addition the following strategies were put in place SY 2010-2011:**

#### **Curriculum**

A minimum of a 60 minute math block is reserved each day for grades 1-4 to allow teachers to instruct through whole group as well as differentiated small group lessons. Problem solving, computation, and number/number relations are taught in flexible groups that are homogeneously formed through data analysis, reflecting specific students' needs.

Teachers continue to clarify their understanding of the Problem Solving Rubric, specifically related to its interpretation, for consistency across each grade level. Teachers utilize the main rubric, but will use the "student-friendly" version to help students articulate their progress. Teachers continue to seek ways to focus the "skill instruction" necessary for each child to make progress on all mathematical skills.

Grade level collaboration teams meet at least bi-monthly to discuss student work, assessment data, and research-based strategies to improve student achievement. During staff meetings, this goal will be discussed in vertical collaboration teams.

There is a continued focus on using common math vocabulary words throughout the school for consistency from grade level to grade level.

**Assessments**

Results from the TerraNova, Problem Solving Assessment, McMillan McGraw-Hill Unit Assessments, and other appropriate assessments will be analyzed throughout the year to identify students who need interventions and/or enrichment. Data is be posted in the classroom and common areas throughout the school to reflect goals and growth during the year.

Using student data folders, teachers work with students to help them understand their individual goals (based on assessment data), track their individual progress, and communicate their individual growth throughout the year.

Teachers identify, plan specific interventions, and focus on all students with the assistance of the Instructional School Support Specialist, Gifted Education teacher, and other resource personnel.

**Resources**

Instructional School Support Specialist facilitate quarterly discussion groups for staff members, focused on improving student achievement in math.

Instructional School Support Specialist provide direct support to 3<sup>rd</sup> and 4<sup>th</sup> grades to improve student achievement. Based on the decline in 3<sup>rd</sup> and 4<sup>th</sup> grade TerraNova Math scores, additional focus is on the weaker substrands (i.e. computation, number/number relations) for SY 2010-11. The math specialist schedule reflects specific times for the Math ISSS to work with grades 3-4 and a consistent plan is in place to clarify expectations.

A software program, IXL Math, is being utilized to target specific skills for individual students. Their progress will be monitored and weaknesses identified so that interventions can be put in place accordingly. This software and its reports may be accessed at school and at home. Sessions were held for teachers to allow for the software to be utilized to its fullest extent. Parent sessions are scheduled in conjunction with Math Night.

Instructional School Support Specialist will meet monthly with new staff members to discuss progress towards the school's goals, as well as any other pertinent topics.

**Stakeholders**

Instructional School Support Specialist attend parent meetings to provide information focused on grade-specific strategies and support.

A Family Math Night will be held with 100% focus on improving problem solving and basic math skills, using specific grade level standards. Guest presenters from the local community will be invited to attend to provide additional resources.

## **GOAL 2: Reading Comprehension**

The available data suggests that there is a continued need to develop students' Reading Comprehension skills targeted by our goal. Our local assessments also indicated the need to further develop reading comprehension skills for all our students.

During SY 2010-2011, the focus continues to be on building reading comprehension skills through focused instruction in phonological awareness, decoding, fluency and vocabulary development. Staff analyzed data from the local assessments during the first two weeks of school beginning in August 2010 to determine reading comprehension strategies and formative assessments that may need to be addressed. Grade level teams identified students needing the most remediation/enrichment and provided for direct instruction of the skills to the identified students in a timely manner. Classroom teachers collaborated with the Instructional School Support Specialists for Reading and other resource personnel to provide individual and/or small group instruction for identified students.

In addition the following strategies were put in place SY 2010-2011:

### **Curriculum**

A minimum of a 120 minute literacy block are reserved each day, K-4, to allow teachers to instruct through differentiated lessons focused on phonemic awareness, phonics, fluency, vocabulary and comprehension. These skills are taught in flexible Guided Reading groups that are homogeneously formed through data analysis, reflecting specific students' needs.

PK – 4<sup>th</sup> grade teachers appropriately utilize the new ELA adoption, Reading Street, and its assessment resources to help them monitor student progress throughout the year. Additional staff development was provided to allow for exploration, discussion, and usage of the assessments in Reading Street.

Teachers will continue to clarify their understanding of Guided Reading groups and seek ways to focus the “skill instruction” required for each child through this structure, using assessments and materials from Reading Street and other appropriate resources.

Grade level collaboration teams meet at least bi-monthly to discuss student work, assessment data, and research-based strategies to improve student achievement. During staff meetings, this goal is discussed in vertical collaboration teams.

**Assessments**

Results from the Terra Nova, Developmental Reading Assessment (DRA), Scholastic Reading Inventory (SRI), Reading Street assessments, and other appropriate assessments will be analyzed throughout the year to identify students who need interventions and/or enrichment. Data will be posted in the classroom and common areas throughout the school to reflect goals and growth during the year.

Using student data folders, teachers work with students to help them understand their individual goals (based on assessment data), track their individual progress, and communicate their individual growth throughout the year.

Teachers continue to identify, plan interventions, and focus on all students with the assistance of the Instructional School Support Specialist, Gifted Education teacher, and other resource personnel.

**Resources**

Additional Professional Development will be provided related to the new ELA adoption (Reading Street).

The principal provides quarterly research articles, focused on improving student reading comprehension, to staff members.

Instructional School Support Specialist and Read 180 teacher provides direct support to 1<sup>st</sup> through 4<sup>th</sup> grades to improve student achievement. Based on the decline in 4<sup>th</sup> grade TerraNova Reading scores, additional direct support will be provided to 4<sup>th</sup> graders for SY 2010-11.

A software program provided with the Reading Street materials can be utilized to target specific skills for individual students. Their progress can be monitored and weaknesses identified so that interventions can be put in place accordingly. Sessions will be held for teachers to allow for the software to be utilized to its fullest extent.

Instructional School Support Specialist will meet monthly with new staff members to discuss progress towards the school's goals, as well as any other pertinent topics.

**Stakeholders**

Instructional School Support Specialist will provide monthly parent meetings at the community center, focused on grade-specific strategies to provide information and support for parents.

A Family Literacy Night was held with 100% focus on improving reading skills using specific grade level standards. Guest presenters from the local community were invited to attend and participated in reading to students.

## **Triangulation of Data**

