

School Improvement Plan

Butner Elementary School

DODEA COMMUNITY STRATEGIC PLAN STRATEGIES AND ACTION PLANNERS FOR THE SCHOOL IMPROVEMENT PLAN

NC DDESS Fort Bragg Schools

School Year 2010-2011

Organization: Area: DDESS/Cuba District: NC DDESS/Fort Bragg

Butner Elementary School

PRINCIPAL	ASSISTANT PRINCIPAL	CSIT CHAIRPERSON
Mrs. Priscilla Joiner (910) 907-0203 Ext. 3134		Mr. Scott McCaig (910) 907-0203 Ext. 3142

SCHOOL IMPROVEMENT TEAM MEMBERS and ROLES			
Member Name	Role	Member Name	Role
Deneice McMillan	3 rd Grade Teacher	Fumi Marquez	Kindergarten Teacher
Sherry Shortt	Counselor	Linda Barnwell	Kindergarten Teacher
Rebecca Hooper	2 nd Grade Teacher	Ellen Daniel	Parent Rep.
CPT Aimee Hemery	Military Rep.	CPT Tom Latham	Military Rep.

Principal

Date

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___Approved

___Disapproved

Assistant Superintendent, FBS

Date

Goal 1: All students will increase their math problem-solving skills across the curriculum.

Type of Goal: (Mark as appropriate)

Knowledge, Application, Behavior, Attitude

Essence of the Goal: All students will learn to identify the problem, select strategies to devise a plan, implement strategies to solve problems, and evaluate results.

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<p>Support Data (from the Profile):</p> <ol style="list-style-type: none">1. TerraNova Scores 2005<ul style="list-style-type: none">• Problem-Solving and Reasoning Strand2. EOY Macmillan/McGraw-Hill Math Test 2006 (Grades 1-4)3. Teacher-developed EOY Math Test 2006 (Grades PreK-K)	<p>Standardized Assessments:</p> <ol style="list-style-type: none">1. TerraNova Math Subtests Spring 2011 (Grades 3-4)2. TerraNova OPI # 17 Problem-Solving and Reasoning , High Mastery Spring 2011 (Grades 3-4)	<p>Local Assessments:</p> <ol style="list-style-type: none">1. EOY Macmillan/McGraw-Hill Math Test Spring 2011 (Grades 1-4)2. Teacher-developed EOY Math Test Spring 2011 (Grades PreK-K)3. Problem Solving Rubric Assessment, three assessments during SY 2011 (Grades K-4)
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Intervention: Students will use the four-step problem-solving model UPSL (understand, plan, solve, and look back) to increase problem solving across the curriculum.

Research:
Elementary and Middle School Mathematics by Van De Walle

- “Strategy goals play a part in all phases of problem solving: understanding the problem, solving the problem, and reflecting on the answer and solution.”
- “Students who learn to monitor and regulate their own problem-solving behaviors do show improvement in problem solving.”

www.temple.edu/rrc/MathProblems/problemsolvingprocess.htm

- “The process of problem solving can be thought of in terms of four basic steps. This four-step approach is usually attributed to the mathematician George Polya (1887-1985)”

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Activities to implement the intervention:	Person(s) Accountable: POC	Timeline		Resources Needed
		Beg.	End	
<ul style="list-style-type: none"> • Teachers will provide a Problem-Solving Strategies chart for students. • Teachers will teach the UPSL strategies to make students aware of the value of approaching problems in a systematic manner. • Teachers will model the UPSL strategies to improve students' abilities to select and implement appropriate solution strategies. • Teachers will administer a common assessment within their grade level. • Students will utilize UPSL in problem-solving activities. • Students will utilize the Problem-Solving Strategies chart to solve problems in the classroom. 	Classroom Teachers Math ISSS	Sept. 2006	On-going	<ul style="list-style-type: none"> • <u>Building Systems of Tens Training</u> • <u>Mathematical Reasoning for Elementary Teachers</u> by C.T. Long & D.W. DeTemple • Professional Development, problem solving strategies and scoring UPSL rubric assessment.
	Classroom Teachers Math ISSS	Sept. 2006	On-going	
	Classroom Teachers Math ISSS	Sept. 2006	On-going	
	Classroom Teachers	Sep 2010	May 2011	
	Classroom Teachers	Feb. 2006	On-going	
	Classroom Teachers	Feb. 2006	On-going	

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Goal 2: All students will improve reading comprehension skills across the curriculum.		
Type of Goal: (Mark as appropriate) <input checked="" type="checkbox"/> Knowledge, <input checked="" type="checkbox"/> Application, <input type="checkbox"/> Behavior, <input type="checkbox"/> Attitude		
Essence of the Goal: All students will increase reading comprehension through instruction in phonological awareness, decoding, fluency, and vocabulary.		
Support Data (from the Profile): <ol style="list-style-type: none"> 1. TerraNova Reading Strand 2008 (Grades 3-4) 2. Scholastic Reading Inventory (SRI) 2008 (Grades 3-4) 3. Developmental Reading Assessment (DRA) 2008 (Grades K-3) 	Standardized Assessments: <ol style="list-style-type: none"> 1. TerraNova Reading subtests 2011 (Grades 3-4) 2. Developmental Reading Assessment (DRA) 2011 (Grade 3) 	Local Assessments: <ol style="list-style-type: none"> 1. Scholastic Reading Inventory (SRI) Spring 2011 (Grades 3-4) 2. Developmental Reading Assessment (DRA) Spring 2011 (Grades K-2)

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Intervention: Students will improve reading comprehension skills through differentiated instruction in reading.

Research:

Differentiated Reading Instruction Strategies for the Primary Grades by Sharon Walpole and Michael C. McKenna

- “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.”

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Activities to implement the intervention:	Person(s) Accountable: POC	Timeline		Resources Needed
		Beg.	End	

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<ul style="list-style-type: none"> Teachers will supply appropriately leveled reading books for students. Teachers will provide effective differentiated instruction. Teachers will use guided reading as a model for differentiated instruction. Teachers will use assessment data to inform their reading instruction. <p>Developmental Reading Assessment Grades 1-3 (Grade K in Spring)</p> <p>Phonological Assessment Grades PreK - K</p> <p>Basic Reading Inventory Grades 1 – 4</p> <ul style="list-style-type: none"> Students will utilize effective literacy skills to comprehend by receiving differentiated instruction. Students will gain proficiency in reading comprehension through guided reading instruction. 	Classroom Teachers Reading ISSS	Aug. 2010	On-going	<ul style="list-style-type: none"> <u>Reading Streets</u> Curriculum professional development Additional DRA leveled books Additional classroom leveled reading books Tables and storage for Grades 1-3 Debbie Diller's Teacher Resource Books
	Classroom Teachers Reading ISSS	Aug. 2010	On-going	
	Classroom teachers	Aug. 2010	On-going	
		Sept. 2010	May 2011	
	Classroom Teachers	Oct. 2010 (Mid-Year)	Apr. 2011	
	Classroom Teachers	Jan. 2010	Apr. 2011	
	Classroom Teachers	Aug. 2010	On-going	
	Classroom Teachers	Aug. 2010	On-going	

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