

Continuous School Improvement Plan

Pope Elementary School

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

NC DDESS Fort Bragg Schools

School Year 2011-2012

Organization: Area: DDESS/Cuba

District: NC DDESS/Fort Bragg
School

Pope Elementary School

Principal

SIT Chairperson

Name	Dr. Kim McBroom	Dr. Joan Montgomery
Telephone #	(910) 907-0209	(910) 907-0917

School Improvement Team Members and Roles

Member Name	Role	Member Name	Role
Kerry Weidler	Teacher- 5 th Grade	Kathleen Gibson-Spears	Teacher -1 st Grade
Elaine Tous	Teacher – Read 180	Janie Hansen	PTO Vice President
Jan Johnson	Math Instructional Support		

Dr. Kim McBroom
Principal

Sept. 20, 2011
Date

__Approved __Disapproved

Superintendent, Fort Bragg Schools

Date

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Smart Goal 1: By June 2012, all students will increase reading comprehension skills. At Pope Elementary School reading comprehension will be evidenced by improved phonological awareness, phonics, decoding, fluency and vocabulary skills. Data will be gathered and monitored using system-wide and selected local assessments.

Type of Goal: (Mark as appropriate)

Knowledge, Application, Behavior, Attitude

Support Data (from the Profile): New Baseline data Spring 11

1. Terra Nova: 3rd (Reading)
2. Terra Nova: 4th (Reading)
3. Data reviewed as a staff

Standardized Assessments: Spring 12

1. Terra Nova: 3rd (Reading)
2. Terra Nova: 4th (Reading)
3. Terra Nova: 5th (Reading)
4. Objective Performance Index

Local Assessments

1. Developmental Learning Profile: Pre-K
2. BAS (Benchmark Assessment System): K & 1st (pre & post)
3. SRI: 2nd – 5th (pre, midyear, & post)
4. Reading Predictors: 1st – 5th (pre, midyear, & post)
5. Reading Street: 1st - 5th (pre, midyear, & post)

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

Research:

NCAC (2002) *Differentiated Instruction: Effective Classroom Practices Report*. pgs 1-10.

The National Center on Accessing the General Curriculum stated that differentiated instruction is a teaching theory based on the premise that instructional approaches should vary and be adapted in relation to individual and diverse students in classrooms. The intent of differentiated instruction is to maximize each student's growth and individual success by meeting each student where he or she is, and assisting in the learning process.

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Activities to implement the intervention:	Person(s) Accountable: POC	Timeline		Resources Text:
		Beg.	End	
Teachers will determine the instructional level for all students and provide instruction through flexible guided reading groups, materials, books and differentiated instructional best practices.	Dr. K. McBroom & Classroom teachers	Sept	June 4	<p><u>How to differentiate instruction</u> by Carol Tomlinson</p>
Students will participate in flexible guided reading group and be exposed to materials and books on their individual reading level.	Classroom teachers	Sept	June 4	<p><u>Guided Reading</u> by Irene Fountas and Gay Su Pinnel</p> <p><u>Making the Most of Small Groups: Differentiation for All</u> by Debbie Diller</p>
Teachers will select and model graphic organizers.	Classroom teachers	Sept	June 4	<p><u>Literacy Work Stations: Making Centers Work</u> by Debbie Diller</p>
Students will select and create graphic organizers to classify ideas, communicate more effectively, structure writing projects, and help in problem solving and decision making.	Classroom teachers	Sept	June 4	<p><u>Instructional Support Staff</u> Miles Cooper Marc Mossburg</p> <p><u>In-house support</u></p> <p>Read 180</p> <p>Media Specialist</p> <p>Educational Technologist</p> <p>Collegial Graphic Organizer sharing</p>

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Smart Goal 2: By June 2012, all students will increase math problem solving skills. At Pope Elementary School math problems will be evidenced through the four step (Understand, Plan, Solve, Look Back) process. Data will be gathered and monitored using system-wide and selected local assessments.

Type of Goal: (Mark as appropriate)

Knowledge, Application, Behavior, Attitude

**Support Data (from the Profile):
Spring 11**

1. Terra Nova scores for 3rd grade (Math)
 - Problem Solving and Reasoning
2. Terra Nova scores for 4th grade (Math)
 - Problem Solving and Reasoning
 - Operation Concepts

Standardized Assessments: Spring 12

1. Terra Nova: 3rd (Math)
2. Terra Nova: 4th (Math)
3. Terra Nova: 5th (Math)

Local Assessments: Administered at the

1. Developmental Learning Profile: Pre-Kindergarten (pre, midyear, & post)
2. Math Benchmark Assessment: Kindergarten (pre, midyear, & post)
3. Math Predictors: 1st – 5th (pre, midyear, & post)
4. Everyday Math: 1st & 2nd (pre, midyear, & post)
5. Math enVision: 3rd – 5th (pre, midyear, & post)
6. UPSL Problem Solving: 2nd – 5th (pre, midyear, & post)

Intervention: All students will use the four-step problem-solving model UPSL (understand, plan, solve, and look back) to increase problem solving in mathematics.

Research: From NCTM Standards - Problem solving is an integral part of all mathematics learning. In everyday life and in the workplace, being able to solve problems can lead to great advantages. However, solving problems is not only a goal of learning mathematics but also a major means of doing so. Problem solving should not be an isolated part of the curriculum but should involve all Content Standards.

Students need to develop a range of strategies for solving problems, such as using diagrams, looking for patterns, or trying special values or cases. These strategies need instructional attention if students are to learn them. However, exposure to problem-solving strategies should be embedded across the curriculum. Students also need to learn to monitor and adjust the strategies they are using as they solve a problem.

<http://standards.nctm.org/document/chapter3/prob.htm>

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Activities to implement the intervention:	Person(s) Accountable: POC	Timeline		Resources
		Beg.	End	
Teachers will introduce the UPSL process for problem solving in mathematics.	Classroom teachers	Sept	June 4	UPSL process chart
Students will practice and demonstrate the UPSL problem solving strategy by: <ul style="list-style-type: none"> ▪ Indicate/demonstrate an understanding of the problem. ▪ Devise a plan to solve the problem ▪ Put the plan into action ▪ Check the answer 	Classroom teachers	Sept	June 4	<p><u>In-house support</u></p> <p>Math Instructional Support</p> <p><u>District Support</u></p> <p>Miles Cooper Wendy Sancho Mary Hendrickson</p>