

School Improvement Plan

Johnson Primary School

Goal: All students will increase their literacy skills across the curriculum.

Essence of the Goal: All students will improve their literacy skills, to include:

1. Gain meaning from pictures and text.
2. Retell the story in correct sequence.
3. Summarize what was read.
4. Use decoding strategies.
5. Communicate ideas through pictures and words.
6. Utilize stages of the writing process.

Support Data (from the profile):

1. Developmental Reading Assessment (DRA) 2004 – 2008
2. 6 + 1 Writing Assessment (ideas, organization, word choice, sentence fluency) 2004 – 2008
3. Dictation Assessment 2005 – 2006

* Data came from 3 different schools that merged into 1 in SY 05-06.

Standardized Assessments:

1. DRA, K-2 (baseline assessment for all students in September, January, and May)
2. 6 + 1 Writing Assessment, K-2 (baseline assessment for all students in September, January, and May)
3. Third Grade Terra Nova scores (Reading and Language Arts – 2008)

Local Assessments:

1. Developmental Pre-School Checklist.
2. Three formal writing assessments yearly (6 + 1 Writing Traits)
3. Dictation Assessment
4. DRA (K-2)

Intervention:

1. 6 + 1 Writing Traits
2. Writer's Workshop
3. Stages of the writing process
4. Guided Reading

Research:

1. Invitations, Regie Routman
The way classrooms are organized affect children's views of themselves as readers and writers and have an impact on attitudes towards school and learning. In a whole language classroom, the room is set up so students can read, write and collaborate comfortably by themselves or in a small group.
2. Handbook of Research on Improving Student Achievement, G. Cawelti
Practice and research in all four art fields indicates students who were taught performance arts excel in deriving meaning. Use of principles from the arts can help to improve attention span, improve distractibility, and enhance all academic subjects as well as self concept.
3. Month by Month Phonics, Hall & Cunningham
4. Ten Best Teaching Practices, Tleson
5. Reading Recovery, Marie Clay
6. 6 + 1 Traits of Writing, Ruth Culham
Improving student writing performance was documented in a study by Northwest Regional Educational Laboratory, Portland, Oregon. Scales, criteria, and specific questions which students apply to their won or others' writing have a powerful effect on enhancing writing.
7. Making Word Lessons for Home or School, Cunningham & Hall

Activities to Implement the Intervention	Person(s) Accountable: POC	Timeline		Resources Needed	Staff Development Activities
		Beg	End		
<p>Teachers will model, implement & expect</p> <p>1. Pre-K-2 teachers will guide and demonstrate before and after reading as they challenge students to read for meaning using decoding strategies they have learned throughout the day. All students Pre-K-2 will participate in Guided Reading using a variety of literature on their instructional level.</p>	Pre-K – 2 Classroom Teachers	Sep 2007	Jun 2011	Multi-level student text in a variety of genre; <i>Literacy Place</i>	<i>Literacy Place</i> /Guided Reading strategies within grade levels
<p>2. K – 2 teachers will use Reading Recovery strategies to address the needs of at-risk students. At-risk students will practice the following Reading Recovery strategies: one-to-one matching, directionality, self-monitoring, cross-checking, and self-correction.</p>	K – 2 Classroom Teachers	After training Fall 2007	Jun 2011	Staff Development	Sue Rice and Mary Anne May (in-service) Reading Recovery by Marie Clay
<p>3. All teachers will teach and model rhythm activities across the curriculum on a daily basis. All students will participate daily in rhythm and musical activities to develop attention, improve the ability to retrieve information, and learn new vocabulary.</p>	JPS Instructional Staff	Sep 2007	Jun 2011	CD's and musical instruments; Staff Development; Rhythm Sticks	Peer sharing and modeling

Activities to Implement the Intervention	Person(s) Accountable: POC	Timeline		Resources Needed	Staff Development Activities
		Beg	End		
4. All Pre-K – 2 teachers will incorporate a variety of differentiated reading activities across the curriculum daily. All students will actively participate in daily activities that will improve their reading comprehension.	Pre-K – 2 Classroom Teachers	Sep 2007	Jun 2011	Specific developmentally appropriate materials	Classroom observations, group sharing, Quality Indicator Map (Environment and Curriculum Clusters)
5. All Pre-K – 2 teachers will incorporate written pictorial directions to develop standardized test taking skills across the curriculum.	K – 2 Classroom Teachers	Sep 2007	Jun 2011	Staff Development	Terra Nova Test Taking Resources
6. All K – 2 teachers will use 6 + 1 Writing Traits in daily instruction. All K – 2 students will participate in daily writing using 6 + 1 Writing Traits, concentrating on ideas, organization, word choice, and sentence fluency.	K – 2 Classroom Teachers	Sep 2007	Jun 2011	6 + 1 Writing Traits, Writer's Café, Parent Volunteers expanded to include afternoons	Staff In-Service 6 + 1 Writing Traits, Training parent volunteers in book publishing

Activities to Implement the Intervention	Person(s) Accountable: POC	Timeline		Resources Needed	Staff Development Activities
		Beg	End		
7. All Pre-K – 2 teachers will participate in developmentally appropriate daily writing activities using the stages of writing process to communicate ideas. All Pre-K – 2 teachers will also differentiate writing workshop activities based on student needs. All Pre-K – 2 students will use the stages of writing process to communicate ideas.	Pre-K – 2 Classroom Teachers	Sep 2007	Jun 2011	Stages of Writing Process, Phono-Visual Posters	Peer tutoring on stages of writing process

Goal: All students will increase their problem solving skills in mathematics.

Essence of the Goal: The students will engage in problem solving activities. Problem solving at Johnson Primary School means:

1. **U**nderstand the problem
2. **P**lan how to solve
3. **S**olve it
4. **E**xplain how it was solved

Support Data (from the profile):

1. End of Year tests – McGraw Hill Series. (given in September and May in grades K, 1, 2) SY 2006 – 2007
2. Terra Nova from Grade 3. SY 2006 – 2007
3. Teacher input.

Standardized Assessments:

1. Terra Nova of former Johnson Primary students from grade 3. Spring 2008.

Local Assessments:

1. K – 2 Math Assessment from Exemplars (given three times a year – September 07, January 08, and May 08)

Intervention:

1. Students will use the problem solving model of UPSE (Understand, Plan, Solve, Explain).

Research:

1. UPSE (adapted from McGraw Hill Math Series)
Students must learn to question and apply mathematical concepts to problem solving situations on a regular basis. Teachers can support students by creating a classroom environment that allows for sharing solutions, summarizing, and paraphrasing as the teacher models each stage of the 4 step problem solving process.

Activities to Implement the Intervention	Person(s) Accountable: POC	Timeline		Resources Needed	Staff Development Activities
		Beg	End		
1. All K – 2 teachers will implement the use of the Rubicon Atlas as a resource.	K – 2 Classroom Teachers	Aug 2007	Jun 2011	Computer access to Rubicon Atlas	Staff In-Service
2. All Pre-K – 2 teachers will display and teach the math vocabulary word wall in their classrooms. All Pre-K – 2 students will learn and apply the math vocabulary in problem solving.	Pre-K – 2 Classroom Teachers	Aug 2007	Jun 2011	Math vocabulary cards from McGraw Hill Math Series.	Staff In-Service
3. All Pre-K – 2 teachers will teach and model the 4-step problem solving plan (Understand, Plan, Solve, Explain (UPSE). All Pre-K – 2 students will learn and use the 4-step problem solving plan.	Pre-K – 2 Classroom Teachers All Pre-K – 2 students	Aug 2007	Jun 2011	McGraw Hill Math Series.	Staff In-Service
4. All Pre-K – 2 teachers will teach and model rhythm activities across the curriculum on a daily basis. All Pre-K – w students will participate daily in rhythm and musical activities to develop mathematical concepts, such as patterning.	JPS Instructional Staff	Aug 2007	Jun 2011	CD's and musical instruments; Staff Development; Rhythm Sticks	Peer sharing and modeling

