

# 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 – 2009
2. 6 + 1 Writing Assessment (ideas, organization, word choice, sentence fluency) 2004 – 2009
3. Dictation Assessment 2004 – 2009

\* 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)

### Common 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, including stages of the writing process.
3. 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
8. Secret Stories, Katie Garner

Activities to Implement the Intervention	Person(s) Accountable: POC	Timeline		Resources Needed	Staff Development Activities
		Beg	End		
<p><b>Teachers will teach, model &amp; expect</b></p> <p>1. Pre-K-2 teachers will teach, model and expect students to use decoding strategies they have learned throughout the day. All students Pre-K-2 will learn, practice and apply decoding skills in their daily reading.</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 teach, model and expect at-risk students to use Reading Recovery strategies to address their needs. At-risk students will learn, practice and apply 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 <i>Karen Mercer, Sue Rice, Mary Anne May</i>	Sue Rice and Mary Anne May (in-service) Reading Recovery by Marie Clay. New teacher training sessions.
<p>3. All teachers will teach and model rhythm activities across the curriculum on a daily basis. Teachers will expect all students to learn, practice and apply rhythm and musical activities daily 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 teach and model a variety of differentiated reading activities across the curriculum daily. The teachers will expect all students to learn, practice and apply reading activities on their instructional level.	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 teach and model written and/or pictorial directions to develop standardized test taking skills across the curriculum. Teachers will expect all students will learn, practice and apply following written and/or pictorial directions.	K – 2 Classroom Teachers	Sep 2007	Jun 2011	Staff Development	Terra Nova Test Taking Resources
6. All K – 2 teachers will teach and model 6 + 1 Writing Traits in daily instruction. Teachers will expect all K – 2 students to learn, practice, and apply 6 + 1 Writing Traits daily by focusing 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 teach and model differentiated daily writing activities using the stages of writing process to communicate ideas. Teacher will expect all Pre-K – 2 students to learn, practice and apply to 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
8. K – 2 Teachers will teach and model “Secret Stories” and “Mnephonics” strategies to increase phonemic awareness skills. Teachers will expect K – 2 students to learn, practice and apply these strategies in their writing and reading.	K-2 Classroom Teachers	Aug 2008	Jun 2011	Secret Stories resource manual & accompanying phono-visual posters.	Aug 2008 - introduction to Secret Stories and mnephonics by Brooke Hughes.  March 2009 – author of Secret Stories.
9. Pre-K - 2 teachers will teach, model and expect students to read for meaning through Guided Reading. All students will learn, practice and apply reading for meaning strategies using a variety of literature on their instructional level.	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.

**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 2007 – 2008
2. Terra Nova from Grade 3. SY 2007 – 2008
3. Teacher input.

**Standardized Assessments:**

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

**Common Assessments:**

1. K – 2 Math Assessment from Exemplars (given three times a year – September 08, January 09, and May 09)

**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 teach and model the math vocabulary word wall in their classrooms. Teachers will expect all Pre-K – 2 students to learn, practice 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). Teachers will expect all Pre-K – 2 students will learn, practice and apply 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 Mini-lessons for new teachers after school by Pam Vinson.
4. All Pre-K – 2 teachers will teach and model rhythm activities across the curriculum on a daily basis. Teachers will expect all Pre-K – 2 students to learn, practice and apply 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