

# DoDEA COMMUNITY STRATEGIC PLAN STRATEGIES AND ACTION PLANNERS FOR THE SCHOOL IMPROVEMENT PLAN

Fort Bragg Schools District

*School Year 2012-2013*

School

**Bowley Elementary**

**Principal**

**SIT Chairperson**

<b>Name</b>	<b>Mrs. Andrea Mial</b>	<b>Catherine Kornegay</b>
<b>Telephone #</b>	<b>910-907-0202</b>	<b>910-907-0202 ext. 3127</b>

**School Improvement Team Members and Roles**

Member Name	Role	Member Name	Role
Andrea Mial	Principal	Catherine Kornegay	Chair/ISP/READ 180
Lenora Council	ISP	Marianne Stoudt	2 <sup>nd</sup> Grade Teacher/FBAE
Robert Grumbo	5 <sup>th</sup> Grade Teacher		
Susan King	3 <sup>rd</sup> Grade Teacher	Eleanor Mesa-Gonzalez	Parent Representative
		Renee Schuldt	Parent Representative

\_\_\_\_\_  
Principal

\_\_\_\_\_  
Date

Approved       Disapproved

\_\_\_\_\_  
Community Superintendent, Fort Bragg Schools

\_\_\_\_\_  
Date

**Goal:** By June 2013, all students will increase math achievement in the area of number sense through the use of manipulatives, justification, and fluency in mathematics.

**Type of Goal:** (Mark as appropriate)

Knowledge,  Application,  Behavior,  Attitude

**Essence of the Goal:** Students will develop skills pertaining to numbers and number relationships.

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

1. Terra Nova 2006 3<sup>rd</sup> and 4<sup>th</sup> Grade Strands: Numbers and Number Relations, Computation and Estimation
2. Bowley Math EOY Test 2006; grades 2-4
3. Observation of prior principal; 2006

**Standardized Assessments:**

Terra Nova 2013; 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> Grade Strands: Numbers and Number Relations, Computation and Estimation

**Local Assessments:**

- Bowley Math End of Year Test; K-5
- Every Day Math; PreK-2
  - EnVision; 3-5

**Intervention:** All students will learn, through conferencing with the teacher, to identify areas for growth in developing number sense.

**Research:** Elementary and Middle School Mathematics by J. Van De Walle

“Number is a complex and multifaceted concept. ... (Math) content is directly affected by how well early number concepts have been developed.” (p. 115)

Developing Number Sense by Bresser, Holtzman, et al

“Number sense is...a broader idea that encompasses students’ ability to think and reason, make...judgments, and see numbers as useful.” (back cover)

Classroom Instruction that Works by R. Marzano, D. Pickering, and J. Pollock

Identifying similarities and differences is a mental operation basic to human thought. It might be considered the “core of all learning.” (p.14)

Building a System of Tens by Schifter, Bastable and Russell

Developing an understanding of the structure of the base ten system is essential for continued growth in mathematical thinking. (p. 2)

<b>Activities to implement the intervention:</b>	<b>Person(s) Accountable: POC</b>	<b>Timeline</b>		<b>Resources Needed</b>
		<b>Beg.</b>	<b>End</b>	
<p>Teacher and specialist will discuss data with students to identify areas of needed growth.</p> <p>Student will recognize areas of needed growth and set a goal at a minimum of once every established timeframe.</p> <p>Teacher and specialist will assist in developing strategies to address the goal.</p> <p>Student will plan strategies to achieve their goal.</p> <p>Teacher and specialist will assist in establishing a time-frame for the achievement of the goal.</p> <p>Student will work on the strategies during the given time-frame with periodic checks of progress.</p> <p>Teacher and specialist will provide directions and focus to begin practice of strategies as time allows.</p> <p>Student will practice strategies using manipulatives as time allows.</p> <p>Teacher and specialist will assess the goal at the end of the time-frame.</p> <p>Student will show their understanding and fluency through the completion of the assessment.</p>	<p>B. Alarcon J. Skinner A. Windsor M. McCarthy C. Johnson</p>	<p>September 2012</p>	<p>June 2013</p>	<p>Time for conferencing in the master schedule</p> <p>Conferencing documents and data notebooks</p> <p>Time for collaboration with grade level and specialists</p>

**Goal:** By June 2013, all students will increase reading comprehension through sequenced retelling, summarizing, and extending the meaning of text.

**Type of Goal:** (Mark as appropriate)  
 Knowledge,  Application,  Behavior,  Attitude

**Essence of the Goal:** Students will demonstrate reading comprehension through sequenced oral and written retelling, summarizing, and extending meaning.

<b>Support Data (from the Profile):</b> 1. Terra Nova 2006 3 <sup>rd</sup> and 4 <sup>th</sup> Grade Strands: Basic Understanding, Analyze Text, Evaluate and Extend Meaning 2. DRA 2006, 2 <sup>nd</sup> and 3 <sup>rd</sup> Grade 3. Literacy Place EOY Test 2006; grade K-3	<b>Standardized Assessments:</b> 1. Terra Nova 2013; 3 <sup>rd</sup> , 4 <sup>th</sup> and 5 <sup>th</sup> Grades	<b>Local Assessments:</b> 1. Reading Street End of Year Test; PreK-5 2. Benchmark Assessment; K-3 3. SRI; 2-5
---	--	--

<b>Intervention:</b> All students will develop comprehension skills through guided reading activities.	<b>Research:</b> <u>Guided Reading: Good First Teaching for All Children</u> by Irene C. Fountas and Gay Su Pinnell “Guided reading leads to the independent reading that builds the process; it is the heart of a balanced literacy program.”
--	---

Activities to implement the intervention:	Person(s) Accountable: POC	Timeline		Resources Needed
		Beg.	End	
Teachers will introduce a story in a guided reading groups, keeping in mind the meaning, language, and visual information in the text, and the knowledge, experience, and skills of the readers.  Students will build expectations and comprehend information through conversations about the text, written responses and/or the use of graphic organizing.	C. Carter J. Parker K. Shaw S. King L. Hopkins	September 2012	June 2013	Time for collaboration with grade level and specialists  Time to make-and-take for center/station activities  Guided Reading refresher (at teacher request)  Substitute hours to allow teachers to observe exemplary guided reading in practice (at teacher request)

<p>Teachers will interact with individuals during guided reading group time, assisting with problem-solving at areas of difficulty.</p> <p>Students will read the whole text, or assigned part, using a variety of techniques such as whisper reading, silent reading, or read aloud and request help in problem-solving when needed.</p> <p>Teachers will assess children's understanding of what they read through oral or written retelling, summarizing, and extending meaning.</p> <p>Students will engage in activities during guided reading groups and through center/station activities that involve oral and written extension of and responding to the text.</p>		September 2012	June 2013	
---	--	----------------	-----------	--