

Continuous School Improvement Plan: MURRAY PRIMARY SCHOOL SY 2012-2013

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

DoDEA ~ DDESS ~ NC District

School Year 2012-2013

School

Murray Primary School

Name	Cassandra B. White Principal	Debbie Davis & Michelle Roscoe CSI Co-Chairs
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Continuous School Improvement Team Members and Roles

Member Name	Role	Member Name	Role
Cassandra B. White	Principal	Kathy Northe	Kin & Std. 2
Michelle Roscoe	Kin Co-Chair & Std. 1	Nichole Ray-Price	1 st Gr & Std. 3
Debbie Davis	1 st Gr Co-Chair & Std. 5	Elizabeth Johnston	1 st Gr & Std. 4
Robin Eaton	Kin & Std. 5		

Recently updated on: 09/24/12

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SMART Goal: By June 2013, all students will use literacy skills to improve phonemic awareness, strengthen and develop vocabulary and increase comprehension by analyzing, evaluating and extending the text meaning. Progress will be measured through use of system-wide and local assessments.

Support Data (from the Profile):	Standardized Assessments:	Local Assessments:
<ol style="list-style-type: none"> 1. Second grade BAS (1st Quarter, 2012) 2. Second grade SRI (3rd Quarter, 2013) 3. Staff consensus based on review of data 	<ul style="list-style-type: none"> • Second grade SRI (Jan. 2013) • Second grade BAS results • Analyze text • Reading strategies 	<ol style="list-style-type: none"> 1. Reading Street EOY for grades K-1 (May 2013) 2. Creative Curriculum Assessment for PreK (May 2013) 3. Benchmark Assessment System for grades K-1 (May - June 2013)

Intervention:	Research supporting this strategy/intervention:
<p>1. All students will improve literacy skills through daily Guided Reading instructional activities and/or foundational literacy skills instruction. <u>Excerpt from Scholastic's Guided Reading Program: Research Base for Guided Reading as an Instructional Approach (2010) by Gay Su Pinnell & Irene C. Fountas:</u> Guided reading is small-group reading instruction designed to provide <i>differentiated teaching</i> that supports students in developing reading proficiency. The teacher uses a tightly structured framework that allows for the incorporation of several research-based approaches into a coordinated whole. For the student, the guided reading lesson means reading and talking (and sometimes writing) about an interesting and engaging variety of fiction and nonfiction texts. For the teacher, guided reading means taking the opportunity for careful text selection and intentional and intensive teaching of systems of strategic activity for proficient reading (Fountas & Pinnell, 1996). http://teacher.scholastic.com/products/guidedreading/pdfs/GR_Research_Paper_2010.pdf</p> <ol style="list-style-type: none"> 2. Murray Elementary School: Guided Reading Guidelines and Guided Reading Classroom Space Checklist 3. Reading Street Series 	<p><u>Guided Reading: Making It Work</u> by Mary Browning Schulman and Carleen DaCruz Payne <u>Primary Literacy centers: Making Reading and Writing STICK!</u> by Susan Nations and Mellissa Alonso</p> <p>The following books by Debbie Diller are essential resources for 21st century literacy instruction:</p> <p>2003 - <u>Literacy Work Stations: Making Centers Work for Grades K-2:</u> answers "What does the rest of my class do while I'm working with a small reading group?"</p> <p>2007 - <u>Making the Most of Small Groups: Differentiation For All:</u> focuses on small group reading instruction and how to get more power from literacy lessons. Is structured around the five reading components-- comprehension, fluency, phonemic awareness, phonics, and vocabulary</p> <p>2006- The research group Gatti Evaluation and publisher Pearson Scott Foresman t conducted an independent study aligning the <i>Reading Street</i> elementary school reading program benchmark assessments to state standards. Results confirmed that 98 percent of <i>Reading Street</i> benchmark assessments aligned above the median for recently-aligned state assessments to standards. Read the Scott Foresman Reading Street Benchmark Item Validation Study Report online at www.scottforesman.com/readingstreetbivs</p> <p>2008 - <u>Spaces and Places: Designing Classrooms for Literacy:</u> shows how to build the physical foundation or structure for quality literacy instruction.</p> <p>2009 - <u>The Café Book</u> by - Gail Boushey & Joan Moser: provides practical simple ways to reintegrate assessment into daily reading & classroom discussion. The system includes goal setting with students in individual conferences.</p> <p>2010-<u>Preventing Misguided Reading: New Strategies for Guided Reading Teachers</u> by – Jan Miller Burkins & Melody M. Croft</p>

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Activities to implement the intervention:	Persons Accountable		Timeline				Resources Needed
			Beg.	End			
Teachers will model and teach literacy skills through a guided reading instructional program.	ELA Committee Debbie Davis, Co-Chair Grade Level Chairs Principal		August 2012	June 2013			Instructional School Support Specialist (Reading) <u>Specialists</u> <ul style="list-style-type: none"> • Gifted Teacher • Speech Pathologist • LIMM Teacher • LIMS Teacher • ELL Teacher • Educational Technologist • Information Specialist Weekly Grade Level Meetings and Reports Collaboration Teams Vertical Horizontal <u>Technology</u> MPS Intranet Smart board Blackboard <u>Websites</u> SRI Starfall PBS Kids Roy The Zebra Vocabulary.com Sound City Reading Spelling City Literactive Brain Pop Jr. BAS Reading Street
Students will learn and apply literacy skills in their daily reading activities with a focus on retelling.	Teachers						
Teachers will determine the instructional level for all students and provide direct instruction through flexible guided reading groups and instructional best practices.	Teachers						
Students will participate at least 3 days per week (120 min.) in teacher directed flexible guided reading groups.	Teachers						
Students will participate at least 3 days per week (120 min.) in teacher directed flexible guided reading groups.	Students						
Teachers will utilize book sets from the Guided Reading Book Room and/or Reading Street Leveled Books for Guided Reading instruction.	Teachers						
Students will read books on their instructional level and complete related literacy activities.	Students						
Teachers will utilize Reading ISSS in a push-in model to facilitate literacy learning.	Teachers						
Students will participate in literacy activities, with a focus on literacy centers.	Students						

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<p>SMART Goal: By June 2013, students will be able to explain math problems by using oral, graphic, and written communication skills. Progress will be measured through use of system-wide and local assessments.</p>		
<p>Support Data (from the Profile):</p> <ol style="list-style-type: none"> 1. Post Tests in Problem Solving, K-2 grades 2. Staff consensus based on review and analysis of EOY local assessment data. 	<p>Standardized Assessments:</p>	<p>Local Assessments:</p> <ol style="list-style-type: none"> 1. Post Tests Problem Solving for grades K-1 (May 2013) 2. Everyday Math Series EOY Assessment for grades K-1 (May 2013)
<p>Intervention:</p> <ol style="list-style-type: none"> 1. K-1 students will model everyday situations using tools from mathematics to solve problems. 2. K-1 students will find solutions to problems using grade level appropriate mathematics strategies. 3. K-1 students will solve open-ended math problems and explain their reasoning using oral, graphic, and/or written communication skills. 4. Pre-Kindergarten will use developmentally appropriate activities to develop the pre-cursor and foundational mathematical skills to solve problems. 		<p><u>Research supporting this strategy/intervention:</u></p> <p>2000 - <u>Math Handbooks Problem Solving: Developing Thinking Skills Through Reading and Writing</u> by: The National Council of Teachers of Mathematics</p> <p>2004 - <u>Differentiating for the Young Child, Teaching Strategies Across the Content Area (K-3)</u> by: Joan Franklin Smutny and S. E. von Frennd Published by: Corwin Press, Inc.</p> <p>2004 - <u>Math Problem Solving for Upper Elementary Students with Disabilities</u> by: Dr. Marjorie Montague Published by: American Institute for Research</p> <p>2007 - <u>The Classroom the Math Built: Encouraging Young Mathematicians to Pose Problems</u> by: Ann Wallace, Deborah Abbott, Renee Blary Source: Young Children, v62, n5, pp42-48</p> <p>2007 – <u>Everyday Mathematics Teacher’s Reference Manual, Grades 1-3</u> by: The University of Chicago School Mathematics Project Published by: Wright group/ McGraw-Hill</p>

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Activities to implement the intervention:	Persons Accountable		Timeline				Resources Needed
			Beg.	End			
Teachers will teach and model problem solving using as a guide the stages of the mathematical-modeling process (confront the problem; analyze the given information; play with the data to discover patterns and meaning; apply math techniques to find a solution; check the answer to see if it makes sense).	Math Committee: ISSS, Grade Level Chairs		August 2012	June 2013			Instructional School Support Specialist (Math) <u>Specialists</u> <ul style="list-style-type: none"> • Gifted Teacher • Speech Pathologist • LImm Teacher • LIMS Teacher • ELL Teacher • Educational Technologist • Information Specialist
Students will use the mathematical-modeling process to find solutions to problems.	Students Teachers						Weekly Grade Level Meetings and Reports
Teachers will teach and model grade level appropriate math strategies to solve problems.	Teachers						Collaboration Teams Vertical Horizontal
Students will apply specific math strategies (use a number line, model with manipulatives, make a drawing/graph, use logical reasoning, etc.) to demonstrate an understanding and ability to solve problems.	Students Teachers						<u>Technology</u> MPS Intranet Blackboard Smart board Elmos Calculators <u>Websites</u> Education City PBS Kids V Math Starfall My Math Games Education Place Everyday Math Games
Teachers will demonstrate how to find and explain solutions to open-ended math problems by using oral, graphic, and/or written communication skills.	Teachers						

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Students will be able to explain by oral, graphic and/ or written communication skills their answers and the process used to solve open-ended math problems.	Students Teachers			
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