

Johnson Primary School Continuous Improvement Plan 2019-2020

Goal: All Johnson Primary School students will demonstrate growth in literacy achievement.		
List the data used to determine goal: <i>(attach the evidence)</i> Grades K-2: Benchmark Advance 1st Grade Interim 1 Assessment Prekindergarten: Teaching Strategies Gold		
	Blueprint Alignment	List the data used to determine objectives: <i>(attach the evidence)</i>
Objective 1: 85% of K-2 students will score proficient or higher on reading foundational skills as measured by Benchmark Advance Interim 4 Assessment	1.1.a 1.1.b 1.1.c 1.1.d 1.1.e 1.1.f 1.2.d 2.1.a 2.1.d 2.1.f 5.1.d	Benchmark Advance Interim Assessments
Objective 2: All Pre-K students will identify 10 letters and produce 10 letter sounds as measured by grade-level trimester assessments	1.1.a 1.1.b 1.1.c 1.1.d 1.1.e 1.1.f 1.2.d 2.1.a 2.1.d 2.1.f 5.1.d	Grade level trimester assessments- Teaching Strategies Gold
Why are the students identified in objective #1 not achieving the identified skill or skill set? <i>(root cause analysis process will determine the strategy identified to be implemented)</i> K-2 students are experiencing difficulty acquiring grade-appropriate foundational skills and comprehending text beyond the literal level.		

Strategy for #1: (Shared) Teachers will use foundational skills screeners, interim literacy assessments, and progress monitoring strategies to measure student's progress towards goals

Strategy for #1: (Shared) Teachers will promote the development of students' critical thinking and analysis skills through **text-dependent questions**.

Strategy for #1: (Shared) Teachers will increase knowledge of foundational skill development and best practices through training provided by DODEA, teacher facilitators, and administration.

Strategy for #1: (Shared) Teachers will **observe their peers** as a means of disseminating best practice and building collective efficacy of instruction.

Research:

Fountas, I. C. and G. S. Pinnell. 2009. *When Readers Struggle*. Portsmouth, NH: Heinemann.

Pinnell, G.S. and P. L. Scharer, 1997. *Teaching for Comprehension*. New York, NY: Scholastic

Why are the students identified in objective #2 not achieving the identified skill or skill set? (*root cause analysis process will determine the strategy identified to be implemented*)

Pre-K students are at different levels of letter-sound knowledge based on factors such as prior knowledge and rate of skill acquisition

Strategy for #2: (Shared) Teachers will integrate letter identification and letter sound authentic learning experiences into everyday activities.

Strategy for #2: (Shared) Teachers will provide the students with multi-modal learning strategies for letter identification and letter sound acquisition.

Strategy for #2: (Shared) Teachers will implement a researched based method/strategy for teaching letter sounds.

Research:

Fountas, I. C. and G. S. Pinnell. 2009. *When Readers Struggle*. Portsmouth, NH: Heinemann.

The Alphabetic Principle. (n.d.). Retrieved January 12, 2018, from <http://www.readingrockets.org/article/alphabetic-principle>

Why are the students identified in objective #4 not achieving the identified skill or skill set? (*root cause analysis process will determine the strategy identified to be implemented*)

Strategy for #4:

Research:

(Strategy Implementation Activities must be in sequential order.)

Strategy Implementation Activities	Responsible Party – person or group	Resources (Fiscal and Logistics)	Begin Date – End Date	Monitor	Evaluate
Benchmark Advance Quarterly Trainings	All Teachers	\$0	9/3/19 - 6/12/20	<ul style="list-style-type: none"> ● Learning Walkthroughs) ● Progress Monitoring (MTSS & Benchmark Advance Resources) ● Focused Collaboration Discussions ● Teacher Feedback ● Administrative Observations ● Lesson Plans 	<ul style="list-style-type: none"> ● Mid-Atlantic Focused Collaboration Tool ● SQF (Factor D - Impact of Instruction) ● Walk-Through Data ● Student growth on Interim Assessments
Teacher Training on Intervention Strategies for Tier 1 and Tier 2 students.	District IS, Dr. Christine Sherretz, JPS Teacher Leaders	\$0	9/3/19 - 6/12/20	<ul style="list-style-type: none"> ● Learning Walkthroughs) ● Progress Monitoring (MTSS & Benchmark Advance Resources) ● Focused Collaboration Discussions ● Instructional School Support Specialist - Literacy for referrals 	Formative Assessments (Grade Level Specific) Summative Assessments (K-2 BAS and Interim assessments) SST/CSC/504 referrals

BAS Training for New Staff Members	BAS/LLI facilitators	\$0	September, 2019	<ul style="list-style-type: none"> • Training feedback • Data Tracker 	<ul style="list-style-type: none"> • Lesson Plans reflecting guided reading • SQF (Factor D - Impact of Instruction) • Walk-Through Data
Focus Collaboration on data based intervention strategies and grade level SMART goals	Pre-K-2 Teachers	\$0	8/19/19 - 6/12/20	<ul style="list-style-type: none"> • Learning Walkthroughs • Data Tracker • Focused Collaboration Discussions/Minutes 	<ul style="list-style-type: none"> • Formative Assessments (Grade Level Specific) • Summative Assessments • SST/CSC/504
Purchase, Training, and Implementation of Reading Intervention Materials	All Teachers, Administration, Reading Specialist	\$0	8/19/19 - 6/12/20	<ul style="list-style-type: none"> • Training Feedback • Intervention group data 	Formative Assessments (Grade Level Specific) Summative Assessments (K-2 EOY BAS, Interim Assessments)
Administration of Interim/Unit Literacy Assessments Teachers will administer Benchmark Advance Interim Assessments at designated intervals to measure student progress and inform instruction.	K-2 Teachers	\$0	9/16/19-6/12/20	<ul style="list-style-type: none"> • Learning Walkthroughs • Focused Collaboration Discussions 	Formative Assessments (Grade Level Specific) Summative Assessments (K-2 EOY BAS, Interim Assessments)
Progress Monitoring in Literacy Professional Development	All Teachers	\$0	9/27/19 - 6/12/20	<ul style="list-style-type: none"> • ISS Support (District Level) 	Formative Assessments

Teachers will learn and apply techniques for monitoring students' learning, quantify their rates of improvement, and continually evaluate the effectiveness of instruction.				<ul style="list-style-type: none"> • Instructional School Support Specialist - Literacy 	(Grade Level Specific) Summative Assessments (K-1 BAS and Interim)
Integration of Letter-Sound Knowledge Prekindergarten teachers will systematically integrate instruction in letter-sound correspondences into students' daily activities to include individual, group, digital, and/or center-based learning.	Prekindergarten Teachers	\$0	9/10/19 - 6/11/20	<ul style="list-style-type: none"> • Learning Walkthroughs • Focused Collaboration Discussions 	<ul style="list-style-type: none"> • MID-Atlantic District Focused Collaboration Agenda & Minutes Tool • SQF (Factor D - Impact of Instruction)
Application of Letter-Sound Knowledge Students will learn and apply letter-sound knowledge in their daily activities.	Prekindergarten Teachers	\$0	9/10/19 - 6/11/20	<ul style="list-style-type: none"> • Learning Walkthroughs • Focused Collaboration Discussions 	<ul style="list-style-type: none"> • Formative Assessments (Grade Level Specific) • Pre-K Teaching Strategies Gold

Goal: All Johnson Primary School students will demonstrate growth in math achievement.

List the data used to determine goal: *(attach the evidence)*
 K-2 MAD Securely Held Knowledge Assessment, Unit 1-Unit 3 Assessments.
 Prekindergarten: Teaching Strategies Gold

	Blueprint Alignment	List the data used to determine objectives: <i>(attach the evidence)</i>
<p>Objective 1: 90% of K-2 students will score proficient or higher on the DODEA Mid-Atlantic District End of Year Math assessment.</p>	1.1a 1.1b 1.1c 1.1d 1.1e 1.1f 1.2d 2.1a 2.1d 2.1f 5.1d	K-2 MAD Securely Held Knowledge Assessment, Unit 1-Unit 3 Assessments
<p>Objective 2: All Pre-K students will orally count to 10 as measured by grade level trimester assessments.</p>	1.1a 1.1b 1.1c 1.1d 1.1e 1.1f 1.2d 2.1a 2.1d 2.1f 5.1d	Prekindergarten: Teaching Strategies Gold/ Preschool Trimester Assessments

Why are the students identified in objective #1 not achieving the identified skill or skill set? *(root cause analysis process will determine the strategy identified to be implemented)*

The k-2 students need purposeful and authentic number sense skills to successfully access grade level curriculum. In accordance with the Americas K-5 Comprehensive Assessment Plan, this is the baseline year for collecting kindergarten students' performance data using the CCRSM Summative Assessment. Therefore, the current objective will remain in effect for a longitudinal analysis of assessment results over a minimum two (2) year period

Strategy for #1: (Shared) Teachers will systematically build students' number sense by integrating **higher-level questioning**, critical thinking (reasoning numerically), and the **Standards for Mathematical Practice (SMP)** into the math instructional block.

Strategy for #1: (Shared) Teachers will use diagnostic math assessments and progress monitoring to determine students' acquisition of foundational skills, quantify their rates of improvement, and continually evaluate the effectiveness of instruction.

Research:

National Council of Teachers of Mathematics. (2014). *Principles to actions: Ensuring Mathematical Success for All*. Reston, VA: NCTM
Clements, D. H., & Sarama, J. (2009). *Learning and teaching early math: The learning trajectories approach*. New York: Routledge.

Why are the students identified in objective #3 not achieving the identified skill or skill set? *(root cause analysis process will determine the strategy identified to be implemented)*

Pre-K students need authentic and purposeful experiences counting and developing number sense skills which are a critical foundation for further mathematics development.

Strategy for #3: Teachers will integrate instruction on connecting numerals (1-10) with their quantities into daily activities to meet student learning needs at all developmental levels.

Strategy for #3: (Shared) Teachers will use progress monitoring to determine students' acquisition of foundational skills, quantify their rates of improvement, and continually evaluate the effectiveness of instruction.

Research:

Clements, D. H., & Sarama, J. (2009). *Learning and teaching early math: The learning trajectories approach*. New York: Routledge.

Why are the students identified in objective #4 not achieving the identified skill or skill set? *(root cause analysis process will determine the strategy identified to be implemented)*

Strategy for #4:

(Strategy Implementation Activities must be in sequential order.)

Strategy Implementation Activities	Responsible Party – person or group	Resources (Fiscal and Logistics)	Begin Date – End Date	Monitor	Evaluate
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<p>Integration of Depth of Knowledge Questioning and Critical Thinking into Math Instruction Teachers will integrate higher-level questioning and critical thinking into their daily math instruction to include Guided Math.</p>	K-2 Teachers	\$0	9/3/19 - 6/12/20	<ul style="list-style-type: none"> ● Learning Walkthroughs ● Focused Collaboration Discussions 	<ul style="list-style-type: none"> ● MID-Atlantic District Focused Collaboration Agenda & Minutes Tool ● SQF (Factor D - Impact of Instruction)
<p>Application of Critical Thinking Skills in Math Students will learn and apply critical thinking skills in Guided Math groups and daily math activities.</p>	K-2 Teachers	\$0	9/3/19 - 6/12/20	<ul style="list-style-type: none"> ● Learning Walkthroughs ● Focused Collaboration Discussions ● Instructional School Support Specialist - Math 	<ul style="list-style-type: none"> ● Formative Assessments (Grade Level Specific) Curriculum Embedded Performance Assessments (CEPAs) ● Americas Summative Unit Assessments ● CCRSM Summative Assessment (Grade Level Specific Number Sense Items)
<p>Administration of Diagnostic Assessments Teachers will administer the Securely Held Knowledge (SHK) Math Diagnostic Assessments to determine students' prior knowledge, target learning difficulties, initiate the process of differentiation, and establish spiraling centers.</p>	K-2 Teachers		8/26/19 - 6/9/20	<ul style="list-style-type: none"> ● Administrator Observations ● Focused Collaboration Discussions ● ISS Support (District Level) ● Instructional School Support Specialist - Math 	<ul style="list-style-type: none"> ● MID-Atlantic District Focused Collaboration Agenda & Minutes Tool ● SQF (Factor D - Impact of Instruction)
<p>Integration of Connecting Numerals (1-10) with</p>	Prekindergarten Teachers	\$0	9/10/19 - 6/11/20	<ul style="list-style-type: none"> ● Learning Walkthroughs 	<ul style="list-style-type: none"> ● MID-Atlantic District Focused Collaboration

<p>their Quantities Instruction Prekindergarten teachers will integrate instruction to connect numerals (1-10) with their quantities into daily activities (individual, group, digital, and/or center-based learning).</p>				<ul style="list-style-type: none"> ● Focused Collaboration Discussions 	<p>Agenda & Minutes Tool</p> <ul style="list-style-type: none"> ● SQF (Factor D - Impact of Instruction)
<p>Application of Connecting Numerals (1-10) with their Quantities Students will learn to connect numerals (1-10) with their quantities in daily activities.</p>	Prekindergarten Teachers	\$0	9/10/19 - 6/11/20	<ul style="list-style-type: none"> ● Learning Walkthroughs ● Focused Collaboration Discussions 	<ul style="list-style-type: none"> ● Formative Assessments (Grade Level Specific) ● Pre-K Teaching Strategies Gold
<p>Modeling of the Standards for Mathematical Practice Teachers will teach and model mathematical practices aligned with number sense operations.</p>	All Teachers	\$0	9/3/19 - 6/12/20	<ul style="list-style-type: none"> ● Learning Walkthroughs ● Focused Collaboration Discussions 	<ul style="list-style-type: none"> ● MID-Atlantic District Focused Collaboration Agenda & Minutes Tool ● SQF (Factor D - Impact of Instruction)
<p>Application of the Standards for Mathematical Practice Students will apply mathematical practices to number sense operations.</p>	All Teachers	\$0	9/3/19 - 6/12/20	<ul style="list-style-type: none"> ● Learning Walkthroughs ● Student Performance Data ● Focused Collaboration Discussions 	<ul style="list-style-type: none"> ● Formative Assessments (Grade Level Specific) Curriculum Embedded Performance Assessments (CEPAs) ● Americas Summative Unit Assessments ● CCRSM Summative Assessment (Grade Level Specific Number Sense Items)

					<ul style="list-style-type: none"> ● Pre-K Teaching Strategies Gold
<p>Progress Monitoring discussed in Math Professional Development</p> <p>Teachers will learn and apply techniques for monitoring students' learning, quantify their rates of improvement, and continually evaluate the effectiveness of instruction.</p>	All Teachers	\$0	9/27/19 - 6/12/20	<ul style="list-style-type: none"> ● Learning Walkthroughs ● Focused Collaboration Discussions ● ISS Support (District Level) ● Instructional School Support Specialist - Math 	<ul style="list-style-type: none"> ● Formative Assessments (Grade Level Specific) ● CCRSM Summative Assessment (Grade Level Specific Number Sense Items)



Assessment Data

Goal

Assessment
Data

Objectives

Assessment

Root Cause – Data, *but not assessment data*

Measures

Strategies

Steps to accomplish implementation of
selected Strategy

Same assessment as named in the
objective.

Activities

Measures

