Ramey School Continuous Improvement Plan SY 2019-2020

Goal 1: All students at Ramey Unit School will be proficient in mathematics.

List the data used to determine the goal:

K-2	3-5	6-8	9-12
-*Go Math* -Unit Tests	-CCRSM Summative Assessment -CCRSM Interim Assessment - Unit Tests	-Edulastic -PSAT -CCRSM Summative Assessment -CCRSM Interim Assessment	-Edulastic -PSAT -CCRSM Summative Assessment -CCRSM Interim Assessment

Objective 1: By 06/16/2020, all K-2 students will show growth in number sense by 5% as measured by Go Math! End of Year Assessment.	List the data used to determine objectives: *(attach the evidence)* https://docs.google.com/spreadsheets/d/1c9UZQghLhnUewWvPjNLt36FNylOYY5tB4TxWpkwtEEI/edit#gid=1103821734

Blueprint alignment:
1.1 All   1.2 All
2.1a   2.1b   2.1c   2.1d
2.2b   2. 2c   2.2d

Strategy for #1:
Kindergarten- 2nd grade: Making Friends with Numbers

Reference #1	Moseley, B. (2005). Students' Early Mathematical Representation Knowledge: The Effects of Emphasizing Single or Multiple Perspectives of the Rational Number Domain in Problem Solving. *Educational Studies In Mathematics*, 60(1), 37-69.
Annotated Bibliography	Students' early problem solving with rational numbers represents an important and difficult point in their emerging skills for perceiving and working with mathematical representations. However, research in this area has indicated that US students lag behind their peers in other nations in terms of their facility for linking representations of quantity to notation (Brenner et al., 1999). It has also been shown that students' knowledge of rational number concepts is often highly compartmentalized, and not linked to their broader mathematical knowledge (Kerslake, 1991). One possible etiology for these difficulties is that students do not receive enough diverse ways of working with rational number content and tend to base their understanding around the limited types of rational number relations that are embedded in the curriculum.

Reference #2	Hwang, W., Chen, N., Dung, J., & Yang, Y. (2007). Multiple Representation Skills and Creativity Effects on Mathematical Problem Solving Using a Multimedia Whiteboard System. *Educational Technology & Society*, 10(2), 191-212.
Annotated Bibliography	The findings of this study are that student multiple representation skills are the keys to successful mathematical problem solving. Students with high elaboration ability can take better advantage of peer interactions and teacher guidance to generate more diverse ideas and solutions in mathematical problem solving. In contrast, students with low elaboration ability would have great difficulty in representation skills. We conclude that elaboration ability in creativity is a critical factor that affects student's multiple representation skills.

Reference #3	Jitendra, A. (2002). Teaching Students Math Problem-Solving through Graphic Representations. *TEACHING Exceptional Children*, *34*(4), 34-38.
Annotated Bibliography	The article states that using graphic representations to emphasize conceptual understanding can help children translate a mathematical problem from words into meaningful graphic representations. Schematic diagrams allow students to organize information in the problem to facilitate translation and solution.

Objective 2: By 06/16/2020, all students in grades 3-5 will increase 10 points in their Math scaled score on the CCRSM Summative Assessment.	List the data used to determine objectives: *(attach the evidence)* *https://docs.google.com/spreadsheets/d/1c9UZQghLh nUewWvPjNLt36FNylOYY5tB4TxWpkwtEEI/edit#gid =1103821734*

Blueprint alignment:
1.1 All   1.2 All
2.1a   2.1b   2.1c   2.1d
2.2b   2. 2c   2.2d

Strategy for #2:
CUBES

Reference #1	McCarthy, S. (2009) Making Better Problem Solvers through Oral and Written Communication Making Better Problem Solvers through Oral and Written Communication
Annotated Bibliography	Students' early problem solving with rational numbers represents an important and difficult point in their emerging skills for

	perceiving and working with mathematical representations. However, research in this area has indicated that US students lag behind their peers in other nations in terms of their facility for linking representations of quantity to notation (Brenner et al., 1999). It has also been shown that students' knowledge of rational number concepts is often highly compartmentalized, and not linked to their broader mathematical knowledge (Kerslake, 1991). One possible etiology for these difficulties is that students do not receive enough diverse ways of working with rational number content and tend to base their understanding around the limited types of rational number relations that are embedded in the curriculum.
Reference #2	Lefler, S. (2006). Writing in a Mathematics Classroom: A Form of Communication and Reflection. http://digitalcommons.unl.edu/mathmidactionresearch/58/
Annotated Bibliography	The findings of this study are that student multiple representation skills are the keys to successful mathematical problem solving. Students with high elaboration ability can take better advantage of peer interactions and teacher guidance to generate more diverse ideas and solutions in mathematical problem solving. In contrast, students with low elaboration ability would have great difficulty in representation skills. We conclude that elaboration ability in creativity is a critical factor that affects student's multiple representation skills.
Reference #3	
Annotated Bibliography	The article states that using graphic representations to emphasize conceptual understanding can help children translate a mathematical problem from words into meaningful graphic representations. Schematic diagrams allow students to organize information in the problem to facilitate translation and solution.

Objective #3: By 06/16/2020, all students in grades 6-8 will show individual growth in foundational skills by a range of increase from 5%- 19% as measured by the Edulastic SHK Assessment.	List the data used to determine objectives: *(attach the evidence)* *https://docs.google.com/spreadsheets/d/1c9UZQghLh nUewWvPjNLt36FNylOYY5tB4TxWpkwtEEI/edit#gid =1103821734*

Blueprint alignment:
1.1 All   1.2 All
2.1a   2.1b   2.1c   2.1d
2.2b   2. 2c   2.2d

Strategy for #3:
Math Error Analysis

Reference #1	Kathleen, B. Y. (1998). Reflection, self-assessment, and learning. The Clearing House, 72(1), 13-17. Retrieved from http://search.proquest.com/docview/196849719?accountid=4732
Annotated Bibliography	Yancey discusses the importance of teachers having their students write assessments of their own work. Student assessment helps them learn and take ownership of what they produce. The author of this article feels that, including self-assessment in the curriculum in a regular, systematic, and coherent way could move us all beyond exhaustion. This article is a discussion of all types of assessments and feels that self-assessment is powerful.

Reference #2	Independent School, v69 n3 Spr 2010. 0 pp. ISSN:0145-9635 Reflection as a Habit of Mind: Empowering Students through Metacognition http://web.b.ebscohost.com/ehost/detail/detail?sid=9b7ccb54-7790-4268-af9d-8658276966af%40sessionmgr114&vid=0&hid=115&bdata=JnNpdGU9ZWhvc3QtbGl2ZQ%3d%3d#db=eric&AN=EJ937274
Annotated Bibliography	Descriptors: Private Schools, Seminars, Metacognition, Short Term Memory, Brain, Visual Literacy, Cognitive Psychology, Ethics, Reflection, Teaching Methods, Student Empowerment, Teacher Student Relationship, Course Descriptions, Learning Theories The seminars discussed in this article are designed to help students develop the sort of metacognition they need in order to take charge of their learning. Their seminars focus on: (1) visual literacy; (2) ethics; (3) the theory of knowledge; and (4) mind and soul. It is with respect to the third tenet of their mission that they have enjoyed the most surprising and delightful outcomes. Researchers writing of their own work.

Reference #3	Learning to reflect: A classroom experiment Author: Smith, Mary Ann http://search.proquest.com/docview/196886882?accountid=4732
Annotated Bibliography	Smith discusses some of the results of the California Writing Project in which teachers help their students learn to reflect as part of their instruction in reading and writing. In creating our prototype for documentation, the researchers observed the value of asking students to be co-

researchers, to examine collectively the workings of their classroom: Students and teachers can adopt together a participant/observer stance toward their classroom enterprise and also something of a rhythm: Do the work; study the work. Do the work; study the work. Original work of the authors.

Objective 4: By 06/16/2020, all students in grades 9-12 will show individual growth in foundational skills by a range of increase from 5% to 15% as measured by the Edulastic Diagnostic Assessment.	List the data used to determine objectives: *(attach the evidence)* *https://docs.google.com/spreadsheets/d/1c9UZQghLh nUewWvPjNLt36FNylOYY5tB4TxWpkwtEEI/edit#gid =1103821734*

Blueprint alignment:
1.1 All   1.2 All
2.1a 2.1b 2.1c 2.1d
2.2b 2.2c 2.2d

Strategy for #4:
Math Error Analysis

Reference #1	Kathleen, B. Y. (1998). Reflection, self-assessment, and learning. The Clearing House, 72(1), 13-17. Retrieved from http://search.proquest.com/docview/196849719?accountid=4732
Annotated Bibliography	Yancey discusses the importance of teachers having their students write assessments of their own work. Student assessment helps them learn and take ownership of what they produce. The author of this article feels that, including self-assessment in the curriculum in a regular, systematic, and coherent way could move us all beyond exhaustion. This article is a discussion of all types of assessments and feels that self-assessment is powerful.

Reference #2	Independent School, v69 n3 Spr 2010. 0 pp. ISSN:0145-9635 Reflection as a Habit of Mind: Empowering Students through Metacognition http://web.b.ebscohost.com/ehost/detail/detail?sid=9b7ccb54-7790-4268-af9d- 8658276966af%40sessionmgr114&vid=0&hid=115&bdata=JnNpdGU9ZWhvc3QtbGl2ZQ%3d%3d#db=eri c&AN=EJ937274
	Descriptors: Private Schools, Seminars, Metacognition, Short Term Memory, Brain, Visual Literacy,

Annotated Bibliography	Cognitive Psychology, Ethics, Reflection, Teaching Methods, Student Empowerment, Teacher Student Relationship, Course Descriptions, Learning Theories The seminars discussed in this article are designed to help students develop the sort of metacognition they need in order to take charge of their learning. Their seminars focus on: (1) visual literacy; (2) ethics; (3) the theory of knowledge; and (4) mind and soul. It is with respect to the third tenet of their mission that they have enjoyed the most surprising and delightful outcomes. Researchers writing of their own work.

Reference #3	Learning to reflect: A classroom experiment Author: Smith, Mary Ann http://search.proquest.com/docview/196886882?accountid=4732
Annotated Bibliography	Smith discusses some of the results of the California Writing Project in which teachers help their students learn to reflect as part of their instruction in reading and writing. In creating our prototype for documentation, the researchers observed the value of asking students to be co-researchers, to examine collectively the workings of their classroom: Students and teachers can adopt together a participant/observer stance toward their classroom enterprise and also something of a rhythm: Do the work; study the work. Do the work; study the work. Original work of the authors.

Strategy Implementation Activities	Responsible Party – person or group	Resources (Fiscal and Logistics)	Begin Date – End Date	Monitor	Evaluate
Focused Collaboration Meetings	All Teachers	none	SY 2019-2020	Admin	Admin https://docs.google.com/spreadsheets/d/1E5c304rOdkW25Wh0KuV5Mr7ugWSluvrPJdAFZwd27cU/edit#gid=0
Professional Learning Communities	All Teachers	none	SY 2019-2020	Admin	Admin https://docs.google.com/spreadsheets/d/1E5c304rOdkW25Wh0KuV5Mr7ugWSluvrPJdAFZwd27cU/edit#gid=0
Professional Development	All Teachers	none	SY 2019-2020	Admin	Admin https://docs.google.com/spreadsheets/d/1W-4pcLldu7AFQoq_qVVH3Uka1XdpZWHtrLDXm8qCyKs/edit#gid=0

Tiered Interventions for Students	All Teachers	none	SY 2019-2020	Admin	Admin https://sites.google.com/student.dodea.edu/multi-tiered-interventions/home?authuser=0
Implementation of Math Instructional Component (MIC)	All Teachers	none	SY 2019-2020	Admin	Admin https://drive.google.com/a/student.dodea.edu/file/d/1TpZxdojISeZeYsvVS0SXKfkIsMlgy4zc/view?usp=sharing
Book Study	Math Teachers 6-12	none	SY 2019-2020	TBD	TBD

Goal 2: All students at Ramey Unit School will be proficient in literacy.

List the data used to determine the goal:

K-2	**3-5**	**6-8**	**9-12**
-BAS -Benchmark Advance -SRI	-BAS -Benchmark Advance -SRI -CCRSL Summative Assessment -CCRSL Interim Assessment	-SRI -PSAT -HMH One Assessment -CCRSL Summative Assessment -CCRSL Interim Assessment	-SRI -PSAT -HMH One Assessment -CCRSL Summative Assessment -CCRSL Interim Assessment

Objective #1: By 06/16/2020, all K-2 students will show growth in retelling and summarizing by 5% as measured by Benchmark Assessment System (BAS).

List the data used to determine objectives: *(attach the evidence)*
https://docs.google.com/spreadsheets/d/1c9UZQghLh nUewWvPjNLt36FNylOYY5tB4TxWpkwtEEI/edit#gid =1103821734

Blueprint alignment:
1.1 All   1.2 All
2.1a   2.1b   2.1c   2.1d
2.2b   2. 2c   2.2d

Strategy for #1:
Kindergarten- 2nd grade

Reference #1	Ermis, S. (2008). Using Graphic Organizers to Facilitate Elementary Students' Comprehension of Informational Text. *College Reading Association Yearbook*, (29), 87-102.
Annotated Bibliography	This study suggests that graphic organizers have the potential of increasing elementary grade students' comprehension of informational text. All grade levels examined benefited from the use of graphic organizers. Students receiving traditional read-and-discuss instruction did comprehend and gain knowledge from reading informational text. However, they did not comprehend and learn as much as when graphic organizers were included in the instruction.

Reference #2	Barrett-Mynes, J., Moran, M. J., & Tegano, D. (2010). Using Interactive Read-Alouds and Graphic Organizers. *Voices Of Practitioners: Teacher Research In Early Childhood Education*, 1-12.
Annotated Bibliography	Although read-aloud are valuable literacy activities in themselves, some children need further support to help them organize what they have heard. Graphic organizers are one strategy that can be used. Graphic organizers can include pictures, diagrams, charts, or other visual representations of the content and meaning of the text. These visual representations can portray the setting, initiating event, problem, goal of the main character, and solution, as well as how these elements relate to one another. Children's comprehension improves more when they create the graphic organizers themselves than when teachers make graphic organizers as models before the read-aloud.

Reference #3	Merkley, D. M., & Jefferies, D. (2000). Guidelines for implementing a graphic organizer. *Reading Teacher*, 54(4), 350.
Annotated Bibliography	The graphic organizer strategy offers considerable potential to enhance students' reading comprehension of expository text. Thoughtful construction of the visual reflects how the teacher chooses to emphasize the important concepts in a selection, underscores the relationship between and among those concepts, and highlights the selection's explicit or inferred pattern of organization.

Objective 2: By 06/16/2020, all students in grades 3-5 will increase by 25% their writing score on EOY Benchmark Advance Interim assessment.	List the data used to determine objectives: *(attach the evidence)* https://docs.google.com/spreadsheets/d/1c9UZQghLh nUewWvPjNLt36FNylOYY5tB4TxWpkwtEEI/edit#gid =1103821734

Blueprint alignment:
1.1 All   1.2 All
2.1a   2.1b   2.1c   2.1d
2.2b   2. 2c   2.2d

Strategy for #2:
RACES –Restate; Answer; Cite; Explain; Summarize;

Reference #1	Barrett-Mynes, J., Moran, M. J., & Tegano, D. (2010). Using Interactive Read-Alouds and Graphic Organizers. Voices Of Practitioners: Teacher Research In Early Childhood Education, 1-12.
Annotated Bibliography	Many readers need support while they read in order to fully comprehend the text. A graphic organizer is able to separate different concepts in student thinking without completely isolating them from each other. With this students are able to see how all the different concepts and ideas are interrelated. This visual interrelation is what helps maximize the depth of comprehension students can have.
Reference #2	Wallace, R., Pearman, C., Hall, C., Hurst, B. (2007). Writing for Comprehension. Reading Horizons, 48 (1), 41-56
Annotated Bibliography	Graphic organizers are proving to be one of the best tools to assist students in increasing their reading comprehension. As mentioned in pages 48-51 of this article, the Four Square Graphic Organizer is an excellent tool due to its immense flexibility. It can be used for multiple topics and subjects, offering a wide variety of usage throughout the curriculum. It has been proven that the Four Square is a strategy that improves comprehension by using writing to organize and connect thoughts. Students are prepared for demand/prompt writing and varied comprehension tasks. It also encourages metacognitive writing that demonstrates student thinking.

Objective 3: By 06/16/2020, all students in grades 6-8 will show growth in vocabulary by 5% as measured by the CCRSL Summative Assessment.	List the data used to determine objectives: *(attach the evidence)* *https://docs.google.com/spreadsheets/d/1c9UZQghLhnUewWvPjNLt36FNylOYY5tB4TxWpkwtEEI/edit#gid=1103821734*

Blueprint Alignment:
1.1 All   1.2 All
2.1a   2.1b   2.1c   2.1d
2.2b   2. 2c   2.2d

Strategy for #3:
AVID Vocabulary Strategies

Reference #1	LeMaster, Jonathan. *Critical Reading: Deep Reading Strategies for Expository Texts*. AVID, 2009.
Annotated Bibliography	Vocabulary is the core of academic and social learning (Alexander, n.d). This book provides an effective approach to teaching/learning vocabulary. Strategies include: a) Direct Teaching Strategy which includes three steps: 1) select vocabulary, 2) determine prior knowledge and 3) teach selected words b) Keeping Track of New Vocabulary a

	handout where students are to define, use in a sentence and illustrate the word or concepts; c)Vocabulary Bookmarks to help students keep track of key words terms and concepts.. This approach was adapted from the work of Robert Marzano, Kate Kinsella, and Paul Nation.
Reference #2	Marzano, R.J., Pickering, D.J. and Pollock, J. E. *Classroom Instruction that Works.* Alexandria, VA: ASCD, 2001. Print.
Annotated Bibliography	One of the primary goals of the McREL study was to identify those instructional strategies that have a high probability of enhancing student achievement for all students in all subject areas at all grade levels. This book includes nine instructional research based strategies including note taking, nonlinguistic representations and the use of advance organizers.

Objective 4: By 06/16/2020, all students in grades 9-11 will show growth in vocabulary by 5% as measured by PSAT- Words in Context.	List the data used to determine objectives: *(attach the evidence)* *https://docs.google.com/spreadsheets/d/1c9UZQghLh nUewWvPjNLt36FNylOYY5tB4TxWpkwtEEI/edit#gid =1103821734*

Blueprint Alignment:
1.1 All   1.2 All
2.1a   2.1b   2.1c   2.1d
2.2b   2. 2c   2.2d

Strategy for #4:
AVID Vocabulary Strategies

Reference #1	LeMaster, Jonathan. *Critical Reading: Deep Reading Strategies for Expository Texts*. AVID, 2009.
Annotated Bibliography	Vocabulary is the core of academic and social learning (Alexander, n.d). This book provides an effective approach to teaching/learning vocabulary. Strategies include: a) Direct Teaching Strategy which includes three steps: 1) select vocabulary, 2) determine prior knowledge and 3) teach selected words b) Keeping Track of New Vocabulary a handout where students are to define, use in a sentence and illustrate the word or concepts; c)Vocabulary Bookmarks to help students keep track of key words terms and concepts.. This approach was adapted from the work of Robert Marzano, Kate Kinsella, and Paul Nation.

Reference #2	Marzano, R.J., Pickering, D.J. and Pollock, J. E. *Classroom Instruction that Works.* Alexandria, VA: ASCD, 2001. Print.
Annotated Bibliography	One of the primary goals of the McREL study was to identify those instructional strategies that have a high probability of enhancing student achievement for all students in all subject areas at all grade levels. This book includes nine instructional research based strategies including note taking, nonlinguistic representations and the use of advance organizers.

Strategy Implementation Activities	Responsible Party – person or group	Resources (Fiscal and Logistics)	Begin Date – End Date	Monitor	Evaluate
Focused Collaboration Meetings	All Teachers	none	SY 2019-2020	Admin	Admin https://docs.google.com/spreadsheets/d/1E5c304rOdkW25Wh0KuV5Mr7ugWSluvrPJdAFZwd27cU/edit#gid=0
Professional Learning Communities	All Teachers	none	SY 2019-2020	Admin	Admin https://docs.google.com/spreadsheets/d/1E5c304rOdkW25Wh0KuV5Mr7ugWSluvrPJdAFZwd27cU/edit#gid=0
Tiered Interventions for Students	All Teachers	none	SY 2019-2020	Admin	Admin https://docs.google.com/spreadsheets/d/1W-4pcLldu7AFQoq_qVVH3Uka1XdpZWHtrLDXm8qCyKs/edit#gid=0
Professional Development	All Teachers	none	SY 2019-2020	Admin	Admin https://sites.google.com/student.dodea.edu/multi-tiered-interventions/home?authuser=0
Implementation of Literacy Instructional Component (LIC)	All Teachers	none	SY 2019-2020	Admin	Admin https://drive.google.com/a/student.dodea.edu/file/d/15bhOkBy4qQ3QeCTZp1VCULRwrWUYkdrd/view?usp=sharing