

Continuous Improvement Plan

Tarawa Terrace Elementary School

Mid-Atlantic District

SY 2020-2021

Goal: All Tarawa Terrace Elementary School students will increase math proficiency.

List the data used to determine goal: *(attach evidence)*

- *Terra Nova Scores were used to determine the goal.*
- *EOY Status Report*
- *CCRSM Assessments have been used each year to determine and continue our goal.*
 - *2017-2018 BOY Data <https://goo.gl/W5Qiw9>*
 - *2017-2018 EOY Data <https://goo.gl/tBtBHD>*
 - *2018-2019 EOY Data <https://drive.google.com/drive/u/0/folders/1R78BpA2IXp5nddQFd3gaPXRWFgO4zesm>*
 - *2019-2020 - EOY Data: due to COVID19 during the spring of 2020, no EOY assessment data was collected.*

	Blueprint Alignment	List the data used to determine objectives: <i>(attach evidence)</i>
<p>Objective 1: By the end of the school year 2020-2021, 80% of students will score at or above the standard in math as measured by district math assessments.</p>	1.1a- Systemic Accountability for Learning 1.1b- Equitable Learning Experiences for All Students 1.1c- Differentiated Instruction for All Students	<ul style="list-style-type: none"> ● <i>Terra Nova Scores</i> ● <i>EOY Status Report</i> ● <i>School Quality Factor</i>
<p>Objective 2: TTES students in grades 3 -5 will increase math scores by 1% across all domains in mathematics by the end of the school year 2020-2021 as measured by the DoDEA Summative Assessment.</p>	1.1d- Access to Rigorous Instruction 1.1e- 21st Century Learning Environments 1.1f- Common Understanding of the DoDEA CAS 2.1a- Quality Implementation of PLC/FC	Baseline DoDEA Summative Assessment data collected during 17-18 school year.

2.1b- Integrate Continuous Improvement into the Daily Work of Districts and Schools.
2.1c- Ongoing Professional Learning.
2.1d- Assessment Literacy
2.1e- Instructional Leadership Professional Learning
2.1f- Culture of Shared Leadership

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)*

Tarawa Terrace students have difficulty with number sense and number operations. As noted on our Terra Nova OPI scores from SY 2016-2017, our students scored the lowest in these two areas.

Strategy #1 for Objective #1 and #2:

Integration of SMPs: Pre-kindergarten through fifth-grade teachers will intentionally plan to incorporate the eight standards of mathematical practice in daily lessons.

Research Cited: National Council of Teachers of Mathematics (2003). Principles and Standards for School Mathematics. Reston, VA: NCTM

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)*

Tarawa Terrace students have difficulty with number sense and number operations. As noted on our Terra Nova OPI scores from SY 2016-2017, our students scored the lowest in these two areas.

Strategy #2 for Objective #1 and #2:

Math Fluency Practice: Pre-kindergarten through fifth-grade teachers will intentionally incorporate research-based math fluency strategies in daily lessons.

Research Cited: National Governors Association Center for Best Practices & Council of Chief State School Officers. (2010). Common core state standards for mathematics. Common core state standards (college and career readiness standards and K-12 standard in English language arts and math). Washington, DC: Autor. <http://corestandards.org>

Procedural fluency builds on a foundation of conceptual understanding, strategic reasoning, and problem-solving. National Research Council (2001). Adding it up: Helping children learn mathematics. Washington, DC: National Academics Press.

In computation, procedural fluency supports students' analysis of their own and others' calculation methods, such as written procedures and mental methods for the four arithmetic operations, as well as their own and others' use of tools like calculators, computers, and manipulative materials. Procedural fluency extends students' computational fluency and applies in all strands of mathematics.

Research Cited:

Procedural Fluency in Mathematics. (2014). National Council of Mathematics, 1-2. Retrieved January 11, 2016, from <http://www.nctm.org/Standards-and-Positions/Position-Statements/Procedural-Fluency-in-Mathematics/>.

Procedural fluency builds from an initial exploration and discussion of number concepts to using informal reasoning strategies and the properties of operations to develop general methods for solving problems.

Effective teaching practice provides experiences that help students to connect procedures with the underlying concepts and provide students with opportunities to rehearsal or practice strategies and to justify their procedures. Practice should be brief, engaging, purposeful, and distributed.

Strategy #3 for Objective #1 and #2:

Student Goal Setting; TTES staff members will have the opportunity to determine a method to set student goals in order to monitor student achievement.

Research Cited:

Jane M. Wilburne & Emily Dause (2017) Teaching self-regulated learning strategies to low-achieving fourth-grade students to enhance their perseverance in mathematical problem solving, *Investigations in Mathematics Learning*, 9:1, 38-52, DOI: 10.1080/19477503.2016.1245036

“The intervention teachers mostly reported that the implementation of goal-setting and feedback to enhance student motivation and autonomy was having a positive effect and making a difference to student learning outcomes. Teachers seemed to believe that having the students set goals helped to focus and give them greater ownership of their learning” (McDonald, et al., 2016, p. 304)

Lyn McDonald, Annaline Flint, Christine M. Rubie-Davies, Elizabeth R. Peterson, Penny Watson & Lynda Garrett (2016) Teaching high-expectation strategies to teachers through an intervention process, *Professional Development in Education*, 42:2, 290-307, DOI: 10.1080/19415257.2014.980009

Strategy #4 for Objective #1 and #2:

Math Intervention:, based upon beginning of the year math assessment students will be identified for focused intervention in mathematics.

Research Cited:

Fuchs, L. S., Fuchs, D., Hamlett, C. L., Hope, S. K., & al, e. (2006). Extending Responsiveness-to-Intervention to Math Problem-Solving at Third Grade. *Teaching Exceptional Children*, 38(4), 59-63.

<http://ezproxy.liberty.edu/login?qurl=https%3A%2F%2Fwww.proquest.com%2Fdocview%2F201166325%3Faccountid%3D12085>

(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
Staff Development: Teachers will participate in district wide staff development.	Instructional System Specialist, Math Teacher Leader, Administration, CSI Team, Teachers	N/A	BOY-EOY	Instructional System Specialist	Teachers will complete a professional development needs assessment at the end of each training.
Staff Development: TTES teachers will participate in CCRSM collaboration for 30 minutes each week. Teachers will be provided with a common planning time weekly for CCRSM.	Instructional System Specialist, Math Teacher Leader, Administration, CSI Team, Teachers	N/A	BOY- EOY	Classroom teachers, Administration Focused Collaboration Discussions	Observations Walk-Throughs
Multiple Representations: Students will use multiple representations, (dot cards, ten frames,	Classroom Teachers, Support Staff, AAPS, Math IS	N/A	BOY- EOY	Teachers Focused Collaboration Discussions	PK-5 teachers will complete a Google Form at the end of each week to monitor.

etc.) including number talks to support and express their understanding of numbers and operations.					
<u>Fluency Practice-</u> All Pk-5 teachers will implement a 5-10 minute period daily of math fact fluency practice.	Classroom Teachers, Support Staff, AAPS, Math IS	N/A	BOY- EOY	CSI Team, Math IS Focused Collaboration Discussions	PK-5 teachers will complete a Google Form at the end of each week to monitor.
<u>Tiered Intervention-</u> Grades K-5 teachers and students will have a 20 minute tiered intervention group time in the master schedule.	Classroom Teachers, Support Staff, AAPS, Math IS	N/A	BOY- EOY	CSI Team Focused Collaboration Discussions	Teachers will use the focused collaboration minutes to document the use of the tiered intervention groups.
<u>Differentiated Math Groups:</u> K-5 teachers will create flexible, differentiated, math intervention groups to improve math instruction.	Classroom Teachers, Support Staff, AAPS, Math IS	N/A	BOY- EOY	Focused Collaboration Discussions	Teachers will use the focused collaboration minutes tool.
<u>20-60-20 Model</u> Teachers will use the DoDEA Math Instructional Components to help develop math	Classroom Teachers, Support Staff, AAPS, Math IS	N/A	BOY- EOY	Focused Collaboration Discussions	Observations Walk-Throughs

<p>lessons. Teachers will use the 20-60-20 model developed by DoDEA HQ.</p>					
<p>Posters- The CSI team will provide all grade level teachers with informational posters to be displayed in the classrooms about the math fluency interventions. Posters will also be placed in common areas around the school for all stakeholders to see.</p>	CSI Team	N/A	BOY- EOY	CSI Team and Administration	Observations Walk-Throughs
<p>Math Teacher Leader- The math teacher leader is a resource for staff to come to if they need help with math in their classroom.</p>	Math Teacher Leader	N/A	BOY- EOY	Math Teacher Leader	Emails
<p>Mentor Teacher- The mentor teacher is a resource for staff to come to if they need help with any areas in their classroom.</p>	Mentor Teacher	N/A	BOY- EOY	Mentor Teacher	Emails

<p><u>Responsive Professional Development Topics:</u></p>	<p>MTSS/RTI</p> <p>Professional Development with MATH ISS</p> <p>Understanding of vertical alignment within Operations and Algebraic Thinking and Numbers and Base Ten</p> <p>Exploration of Communities of Practice (vertical alignment)</p>	<p>N/A</p>	<p>BOY-EOY</p>	<p>Teachers</p> <p>CSI Team</p> <p>Focus Collaboration Team</p>	<p>Learning Walk Through</p> <p>Focus Collaboration minutes</p>
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Goal 2: All Tarawa Terrace Elementary School students will increase literacy proficiency.

List the data used to determine goal: *(attach evidence)*

- *K-3 BAS Data*
 - [2018-2019 BOY Data](#)
 - [2018-2019 EOY Data](#)
 - [2019-2020 BOY Data](#) *(Due to COVID 19, no EOY assessment data was collected.)*
- *3-5 SRI Data*
 - [2018-2019 BOY Data](#)
 - [2018-2019 EOY Data](#)
 - [2019-2020 BOY Data](#) *(Due to COVID 19, no EOY assessment data was collected.)*

- *K-5 Benchmark Advance Interim Data*
 - *2018-2019 Data*
 - [Interim 1](#)
 - [Interim 4](#)
 - *2019-2020 Data (Due to COVID 19, no EOY assessment data was collected.)*
 - [Interim 1](#)
- *3-5 DCAS Literacy Interims*
 - [2019-2020 Data](#) *(Due to COVID 19, no EOY assessment data was collected.)*
- *PreK Teaching Strategies Gold*
 - *2020-2021 BOY Data*

	Blueprint Alignment	List the data used to determine objectives: <i>(attach evidence)</i>
<p>Objective 1: By the end of the school year 2020-2021, the percent of students in Grades K-2 below proficiency will <i>decrease</i> by 15% based on district measures.</p>	1.1a- Systemic Accountability for Learning 1.1b- Equitable Learning Experiences for All Students 1.1c- Differentiated Instruction for All Students	<ul style="list-style-type: none"> ● <i>Benchmark Assessment System Data</i> ● <i>Benchmark Advance Interim Data</i>
<p>Objective 2: By the end of the school year 2020-2021, the percent of students in Grades 3-5 that are in the bottom two achievement levels will <i>decrease</i> by 15% based on district measures.</p>	1.1d- Access to Rigorous Instruction 1.1e- 21st Century Learning Environments 1.1f- Common Understanding of the DoDEA CAS 2.1a- Quality Implementation of PLC/FC 2.1b- Integrate Continuous Improvement into the	<ul style="list-style-type: none"> ● <i>Scholastic Reading Inventory Data</i> ● <i>Benchmark Advance Interim Data</i> ● <i>DCAS Interim and Summative Data</i>

<p>Objective 3: By the end of the school year 2020-2021, 80% of students will <i>increase</i> letter name and sound knowledge by 2 levels as measured by the Creative Curriculum Continuum.</p>	<p>Daily Work of Districts and Schools. 2.1c- Ongoing Professional Learning. 2.1d- Assessment Literacy 2.1e- Instructional Leadership Professional Learning 2.1f- Culture of Shared Leadership</p>	<ul style="list-style-type: none"> ● <i>Teaching Strategies Gold Trimester Data</i>
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Why are the students identified in **objective #1 and #2** not achieving the identified skill or skill set? (*root cause analysis process will determine the strategy identified to be implemented*)

Instructional shifts occurred when we adopted the College and Career Ready Standards for Literacy. The greater focus on complex text with academic language and text dependent questioning proved challenging for our students.

Strategy #1 for Objective #1 and #2:

Professional Learning: Targeted TTES staff will participate in mandated district designed professional learning related to ELA standards and curriculum.

Research Cited:

Bresina, B. C., & McMaster, K. L. (2020). Exploring the Relation Between Teacher Factors and Student Growth in Early Writing. *Journal of Learning Disabilities, 53*(4), 311–324. <https://doi-org.ezproxy.liberty.edu/10.1177/0022219420913543>

Traga Philippakos, Z. A. (2020). A Yearlong, Professional Development Model on Genre-Based Strategy Instruction on Writing. *Journal of Educational Research, 113*(3), 177–190.

Strategy #2 for Objective #1 and #2:

PAW (Personalized Academic Work) Time: Beginning school year 2020-2021, students will be identified for focused interventions in ELA based upon district assessments.

Research Cited:

Simmons, D. C., et al. (2007). Attributes of effective and efficient kindergarten reading interventions: An examination of instructional time and design specificity. *Journal of Learning Disabilities, 40*(4), 331-47. doi: 10.1177/002221940704000040401

O'Connor, R. E., et al. (2005). Tiers of intervention in kindergarten through third grade. *Journal of Learning Disabilities, 38*(6), 532-538. doi: 10.1177/00222194050380060901

Strategy #3 for Objective #1 and #2

Student Goal Setting: Beginning school year 2020-2021, TTES staff members will have the opportunity to determine a method to set student goals in order to monitor student achievement.

Research Cited:

O’Neill, J. (2004). Teachers learn to set goals with students: Cooperative process brings Wisconsin school to new heights of innovation and success. *Journal of Staff Development*, 25(3), 32-37.

“The intervention teachers mostly reported that the implementation of goal-setting and feedback to enhance student motivation and autonomy was having a positive effect and making a difference to student learning outcomes. Teachers seemed to believe that having the students set goals helped to focus and give them greater ownership of their learning” (McDonald, et al., 2016, p. 304).

Lyn McDonald, Annaline Flint, Christine M. Rubie-Davies, Elizabeth R. Peterson, Penny Watson & Lynda Garrett (2016) Teaching high-expectation strategies to teachers through an intervention process, *Professional Development in Education*, 42:2, 290-307, DOI: 10.1080/19415257.2014.980009

Strategy #1 for Objective #3:

PreKindergarten Teachers will develop and utilize targeted activities to meet each achievement level within the Creative Curriculum Continuum.

Research Cited: In many areas of development and learning some concepts and skills logically come first and others build on them (e.g., the understanding of the alphabetic principle lays the foundation for reading)" (Copple & Bredekamp. 2013).

Young children’s knowledge and understanding of the alphabet "has been consistently and empirically shown to be an important early literacy skill and one of the strongest predictors of later reading ability" (Huang, Tortorella, & Invernizh, 2014).

Young children's alphabet knowledge is a strong predictor of later reading, writing, and spelling ability (National Early Literacy Panel, 2008)

(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
<u>Professional Development:</u>	Instructional System Specialist, Site Literacy Leader,	N/A	BOY-EOY	Instructional System Specialist	Teachers will complete a professional development needs

Teachers will participate in district wide staff development.	Administration, CSI Team, Teachers				assessment at the end of each quarter.
<u>Professional Development:</u> TTES teachers will participate in CCRSL collaboration for 75 minutes each week. Teachers are provided with a common planning time weekly for CCRSL.	Instructional System Specialist, Site Literacy Leader, Administration, CSI Team, Teachers	N/A	BOY- EOY	Classroom teachers, Administration Focused Collaboration Discussions Tiger Form	Observations Walk-Throughs Focus Collaboration Forms
<u>Tiered Interventions (PAW Time)-</u> Grades K-5 teachers and students will have a 20 minute tiered intervention group time in the master schedule.	Classroom Teachers, Support Staff, AAPS, Literacy IS	N/A	BOY- EOY	Teachers CSI Team Focused Collaboration Discussions	Teachers will use the focused collaboration minutes to document the use of the tiered intervention groups.
<u>Differentiated Literacy Groups:</u> K-5 teachers will create flexible, differentiated groups to improve literacy instruction.	Classroom Teachers, Support Staff, AAPS	N/A	BOY- EOY	Focused Collaboration Discussions	Teachers will use the focused collaboration minutes tool.

<p><u>20-60-20 Model</u> Teachers will use the DoDEA ELA Instructional Components to help develop ELA lessons. Teachers will use the 20-60-20 model developed by DoDEA HQ.</p>	Classroom Teachers, Support Staff, AAPS, Literacy IS	N/A	BOY- EOY	Focused Collaboration Discussions	Observations Walk-Throughs
<p><u>Site Literacy Leader-</u> The site literacy leader is a resource for staff when implementing CCRSL.</p>	Site Literacy Leader	N/A	BOY- EOY	Site Literacy Leader	Emails Feedback from CCRSL training Staff needs assessment following quarterly CCRSL training
<p><u>Mentor Teacher-</u> The mentor teacher and created Google Classrooms for new staff are a resource when help is needed in any area in their classroom.</p>	Mentor Teacher	N/A	BOY- EOY	Mentor Teacher	Emails
<p><u>Responsive Professional Development Topics:</u> MTSS/RTI Training</p>	Autism ISS	N/A	BOY-EOY	Needs Assessment Focus collaboration minutes/discussion	Learning Walk Throughs Focused Collaboration minutes tool

Differentiated Centers	CSI Team				
Guided Reading/Flexible Grouping	ELA IS				
Higher Order Questioning	Site Literacy Leader				
	Various Staff				

