Hohenfels Elementary School Improvement Plan (2006-2011)
(Updated September 2008)

Mission Statement:

Our mission at Hohenfels Elementary School is to help all students become life-long learners by achieving their highest potential through a safe, nurturing, and challenging environment.

Vision:

Students will learn the knowledge and skills necessary for success in a technology-based world.

Educators will model and teach the expected competencies for highest student achievement, as part of the Bavarian District.

Parents will actively participate in school and at home.

Guiding Principles:

Leadership
Exploration
Achievement
Respect and Responsibility
Never Stop Learning

Student Performance Goal 1: ***All students will improve their skills in reading.***
Essence: All students will strengthen their retelling comprehension skills in either written or oral form in each curricular area.
Data Use to Select Goal: 1. Faculty Surveys 2. NCA recommendation 2005

3. DRA Fall 2006
4. Communication Arts, Grade 4

Standards:

<u>Kindergarten</u>

Standard: E1b Getting the Meaning

Component: E1b.3 Comprehension: Kindergartners should be able to give evidence that they are following the meaning of what they are reading (for example, retelling what they have read using their own words or colloquial phrasing).

<u>1st Grade</u>

Standard: E1: Reading

Component: E1b.4 Comprehension: By the end of first grade we expect first graders to be able to retell a story.

<u>2nd Grade</u>

Standard: E1 Reading:

Component: E1b.4 Comprehension: Second Grade students will discuss how, why, and what if questions about non-fiction texts

<u>3rd Grade</u>

Standard: E1 Reading

Component: E1b.4 Comprehension: Third grade students will cite important details from text

<u>4th Grade</u>

Standard: E1c: The student reads and comprehends

informational materials to develop understanding and expertise and produces written or oral work that:
Component: E1c.1: restates or summarizes information;

5th Grade

Standard: E1c: The student reads and comprehends informational materials to develop understanding and expertise and produces written or oral work that:
Component: E1c1 restates or summarizes information

6th Grade

Standard: E1c: The student reads and comprehends informational materials to develop understanding and expertise and produces written or oral work that:
Component: E1c1-restates or summarizes information.

Music

Following the music

- Repeats, Codas, 1st and 2nd endings

Identifying FORM
Reading verse/chorus
Comprehending the meaning of the song
Identifying and understanding musical terms
Describing Music, in a written assignment, using the appropriate vocabulary of the grade level

Host Nation

Reading Comprehension:

- Students are retelling or writing about German fairy tales, legends, stories or information about the country.

Art

Students will continue to be exposed to various written texts and vocabulary related to the visual arts. Subject matter and delivery

of vocabulary will vary according to grade and skill level of students.

Physical Education

Provide students with the opportunities that familiarize students with proper movement and physical fitness terminology. For example, spelling out words as a form of counting, playing games that involve searching for words that match the definition, providing printed/picture signs describing exercises or fitness concepts. (Just to name a few!)

TAG

Students are reading selections from the William and Mary curriculum and Junior Great Books series. They participate in discussions and activities focusing on critical thinking, reasoning and persuasive writing. The higher reading levels and thinking skills both promote reading comprehension.

PSCD

Goal: All students will demonstrate early reading competencies.
Objective: All students will attend to a story/nursery rhyme/ poem.
Objective: All students will answer who, what, where questions.

SPED

Goal: All students will read with comprehension.
Objective: All students will follow written directions.
Objective: All students will recall details from a paragraph or reading selection.

ESL and ELA

Specialist will support this goal by continuing reading activities in their classrooms relating to comprehension.

SURE START

Goal: All students will demonstrate early reading competencies.
Objective: All students will attend to a story/nursery rhyme/ poem.
Objective: All students will answer who, what, where questions.

INFORMATION CENTER

The Information Center Program supports this goal by

- Providing resources to support the curricular areas, where students may explore more fully classroom subjects that interest them.
- Demonstration of search strategies so students are able to access informational materials through their knowledge of materials in the Information Center, their use of the computer catalog, electronic databases and resources via the Internet.

Assessments Used to Measure Student Progress:

1. Terra Nova (3rd-6th Grade)
2. Rigby (Kindergarten-2nd Grade)
3. Scholastic Reading Inventory (2nd-6th Grade)

Supporting Research for Intervention/Strategy:

From: The California Reader Vol.32, No. 3 Spring 99, " Integrating the Language Arts and Content Areas: Effective Research-Based Strategies"

- Previewing vocabulary and content
- Developing questions as guides to comprehension
- Using real, concrete objects and manipulatives
- Retelling and summarizing
- Creating visual representations
- Access to lots of books
- Provide time and encouragement to read

From: Center for the Improvement of Early Reading Achievement, " Improving the Reading Comprehension of America's Children 10 Research-Based Principles"

- Effective comprehension instruction requires purposeful and explicit teaching
- Effective reading comprehension teaches children the skills and strategies used by expert readers.
- Effective reading comprehension instruction builds on and results in knowledge, vocabulary and advanced language development.
- Effective reading comprehension instruction pervades all genres and school subjects.
- Effective reading comprehension instruction actively engages children in text and motivates them to use strategies and skills.

From: Retelling: A strategy for Enhancing Students' Reading Comprehension. Koskinen, Patricia S; and others. Reading Teacher, v 41 n9 p892-96 May 1988 www.libproxy.nau.edu

Strategies for story retell:

- Guided Reading/Lit. Circles
- Comprehension Monitoring
- Cooperative Learning
- Curriculum
- Graphic Organizers
- Listening Actively
- Mental Imagery
- Mnemonic
- Multiple Strategies
- Prior Knowledge
- Psycholinguistic
- Question Answering

- Question Generation
- Story Structure
- Summarization
- Teacher Preparation
- Vocabulary Comprehension Relationship
- Text-pairing of Non-fiction and Fictional literature
- Metacognition Activities
- Role-playing with manipulatives
- Read Alouds

Professional Development: All staff will be trained in using the GO! Chart (a shortened form of a graphic organizer for story retelling) as part of their individual/team professional development.

Interventions/Strategies

GO! Charts

Retelling a story or expository text, both written and verbally, specifically focusing on the retelling portion of the GO! Chart using the graphic organizer.

Activities for 2006-07	Start	End / Progress
Terra Nova assessment for students in grades 3rd – 6th. This assessment will serve as our base-line assessment for this cycle.	April 2007	April 2007 Completed!
Identify teachers	May 2007	June 2007

who participated in Scholastic Red Building Comprehension		Completed!
SRI Reading assessment for students in grades 4th-6th. This assessment will serve as our base-line assessment for this cycle.	May 2007	June 2007 Completed!
Activities for 2007-08	Start	End / Progress
GO! Chart training	Sept 2007	Oct 2007 Completed! Many teachers have started using the GO! Retelling Charts.
Present outline of Scholastic Red Professional Development Plan.	Sept 2007	June 2008 Completed
SRI Reading Lexiles for students in grades 4th –6th at start of the year and as new students arrive. These scores will be used as	Sept 2007	June 2008 Initial SRI Testing Given Completed testing of incoming students.

baseline data, selection of appropriate reading program, and in the identification of appropriate reading books in meeting Language Arts standards.		
STAR testing for students in grades 1st – 6th at the start of the year and as new students arrive. These scores will be used in determining the zone of proximal development for the student's reading level in the Accelerated Reader program.	Sept 2007	June 2008 Initial STAR Testing Given Completed testing of incoming students.
STAR Early Literacy for students in grades Sure Start – Kindergarten at the start of the year and as new students arrive.	Sept 2007	June 2008 Discontinued

These scores will be used in determining each students needs for early reading intervention.		
Activities for 2008-2009	Start	End/Progress
GO! Chart training for new staff members	Sept 2008	November 2008
SRI Reading Lexiles for students in grades 2nd –6th at start of the year and as new students arrive. These scores will be used as baseline data for classroom teachers, selection of appropriate reading program, and in the identification of appropriate reading books in meeting Language Arts standards.	Sept 2008 Partially Completed	June 2009
Rigby testing given for First	Sept 2008	June 2009

and Second grades		
Rigby testing for Kindergarten	April 2009	June 2009
Monthly CSP checklist is maintained	Oct. 2008	June 2009

Student Performance Goal 2: ***All students will demonstrate an improved ability in mathematics***
Essence: All students will strengthen their algebraic thinking.
Data Use to Select Goal: 1. Faculty Surveys 2. Future Employment (SCANS Report) 3. TerraNova 2006
Standards: **<u>Kindergarten</u>** **Standard:** M2b Enable all students to represent and analyze mathematical situations and structures using algebraic symbols. **Component:** M2b1 Kindergartners should describe, mode, and extend AB and ABC patterns. **<u>1st Grade</u>** **Standard:** M2: Algebra **Component:** M2C: solve open sentences using commutative property of addition by representing an expression in more that one way **<u>2nd Grade</u>** **Standard:** M2 Algebra **Components:** M2a Instructional programs should enable all students to understand patterns, relations and functions. M2a.1 In Second Grade, students should create and describe patterns with multiple attributes **<u>3rd Grade</u>** **Standard:** M2 Algebra **Component:** M2d solve open sentences by representing an expression in more than one way using the commutative and associative properties for multiplication **<u>4th Grade</u>**

Standard: M2b- represent and analyze patterns and functions using words, tables, and graphs;
Component:

5th Grade
Standard: M2b- Instructional programs should enable all students to represent and analyze mathematical situations and structures using algebraic symbols. In fifth grade all students should:
Component: M2b2-apply algebraic order of operations and the commutative, associative and distributive properties to algebraic expressions, equations, and inequalities.

6th Grade
Standard: Instructional programs should enable all students to represent and analyze mathematical situations and structures using algebraic symbols. In sixth grade all students should:
Component: M2b2-evaluate simple expressions by replacing variables with given values, and use formulas in problem-solving situations.

Music
Keeping a steady beat

- Strong beat, weak beat
- 4 beats vs. 3 beats vs. 2 beats

Understanding the structure of measures and time signatures
Recognizing notes symbols and their durations and their function in the music
Subdividing and 6/8 meter
Ultimately, understanding the structure of written music

Host Nation
Algebra:

- Students know and are using Host Nation terminology related to money and shopping.

- Students will practice basic math operations in German.

Physical Education

Incorporate simple algebra patterning and computation while students are grouping exercises and objects used in an activity.

Art

VA3: Subject Matter, Symbols, and Ideas: The student chooses and evaluates a range of subject matter, symbols, and ideas.

- Patterning, repetition

VA6: Connections to Other Disciplines: The student makes connections between the visual arts and the other disciplines.

- Tessellations, mathematical concepts

TAG

A group of third-sixth grade students are working through the Hands-On Equations curriculum, which directly relates to Algebra standards.

PSCD

Goal: All students will demonstrate pre-computational skills.
Objective: All students will apply one-to-one correspondence.
Objective: All students will demonstrate basic math concepts for one/one more

SPED

Goal: All students will demonstrate a basic understanding of algebra concepts.
Objective: All students will work with variables and solve algebraic equations by using addition and subtraction.
Objective: All students will use formulas to solve problems of perimeter, area, and volume.

ESL and ELA

Specialist will support this goal by continuing mathematics activities that promote patterning and algebraic thinking.

SURE START

Goal: All students will demonstrate pre-computational skills.
Objective: All students will apply one-to-one correspondence.
Objective: All students will demonstrate basic math concepts for one/one more

INFORMATION CENTER

The Information Center Program supports this goal by providing mathematic resources for teachers and students.

Assessments Used to Measure Student Progress:

1. Terra Nova (3rd-6th Grade)
2. Algebraic Pre/Post Assessment (Sure Start/PSCD – 6th Grade)
3. STAR Math (2nd-6th Grade, 1st Grade when funds become available)

Supporting Research for Intervention/Strategy:

From: Improving Mathematics Teaching by Using Manipulatives

James W. Heddens Kent State University

Canny, M.E. (1984). The relationship of manipulative materials to achievement in three areas of Fourth-Grade mathematics: computation,
concept development, and problem solving. Dissertation Abstracts International 45A (775-76).
Clements, D.H., & Battista, M.T. (1990). Constructive learning and teaching. The Arithmetic Teacher, 38, 34-35.
Dienes, Z.P. (1960). Building Up Mathematics. London: Hutchinson
Educational.
Driscoll, M.J. (1981). Research Within Reach: Elementary School

Mathematics. Reston, VA: National Council of Teachers of Mathematics & CEMREL, Inc.
Driscoll, M.J. (1984). What research says. The Arithmetic Teacher, 31,
34-35.
Fennema, E.H. (1972). Models and mathematics. The Arithmetic Teacher,
19, 635-640.
Fennema, E.H. (1973). Manipulative in the classroom. The Arithmetic
Teacher, 20, 350-352.
Skemp, R.R. (1987). The Psychology of Teaching Mathematics (Revised
American Edition). Hillsdale, NJ: Lawrence Erlbaum.
Sugiyama, Y. (1987). Comparison of word problems in textbooks between Japan and the U.S. In J.P. Becker & T. Miwa (Eds.), Proceedings of U.S. -Japan Seminar on Problem Solving. Carbondale,
IL: Board of Trustees, Southern University.
Suydam, M. (1984). Research report: manipulative materials. The Arithmetic Teacher, 31, 27.

Professional Development: All staff will be trained in using Hands On Equations (a manipulative based algebraic program) as part of their individual/team professional development.

Interventions/Strategies

Improving student algebraic thinking by using manipulatives

- Hands-On Equations
- Math Centers
- Have varied manipulatives available at all times
- Incorporate the use of math manipulatives in curriculum through out the day, i.e. calendar, input/output charts, graphic organizers, math journals, etc.

Activities for 2006-07	Start	End/Progress
All grades will take the algebra pre/post test. The data will be used as the base line for this cycle.	May 2007	June 2007 Completed!
Document all Hands-on Equations kits currently on school property.	May 2007	June 2007 Completed!
Activities for 2007-08	Start	End/Progress
Hands-on Equations training	Sept 2007	June 2008 Completed!
All teachers give the Algebra Pre-Test.	Sept 2007	Oct 2007 Grades 1-6 Completed. Kindergarten completed.
Identify manipulative materials in our building. Make an inventory data base of materials for staff reference	Sept 2007	June 2008 On-going
STAR testing for students in grades 1st – 6th at the start of the year and as new students arrive.	Sept 2007	June 2008 Initial STAR Testing Given On-going for incoming students.

Activities for 2008-2009	Start	End/Progress
Hands-On Equations training for new staff members	Sept 2008	November 2008
All teachers give the Algebra Pre/Post-Test.	Sept 2008	October 2008
STAR testing for students in grades 2nd – 6th at the start of the year and as new students arrive. First grade will take the STAR test as funds become available.	Sept. 2008	June 2008
Monthly CSP checklist is maintained	Oct. 2008	June 2009