

Bolden Elementary School School Improvement Plan

Student Performance Goal #1

- All students will improve reasoning skills to analyze, evaluate and solve problems.

Essence of the Goal Reached by Faculty Consensus:

Give multiple strategies; students will be able to apply critical thinking and reasoning skills across the curriculum.

The essence of problem solving comprehension at our school includes:

Identify if a problem exists and if so to clarify what the problem is

- Generate and identify possible solutions
- Identify and create a set of criteria and evaluate the alternative solutions against those criteria
- Select and implement a solution
- Evaluate the effectiveness of the selection and revise and modify as appropriate

Rational:

The staff collectively analyzed available trend data from SY 04-05 to SY 06-07. The TerraNova, Scholastic Reading Inventory Test, and the Developmental Reading Assessment were reviewed as well as the DoDEA Customer Satisfaction Survey, Parents, Students and Teachers surveys. The staff arrived at consensus that there was a need for improving students' problem solving skills and communication/writing skills. After doing our environmental scan using ***Tough Times, Tough Choices: The Report of the New Commission of the Skills of the American Workforce*** by the National Center on Education and the Economy , ***How to Bring Our Schools Out of the 20th Century***, by Claudia Wallis and Sonja Steptoe. We found that our students need to be able to solve problems, communicate effectively and make connections beyond the classroom.

Bolden Elementary School Staff Development Plan

Goal #1: All students will improve reasoning skills to analyze, evaluate and solve problems.

Type of Goal: (Mark as appropriate)

Knowledge, Application, Behavior, Attitude

Essence of the Goal: Given multiple strategies; students will be able to apply critical thinking and reasoning skills across the curriculum.

The essence of problem solving comprehension at our school includes:

- Identify if a problem exists and if so to clarify what the problem is
- Generate and identify possible solutions
- Identify and create a set of criteria and evaluate the alternative solutions against those criteria
- Select and implement a solution
- Evaluate the effectiveness of the selection and revise and modify as appropriate

Support Data (from the Profile):

Problem Solving for Tomorrow's World
Program for International Student
Assessment pg. 23
Parent Survey pg. 18.

Standardized Assessments:

TerraNova Multiple Assessment, 2nd
Edition Math subtest (Grades 3-6)

Local Assessments:

Math Inventory Test from Macmillian/McGraw-
Hill (Grades 3-5)
Math Inventory Test –Adapted from NY State
Math Assessment (Grade 6)

Intervention: Students will use the 4-step problem solving process to demonstrate their critical thinking and reasoning skills.
 Students will participate in a school-wide problem solving program Discovery Math which emphasizes critical thinking, communication and reasoning skills.
 Students will participate in a school-wide fitness program that emphasizes problem solving and goal setting.

Research: 4-Step Problem Solving Method
 George Polya (pg.65)
 Teaching Mathematical Problem Solving:
 Implementing the Vision (pg. 65)
 NCTM Principals and Standards for School
 Mathematics Problem Solving Standard
 (pg.62)
 Sunshine Math Program Florida State
 Department of Education (pg.65)

Activities to implement the intervention:	Person(s) Accountable: POC	Timeline Beg. End	Resources Needed
1. Teachers will receive inservice training to the 4-Step Problem Solving Method provided in the adopted math series (McMillian/McGraw-Hill) The 4 step method is based on George Polya method of READ, PLAN, SOLVE, and LOOK BACK.	1 & 2. Jacque Taton-Saunders and Angela S. (Math Facilitator)	1. 8/2007—9/2007	1. McMillian/McGraw-Hill text series. George Polya 4 step problem solving method
2. Teachers will collaborate with the Math Facilitator using a consultative model to address problem solving strategies.	2. Angela S. (Math Facilitator) and Classroom Teachers	2. 9/2007-5/2008	2. Allocation of Collaboration time
3. Students will use the 4-step problem solving method to solve	3. Classroom Teachers	3. 10/2007-5/2008	3. 4. McMillian/McGraw-Hill text series. George

<p>problems across the curriculum.</p> <p>4. Students will solve problems and share strategies through verbal and written communication.</p> <p>5. Students will utilize problem solving skills in Discovery Math</p>	<p>4. Classroom Teachers</p> <p>5. Angela S. (Math Facilitator) and Classroom Teachers</p>	<p>4. 10/2007-5/2008</p> <p>5. 11/2007-5/2008</p>	<p>Polya 4 step problem solving method</p> <p>5. Discovery Math worksheets (Based on the Sunshine Math Problem Solving Program)</p> <p>Incentives for students</p>
---	--	---	--

Bolden Elementary School Staff Development Plan

Goal #2: All students will improve writing skills across the curriculum.			
Type of Goal: (Mark as appropriate) _____ Knowledge, <input checked="" type="checkbox"/> Application, _____ Behavior, _____ Attitude			
Essence of the Goal: By writing across the curriculum, the students of Bolden Elementary School will formulate ideas, organize a logical pattern of the created ideas and develop a flow of language.			
Support Data (from the Profile): TerraNova Multiple Assessment, 2nd Edition Reading Language Arts subtest (Grades 3-6) Parent Survey/Teacher input pg. 18.	Standardized Assessments: TerraNova Multiple Assessment, 2nd Edition Reading Language Arts subtest (Grades 3-6)	Local Assessments: Writing Assessment Pre and Post (Grades 3-6) Scholastics Writing Assessment (Grades 3-6) 6+1 Traits of Writing Rubrics	
Intervention: Students will use the 6+1 Traits to improve writing skills across the curriculum with an emphasis on ideas, organization and fluency.			Research: 6+1 Traits pg 64

Activities to implement the interventions	Person(s) Accountable: POC	Timeline Beg.	End	Resources Needed
1. Teachers will view 6+1 tapes in collaboration meetings	1. Dr. Taton-Saunders and Cassandra W.	1. Nov 2007	1. Jan 2008	1 6+ 1 Writing Traits Guides and Video Tapes from Area Service Center (PTC)
2. Teachers will receive inservice training to learn about and use the 6 + 1 Writing Traits	2. Dr. Taton-Saunders and ISS from Peachtree City (PTC)	2. Jan. 2007	2. May 08	2 6+ 1 Writing Traits Guides and Video Tapes from Area Service Center (PTC)
3. Students will use the 6 + 1 Writing Traits to write across the curriculum.	3. Classroom Teacher and Dr. Taton-Saunders	3. Feb. 2007	3. May 08	3 Rubrics and Graphic Organizers

Results-Based Staff Development Plan

Bolden Elementary School

Intervention: Students will use the 4-step problem solving process to demonstrate their critical thinking and reasoning skills.

Staff Development Outcome

Measure of Effectiveness

Student Outcome

Grade Level groups will review and implement the 4-step problem solving approach	<ol style="list-style-type: none"> 1. Bolden Elementary Students TerraNova test scores will improve on the Mathematics subtest 2. Bolden Elementary Students' achievement will improve on the math problem solving pre-and post test local assessment 	Students will incorporate problem solving strategies across the curriculum
--	---	--

Level	Activity	Person Responsible	Evidence of Attainment	Resources	Timeline
Knowledge	The 4-step problem solving method will be introduced to the faculty and staff in a faculty meeting	Jacque Taton-Saunders, Angela S., and Beverly A.	Minutes of meeting verified by the principal that the study occurred	4-step problem solving PowerPoint presentation	January 2007-February 2007
Model/Demonstration	Demonstrate during faculty meeting and grade level collaboration meetings	Jacque Taton-Saunders, Angela S., and Beverly A.	Minutes of meeting verified by the principal that the study occurred	Math Facilitator	January 2007-February 2007
Low- risk Practice	Collaboration with	Angela S. and	Verification by	Math Facilitator	Feb 2007-May

	Math Facilitator	Classroom Teachers	principal that collaboration time was given and used		2007
On the Job Practice	Implementation of problem solving process in instruction	Jacque Taton-Saunders	Verification by principal that teachers implemented the process	4-Step Problem Solving /Strategies posters in classrooms	Feb 2007-May 2008
Follow Up	Professional discussion during faculty meeting	Jacque Taton-Saunders and Classroom Teachers	Minutes of meeting verified by the principal that the discussion occurred		Feb 2007-May 2008
Long Term Maintenance	The School Improvement Plan will be a part of the Teacher's Handbook to ensure new staff members are aware of and able to perform the interventions in the SIP. Continuous training on the 4-step problem solving method will be planned accordingly.	Jacque-Taton Saunders and Math Facilitator	Teacher Handbook, Collaboration sessions among staff members	New teacher orientation. Release time for in-house training	Upon Arrival of new staff and Refresher course each year for returning staff.

Results-Based Staff Development Plan

Bolden Elementary School

Intervention: Students will use the 6+1 Traits to improve writing skills across the curriculum with an emphasis on ideas, organization and fluency.

Staff Development Outcome

Measure of Effectiveness

Student Outcome

Grade Level groups will review, collaborate as they implement the 6+1 trait writing process	<ol style="list-style-type: none"> 3. Bolden Elementary Students TerraNova test scores will improve on the Reading/Writing subtest 4. Bolden Elementary Students' achievement will improve on the writing samples using the 6+1 Trait writing rubrics 	Students will incorporate 6+1 writing strategies across the curriculum by using the language of 6+1 through: <ul style="list-style-type: none"> • Direct instruction • Writing samples • Rubrics • Practice and presentation
---	---	--

Level	Activity	Person Responsible	Evidence of Attainment	Resources	Timeline
Knowledge	The 6+1 solving method will be introduced to the faculty and staff in a faculty meeting	Jacque Taton-Saunders,	Minutes of meeting verified by the principal that the study occurred	6+1 videos and study guides presentation	January 2008-February 2008
Model/Demonstration	Demonstrate during a professional development day and grade level collaboration meetings	Janey I. DDESS ISS	Minutes of meeting verified by the principal that the professional development occurred	Materials presented by Janey I. during professional development training	January 18, 2008

Low- risk Practice	Collaboration during faculty and collaboration meetings	Jacque Taton-Saunders and Classroom Teachers	Verification by principal that collaboration time was given and used	6+1 Traits of Writing Books	Feb 2008-May 2008
On the Job Practice	Implementation of 6+1 writing process in instruction	Jacque Taton-Saunders	Verification by principal that teachers implemented the process		Feb 2008-May 2008
Follow Up	Looking at student writing samples	Jacque Taton-Saunders and Classroom Teachers	Minutes of meeting verified by the principal that the discussion occurred	6+1 Writing Traits Rubrics and Materials on Looking at Student Work	March 2008-May 2008
Long Term Maintenance	The School Improvement Plan will be a part of the Teacher's Handbook to ensure new staff members are aware of and able to perform the interventions in the SIP. Continuous training on the remaining Traits of 6+1 will be planned accordingly.	Janey I. DDESS ISS and Jacque Taton-Saunders	Teacher Handbook, Collaboration sessions among staff members	New teacher orientation. Release time for in-house training	Upon Arrival of new staff and Refresher course each year for returning staff.