

Goal: By June 2013, all students will increase and improve written communication as measured by an increase in the percent of students scoring proficient or above on selected local assessments.

Local Writing Assessment

Writing	To % At / Above (2012)			To % At /Above (2013) (5% increase over last year; 75 minimum expectation)		
	Grade	Ideas	Organization	Holistic	Ideas	Organization
PreK	97					
K	80	74	85	85	79	90
1	77	61	74	82	66	79
2	76	84	82	81	89	87

Type of Goal: (Mark as appropriate)
 _____ Knowledge, X Application, _____ Behavior, _____ Attitude

Essence of the Goal: All students will be able to express ideas and communicate through writing.

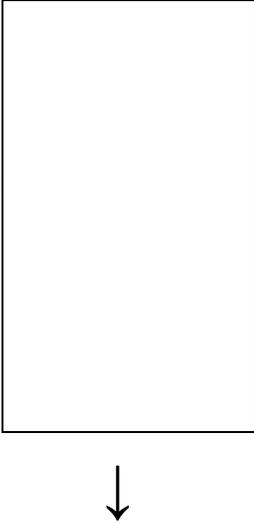
<p>Support Data (from the Profile): 3rd Terra Nova Scores Reading & Writing 2011 Local Retell Scores 2011 DRA Scores 2011 Local Writing Scores 2011 Parent Survey 4-7-2007 Environmental Scan Data Sept 2007 Staff Survey 4-7-2007 Staff Analysis Sept 2007</p>	<p>Standardized Assessments: Standardized assessments are not administered in Pre-K-2nd grades. 3rd Grade Terra Nova 09/10 former Elliott students at Bolden</p>	<p>Local Assessments: 6+1 Writing Assessment Beginning (Sept), Middle (Jan) and End (May) of Year PreK-2</p>
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Intervention: Students will use graphic organizers to improve written communication.

Research: Peter C. Bellamy. (2001) Research on Writing with the 6+1 Traits. Northwest Regional Educational Laboratory Research indicates advantages of using the 6-Trait model to diagnose specific strengths and weaknesses of student writing in order to inform instruction and improve overall writing in the classroom.

The 6+1 Trait Writing model has been designed to help teachers teach and assess student writing through an analytic approach by focusing on the following seven traits that characterize quality writing: Ideas, Organization, Voice, Word Choice, Sentence Fluency, Conventions, and Presentation. The training in 6+1 Trait Writing instructs teachers in the use of these traits to evaluate student writing and to plan and deliver instruction. Language is provided to help students understand how the traits are reflected in good writing and to use this understanding to improve their own writing. This is strengthened through the use of rubrics and samples of student writing to illustrate these traits.

Activities to implement the intervention:	Person(s) Accountable: POC	Timeline Beg. End		Resources Needed		
<p>Community of Learners (COL) Grade levels meet weekly to share ideas and strategies.</p> <p>Teachers will weekly: teach & model brainstorming ideas using graphic organizers (webs & sequencing maps)</p> <p>Students will weekly: observe & participate in brainstorming ideas through the use of graphic organizers</p> <p>Teachers will bi-monthly: create opportunities for students to brainstorm ideas using a graphic organizer as appropriate for grade level.</p> <p>Students will bi-monthly: brainstorm ideas using a graphic organizer as appropriate for grade level.</p> <p>Teachers will weekly: teach & model writing through sequencing events</p> <p>Students will weekly: create & organize their writing by sequencing events</p>	<div data-bbox="787 316 1039 738" style="border: 1px solid black; width: 120px; height: 260px; margin: 0 auto;"></div> <div data-bbox="892 771 913 820" style="text-align: center;">↓</div>	August 12	June 13	Assorted Graphic Organizers		
		August 12	June 13			
		December 12	June 13			
		January 13	June 13			

<p>Teachers will monthly: encourage parent involvement by sharing writing strategies through newsletters, classroom updates and/or through other communications.</p>		November 12	June 13		
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Goal: By June 2013, all students will improve math problem solving by using problem solving strategies as measured by an increase in the percent of students scoring proficient or above on local assessment.

Locally Developed Math Problem Solving Assessment

Grade	From % At / Above (2012)	To % At / Above (2013) (5% increase over last year; 75 minimum expectation)
K	100	100
1	80	85
2	49	75

Everyday Mathematics End of the Year Assessment

Grade	From % At / Above (2012) (Locally developed standards based math assessment)	To % At / Above (2013) (5% increase over last year; 75 minimum expectation)
K	79	84
1	70	75
2	37	75

Type of Goal: (Mark as appropriate)

_____ Knowledge, X Application, _____ Behavior, _____ Attitude

Essence of the Goal: Students will develop and use problem solving strategies to apply and communicate their mathematical reasoning.

<p>Support Data (from the Profile): Parent Survey 4-7-2007 Environmental Scan Data Sept 2007 Staff Survey 4-7-2007 Staff Analysis Sept 2007 Of what data? Where's the data?</p>	<p>Standardized Assessments: Standardized assessments are not administered in Pre-K-2nd grades. 3rd Grade Terra Nova 09/10 former Elliott students at Bolden.</p>	<p>Local Assessments: Locally Developed Math Problem Solving Assessment Beginning, Middle and End of Year PreK-2 End of the Year Everyday Mathematics Assessment PreK-2</p>
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Intervention: Students will use problem solving strategies to improve mathematical problem solving.

STRATEGY	PreK	Kinder	First	Second
Think, Ask, Do	x			
Act it Out		x	x	x
Draw a Picture		x	x	x
Guess and Check		x	x	x
Make a Graph		x	x	x
Find a Pattern		x	x	x
Use Picture Clues			x	x
Use Objects			x	x
Choose an Operation (add/subtract)			x	x
Use What You Know			x	x
Write a Number Sentence				x
Work Backwards				x
Use Logical Reasoning				x

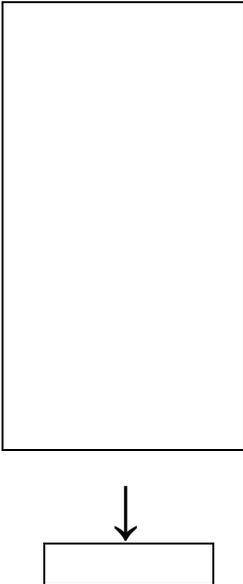
Research: Kilpatrick, Jeremy; Swafford, Jane; Findell, Bradford. (2001). Adding It Up: Helping Children Learn Mathematics. The National Academies Press.

NCTM. (2003). Principles and Standards for School Mathematics. Key Curriculum Press.

Van de Walle, John A.; Lovin, LouAnn H. (2006). Teaching Student-Centered Mathematics Grades K-3. Pearson Education, Inc.

Problem solving should be the site in which all strands of mathematics proficiency converge.

Problem solving is an integral part of all mathematical Learning. The National Council of Teachers of Mathematics has identified problem solving as one of the five fundamental mathematical process standards along with reasoning and proof, communication, connections, and representations (National Council of Teachers of Mathematics [NCTM], 2000). "Problem solving is the foundation of all mathematical activity" (Revs, Lindquist, Lambdin, Smith, & Suydam, 2001). "In order to function in our complex and changing society, people need to be able to solve a wide variety of problems. The elementary math curriculum must prepare children to become effective problem solvers" (Burns, 2000). Problem solving shouldn't be a separate process, but rather the context within which students learn math skills and concepts (Zemelman, Daniels, & Hyde, 1998). Although problem solving is an integral part of all mathematics, many students struggle with solving problems. In fact, students' "ability to solve word problems falls far below their ability to compute" (Burns, 2000). Research shows that this discrepancy is not because children have poor computation or reading skills, but because children "do not know how to choose the correct operation to apply to the problem" (Burns, 2000). With explicit instruction in problem solving students can and will improve.

<p>Teachers will: create opportunities for students to communicate their problem solving strategies: PK,K-Verbally, Picture Gr 1 & 2 – Graphic demonstration, written and/or verbally</p> <p>Students will: consistently share their strategies in a group</p> <p>Teachers will: continue to monitor, encourage, and support problem solving strategies.</p> <p>Teachers will: encourage parent involvement by sharing problem solving strategies during conferences, by inviting parents in for an “In House” math day, and through Home Links and other communications.</p>		<p>October 12</p> <p>March 13</p> <p>October 12</p>	<p>June 13</p> <p>June 13</p> <p>May 13</p>	<p>Math Journals</p> <p>Everyday Math Home Links</p>	
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