

School Improvement Plan

C.C. Pinckney Elementary School

Goal #1: All students will demonstrate an improved ability in problem solving with an emphasis in mathematics.						
Essence of the Goal: Given multiple strategies, students will be able to apply their critical thinking and reasoning skills with everyday applications across the curriculum.						
Support Data (from the Profile): Environmental scan data Balanced Assessment in Mathematics (BAM) TerraNova		Standardized Assessments: TerraNova Math Subtest		Local Assessments: Math Problem Solving Pre-test, October, 2006 Math Problem Solving Post-test, April, 2007 Math Inventory from Adopted Textbook		
Intervention: Students will implement the 4-step problem solving process as an approach to utilizing their critical thinking and reasoning skills with an emphasis in mathematics. These phases include a variety of strategies that students can apply to all types of problems.				Research: The 4-step is a problem solving approach developed by Poyla whose model describes a set of four independent phases that are used by the student in the process of problem solving.		
Activities to implement the intervention:		Person(s) Accountable: POC	Timeline Beg. End		Resources Needed	Staff Development Activities:
<ol style="list-style-type: none"> 1. Teachers will learn more about the 4-step problem solving process through a variety of staff development activities. 2. Teachers will collaborate with the Math Facilitator utilizing a coaching/consultative model to address mathematical instruction and the 4-step problem solving process. 3. Students will receive instruction in problem solving strategies through a variety of learning opportunities to include: <ul style="list-style-type: none"> • remedial math support • support of a Math Facilitator working with classroom teachers. 		<ol style="list-style-type: none"> 1. Principal and Grade Level Chairpersons 2. Math Facilitator, Fifth Grade Teachers, 4th Grade Teacher, and Principal 3. 2 Teachers, Math Facilitator, and Principal 	<ol style="list-style-type: none"> 1. Sept., 2006 2. Sept., 2006 3. Sept., 2006 	<ol style="list-style-type: none"> 1. Jan., 2008 2. May, 2008 3. May, 2007 	<ol style="list-style-type: none"> 1. Poyla, George. <i>The Four Step Problem Solving Process</i>. http://www.drkhamsi.com/class/polya.html 2. Information shared from Math Facilitator Initiative - DDESS 	<ol style="list-style-type: none"> 1. Grade level groups reviewing 4-step problem solving approach. 2. Collaboration time for Math Facilitator and supported classroom teachers 3. Teachers will be provided resources on updated remedial math support.

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<p>Goal #2: All students will improve their writing skills across the curriculum.</p>		
<p>Essence of the Goal: All students will be given standards-driven multiple writing opportunities to engage in a variety of genre to produce proficient writers, readily able to organize and communicate thoughts and ideas. Students will be able to convey a knowledge response using one or more of the 6+1 traits.</p>		
<p>Support Data (from the Profile): Environmental scan data TerraNova, Spring 2006 Performance Assessment of Communication Arts (PACA) – Spring, 2006</p>	<p>Standardized Assessments: TerraNova Writing Subtest</p>	<p>Local Assessments: Student writing samples and 6+1 trait writing rubrics</p>
<p>Intervention: All teachers and students will become familiar with the components of the 6+1 trait writing process.</p>		<p>Research: In the early 1980's, creative teachers in school districts across the country decided there must be a better way to gather useful information about student writing performance than with single scores or standardized tests. They wanted an instrument that would provide accurate, reliable feedback to students and teachers that would help guide instruction. When an exhaustive search didn't produce such a tool, they rolled up their sleeves and began the difficult process of creating an analytic scoring system that would be valid, honest, and practical.</p> <p style="text-align: center;">After evaluating thousands of papers at all grade levels, the teachers identified common characteristics of good writing. These qualities became the framework for the six-trait analytical model. The model uses common language to identify the traits year to year as we refine our idea of what 'good' writing looks like by using the scoring guides.</p> <p><i>Information taken from Website for Northwest Regional Education Laboratory, "6 + 1 Trait Writing – About." This document's URL is: http://www.nwrel.org/assessment/about.php?odelay=1&d=1</i></p>

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Activities to implement the intervention:	Person(s) Accountable: POC	Timeline Beg. End		Resources Needed	Staff Development Activities:
<p>1. Teachers will explore all components of 6+1 trait writing through:</p> <ul style="list-style-type: none"> • Grade level meetings • Staff meetings • Online and websites • Off site training/conferences <p>2. Students will begin learning the language of 6+1 trait writing through:</p> <ul style="list-style-type: none"> • Direct instruction • Writing samples – look at samples, critiquing, editing • Rubrics • Practice and presentation 	<p>1. Principal and Grade Level Chairpersons</p> <p>2. All classroom teachers</p>	<p>1. Sept., 2006</p> <p>2. Sept., 2006</p>	<p>1. Jan., 2008</p> <p>2. May, 2008</p>	<p>1. 6+1 trait writing http://www.nwrel.org/assessment/about.php?odelay=1&d=1</p> <p>2. Students 6+1 trait writing folders, charts, rubrics, and posters</p>	<p>1. Grade level groups reviewing 6+1 trait writing approach.</p> <p>2. Collaboration time for classroom teachers to look at student work.</p>