

**Continuous School Improvement Blueprint – Math Goal
SY 12-13**

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DoDEA Mission Statement: Educate, Engage, and Empower Each Student to succeed in a dynamic world.					
School Vision Statement: Humphreys American School (HAS) is dedicated to providing the highest quality education where a love of learning is evident in all students and teachers. We envision a school community in which the environment is positive, nurturing and respectful of students, teachers and the military community. HAS strives to be a school in which academic, artistic and physical expectations are high and individualized for each student and goal-oriented, technology-rich instruction aligns with Department of Defense Education Activity standards and assessments. At Humphreys American School, engaged parents, teachers and the military community will all work together to ensure that all students can be successful.					
Math Goal: By June 2014, all Humphreys American School students will increase performance on targeted math skills using instructional strategies implemented in all curricular areas as measured by the TN3 Math subtest, other system-wide assessments, and school-based assessments. The targeted skill is to construct focused organized arguments that support the problem solving process.					
Targeted Subgroup: 26 th -50 th percentile on TerraNova 3 rd Edition Math Subtest					
Triangulation of Data:					
<ol style="list-style-type: none"> 1. TerraNova 3rd Edition Math Subtest 2. Math Local Assessment K-8 3. Teacher Perception/Data Carousel 4. Student Work 					
Assessments Selected to Measure Student Achievement in this Goal Area					
System-wide Assessment(s)			School Selected Assessments		
<u>Name:</u> TerraNova Multiple Assessment 3 rd Edition Math Subtest			<u>Name:</u> Humphreys Problem Solving Assessment (K-8)		
<u>Grade Levels:</u> 3 rd -8 th			<u>Grade Levels:</u> K-8		
<u>When Given:</u> Spring (March)			<u>When Given:</u> May		
How do we know we have achieved success (indicator of success): There is meaningful increase in the percentage of students scoring in the top two national quarters and a meaningful decrease of students scoring in the bottom quarter as measured by the TerraNova Multiple Assessment 3 rd Edition Math Subtest.			How do we know we have achieved success (indicator of success): There is a meaningful increase in the percentage of students scoring at or above 80%		
<u>Name:</u> Pre-K Creative Curriculum					
<u>Grade Levels:</u> Pre-K					
<u>When Given:</u> May/June					
How do we know we have achieved success (indicator of					

<p>success): There is meaningful increase in the percentage of students scoring at the following standards:</p> <p>Objective 11: Demonstrates Positive Approaches to Learning 1. Solves Problems (Level 7)</p> <p>Objective 20: Uses Number Concepts and Operations 1. Counts (Level 6) 2. Quantifies (Level 6) 3. Connects Numerals with their Quantities (Level 6)</p> <p>Objective 21: Explores and Describes Spatial Relationships and Shapes 1. Understands Spatial Relationships (Level 7) 2. Understands Shapes (Level 6)</p> <p>Objective 22: Compares and Measures (Level 7)</p> <p>Objective 23: Demonstrates Knowledge of Patterns (Level 7)</p> <p>Objective 11: Demonstrates Positive Approaches to Learning 1. Solves Problems (Level 7)</p> <p>The score is based on a continuum and the end of year expectation.</p>	
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Common Assessments

<p><u>Name of assessment:</u> Math Local Common Assessment Grade Level: K-8 When Given: Quarterly</p>	<p><u>Name of assessment:</u> Problem of the Week (or more) (Formative) Grade Level: K-8 When Given: Weekly (or more)</p>
<p><u>Name of assessment:</u> Pre-K Creative Curriculum (Formative) Grade Level: Pre-K When Given: Semester</p>	

Action Plan

Strategy: UPSL (Understand, Plan, Solve, Look Back)
Brief Description: UPSL is a problem-solving strategy that allows students to think through a word problem, analyze what it being asked, determine how to solve the problem, solve the problem, and the look back to see if they answered the question and if the answer makes sense.

Tasks/Action Steps	Timeline		Persons Responsible
	Begin	End	
1. Professional Development	September	ongoing	Diggs and the ISS Math
2. Review/Revisit UPSL Research	September	October	CSI Chairs

3. Teachers will meet monthly (on the second Tuesday) at grade level meetings to analyze student work (using Student Work Protocol Sheet) and to share resources, lessons, and student work related UPSL.	9/11/2012	6/11/2013	Grade Level Chairs
4. Teachers will instruct students on using the UPSL process; thereby creating better problem solvers.	10/2/2012	Ongoing/as needed due to high student turnover	Classroom Teacher
5. Teachers will monitor the effectiveness of UPSL by sharing student work samples at grade/team meetings.	10/9/12	Ongoing/Weekly	Classroom Teacher
Action Plan for Targeted Subgroup			
Strategy: Math Support	Targeted Subgroup: 4 th -8 th grade students scoring in the 26 th to 50 th Percentile on TerraNova Math Subtest		
Tasks/Action Steps	Timeline		Persons Responsible
	Begin	End	
The Math Support Specialist, Math teachers and Math Goal Committee will develop a specific plan, collaborated with teachers, to provide the necessary instruction needed to increase student achievement	October 1, 2012	October 30, 2012	Math Support Specialist/CSI Math Goal Committee chairs
Implement the strategy that was identified in the above plan.	Nov 1, 2012	June 2013	Math Goal Committee chairs with administration

Monitoring the Implementation of Strategy

Date	Strategy Focus	Monitoring Process	Person/Group Responsible	Evidence; Use of the Evidence
Sept 2012- June 2013	<p>UPSL Understand -- Before you can solve a problem you must first understand it. Read and re-read the problem carefully to find all the clues and determine what the question is asking you to find.</p> <ul style="list-style-type: none"> • What is the unknown? • What are the data? • What is the condition? <p>Plan -- Once you understand the question and the clues, it's time to use your previous experience with similar problems to look for strategies and tools to answer the question.</p> <ul style="list-style-type: none"> • Do you know a related problem? • Look at the unknown! And try to think of a familiar problem having the same or a similar unknown? <p>Solve -- After deciding on a plan, you should try it and see what answer you come up with.</p> <ul style="list-style-type: none"> • Can you see clearly that the step is correct? 	Focus Walks	Diggs and Wollman	Focus walk protocol sheets will be posted on SharePoint and reflective conferencing will take place with administration. Data added to binders; grade level notes, teacher reflection in binders.
Sept 2012- June 2013	<ul style="list-style-type: none"> • But can you also prove that the step is correct? <p>Look Back -- Once you've tried it and found an answer, go back to the problem and see if you've really answered the question. Sometimes it's easy to overlook something. If you missed something check your plan and try the problem again.</p> <ul style="list-style-type: none"> • Can you check the result? • Can you check the argument? • Can you derive the result differently? • Can you see it at a glance? 	Examining Student Work Protocol	Grade Level Members	Student Work Protocol Sheet, Minutes from grade Level meetings, Reteaching/Modifying Instruction
Sept 2012- June 2013	<p>The National Council of Teachers of Mathematics endorses the use of such strategies as those appearing in "Four-Step Problem Solving"—particularly the step requiring students to explain their answers—as effective for producing students' math competency, as described in NCTM publications such as Principles and Standards for School Mathematics. Excerpts from NCTM documents validate the district's problem-solving strategy. Some of the key ideas and teaching standards identified include the following.</p> <ul style="list-style-type: none"> • Teachers need to investigate how their students arrive at answers. Correct answers don't necessarily equate to correct thinking. • Students need to explore various ways to 	Data Notebooks/Binders	Teachers	Action Plan, CSI professional development plan, TerraNova 3 rd edition scores if applicable. Formative assessments, assessment calendar, lesson plans, UPSL samples student work and, anecdotal records. Student Protocol Sheets with Supporting Student Work, High Student, Middle Student, Low Student, Teacher Reflection

	<p>think about math problems and their solutions.</p> <ul style="list-style-type: none"> • Students need to learn to analyze and solve problems on their own. • Students' discourse in a mathematics classroom should focus on their thinking process as they solved a problem. 			
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Communication	
1. How will you communicate or publicize the plan to achieve the identified goal to the community, the students, and the parents?	Principal's Teas, SAC Meetings, Parent Newsletters, FRG meetings, Command Channel, PX Display, Teacher Email Signature Lines, New Parent Orientation, School Website, PTSO, AFN
2. How will you communicate or publicize the results of the identified goal assessments to the community, the students, and the parents?	New Parent Orientation, Newsletters, Command Channel, Principal's Teas, SAC Meetings, School Website, FRG Meetings, PTSO, AFN
3. How will you use the on-going evaluation results to adjust and maintain progress in order to reach the identified goal?	Results from monitoring plan and common formative assessments (quarterly), student protocol, focus walk will aid in changing instructional strategies, consulting district resources for instructional strategies, and identifying appropriate resources.
4. How will you celebrate the successful implementation of this strategy?	Displays around schools, share information with stakeholders, grade-level recognition, classroom celebration for students

Results-Based Staff Development Plan					
Staff Development Outcome <i>(What do teachers need to know and be able to do?)</i>		Strategy UPSL School Year: 2012-13		Student Outcome <i>(What do we want students to know, learn, and demonstrate?)</i>	
Teachers need to know how to implement UPSL and how to use the rubrics to assess student writing (organization and ideas).				The students will be capable of writing a constructed response that focuses on organization and in all content areas.	
Steps	Activities <i>(What we will do)</i>	Person/Group Responsible <i>(e.g., Admin; CSI Team; ET; Subcommittee)</i>	Documented Evidence <i>(How do we know this was effective?)</i>	Resources <i>(e.g., time; materials; equipment; District ISS; Area Specialist; HQ Specialist; etc.)</i>	Timeline <i>(yearly in the fall; monthly; weekly; or specific date)</i>

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<p>Knowledge <i>What you want people to walk away with</i></p>	<p>Knowledge of how to effectively implement UPSL with a focus on organization and ideas.</p>	<p>Administration, Math Goal committee, and CSILT</p>	<p>Classroom observations, focus walks</p>	<p>Researched-Based Articles, UPSL Trainer, CSI chairs, District ISSs</p>	<p>Sept. 2012-June 2013</p>
<p>Model/Demonstrate <i>How this knowledge will be shown to the audience</i></p>	<p>Strategy introduction/modeling, hands-on activities</p>	<p>Administration</p>	<p>Pictures of in-service, writing samples, exit card information, meeting minutes</p>	<p>District ISSs, UPSL Trainer</p>	<p>Sept. 2012-June 2013</p>
<p>Low Risk Practice with Feedback <i>What will you put in place for teachers who are doing these activities for the first time?</i></p>	<p>Scoring of selected age-appropriate student problem solving samples</p>	<p>Teachers, Administration, and Parents</p>	<p>Pictures of in-service, teacher-scored problem solving samples, exit card information, meeting minutes</p>	<p>CSI Chairs, UPSL Trainer, District ISSs</p>	<p>Sept. 2012-June 2013</p>
<p>On-the-Job Practice with Feedback <i>What will you put in place for teachers for continuous support throughout the length of the selected strategy?</i></p>	<p>Focus walks, grade-level and committee meetings, examining student work protocol, sharing best practices during faculty meetings</p>	<p>Administration and Teachers</p>	<p>Data notebook/binders, student writing samples, focus walk data, student portfolios</p>	<p>UPSIL Trainer, New Teacher Mentor, Student Work</p>	<p>Sept. 2012-June 2013, monthly grade level and faculty meetings</p>
<p>New Staff Plan <i>What will you put in place for the new teachers?</i></p>	<p>New teacher mentor program</p>	<p>CSI Chair and Teacher Mentor Committee</p>	<p>Monthly meetings with mentors and administration, data notebook/binders, student writing samples, focus walk data, student portfolios</p>	<p>Administration, New Teacher Mentor, Grade Level Chairs, ISSs, Committee Chairs</p>	<p>Sept 2012-June 2013</p>