

BURROWS ELEMENTARY SCHOOL

**3308 John Quick Rd
Quantico, Virginia 22134
Randell Ekanger, Principal**



New York/Virginia/Puerto Rico District

Mr. Michael Gould, Superintendent

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School Improvement Team

Chad Ankersen	Fourth Grade Teacher, Chair
Sheri Campbell	Fifth Grade Teacher
Robin Davis	Education Technologist
Kathy McCool	Fourth Grade Teacher

Committees

<u>Committee 1</u>	<u>Committee 2</u>	<u>Committee 3</u>	<u>Committee 4</u>
<i>Aligned with Standard 1- Vision and Purpose Standard 2- Governance/Leadership</i>	<i>Aligned with Standard 3- Teaching and Learning</i>	<i>Aligned with Standard 4- Documenting and using Results Standard 7- Commitment to Continuous Improvement</i>	<i>Aligned with Standard 5- Resources and Support Systems Standard 6- Communications and Relationships</i>
Randy Ekanger	Kathy McCool	Chad Ankersen	Sheri Campbell
Robin Davis	Summer Slaymaker	Teresa Martin	Kathleen Rew
Arlene Wilkinson	Kathy Temple	Laura Winters	Elizabeth Burns
Mitzi Griffiths	Judith Ward	Janet Lange	Lori Crocco
Mrs. Entzminger	Shelly Renee Sheehy	Diane Hewitt	Mary Roy
		Stephanie Reis	Claire Coffey
	Michele Richman	Anne Moreland	

School Wide Events and Person/s responsible			
<u>EVENT</u>	<u>Person POC</u>	<u>EVENT</u>	<u>Person POC</u>
Reading Counts	Robin Davis	Read Across America	McCool/Burns
Geography Bee	Kathy Temple	Month of ___ coordination	Randy Ekanger
Earth Day		Training and PD	Randy Ekanger
Field Day	Mary Roy	AdvancED/Alignments/visit	Chad Ankersen
Writing Celebration	Kathy McCool	Red Ribbon Week	Lorraine Crocco
Science Fest	Janet Lange		

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Mission and Vision Statements

Mission Statement

To Provide an Exemplary Education that Inspires and Prepares All DoDEA Students for Success in a Dynamic, Global Environment.

Burrows Vision Statement

Belief
+ Effort

Success

Overview of the Community and School School History

The schools at Quantico were started in 1920 and the first school was one room that included elementary grades 1-7. In 1924, the commanding general appointed the first school board. In 1928, the school house was in 2 rooms and named Post Children's School. In 1929, the schools were operating with funds from the Post Exchange, PTA, and motion picture shows. In 1931, the State of Virginia began assisting in the financial support of the school. By 1941, the school's name had been changed to Quantico Post School and had grades 1 through 11. Ground breaking took place for a new school. Quantico Post School had added Grade 12 and was accredited by the Southern Association of Colleges and Schools and by the State of Virginia by 1944. In 1953, John H. Russell Elementary School was built and housed students in Grades 1-7. Grades 8-12 remained at the Quantico Post School. The year 1961 brought the ground breaking for the current Quantico High School. Classes started on January 2, 1962. By 1963, four additional classrooms were added due to the steady increase in enrollment. Ashurst Elementary was built and occupied in 1965 due to the increase in enrollment in grades 1-7. In 1967, all the elementary schools were accredited by SACS. The enrollment was soaring in 1971. The high school had over 800 students and the elementary schools had 1700 students. The high school had to add 5 trailers to meet the need. The 80s brought many changes. The Department of Defense took over the operation of the schools from the Department of Education.

Quantico became one of the Section 6 Schools. More trailers were added to the high school. By 1985, the status of Burrows Elementary School and Section 6 schools in general were questioned. Members of the community fought in support of continued education for the dependents aboard the base. Their efforts resulted in Burrows Elementary being replaced in 1991.

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Burrows was designated a school for 4th and 5th grades with Pre-K being added for several years. The District Office is housed on the second floor of the building. Burrows is currently serving only 4th and 5th grades with three classrooms of each.

Community Information

Burrows Elementary School community has a variety of services available on Quantico to meet each family's needs.

- New Parent Support/First Steps Program
- Children, Youth , and Teen Program
- EDIS (Early Developmental Intervention Services)
- MCCS (Marine Corps Community Services)
- EFMP (Exceptional Family Member Program)
- Crisis Intervention Hotline
- Relocation Readiness Program
- Financial Management Program
- Military One Source
- Family Employment Assistance
- Family Advocacy Program
- Substance Abuse Program
- Life Skills Education and Training

Academic School Programs

Burrows Elementary School complies with the DoDEA requirements through the implementation of the DoDEA curriculum standards. Students receive standards based instruction in all curricular areas. At Burrows we are departmentalized for Math, Science, Health and Social Studies. Each homeroom teacher teaches Reading and Language Arts. In addition, the students receive instruction in the following areas:

- Music Education
- Visual Arts Education
- Physical Education
- Technology
- Media Services

The following programs are offered for those students requiring additional programs to meet individual needs:

- Gifted Education
- Read 180
- Guidance
- Home Bound Education
- ESY (Extended School Year)
- Speech and Language Therapy
- Special Education
- OT (Occupational Therapy)
- PT (Physical Therapy)

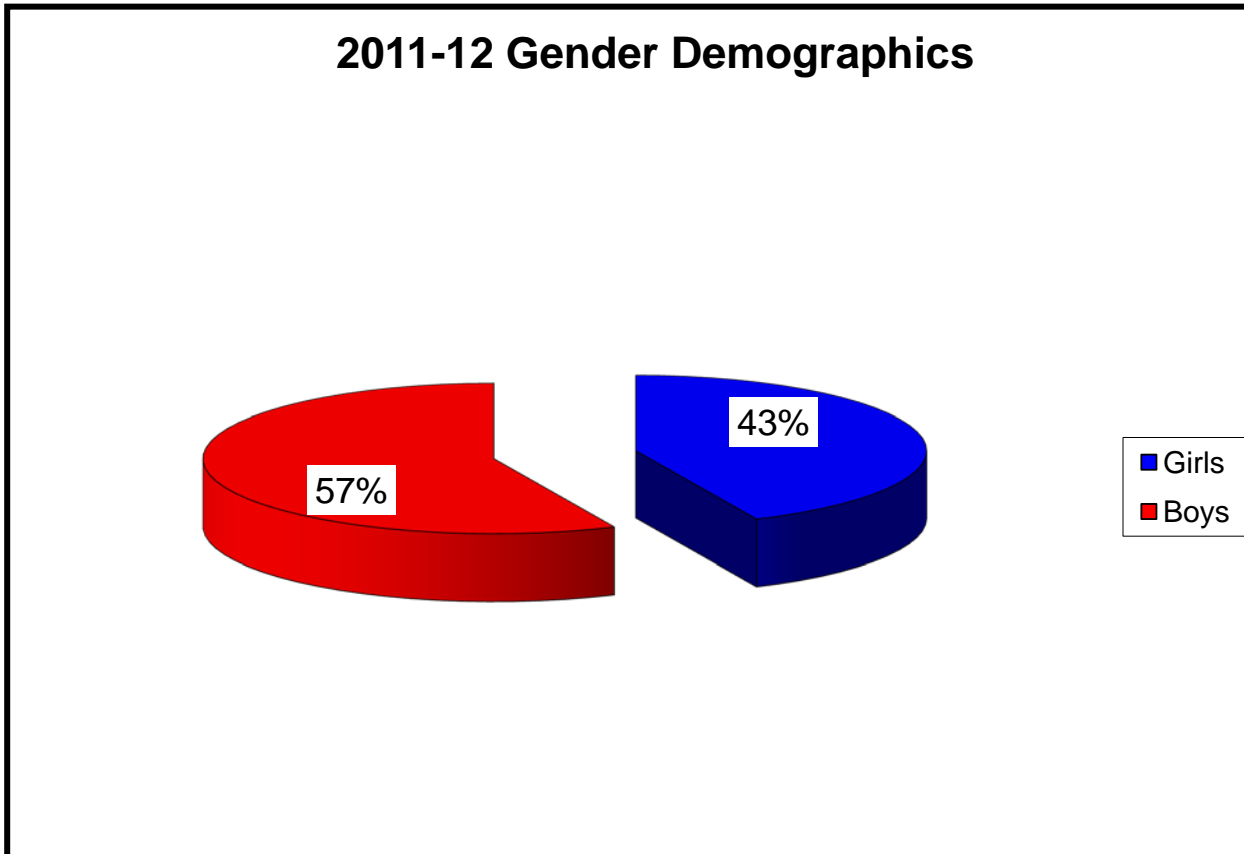
Extra-Curricular Programs and Activities

- Burrows Governors
- Chorus
- Mile Club
- Fitness Club
- Homework Club
- Math Olympiad
- Safety Patrol
- Math Art Club
- Spanish Club
- Yearbook

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School Demographics

Chart 1: Gender



School Year 2010-2011 Population =133

Findings:

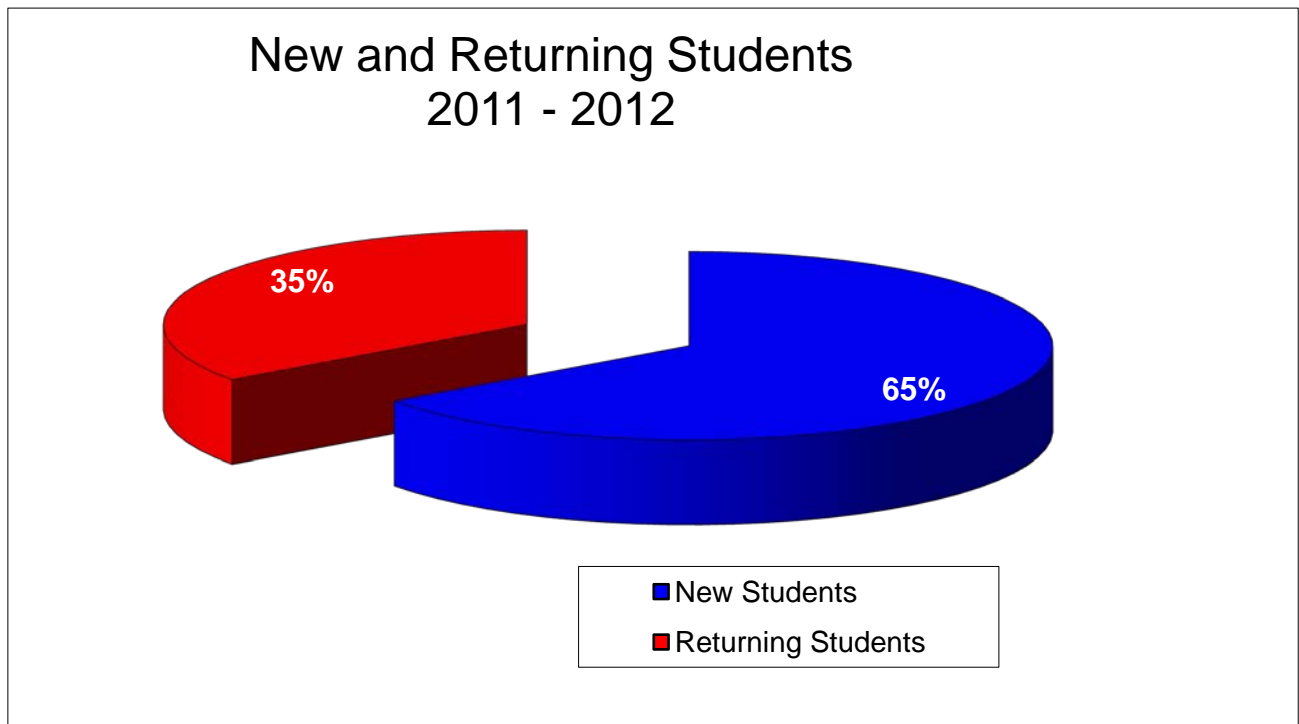
Chart 1 shows the SY2011-2012 population by gender. The boys are in the majority representing 57% of the population. The girls make up 43% of the population.

Analysis:

Our student enrollment is 133, so the 14% more boys than girls is a significant difference in the gender population. (18 students)

Chart 2: New and Returning Students

2011-2012 New and Returning Students as of September 2011



Findings:

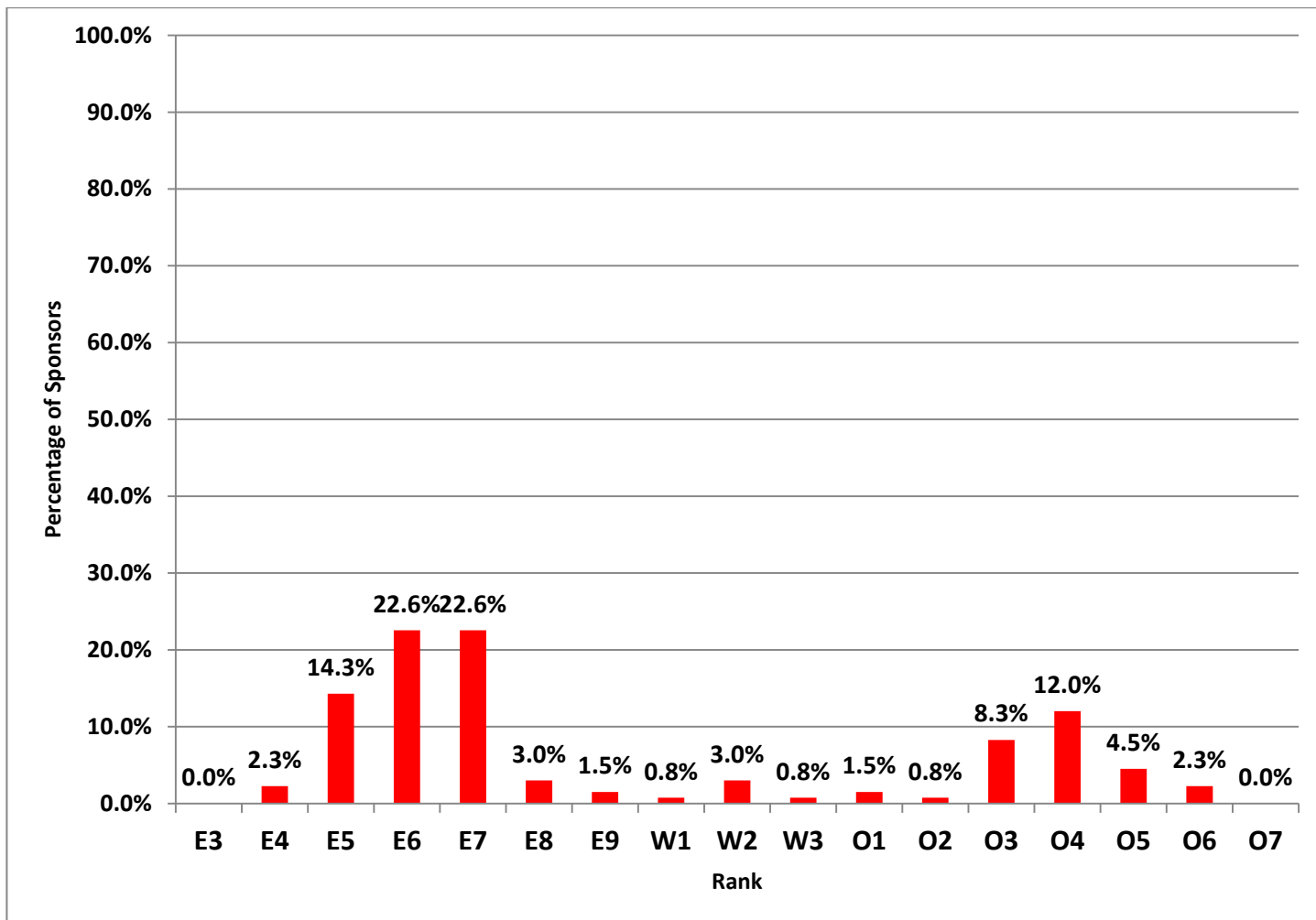
Chart 2 indicates the percentage of students as of September, 2011 that were either new this school year or returned from the 2010-2011 school year. The percentage of new students (65%) is significantly greater than the percentage of returning students (35%)

Analysis:

Since our school has only 2 grade levels, we always lose a whole grade level of existing students (5th grade) and gain a whole grade level of new students (4th grade). Quantico has numerous military schools lasting a year or less which increases the number of students not returning due to PCS orders. Our school will always have a majority of new students.

Chart 3: School Demographics – Military Sponsors

2011 – 2012 Sponsor’s Rank

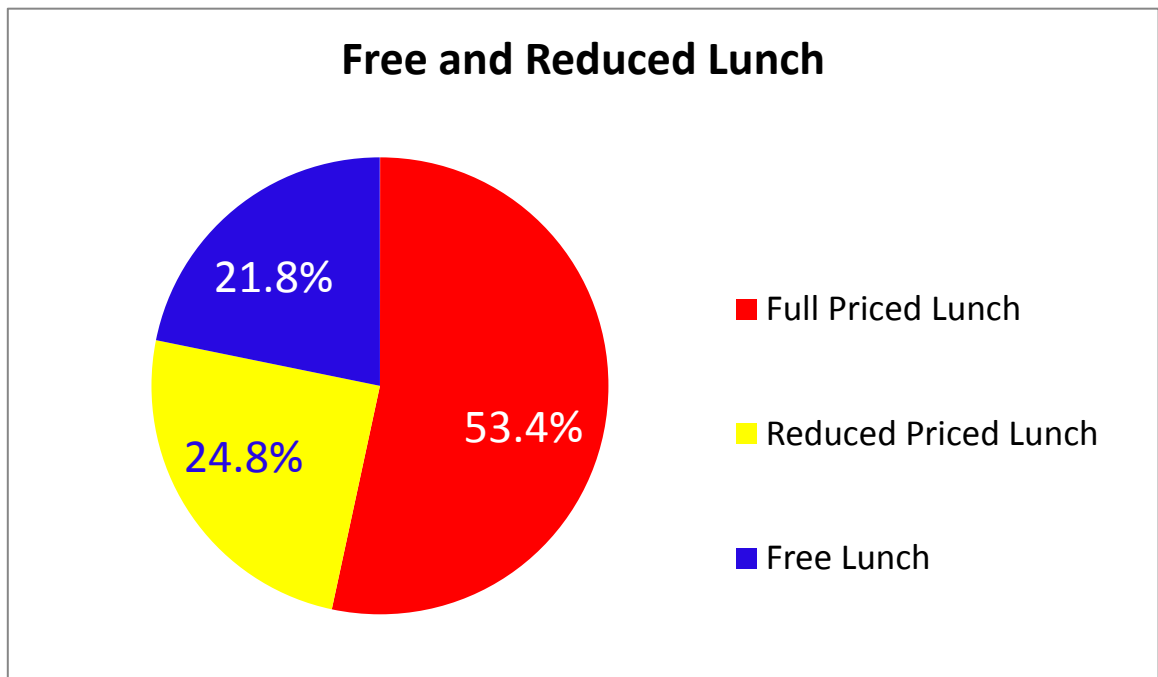


Findings:

During the 2011-2012 school year, 66% of the sponsors of our students were among the enlisted ranks. Consequently, 34% of the 133 students’ sponsors were officers.

Analysis: Though the majority of sponsors are enlisted, 50% of all sponsors are Staff NCOs. We can also conclude that at least 34% of our sponsors are college graduates with at least a Bachelor’s degree.

Chart 4: Student Demographics: Free and Reduced Lunch
2011- 2012

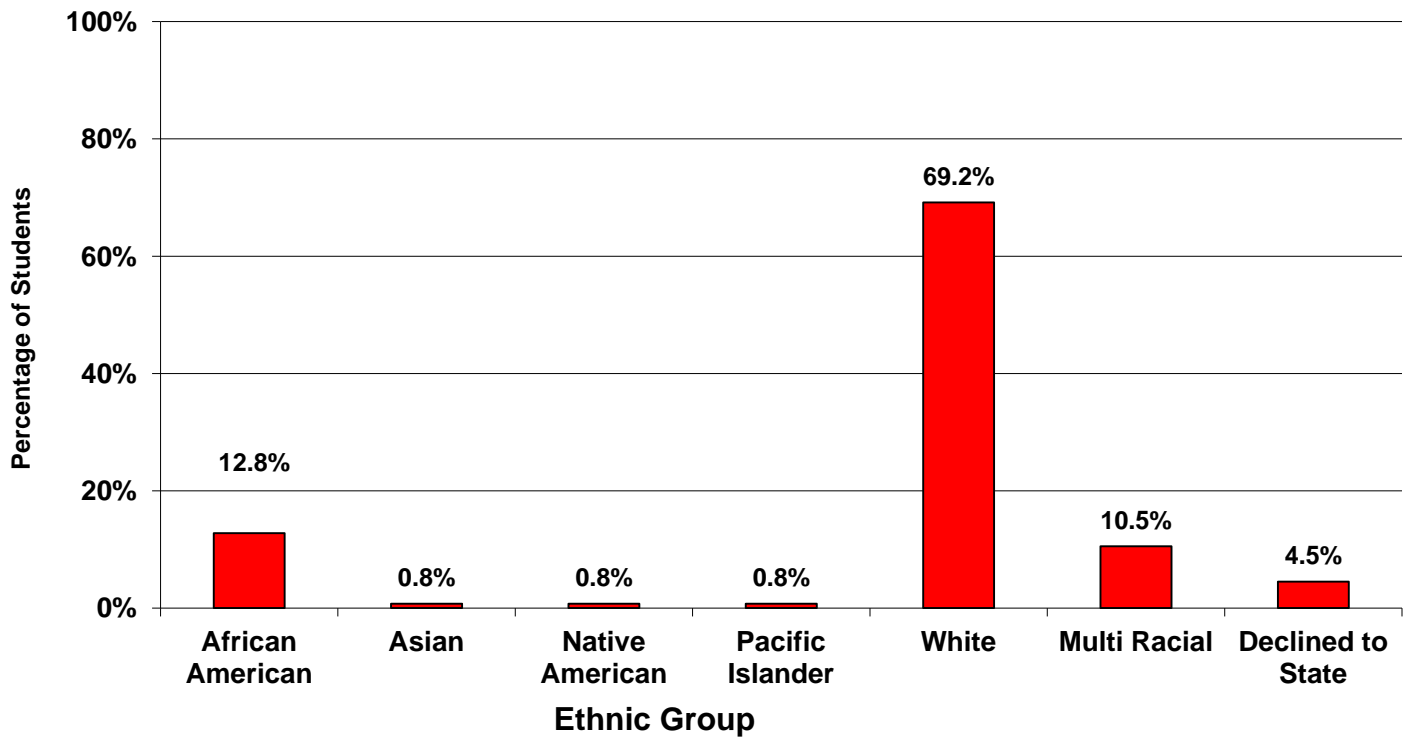


Findings: The majority of our students pay full price for lunch.

Analysis: The smaller percentage of students receiving free or reduced price lunches could be due to only 16.6 percent of our sponsors being below the rank of E-6.

Chart 5 - School Demographics – Ethnic Groups

Ethnic Groups 2011-2012

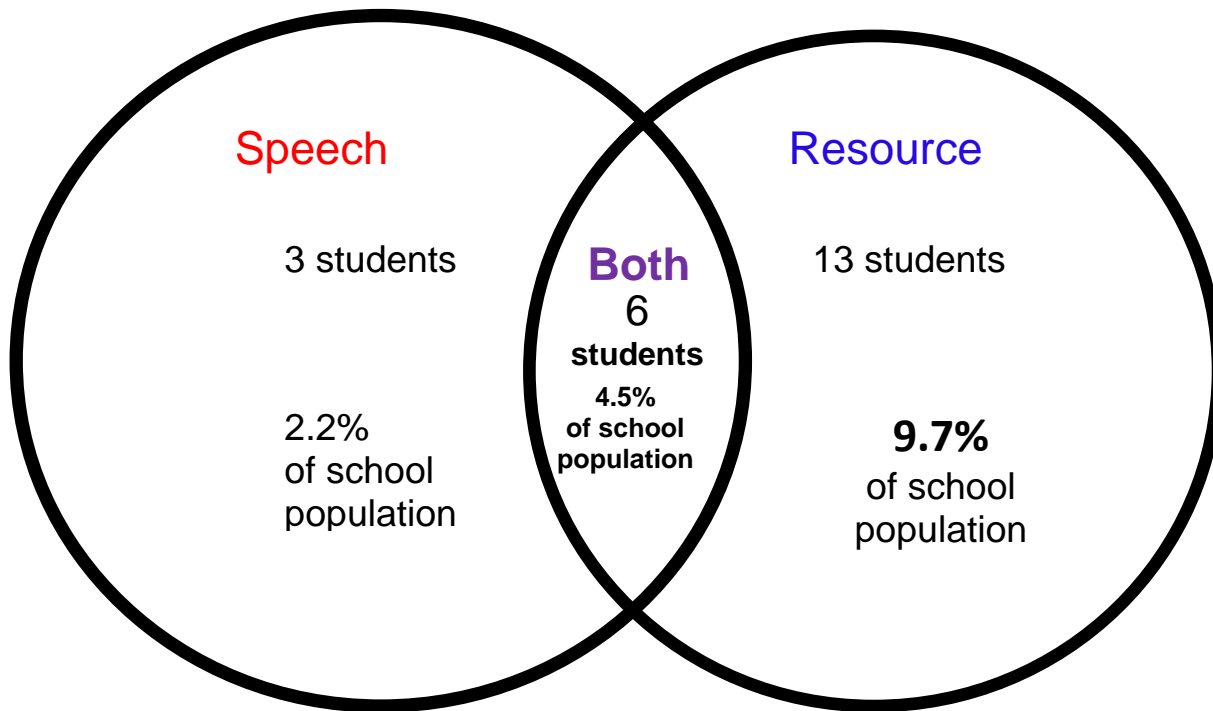


Findings:

Burrows Elementary has a majority white population. African Americans comprised the next largest ethnic group. Multiracial students were the third largest population. Asians, Native Americans, and Pacific Islanders combined only represented 2.4% of our school population. However, 4.5% of our population declined to state their race.

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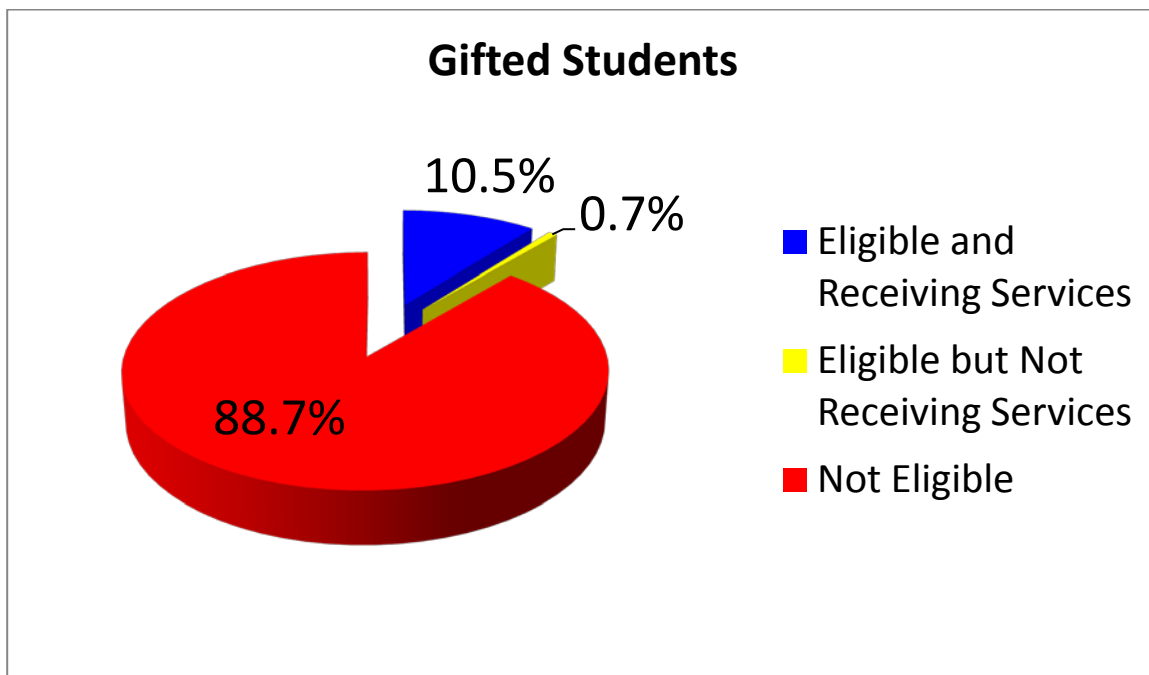
Chart 6: School Demographics –
Special Education Services
2011-2012



Findings:

Special Education at Burrows for the 2011-2012 school year includes twenty-two students. Thirteen of them receive resource services and are classified Category A, B or D. Six of these students also receive speech services. Nine students are classified Category C with six of them also receiving resource services.

Chart 7: School Demographics---- Gifted Education



Findings:

In our community, 11 percent are identified as gifted and receive services from a certified gifted teacher. The model for services is determined individually for each student. National Association for Gifted Children estimates that there are approximately **3 million** academically gifted children in grades K-12 in the U.S - approximately 6% of the student population. Our gifted population is significantly above the national average.

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Implications for Unique Local Insights

Burrows Elementary School is unusual in that we are comprised of two grade levels, 4th and 5th. We currently receive students from two other Pre-K-3 schools on Quantico Marine Corps Base. The base serves as a very important training and education hub for the Marine Corp. Many of the students at our school have parents working in the Corps' Combat Development Command, the Marine Corps Officer Candidates School, the Marine Corp Research Center, and several other unique offices under the Marine Corp Training and Education Command.

Our current student enrollment is 150 students. Our gender population is close to balanced with 53% female and 47% male, a slight difference of 6%. A majority of the sponsors of these children are senior enlisted and field grade officers, commensurate with the positions required at a majority of the units on base. Many of these positions require families to be stationed here for one year or less. This turn over, coupled with the loss each year of one complete grade level due to our school having only two grades, leads to the special challenge of always having a majority of our student body being comprised of new students.

Burrows Elementary embraces all cultures and ethnicities. Our school is lucky enough to receive students of foreign military members assigned to the Foreign War College. Our students share classes and friendships with all students, which allow them to have an understanding of those who are different than themselves. Our population is largely white, 73%, and so we must ensure that our programs recognize and foster understanding of a wide variety of cultures.

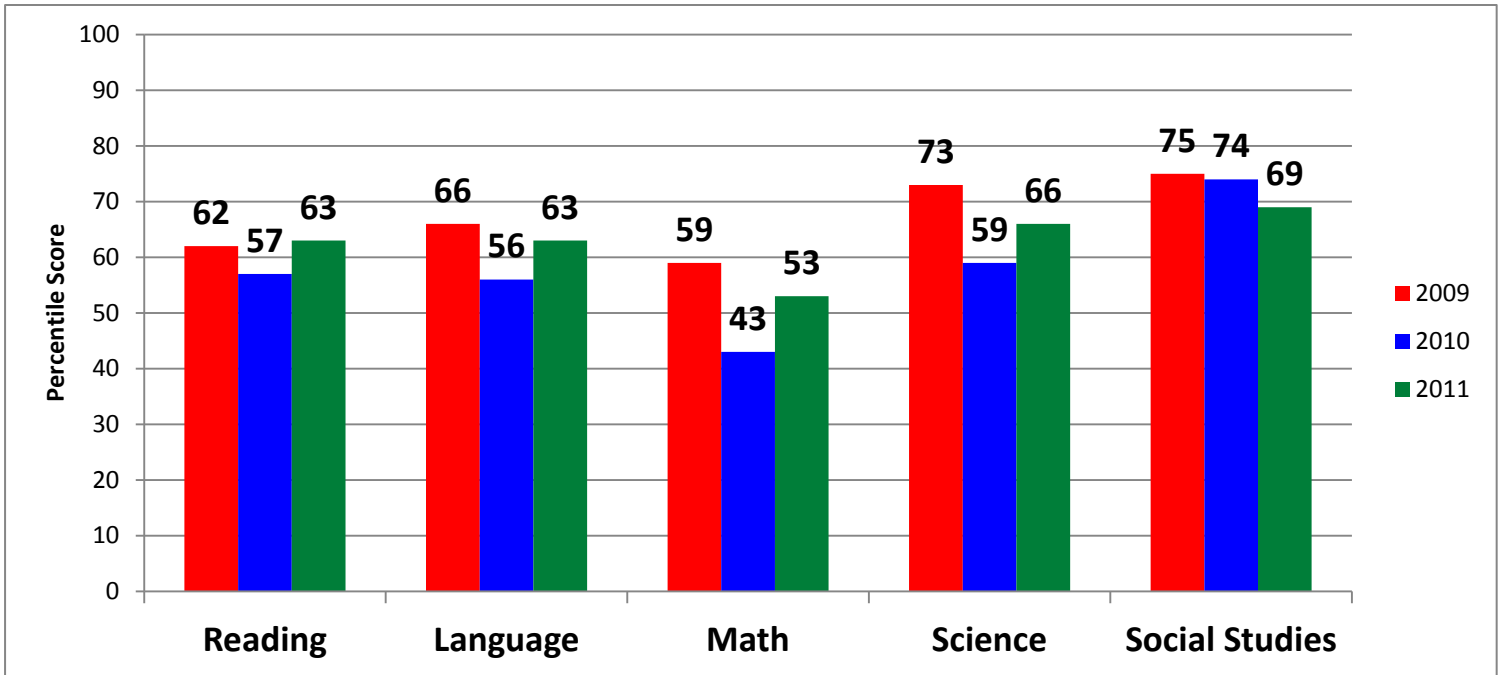
The majority of our students pay full price for lunch due to their economic standing based on rank/salary. Our gifted population is aligned with the nation at 6% of our student body and the services offered to all students with special needs meet the DoDEA guidelines.

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Current School Data

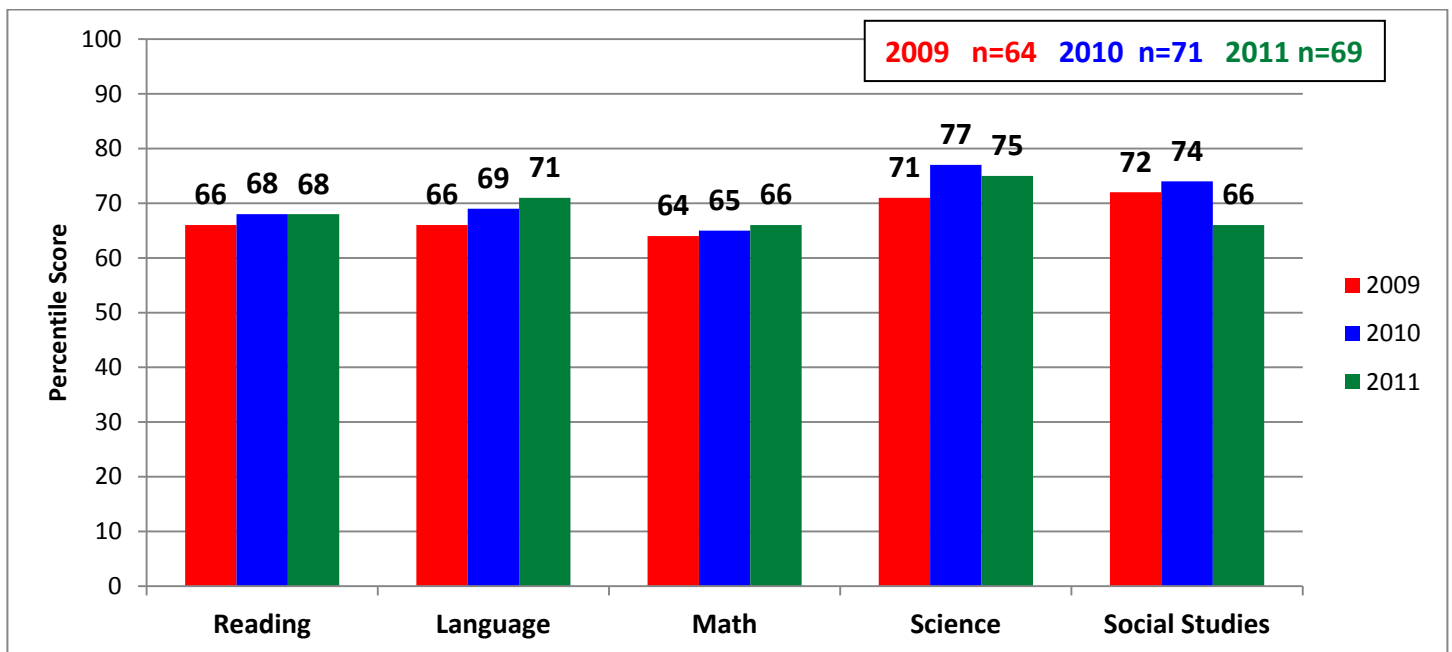
TerraNova3 Student Performance Data

Chart 8 Fourth Grade



2009 n=62 2010 n=64 2011 n=74

Chart 9 Fifth Grade



2009 n=64 2010 n=71 2011 n=69

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Objectives Performance Index – Goal 1

2009 n=62 2010 n=64 2011 n=74

Chart 10

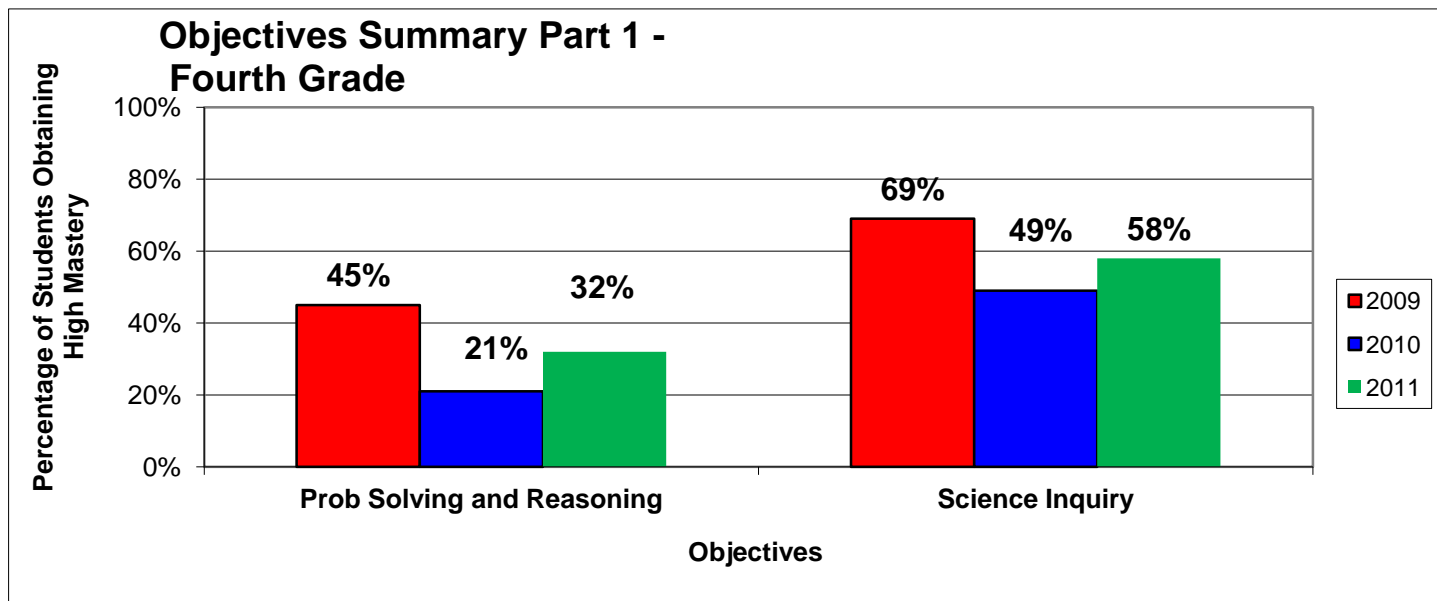
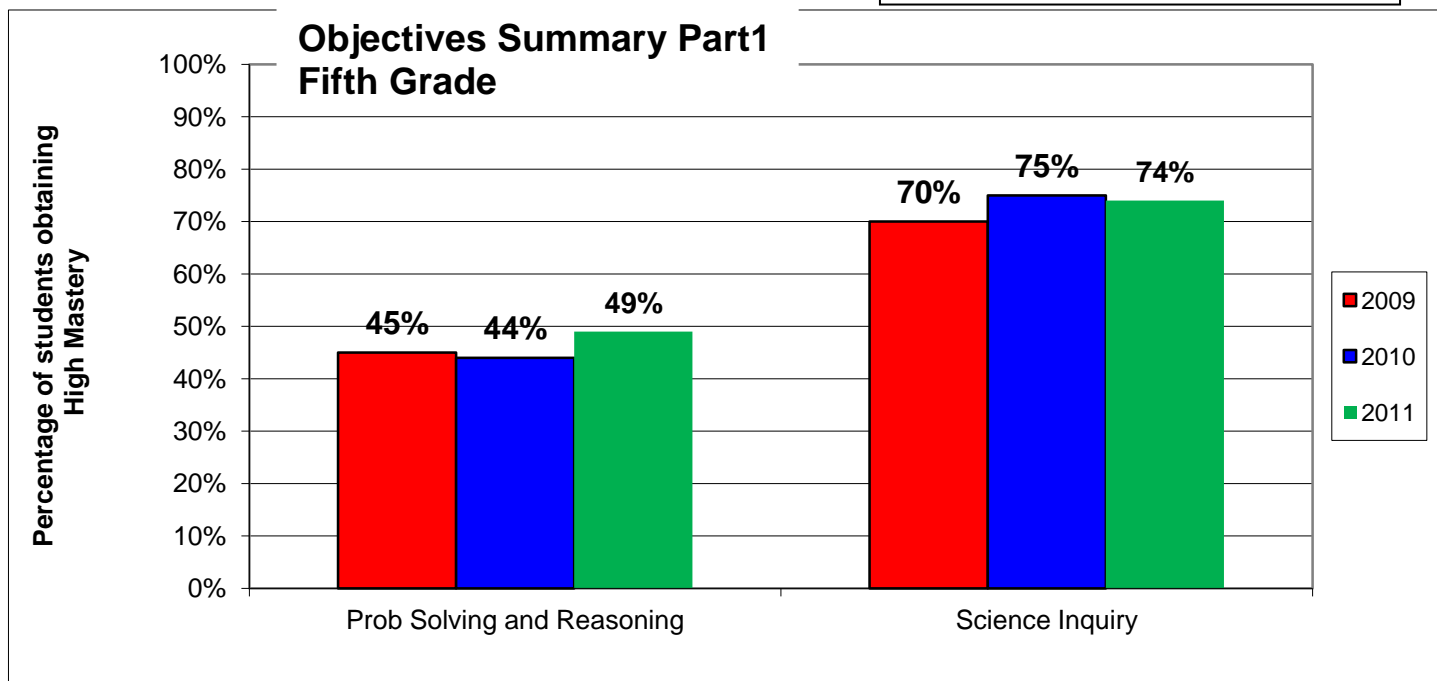


Chart 11

2009 n=64 2010 n=71 2011 n=69



These graphs provide information about the groups' mastery of each of the TerraNova3 Objectives so that comparisons can be made. Together with other assessments, this information can be used to analyze potential curriculum strengths and needs.

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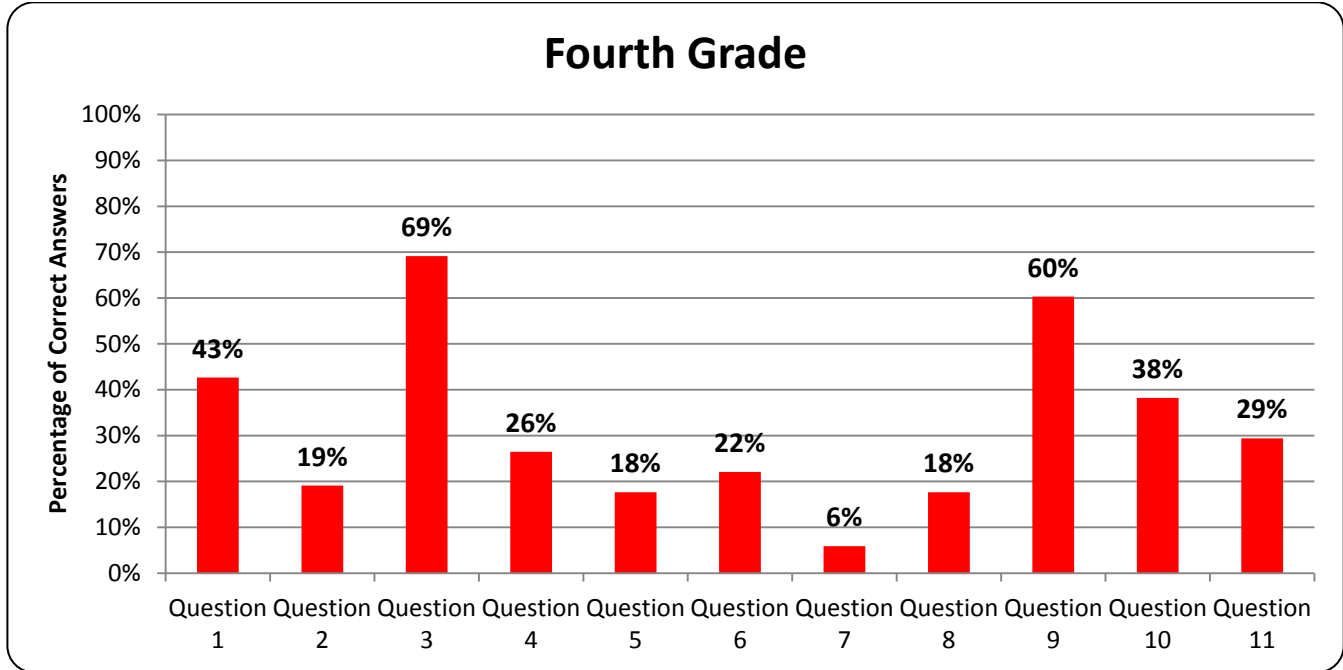
Local Assessment Data

Goal 1

Math Problem Solving Common Assessment

Pre Test 2011

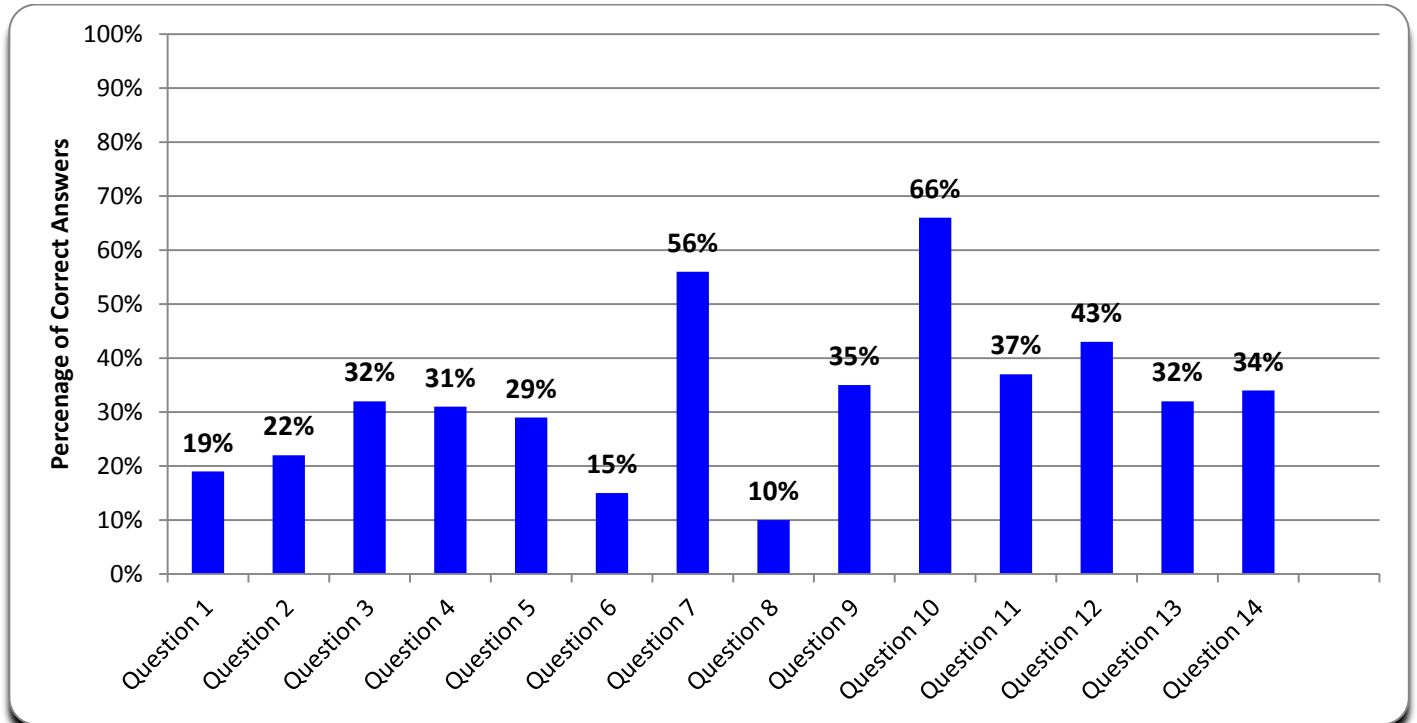
Chart 12



Fifth Grade

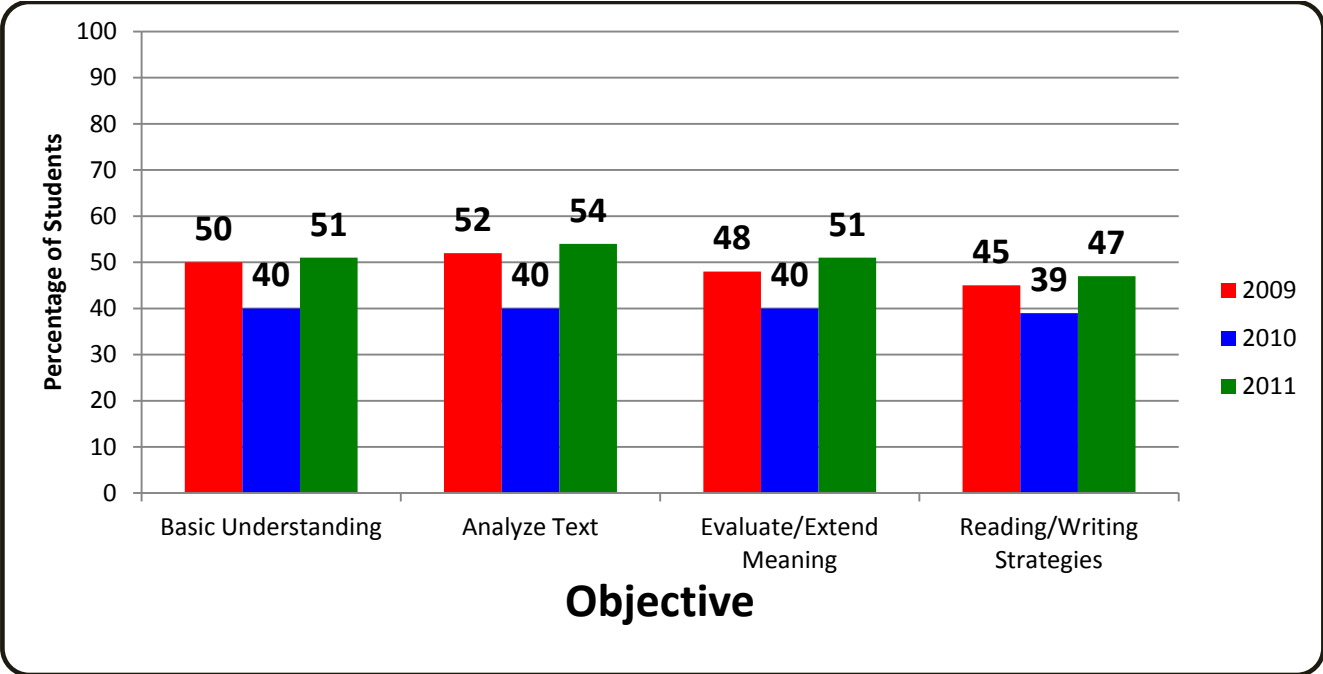
Pre Test 2011

Chart 13

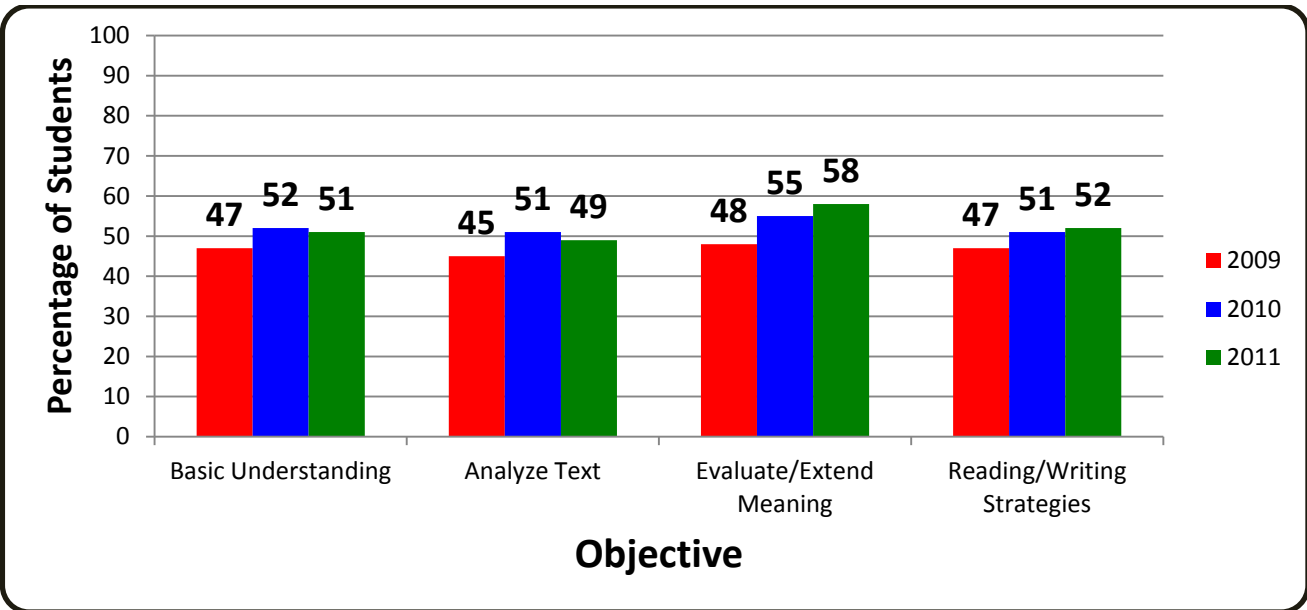


TerraNova 3 Reading Subtest Percentage of Students Obtaining High Mastery

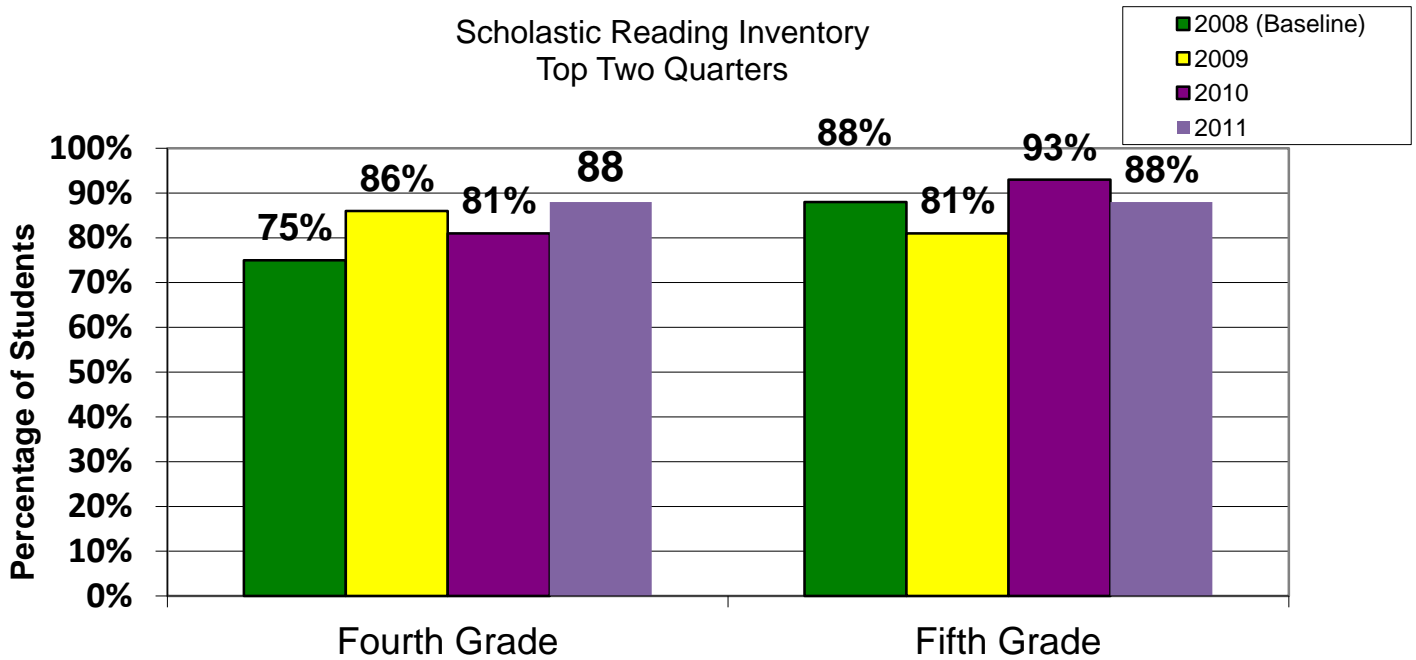
Fourth Grade
2009 n=62 *** 2010 n=75 *** 2011 n= 74



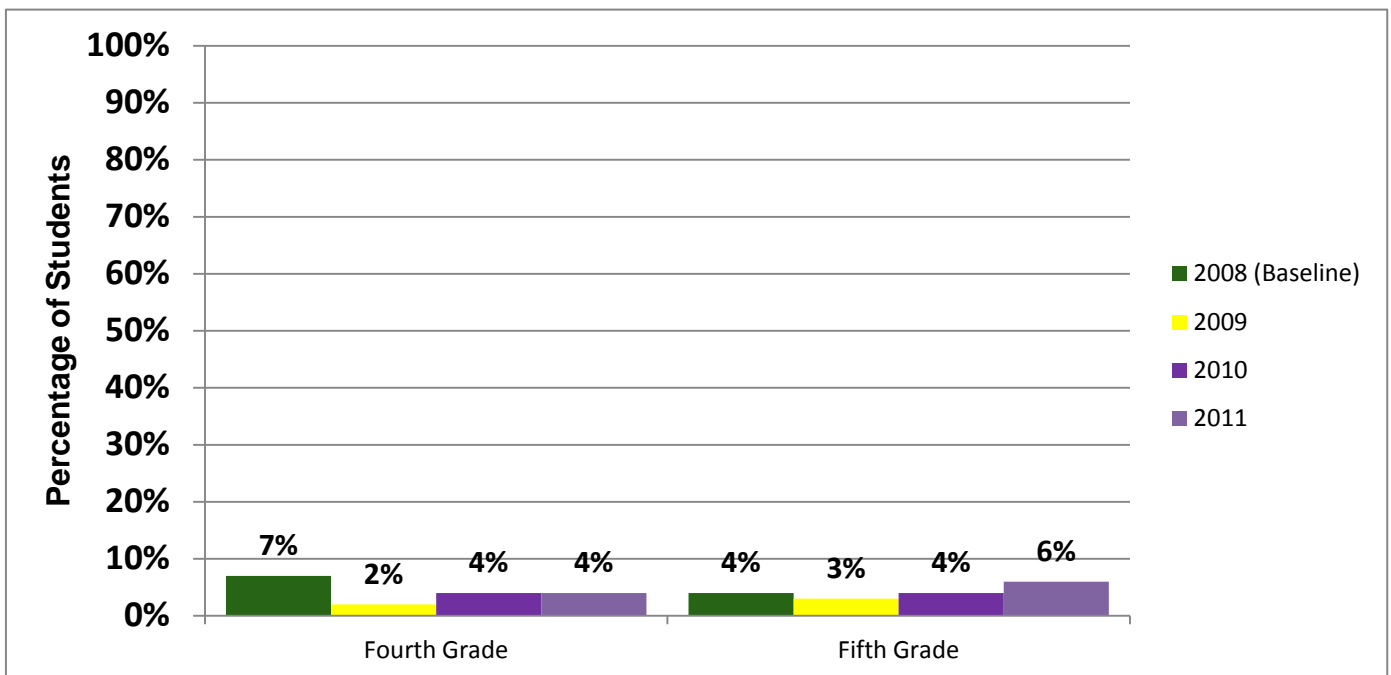
Fifth Grade
2009 n=64 *** 2010 n=71 *** 2011 n=69



DATA DISPLAY: Goal 2



Bottom Quarter



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Community Data

Data Collection Instruments

We selected the following instrument to collect data regarding

Community Data:

Customer Satisfaction Survey

Environmental Scan

Customer Satisfaction Survey

The DoDEA Customer Satisfaction Survey is a biennial survey administered by DoDEA to parents and students to monitor DoDEA's success in meeting students' needs. The survey was administered to students in grades 4-12 and sponsors for each child enrolled in DoDEA schools from pre-kindergarten through 12th grade. Participation was voluntary and maximum participation was encouraged in order to obtain reliable and valid data.

Questions posed in the survey related to school issues such as curriculum, instruction, standards, assessment, technology, student support, and communication.

Schools, districts, areas, and DoDEA use the survey results to improve programs and services offered to DoDEA's students. The survey results are also used to monitor components of the DoDEA Community Strategic Plan.

At Burrows, 97% of our students and 53% of our parents responded to this latest survey. The survey report in its entirety follows can be found by following the link below:

[Customer Satisfaction Survey 2010-2011](#)

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Environmental Scan 2011

While being cognizant of our 2006 environmental scan which focused on the rapidly changing world, technology is still increasing, diversity in the population is constantly growing and the needs of our students are always changing. At a faculty meeting in October, we reviewed our existing environmental scan and discussed the content of the 21st Century Schools conference held April 4-7, 2011. We felt as a staff that a lot of the research presented applied to our goals for our students. We have rewritten our environmental scan to include that which pertains to our goals. These trends increase the need for problem solving, collaboration, critical thinking and communication skills. Our student population is unique as students are exposed to many additional emotional burdens related to the military lifestyle. These include parental deployment, regular relocations (both domestic and international) , and/or dealing with emotional and physical injuries or death of military members.

One of the guiding principles in DoDEA is to develop students who can think and problem solve. At the 21st Century Schools Conference held April 4-7, 2011, it was stated, “students are individuals with unique learning requirements. To facilitate more effective and accelerated rates of learning, 21st Century education must respond to students’ individual learning needs. Scholastic needs vary greatly and students have varying skill and interest levels. Some students work best as individual learners, while others prefer one-on-one or group arrangements. 21st Century models of learning must empower each student by optimizing learning potential through personalized, diversely facilitated instruction.” According to the conference notes, the other elements in focusing education on the individual student include:

- Provide **information and technology** to students **where they are**
- Promote **curiosity and wonder** in each student
- Enable students to develop excellent **communication skills** via presentation and dialogue
- Promote regular **collaboration** with peers
- Provide a curriculum that is **learner focused** and develops individualized **critical thinking** skills
- Emphasize **trial and error learning** - it is okay to fail and try again
- Develop **problem solvers** and **agile thinkers**
- **Teach students how to learn** by providing **playlists** that develop individual **accountability** in the process of learning
- Provide **multi-disciplinary education** to enliven educational opportunities and interests across disciplines
- Provide opportunities for **hands-on** problem solving

The needs of students are not limited to emotional or intellectual needs and environment plays an important role in the development of effective school programs. Many of the following 21st Century learning guidelines, adapted from Grulke, Beert & Lane (Lippman, 2010) address the environment of the learner:

privacy, personal space, resource access, control of environment, physical comfort, ability to manage interactions, team mobility, flexibility, variably sized spaces, complexity and order, prospect and refuge (prospect is opportunity to see), technology, design of place, place attachment and place identity. When addressing instruction – the “how to” of learning – the following components should be considered for inclusion in a comprehensive 21st Century education program: student knowledge and skills, education support systems, education leadership, policymaking, partnering and continuous improvement/strategic planning. (Partnership for 21st Century Skills, 2009)

21st Century work is heavily based in technology, automated manufacturing, and service-based industries. To prepare for this new reality, approximately 70 percent of US high school graduates attend college following graduation (Baum, 2009). Parents continue to expect their high school graduates to attend college so this number continually increases. For those who do not plan on attending college following high school and are workforce-bound, a rigorous education in core competencies that include math, science and writing will still be critical in the workplace taking into account the increasing technology training needed for jobs primarily in manual labor. An academically challenging K-12 education will still be necessary regardless of a student’s career choice. Problem solving remains an imperative skill to success for all learners.

Analysis of Data

- Our school community is very supportive of school activities and events. Parent and community support, a dedicated staff, and enthusiastic students all contribute to the common goal of improving student performance.
- Our environmental scan found that students of the future must be able to communicate effectively and comprehend the technology and other advances facing them in the future. Our goals of increasing effective problem solving and reading comprehension will help prepare our students for the future.

Implications for Action and Task List

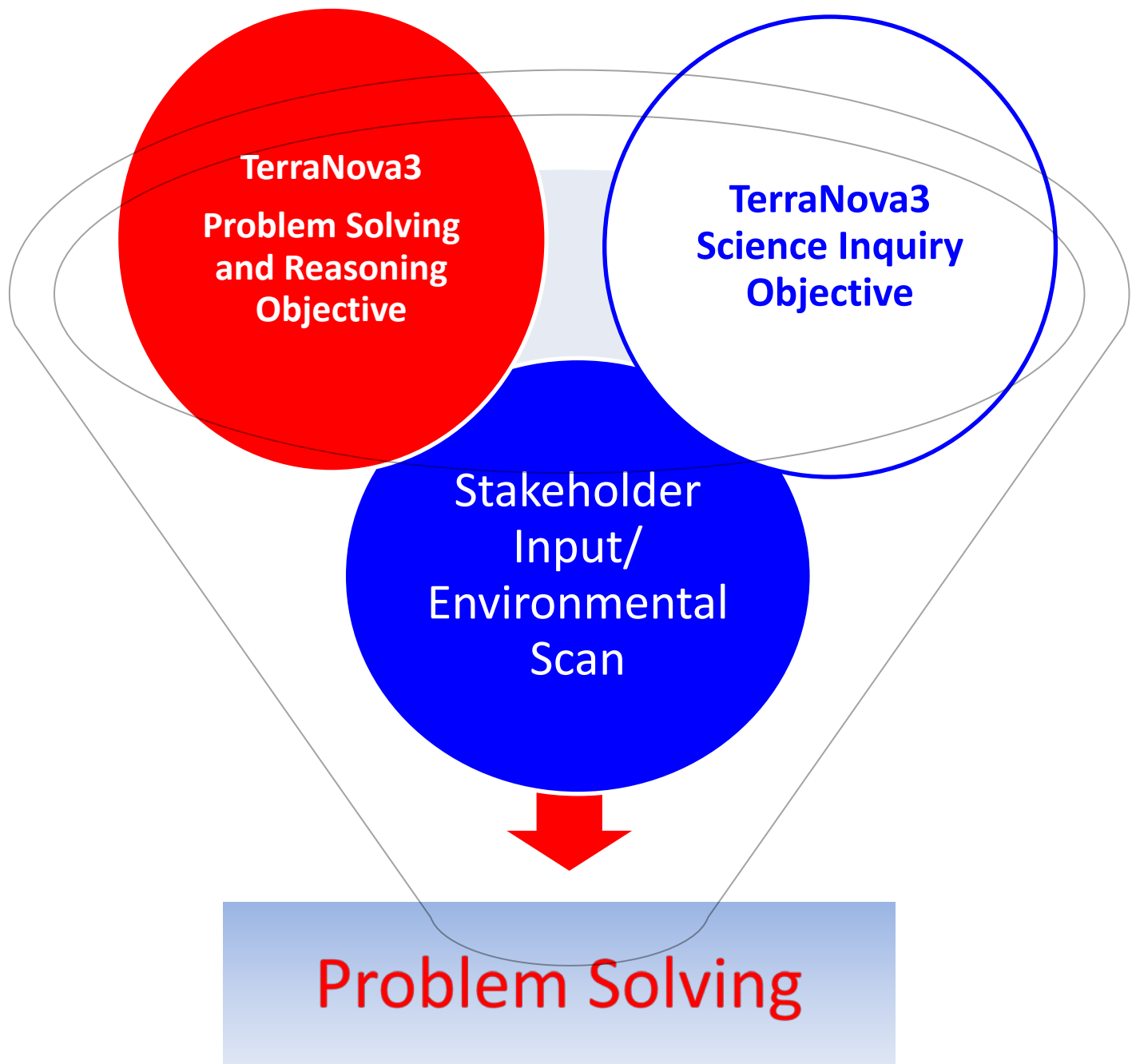
Areas identified by Community Data and Environmental Scan:

- Problem-Solving Skills
- Reading Comprehension skills
- Technology literacy

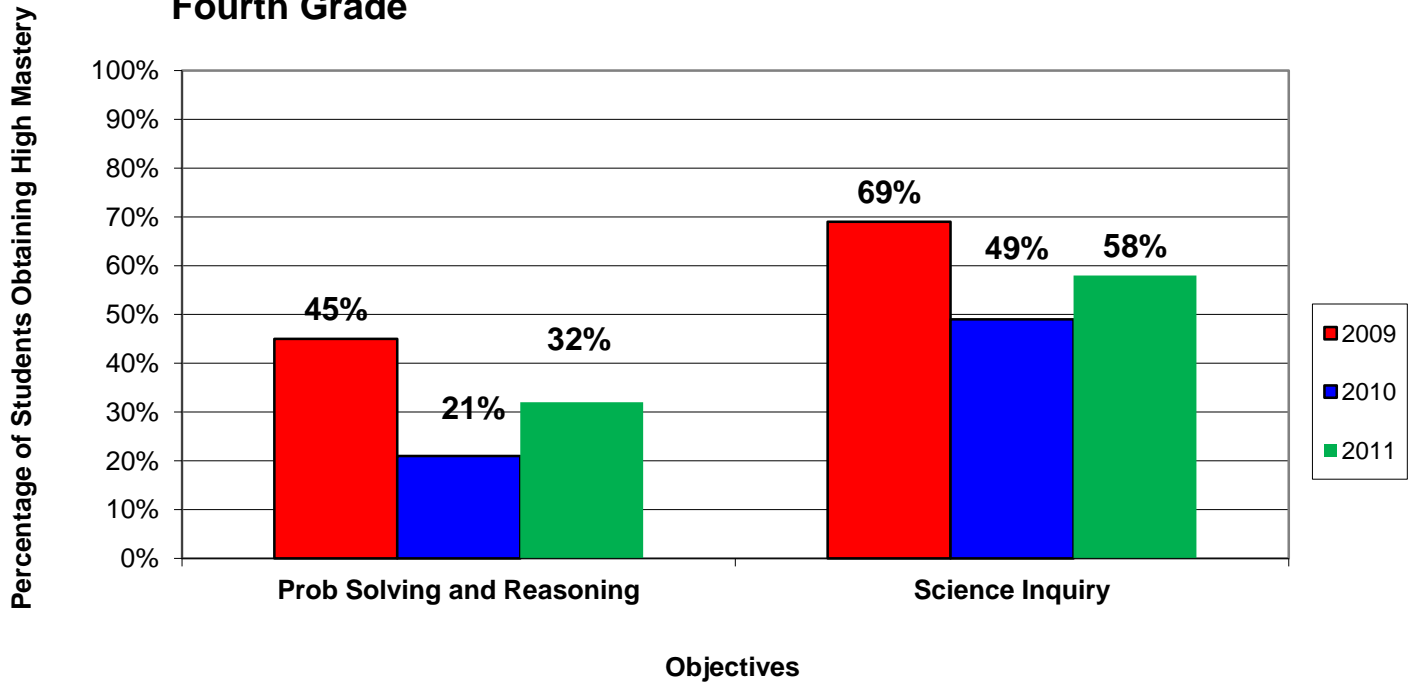
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Appendix A: Goal Statements & Triangulation of Data

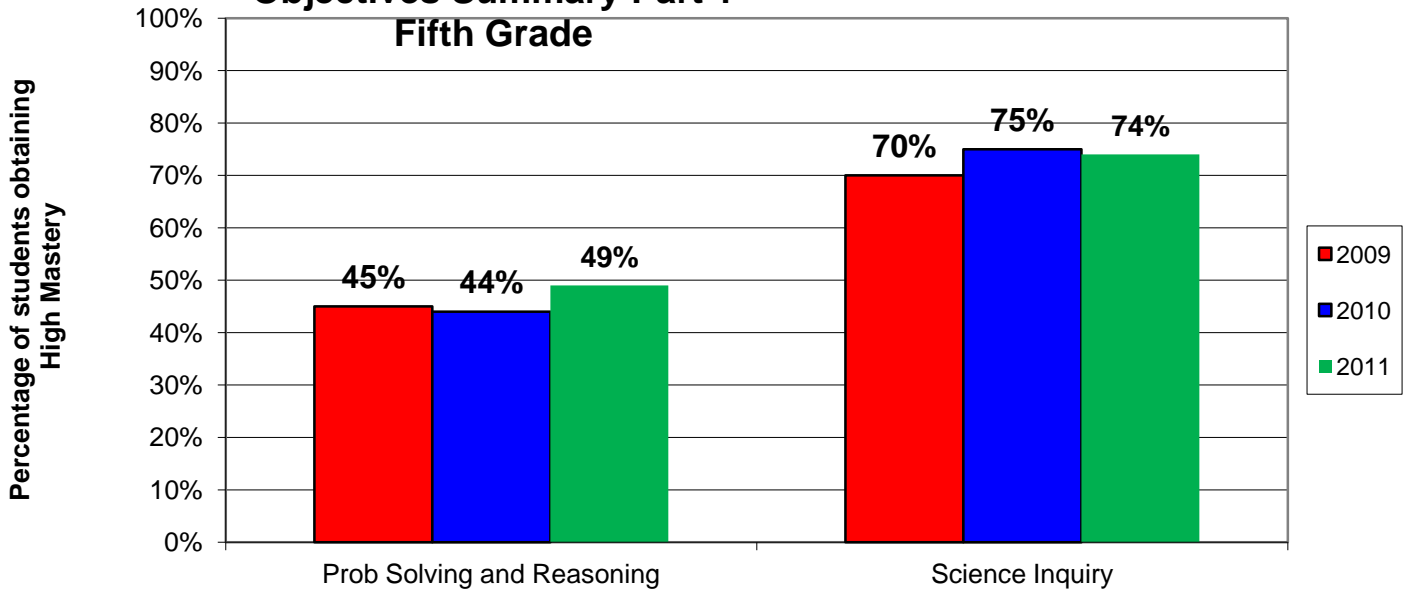
Smart Goal #1: : By 2014, all students at Burrows Elementary School will improve problem solving across the curriculum by organizing information from a problem situation and arriving at a reasonable solution as measured by selected system-wide and local assessments.



Objectives Summary Part 1 - Fourth Grade



Objectives Summary Part 1 Fifth Grade



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Staff Input for Triangulation

Staff Input – June 2011

How would you describe the problem solving skills of the Burrows Elementary School students?

For example—are the students able to identify problems? Can they organize information to solve problems? Do they use strategies to solve problems? Can they articulate their plan for solving problems?

My observation is that our students routinely struggle with the ability to identify a problem and the ability to define the tasks which need to be accomplished in order to solve a problem. When our students are assigned a project, they often don't know where to begin. Even "good" students struggle to begin work on a task independently.

With larger tasks, most organization I have seen is teacher created. Current organizational methods result in many projects being created identically across the classes. The few times students have been given the freedom to organize information independently, they were given no guidance and therefore they struggled with this task. I think better use of organizational tools such as graphic organizers would be beneficial. These would help students plan and manage expectations leading to higher order thinking skills.

I have not witnessed any problem-solving strategies used consistently by our students. I would love to see a school-wide problem solving strategy adopted! If we have a 4-6 step plan and we all teach it, use it consistently, and use the terminology, I think we will see a lot of success. The key will be our consistency- we should even use the same plan when we talk to the kids about how they interact with each other. That way it really becomes a part of our school culture.

I have noticed that students tend to not be able to identify conditions which could become problems until they are deeply involved in the problem. Once in the problem, they default to asking the closest adult. There is very little independent thought unless no other option exists. If there is no one able to assist, some of the students become frustrated easily. The one strategy they seem comfortable with is "guess and check". They will make a proposition and then look to me for approval.

I have seen these behaviors during whole group instruction when I pose a question or problem.

They do have difficulty articulating their plans for solving problems. Often times they can come up with some ideas for solving a problem but are unable to write their steps effectively. This is particularly obvious in science class when I am asking the students to write out the steps to an experiment or discovery activity.

I have noticed that the students at Burrows have difficulty identifying problems but even more difficulty knowing where to start to solve the problem. For instance, in the computer lab there have been occasions in which the headphones weren't working properly. The

students identified that they weren't working but had no idea where to start to solve their problem. It really had nothing to do with technical knowledge—they just didn't know where to start. When prompted, they begin to think more logically and critically but have difficulty getting started. In the cafeteria, situations often occur with food, seating, etc... The students are hesitant to solve their own problems and would rather have the situation resolved by someone else. Our students need to be encouraged to think independently and rely on themselves to be successful.

It appears with the experiences I have had with the students, (more real world application rather than academic) the students at Burrows would benefit from a structured problem solving strategy that would give students better ability to systematically problem solve. This could be accomplished through a school improvement goal.

The Read 180 students I teach do not meet the Read 180 benchmark OF 70% after answering problem and solution questions on the information on the Read 180 CD's. I do not think they are able to create strategies for solving problems unless I teach to that topic more intensively. I do think we are biting off more that we can chew if the goal remains as it is stated, unless we are given some info from Thad who can clarify what we are supposed to be doing. I think he should address the entire faculty with his knowledge directly, not through the murky waters we hear from the CSILT so many times. Sometimes I think the committee members are at a loss as we are. We need expert direction from upstairs, not general.

I find that many students CAN identify the problem and can tell you how they go about solving it...identifying the steps they will use. Those who cannot have difficulty with other things as well. I don't know if this is what you wantbut I am answering the question honestly as it was asked.

The ability to solve problems is a basic life skill and is essential to understanding technical subjects. It is the process of reasoning to solutions using more than simple applications of previously learned procedures. The majority of students here at Burrows are not able to identify problems and because of that, they certainly can't solve them. Problem Solving is a creative and critical thinking skill; therefore, we need to make it an important goal of education. We need to teach the students to how to think more productively by combining creative thinking and critical thinking. This will enable them to generate ideas and then to evaluate them. To develop better problem-solvers, we need to help the students to learn effective problem-solving skills.

In guidance, problem solving is not done by the students without a lot of prompting, they need help getting started and help continuing the process;

- When I ask our students "what do you think the possibilities could be" they answer "I don't know".
- Then I will say, "No, I did not say what do you know", I said "What do you think the possibilities or outcome could be and remember there are no wrong ideas, just possibilities".
- With continued encouragement the students will then come up with possibilities, outcomes and take action to investigate by themselves.
- Although they do become disappointed if the outcome is not one they predicted and will want to stop.
- So again they need to be prompted to continue the process until they find an outcome that works.

Students may realize that they have a problem but they are often at a loss as how to address it and proceed. Students are also afraid to fail, not realizing that with each "failure" something is learned, such as what not to do when presented with a similar situation. Or they may think that there is only one way to approach a problem but in reality there are many. It's just that some approaches may be easier and more successful than others. Adults may sometimes have to step back so that students go the distance themselves. However time is often the roadblock. A few examples come to mind. A student was attempting to pack his backpack but was unable to get his binder into it easily. Usually he was left alone until he got it in. Knowing that he had additional items to return home he was directed to change his routine: put the other items into the backpack as they went in easier and carry the binder instead. He did that and succeeded. Another example is test taking. Students sometimes seem defeated/overwhelmed before they even start an open book test. Strategy in test taking is often reviewed but some students don't seem to make it their own on a regular basis unless reminded beforehand: do what you are absolutely sure of first, check the glossary and index for unknown terms, eliminate the options that are way off before choosing the final answer, check answers, etc.

In Math Olympiad students learn various math problem solving skills in order to solve very difficult math problems. Selected strategies are always discussed and most students are very articulate in explaining their chosen method for solving the problem. I also do One Hour Mysteries with fifth grade GE students. The problem is given, and students have to use various strategies to solve the mysteries. In discussing novel, students are able to identify problems, predict solutions and formulate alternative solutions and story endings. My students are quite adept at organizing information as this is a requirement to complete many of their projects.

Most 5th grade students at BES are able to begin the problem solving process. They can articulate their train of thought, but many do not end up with the correct answer because of not thinking through the entire problem. This means that many of our students do not answer all that is being asked. Students often miscalculate answers due to errors in computation. In addition, some students work quickly and do not keep an accurate record of their work. BES 5th grade students articulate, organize information, and use various strategies to solve word problems with varying degrees of accuracy. Our higher performing 5th grade math students are generally successful problem solvers.

In my experience with students at Burrows school, our students have varying levels of experience at problem solving. Primarily I work with students in the music and math classrooms so I see this in two very different situations.

In fourth grade, we worked year round with recorders. In math they learned a variety of difficult concepts as well as drilling skills such as multiplication and addition/subtraction of two and three or more place values. I saw an almost 50/50 split in both math and music between our children when they were faced with a problem, whether they were faced with a new problem if they were able to use a variety of problem solving skills and methods to solve problems. With fourth grade it seemed ultimately to be a maturity issue, Ms. McCool and I presented students with problem-solving methods (for music it might be, how to solve the problem of having a squeaky note) and in math, they had methods such as "guess and check," "estimate," etc. Some students picked up on these easily, some had a harder time. Often times there was not enough time to work one on one with students who were having difficulty to help them understand how to use the methods with a particular type of problem, especially in math.

Since I only worked with fifth grade in music I observed that when I gave them cooperative learning activities in small groups, they often came up with creative and intuitive solutions to the questions or tasks posed. Many times I asked them to present or perform information, or musically in front of the rest of the class and they rose to the occasion.

I did not see that many of the students could articulate the methods that they used to solve the problems, but often we did not have time for this feedback. Sometimes they just "saw" the math problem but weren't sure HOW to solve it. Even when the teacher explained how to go about solving it, they would say "I don't understand" or "I don't get it." It's something that would have to take a LOT of time to train students to do, and it seems to me for the type of goal we want, I'm unsure if we are looking for one particular "overall" problem solving method or just in general for our children to understand how to use the process of problem solving.

From my experiences and observations while teaching math, I have noticed that students view problem solving as a difficult and overwhelming task at times. Some students lack confidence and are hesitant to begin to initiate the first step. Most students are able to identify the question being asked, and can articulate the "I'm trying to find out how many, how much, or which one" statement. Most students can identify the parts of the problem they need for the solution, but then have difficulty developing the plan, (what do I do with this information?) In addition, when they devise a plan and follow through with it, there can be mistakes in their computations. Students continue to need a variety of strategies modeled, and more work in the area of explaining why they used a particular plan to deepen their understanding. Because of this, I feel our students would benefit from direct instruction using a clear, systematic method of how to think and reason through any problem across the curriculum. Learning an efficient problem solving method will increase students' confidence and enable them to approach problems in math as well as other situations.

As I think of our students at Burrows I feel most students have the skills to problem solve however, they do not know when or how to use those skills. For example students are very quick to identify problems but not as fast to come up with a solution. Today, alone, I had several students come to me with a problem but when asked to use problem solving to figure out the answer they were unable to solve the problem by themselves. The problems seem to be easily solved if they only take the time to think about the issue. I find that when I tell a student to use their problem solving skills they do not know what I am talking about. Most students are unable to recognize they can use skills like observation, peer interaction and active listening to solve the problem. And when asked how they finally solved the problem they often do not know how or they will say, "He/she told me."

Example Observed on 6/3/11: A student complained at lunch about not being able to sit in the seat they wanted, or felt entitled to have. Instead of using skills to figure out a better solution they first went to the teacher, complained and expected them to fix the problem. When the student was confronted with questions from the teacher as to how he could solve the problem himself, the student became angry and frustrated that the teacher did not solve his problem. After several prompts on how to come up with a solution the student still did not know what to do. Another student did offer to move over to solve the problem. But the point of that example was the student was unable to find the solution for himself.

Perhaps if we have a quick phrase or sentence that we can teach our students to use when they have a problem? The teacher can say it first when the students come with a problem, prompting the student to try and solve the problem first before seeking teacher.

I feel this is an area where we can grow greatly and our students will benefit tremendously by having the skills to problem solve solutions on their own.

In physical education motor skills and sports, problem solving is being able to use the information taught in skills with the information taught about strategy when participating in a team sport. A good example of this is knowing the rules for base running, and getting players out. If they problem solve, they plan what they will do with the ball if it comes to them. If they don't do this then they obviously look lost for a bit, or they throw the ball to the wrong side of the field when the runner is running by them. This is just one example but opportunities come in most sports to think of what would be the best thing to do in order to score the highest points toward winning the game.

Steps would include

- being able to identify skills needed and even explain how that skill is used in the game.
- Understand the rules of the activity, or game
- Recognize (in 4th) and identify (in 5th) the strategies taught to help them achieve their efforts toward winning or scoring or even toward defending against the opponent.

In fitness problem solving addresses determining realistic goals based on fitness results. To see this a child should be able to

Understand what we are testing by identifying the components of fitness (strength, flexibility, agility, endurance)

- Be familiar enough with the healthy fitness zone to analyze their score
- Know what the norms represent for the presidential and national tests
- Be able to interpret the results using the healthy fitness zone and also the norms charts
- Be able to state their strong areas of fitness and their areas that need work

This allows a child to set goals, and have purpose as they participate in the activities to achieve the goals.

In social interaction, the third component of physical education standards, problem solving involves being able to participate cooperatively in any activity respecting the space of others and the equipment. Steps include:

- Being able to state and follow the basic rules in class for treatment of others and equipment
- Understanding and relating safety issues for the activity
- When disagreements occur, being able to resolve them and knowing to go to the teacher if their efforts to resolve differences are unsuccessful.

This is how the Physical Education Classes have been taught. There are years that some areas need more work than others. It always depends on the children. This year, Fitness and Social Interaction have been pretty successful as measured by the children's involvement and their individual successes like their fitness testing. In the area of understanding sports strategy, it was weaker. Thinking for themselves on their feet in an action packed activity had some a bit more lost than I like to see. I will be adjusting how I approach the lessons next year to remedy this.

My thought is that most students have difficulty with problem solving. This year I have noticed that students get frustrated easily, do not take the time to read through the problem to gain the understanding needed, and either give up or ask a question about which operation they need to solve the problem. They were taught many math problem solving

strategies, but they do not always use the tools they learned in class. They are impatient to get the answer, but they do not sufficiently study information given.

Over the past ten or fifteen years, I have seen an absolute decline in BES student's problem solving skills across the board. The kids appear to be helpless to attempt social, and/or academic skills, without one-to- assistance from an adult. There is definitely no carry over from incident to incident or from problem to problem. In short, if two children have an issue at recess today that is resolved today, it would be very typical for the same issue to reappear shortly thereafter and require the identical intervention again. There is no generalization from one kid in a situation, to another kid in the same situation. For example, a group of kids are present when an issue requiring adult intervention crops up. If said incident is resolved with the initial student(s), different student(s) having the identical issue, even though he or she was present for the solution the first time.

In terms of academic studies, solutions with or without adult intervention appear not generalize from student to student. An example from my classroom is demonstrated by teaching a method to problem solve in a small group, allowing the solution to remain posted well after direct instruction, but student(s) appear confused when starting independent practice, because they don't know where to start. Burrows fourth and fifth graders appear to require material and instruction to be "pre-digested," in order to apply any general concept from one medium to another. Carry over from subject to subject in terms of problem solving in a systematic, organized consistent manner is all but completely absent.

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Goal 2 Statement & Triangulation of Data

Goal Statement: **By 2012, all students at Burrows Elementary School will increase reading comprehension by constructing meaning from text as measured by the selected system-wide assessment (TerraNova Reading Subtest 3rd edition - 4th and 5th grade), the SRI and local assessments.**

We chose this goal based on triangulating the following data sources:

- TerraNova2 Reading Results, 3rd Grade 2003-2007(Ashurst ES and Russell ES)
- Terra Nova2 Reading Results, 4th Grade 2003-2007
- Terra Nova2 Reading Results, 5th Grade 2003-2007
- TerraNova2 Reading Objective Summaries 2006-2007

Implications

Looking at the TerraNova2 Results we found that the students' Reading Scores were showing a declining trend. The Objectives Summary indicated a less than desirable high mastery of the reading objectives especially in the areas of Basic Understanding and Evaluate and Extend Meaning in 5th Grade.

- Scholastic Reading Inventory Results 2003-2006

Implications

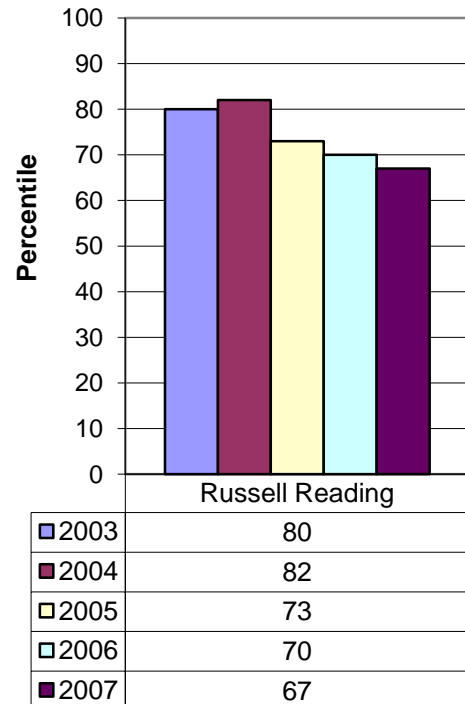
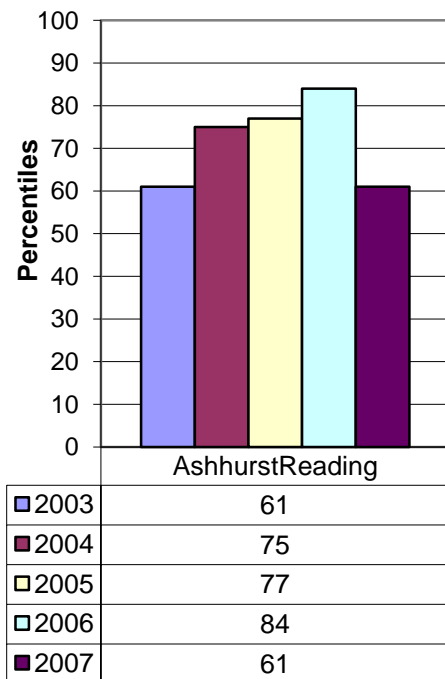
Looking at the Scholastic Reading Inventory results we found that the students' Lexile Levels were showing a declining trend. Though there was still growth the overall average scores declined.

- Environmental Scan

Implications

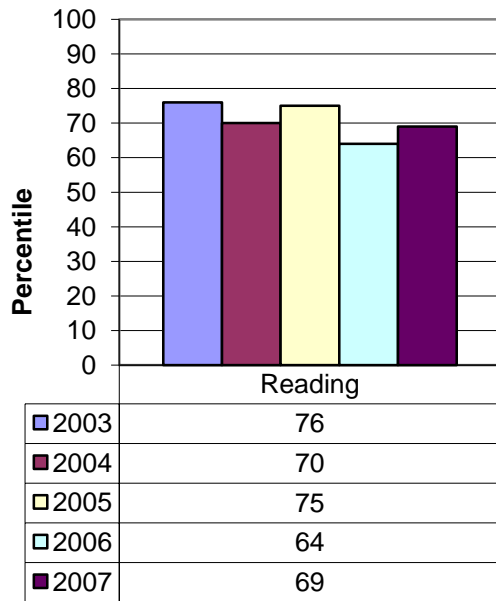
The environmental scan indicates the necessity for comprehension of the new technologies and diversity in our ever changing society. Reading comprehension is a must to be successful in society.

Third Grade Reading Results TerraNova2



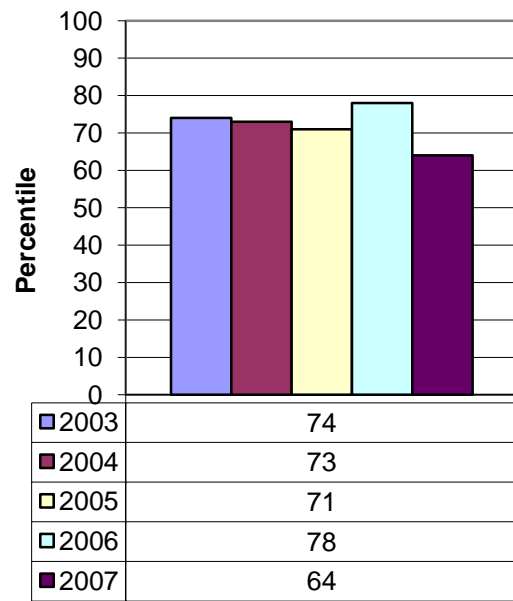
Fourth Grade Reading

TerraNova2



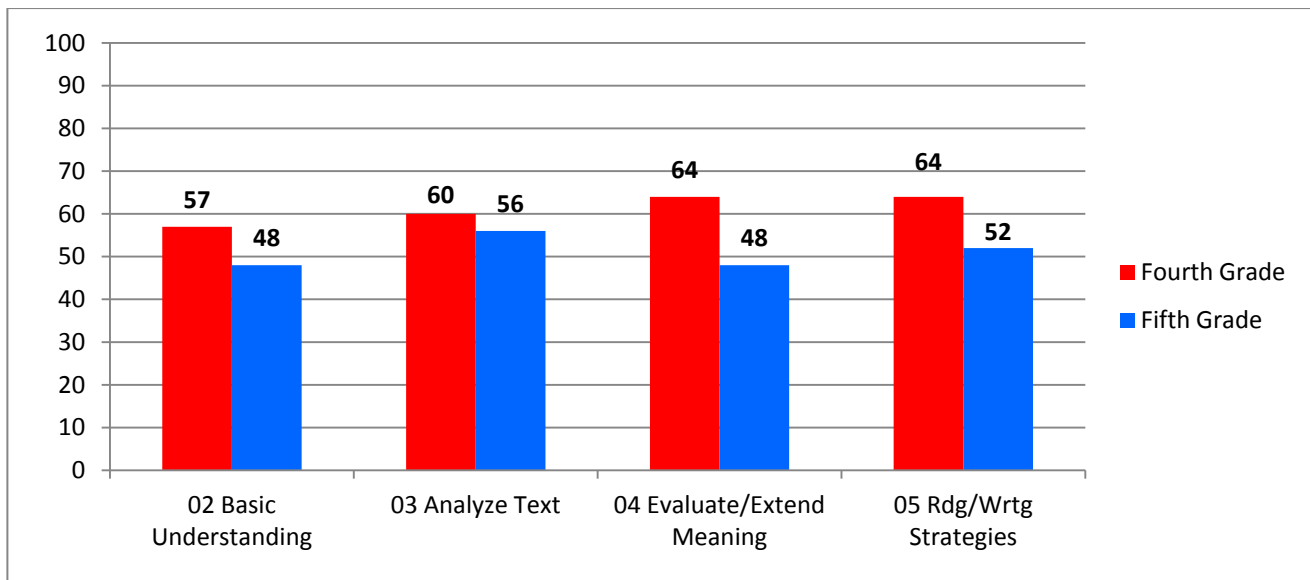
Fifth Grade Reading

TerraNova2



Objectives Summary – Part 1 TerraNova3 SY2008-2009

Percent of Students Attaining High Mastery of Each Objective



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Scholastic Reading Inventory

Pre and Post Assessments

