

Goal: Math- All students will improve their abilities to solve problems.

Type of Goal: (Mark as appropriate)

___ Knowledge, X Application, ___ Behavior, ___ Attitude

Essence of the Goal: Students will increase problem solving skills to include reading for understanding, planning a strategy, solving and confirming answer.

Support Data

Environmental Scan

“Map of Future Forces”

“Creating a World of Learning” by EdWorks

Assessment Data Collections:

Student Performance Data-Pre-K/Kindergarten/First Math Post Test Problem Solving Exemplars Spring 2013

Community Data Surveys:

Waiting for permission from DoDEA to re-administer surveys of parents and teachers.

Data Tracker – assessment score database

Standardized Assessments:

No Standardized assessments are given in grades PreK, K and 1.

Local Assessments:

Baseline and Summative Assessments:

- School Wide Problem-Solving Assessment- Exemplars (Pre-K, Kindergarten, and First Grade) Beginning, Middle, and End of year
- Math Pre-Test- Everyday Math test items that relate to problem solving and reasoning skills (Kindergarten and First Grade)– August 2012
- Math Post-Test – Everyday Math test items that relate to problem solving and reasoning skills (First Grade) May 2013

Formative Assessments:

- Math Unit Tests- Test items that relate to problem solving and reasoning skills (Kindergarten and First Grade)
- Performance Assessments- Test items that relate to problem solving and reasoning skills (First Grade)

Intervention: Students will use a variety of problem solving strategies to demonstrate thinking and reasoning skills.

Use of the National Council of Teachers of Mathematics (NCTM) problem solving expectations will enable students to –

- “build new mathematical knowledge through problem solving;
- solve problems that arise in mathematics and in other contexts;
- apply and adapt a variety of appropriate strategies to solve problems;
- monitor and reflect on the process of mathematical problem solving.”

Source: <http://www.nctm.org/standards/content.aspx?id=26860>

Research: The scientifically based research concluded that students should be “encouraged to use new mathematics they are learning to develop a broad range of problem solving strategies, to pose (formulate) challenging problems, and to learn to monitor and reflect on their own ideas in solving problems.”

Principles and Standards for School Mathematic.
National Council of Teachers of Mathematics, 2003.

Activities to implement the intervention:	Person(s) Accountable: POC	Timeline		Resources Needed
		Beginning	End	
<p>Teachers will: Use a visual aid to introduce each question in the questioning guide.</p> <p>Students will: Become familiar with and utilize needed questions for problem solving.</p> <p>Teachers will: Provide opportunities to solve problems in various situations.</p> <p>Students will: Brainstorm ways to solve problems using the questioning guide.</p> <p>Teachers will: Utilize Everyday Math performance assessments in Kindergarten and First Grade.</p> <p>Students will: Work individually and in groups to solve problems.</p> <p>Teachers will: Monitor student progress to verify/adjust instruction.</p>	<p>Deas</p> <p>Condon</p> <p>Irwin</p> <p>Nelsen</p> <p>Forti</p> <p>Griffin</p> <p>Lester</p> <p>Wilds</p> <p>Davis</p>	<p>Aug 2012</p>	<p>May 2013</p>	<p><i>Principles and Standards for School Mathematic.</i> National Council of Teachers of Mathematics, 2003.</p> <p>Scheduled collaboration with special area teachers</p> <p>Scheduled collaboration to assess performance tasks</p> <p>Instructional resources</p> <p>Math problem solving folder (T-drive)</p> <ul style="list-style-type: none"> - Assessments - Rubrics - Protocol - Exemplars - Four-Step Plan visuals - Math Tool Kit visuals - Looking at Student Work tracking sheet

Goal: All students will improve their reading comprehension skills.

Type of Goal: (Mark as appropriate)
 ___ Knowledge, ___X___ Application, ___ Behavior, ___ Attitude

Essence of the Goal: All students will increase literacy skills to include comprehension of story elements (sequencing, inferring, characterizations, setting, etc.)

Support Data
Environmental Scan-“Differentiating Instruction: Why Bother?” By: Carol Ann Tomlinson, *Middle Ground*, August 2005, Volume 9, Number 1
Assessment Data Collections- BAS
 Kindergarten and 1st Grade-
 Beginning/Middle/End year data 2012/2013
Community Data-
 Waiting for permission from DoDEA to re-administer surveys of parents and teachers.
 Data Tracker – assessment score database

Standardized Assessments:
 No Standardized assessments are given in grades PreK-2.

Local Assessments:
 Baseline and Summative Assessments:

- BAS for First Grade and Kindergarten – Beginning and End of year – 2012/2013
- Pre-Kindergarten Vocabulary Assessment- Beginning, Middle, and End of year 2012/2013
- Professional Learning Team (PLT) Retell Rubric – Beginning, Middle and End of year with two additional, optional, formative assessments available for kindergarten and first grade classes

Formative Assessments:

- Reading Street Unit tests- Comprehension – First grade
- PLT Retell Rubric, quarterly assessments – kindergarten and first grade classes

Assessments follow protocol described in grade level folders on the common drive of our network. The common drive folders include set dates for administration, analyzing protocol, reporting forms and documents for instructional planning based on results.

<p>Intervention:</p> <p>Students will use a variety of methods to demonstrate story vocabulary, retelling skills, and comprehension.</p> <p>The students will be offered differentiated instructional opportunities to best meet their needs and learning styles. Teachers will model a variety of strategies for students in whole group and small group settings. Students will have opportunities in whole group and small group settings to participate and use a variety of approaches to increase vocabulary, retelling skills, and comprehension.</p>	<p>Research:</p> <p>The scientifically based research concluded that differentiated instruction, to include differentiating for learning styles, helps to improve students' skills in reading comprehension, student achievement, thinking and learning skills, retention, and cognitive learning across the curriculum (Middle Ground, 2005).</p>
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Activities to implement the intervention: <i>(These need to address teaching, modeling, practicing, expecting and supporting)</i>	Person(s) Accountable: POC	Timeline		Resources Needed
		Beg	End	
<p>Teachers will: Model/Demonstrate a variety of retelling techniques to meet different learning styles</p> <p>Students will: Practice using multiple techniques to demonstrate comprehension skills</p> <p>Teachers will: Provide opportunities to use a variety of comprehension strategies in different learning modalities</p> <p>Students will: Utilize and demonstrate the skills</p> <p>Teachers will: Model story retelling in small group settings</p> <p>Students will: Retell a story in different learning-style formats</p> <p>Teachers will: Model story retelling in correct sequence</p> <p>Students will: Apply story retelling strategies in in different learning-style formats using sequence words</p> <p>Teachers will: Monitor student progress to verify/adjust instruction.</p>	<p>Deas</p> <p>Irwin</p> <p>Nelsen</p> <p>Forti</p> <p>Lester</p> <p>Griffin</p> <p>Wilds</p> <p>Davis</p> <p>Condon</p>	<p>Aug 2012</p>	<p>May 2013</p>	<p>Learning Styles Chart –a working document of a list of activities for each learning style</p> <p>Planning time with special area teachers/grade level</p> <p>Planning time for grade level assessment/collaboration</p> <p>Resources are required to achieve full implementation and accomplish student success</p>