

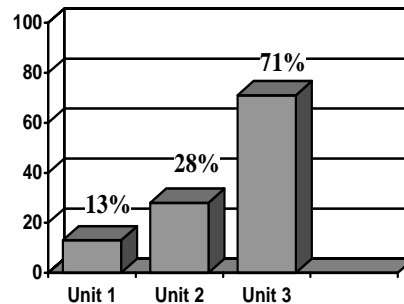
Raising Self-Esteem through Goal Setting!

By Rasheka Henry

I teach a 5th grade literacy class at Clara Barton Elementary School. Some of the students in my class are 1 to 3 grades below grade level in reading. In November, 2006, the students in my class were discouraged because of the vocabulary scores they made on the Unit 1 OCR Assessment. Only 13% of my students scored at the benchmark level (6 out of 10). This did not please the students at all. As their teacher, I suggested they do something about it. After a class discussion, the students decided they would set goals for vocabulary the way they do for math facts and spelling tests. They wanted at least 50% of their classmates to score at the benchmark level. The students planned to study the weekly vocabulary words daily, give each other quizzes and have someone at home quiz them. They asked me if I could review all vocabulary words from the unit daily and play vocabulary games on Fridays.

We implemented all the strategies students thought would help increase their vocabulary scores and came up with a reward if they met their goal. Right before the Unit 2 assessment, I informed them that instead of scoring 6 out of 10 to reach the benchmark level they

Class Benchmark Report for Rasheka Henry
Percent of Students at or Above Benchmark
All Students
Reading – OC – Grade 5 – 2006-2007



needed to score 8 out of 10. This really discouraged the class. They did not understand why the bar was raised and thought it was impossible to miss only 2 problems on any assessment, especially vocabulary. I let them know that other teachers thought this would be difficult as well, but I told them that if they continued studying as planned, they would be able to reach their goal. Well, on the Unit 2 Assessment, 79% of my students scored 6 out of 10 or higher on the vocabulary assessment. However, according to the new guidelines, only 29% were at the benchmark level. While the students were impressed that so many of them scored higher than they thought they would, they did not meet their goal. They decided to continue studying as planned and we implemented (continued on page 2)

Short on Time – Long on Review

By Megan Traver

It is a classic obstacle in education: so much to cover in so little time. As the end of the year quickly approaches and final exams loom ahead, it can be difficult to determine how to make the most of your time when reviewing for big tests. An effective strategy is to pre-test for the review and utilize data analysis to determine which areas you need to spend the most time reviewing. This is called data-driven instruction – or in this case, data-driven review.

At Franklin Classical, we are giving a pre-test for the key concepts in math at each grade level. We will run the pre-test scantrons through the ParScore scanner and will get an item analysis for each period. Then we will meet as a team to determine the concepts that require the most attention so that we can make the best use of our time when reviewing.

When you are short on time and have a lot to cover, data-driven instruction is the most strategic way to go.

Please take some time to take our online survey on the LBUSD website. Go to “Baldrige Initiative”

Baldrige Mission: To Improve Student Achievement in Academics and Behavior Through a District-Wide Commitment to Continuous Improvement.

You can reach the district Baldrige trainers at: PDavis, HFiguroa, LFiguroa, LGaa, EHall, CHoward, RJongorius, KKahl, KMaine, AMaitlen, RPeterson, ESeto, DSnyder, MTaylorFitoussi., MTraver and CYoung all at lbusd.k12.ca.us

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more strategies for Unit 3. I taught them to read the questions first and write the answer without even looking at the answer choices. Once they wrote their answers, they would then look at the answer choices and match their answer with the closest answer choice. That way the distracters would not get in their way. The class liked this method and they practiced using this method on weekly assessments. The students practiced vocabulary skills daily and were ready for the Unit 3 Assessment. On the Unit 3 Assessment 71% scored at the benchmark level.

The class was thrilled about their accomplishment and decided that they wanted to set goals for all areas of the OCR Assessment for Unit 4. Their self-esteem was raised and they were eager to learn strategies that will continue to make them successful in the future.



BALDRIGE STORIES WANTED

Have you had a great experience using the Quality Tools or would you like to share something that has worked well for you? Would you like to be a contributing writer to the BLURB? If the answer to any of these questions is “yes”, the editors of the Baldrige Blurb would like to hear your Baldrige stories. Please contact Karen Maine at Hill Classical Middle School or Megan Traver at Franklin Classical Middle School.



Celebrating Success

Take A Moment to Celebrate By Karen Maine

Have you celebrated success lately? One of the byproducts of using a cycle of continuous improvement is that we concentrate so deeply on making those improvements that we frequently miss the opportunity to reflect on and celebrate how our efforts have helped increase student achievement. Lifelong learners are not created overnight, they are nurtured over time by many small achievements. It is essential that we regularly encourage and motivate our students and ourselves to continue reaching goals by celebrating as many successes as we can. When stakeholders are recognized for a job well-done, they tend to keep their focus on the future and their morale high which in turn, tends to increase academic achievement.

Success breeds success, and to continue to be successful we need to make every effort to remember to celebrate the small successes on our journey. Celebrate an achievement today!



Shout-outs

Joylyn Souter at Washington has her students write Mission Statements in prose and in poetry format . . . great way to integrate Baldrige strategies into the content area.

Denise Hernandez at Sutter takes her first graders through PDSA cycles to improve their learning time during workshop.

Laura Sanders at Grant uses goal setting and celebrations with her first grade class. They reached their sight word goal for the month and are setting their sights to achieve even more.

Alison Maitlen is working to spread awareness of Baldrige strategies to the District's Classified staff. She has been working collaboratively with the office staff at Tincher to incorporate Baldrige tools and beginning this May will be offering a "Baldrige Basic Training" class. Look for more good things to come on the Classified side.



*“The ability to convert
ideas to things is the
secret to outward
success.”*

--Henry Ward Beecher

