

JAMESTOWN ELEMENTARY SCHOOL

Jamestown, KY

Jamestown Elementary

Grades Preschool - 5th

482 Students

32.2 Certified Staff

Rural Setting

Socioeconomic:

71.6% free lunch

4.1% reduced lunch

Ethnicity:

1.9% African American

.6% Asian

6% Hispanic

90.2% White

\$7,479 per student spending



**Making Learning “R.E.A.L.” with
Real Experiences to Accelerate
Learning**

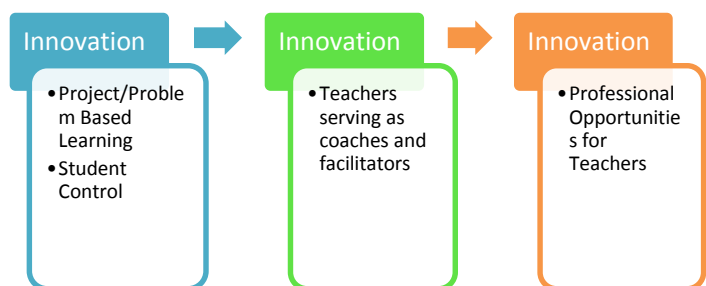
Innovation Snapshot

Innovation Pathways

Jamestown Elementary School will embrace a project/problem based learning model that shifts away from teacher-centered instruction and emphasizes student-centered learning.

Jamestown Elementary teachers will engage students in creating, questioning, and revising knowledge, while developing their skills in critical thinking, collaboration, communication, reasoning, synthesis, and resilience.

Key Elements



kid-FRIENDLY Supports

- Data Retreat
- Community of Learners
- Community of Practice
- Cultural Proficiency Institute
- FRSYC Funds



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Jamestown Elementary School

Innovative Snapshot

“PROJECT REAL”



scientific method

experiment hypothesis observation
conclusion variables predict
research question data

Project REAL: Making Learning “R.E.A.L.” with Real Experiences to Accelerate Learning

Vision: By 2017, Project R.E.A.L will be implemented school wide

Description: Project/Problem based learning is a dynamic classroom approach in which students actively explore real-world problems and challenges and acquire a deeper knowledge. Teachers can create real-world problem-solving situations by designing questions and tasks that correspond to two different frameworks of inquiry-based teaching: *Problem-based learning*, which tackles a problem but doesn't necessarily include a student project, and *project-based learning*, which involves a complex task and some form of student presentation, and/or creating an actual product or artifact. Real life global learning is at the heart of Jamestown Elementary School’s personalized learning forecast. Project/Problem based learning is contextual, creative, and shared. Students collaborate on meaningful projects that require critical thinking, creativity, and communication in order for them to answer challenging questions or solve complex problems. By making learning relevant to them in this way, students see a purpose for mastering state-required skills, standards, content concepts. Students aren’t just assessed on their understanding of academic content, but on their ability to successfully apply that content when solving authentic problems. Through this process, project/problem based learning gives students the opportunity to develop the real life skills required for success in today’s world. **Project R.E.A.L.** will give teachers an opportunity to build relationships with students by acting as their coach, facilitator, and co-learner. In the school and beyond, this model further allows teachers opportunities to build relationships among colleagues and with those in the larger community. Student projects and/or artifacts can be shared with other teachers, parents, and others who have a vested interest in the students' education.

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Shifts, Insights and Research: Project/problem based learning is a model for learning that shifts away from teacher-centered instruction and emphasizes student-centered learning. Project/problem based teaching methods engage students in creating, questioning, and revising knowledge, while developing their skills in critical thinking, collaboration, communication, reasoning, synthesis, and resilience (Barron & Darling-Hammond, 2008). PBL increases long-term retention of content, helps students perform as well as or better than traditional learners in high-stakes tests, improves problem-solving and collaboration skills, and improves students' attitudes towards learning (Strobel & Van Barneveld, 2009; Walker & Leary, 2009).

Project R.E.A.L. essential Shifts and Insights in teaching and learning:

- students learning knowledge to tackle **realistic problems** as they would be solved in the real world
- increased **student control** over his or her learning
- teachers serving as **coaches and facilitators** of inquiry and reflection
- students (usually, but not always) working in **pairs or groups**

Current Capacities and Supports:

- RTT Professional Learning Opportunities and funding
- Cognitive Coaches
- Communities of Practice
- GRREC
- SBDM
- PTO/FRYSC

Current Status: Planning stage with pilot participation with the fourth grade team of teachers. They have actively participated in project/problem based teaching and learning this past quarter. The science teacher is part of GRREC's Science PLUS grant project has participated in professional learning regarding the new science standards and the shift to "model" teaching and learning. The math teacher is one of the RTT "Community of Practice" teachers that are receiving professional learning in real world application which is a perfect platform for project/problem based learning. The fourth grade team of teachers has planned together around the science concept of "Earth Systems" with the learning forecast centered around: 1) 3-5-ETS1-1 defining a simple design problem reflecting a need or want that includes specific success and constraints on materials and time and 2) 3-5-ETS1-2 generating and comparing multiple possible solutions to a problem. Science, reading, math and writing teaching and learning was centered on this concept: The "Build it Better Company is looking for a group of engineers to brainstorm, design, build, and test a structure that can hold up in the earthquake ridden state of California. Learning was exciting and **R.E.A.L.** for these students.

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Artifacts from 4th grade Project R.E.A.L.



Next Steps:

- On March 19 and 20, 2015, Jamestown Elementary sent representatives from grades K-3 to participate in RTT professional learning "Picture Perfect Science Lessons." Participants will become familiar with the essential features of inquiry and the BSCS 5E model (engagement, exploration, explanation, elaboration, and evaluation).
- Faculty meeting for **Project R.E.A.L.** rollout and next steps planning is scheduled
- Engage SBDM in revising and making shifts in curricular and instructional policies and procedures
- Establish a timeline of professional learning, cross-curricular planning, implementation and evaluation
- Develop a communication plan for the students, parents, community, local board of education and other school stakeholders to learn and support the **Project R.E.A.L.** initiative
- Seek supportive resources to afford successful implementation