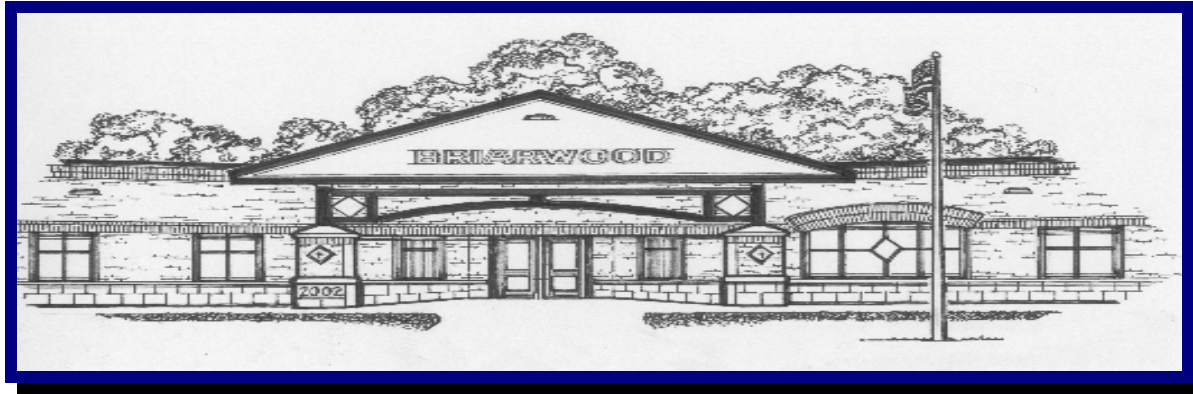


# *Briarwood School*

## SCHOOL BASED PLAN

### 2008-09



## 2008-2009 School Based Plan Briarwood School

### Focus Area: Learning and Achievement

Goal #1: To increase levels of student performance to **mastery** in English Language Arts as evidenced in the following assessments:

- Kindergarten:** students will achieve a mean score of 20 on the end of the year DSA (Developmental Spelling Analysis) assessment  
75% of students will be performing within the instructional level on the AB word list and comprehension passage and 25% will be performing within instructional level on the CD level on the word list and comprehension passages for Reading by the end of kindergarten as assessed on the Houghton Mifflin Assessment  
75% of students will score a 3 or 4 and 40% will score a level 4 on the end of year reading and writing assessment
- Grade One:** students will achieve a mean score of 36 on the end of the year DSA (Developmental Spelling Analysis) assessment  
25% of students will be performing within the instructional level on the EFG word list and comprehension passage and 50% will be performing within instructional level on the HI level on the word list and comprehension passages, 25% will be performing within instructional level on the JK level on the word list and comprehension passages for Reading by the end of first grade as assessed on the Houghton Mifflin Assessment  
90% of students will score a 3 or 4 and 55% will score a level 4 on the end of year reading and writing assessment
- Grade Two:** students will achieve a mean score of 47 on the end of the year DSA (Developmental Spelling Analysis) assessment  
20% of students will be performing within the instructional level on the J word list and comprehension passage and 80% will be performing within instructional level on the KL level on the word list and comprehension passages for Reading by the end of second grade as assessed on the Houghton Mifflin Assessment  
85% of students will score a 3 or 4 and 71% will score a level 4 on the end of year reading and writing assessment  
Students will score 68% of NP of mean NCE in reading and 76% of NP of mean NCE on language sections of the TerraNova assessments  
Students will score at 86% with a level 3 or 4 and 41% with a level 4 on the TerraNova assessments
- Grade Three:** students will achieve a mean score of 64 on the end of the year DSA (Developmental Spelling Analysis) assessment  
15% of students will be performing within the instructional level on the MN word list and comprehension passage and 85% will be performing within instructional level on the OP level on the word list and comprehension passages for Reading by the end of third grade as assessed on the Houghton Mifflin Assessment  
80% of students will score a 3 or 4 and 50% will score a level 4 on the end of year reading and writing assessment  
Students will score 85% of NP of mean NCE in reading and 85% of NP of mean NCE on language sections of the TerraNova assessments  
Students will score at 97% with a level 3 or 4 and 45% with a level 4 on the TerraNova assessments  
Students will score at 100% with a level 3 or 4 and 70% with a level 4 on the NYS Grade 3 English Language Arts assessments

WEST IRONDEQUOIT CENTRAL SCHOOL DISTRICT Briarwood School Annual School Improvement Plan 2007 - 2008  
 Learning and Achievement Goal #1 English/Language Arts

| <u>Strategies</u>  | <u>Method for Monitoring/Supporting Activities</u>   | <u>Timeline</u>   | <u>Person(s) Responsible</u> | <u>Resources and Materials Needed</u>   |
|--|--|---|------------------------------|---|
| School Based Planning Team and faculty will review performance data and student work to determine instructional techniques and strategies to teach students. These techniques and strategies will be incorporated in lessons and learning experiences.<br><b>(SEE INSTRUCTIONAL STRATEGIES ATTACHMENT)</b> | SBPT will analyze the previous year's assessments to determine strengths and areas of need to present at October faculty meeting.  | Prior to October faculty meeting<br><br>Submitted to SBPT Coordinating Council by October | Principal<br>SBPT            | Grade Level Data 07-08 (District Writing Assessment, Extended Response Assessment/English Language Arts, TerraNova Assessment, NYS ELA)       |
| Collaboration to review and implement targeted instructional strategies from 2007-08 data and School Based Planning Team Goals (08-09)   | Teachers at each grade level will analyze student writing assignments, Houghton Mifflin theme assessments, embedded prompts, writing projects, ERA/ELA, and developmentally parallel tasks based on NYS ELA and TerraNova format for evidence of selected strategies and adjust instruction for report at <b>faculty meetings (and other professional development experiences)</b> .   | November, December, January, February, March, April, May faculty meetings                 | Principal and Faculty        | Instructional practice, lesson plans, student work, appropriate assessments   |
| Faculty and staff will participate in professional development opportunities of district initiative toward improved instructional practice aligned to NYS Learning Standards and WICSD outcomes (relative to research based specific pedagogical techniques/instructional techniques)                      | Ongoing development toward improvement of instructional strategies includes the following activities: <ul style="list-style-type: none"> <li>▪ <i>Peer coaching opportunities</i></li> <li>▪ <i>TLC workshops</i></li> <li>▪ <i>Department meetings</i></li> <li>▪ <i>Faculty meetings</i></li> <li>▪ <i>Grade Level Meetings</i></li> <li>▪ <i>SOAR opportunities</i></li> <li>▪ <i>Visitation days/classroom visits</i></li> <li>▪ <i>Conferences outside of the district</i></li> <li>▪ <i>Scoring Sessions/analyzing student work session</i></li> <li>▪ <i>Pupil Personnel Services meetings</i></li> <li>▪ <i>Supervision and evaluation conferencing (pre- and post-)</i></li> <li>▪ <i>"Instruction for All Students in West Irondequoit", if applicable</i></li> <li>▪ <i>Ad hoc participation</i></li> </ul> | 2008-09 School Year   | Principal                    | Assistant Superintendent for Instruction<br>Supervisor of Standards Support<br>K-6 ELA Curriculum Supervisor<br>District Literacy Coordinator |

WEST IRONDEQUOIT CENTRAL SCHOOL DISTRICT Briarwood School Annual School Improvement Plan 2008 – 2009

Learning and Achievement Goal #1 English/Language Arts

| <u>Strategies</u>  | <u>Method for Monitoring/Supporting Activities</u>  | <u>Timeline</u>  | <u>Person(s) Responsible</u>               | <u>Resources and Materials Needed</u>   |
|--|---|--|--|---|
| Faculty will review specific writing progress in student work (including writing outcomes, mini-lesson and conference logs, reader response logs and sourcebooks*) and instructional planning for continued growth<br>*Grade 2 and 3 | Principal and teachers will meet to review samples of writing folders and specific case studies (as per grade level specific genre).<br>Activities: <ul style="list-style-type: none"> <li>▪ Discussion groups re: writing samples</li> <li>▪ Alignment of teacher materials/logs to support planning</li> <li>▪ District outcomes as evidenced in teaching and student work</li> <li>▪ Scoring of samples/assessments (including state rubrics)</li> </ul> | January 09, May 09 (reviews)<br><br>October 08-June 09 regular meetings (all grade levels) | Principal                                  | Student Writing Folders<br>Mini-lesson log<br>Writing/Reading Conference log<br>Reader Response Journals<br>Writer's Sourcebooks*<br><br>*Grade 2 and 3 |
| Faculty will review reading progress of students in Chapter I Reviews  | Principal, District Literacy Coordinator, Teacher, Grade 1 Intervention and Chapter I Teaching Assistants will review progress of participants three times per year.  | October 2008<br>February 2009<br>May 2009  | Principal<br>District Literacy Coordinator | Diagnostic Data (Houghton Mifflin diagnostic, El Paso Phonic Inventories), writing evidence, DSA individual/class profiles                              |
| Faculty will review instructional groupings of reading/writing instruction and Word Study (as per the workshop format/structure)   | Principal and teachers will review word study progress throughout the Supervision Evaluation process as per instructional planning, delivery and assessment of learning   | 2008-09 School year  | Principal                                  | DSA Individual Profiles<br>DSA Class Profiles<br>Student Writing samples<br>Reading/Writing logs/guided Lesson notes                                    |

| <u>Levels of Thinking</u>                                    | <u>Strategies</u>   | <u>Method for Monitoring/<br/>Supporting Activities</u>  | <u>Timeline</u>             | <u>Person(s) Responsible</u>  | <u>Resources and<br/>Materials Needed</u> |
|--|---|--|-----------------------------|---|---|
| <b><u>Basic Understanding</u></b>                            | <ul style="list-style-type: none"> <li>Establish and set the purpose/goal of multiple readings (ie: increase content background)</li> <li>Provide students with experiences to better understand multiple readings to extend main idea/ controlling idea</li> <li>Provide explicit instruction around levels of critical thinking and questioning</li> <li><i>Provide learning experiences to increase and apply fluency skills (Reader's Theatre)</i></li> </ul>   | Accountable Home Reading   | September-August            | Teacher/Principal   | Student reading folders                   |
|  |   | <ul style="list-style-type: none"> <li>Houghton Mifflin Assessments</li> <li>Checkpoint Reviews</li> </ul> | September/May and as needed | Teacher/Principal   | Mini-lesson log                           |
| <b><u>Elaboration &amp; Development of Ideas</u></b>         | <ul style="list-style-type: none"> <li><i>Provide learning experiences for transferring vocabulary skills across the disciplines (most, most likely, most importantly, best, probably)</i></li> <li><i>Provide opportunities for vocabulary extension, and use of context clues (reading) to extend meaning, enrich details, further develop ideas as evident in oral or independent reading (increase the connection between decoding and vocabulary development in reading)</i></li> <li>Make text connections to the world to develop generalizations with citing specific evidence from text to extend the main/controlling idea</li> <li><i>Provide opportunity for continual practice to respond to teacher created prompts that require short and extended responses to rigorous and multiple text in oral/written form (i.e. complete, clear, legible sentences that answer all parts of the prompt) while staying on focus from beginning to conclusion</i></li> </ul> | Review student performance on bench marks and Ch. 1 reviews  | September – June            | Teacher/Principal<br>Director of Literacy                                   | Reading conference log                    |
|  |   | Reading Response Journals  | Ongoing                     | Teacher/Principal<br>Director of Literacy                                   |   |
|  |   | Critical Thinking short and extended responses prompts   | Ongoing                     | Teacher/Principal<br>Director of Literacy                                   |   |
|  |   | H/M Theme Assessments<br>Synthesis Prompts   |                             | Teacher/Principal<br>Director of Literacy                                   |   |
| <b><u>Depth of Interpretation Beyond a Literal Level</u></b> | <ul style="list-style-type: none"> <li><i>Use of scaffolded instructional experiences and WICSD created synthesis prompts aligned with multiple text from Houghton Mifflin Anthology</i></li> <li>Use of discourse and literary discussion groups, writing experiences toward main idea/controlling idea and supporting evidence (readers to writers) and to practice how to agree and disagree appropriately</li> <li>Provide opportunities for lessons on vocabulary of discourse (conversation-language that helps or hinders) and create visuals that teach language of discourse</li> <li>Provide multiple learning experiences to infer and evaluate a variety of texts (and literary elements)</li> </ul>  | Walk-throughs  | September- June             | Teacher/Principal<br>Director of Literacy                                   |   |
|  |   | Develop differentiated lessons and flexible groupings  |                             | Teacher/Principal<br>Director of Literacy/<br>K-6 ELA Curriculum Supervisor |   |
|  |   | ERA-ELA Gr. 3<br>End of the year reading and writing assessments K-3                                       | January-June                | Teacher/Principal<br>Director of Literacy                                   |   |
| <b><u>Analyzing Text</u></b>                                 | <ul style="list-style-type: none"> <li>Have students further the main/controlling themes by identifying hidden issues (see explicit instruction for developing/in the text and developing justifiable interpretations (CEEI))</li> <li>Use daily short/extended response to provide multiple opportunities to evaluate text and issues</li> <li><i>Provide multiple opportunities for students to transfer inferential and evaluative strategies within text and across texts</i></li> </ul>  | Gr. 3 NYS ELA assessment   |                             | Teacher/Principal<br>Director of Literacy                                   |   |
| <b><u>Independent Application</u></b>                        |   | Review of teacher mini-lesson logs, conference logs and student work for specificity                       | Ongoing                     | Teacher/Principal<br>Director of Literacy                                   |   |
| <b><u>Feedback</u></b>                                       | <ul style="list-style-type: none"> <li><i>Provide feedback aligned with the WICSD writing rubric and learning experience for student application of instruction and feedback in reading and writing</i></li> </ul>  | Ongoing communication with parents about progress and interventions to build independence                  |                             |   |   |

| <u>Levels of Thinking</u>                                    | <u>Strategies</u>  | <u>Method for Monitoring/<br/>Supporting Activities</u>  | <u>Timeline</u>  | <u>Person(s) Responsible</u>  | <u>Resources and<br/>Materials Needed</u>  |
|--|--|--|--|---|--|
| <b><u>Basic Understanding</u></b>                            | <ul style="list-style-type: none"> <li>Refine instruction with more frequent opportunities to write within a genre (as opposed to front loading of mini-lessons) and across the disciplines to increase the transfer of writing skills</li> <li>Increase the effective use of writer's notebook/sourcebook</li> <li>Establish and set the purpose/goal of prewriting expectations in the writer's notebook/sourcebook</li> </ul> | <ul style="list-style-type: none"> <li>Checkpoint Reviews</li> <li>Review student performance on bench marks and Ch. 1 reviews</li> </ul>  | <ul style="list-style-type: none"> <li>September-June</li> <li>September/May and as needed</li> <li>September – June</li> <li>Ongoing</li> </ul> | <ul style="list-style-type: none"> <li>Teacher/Principal</li> <li>Teacher/Principal Director of Literacy</li> <li>Teacher/Principal Director of Literacy</li> </ul> | <ul style="list-style-type: none"> <li>Writing Schedule</li> <li>Student writing folders</li> <li>Mini-lesson log</li> <li>Writing conference log</li> </ul> |
| <b><u>Elaboration &amp; Development of Ideas</u></b>         | <ul style="list-style-type: none"> <li>Increase the development of a main idea/controlling idea (restatement + gist)</li> <li>Provide opportunities for spelling and vocabulary extension and use of voice in writing to extend meaning, enrich details, further develop ideas as evident in oral or independent writing</li> </ul>  | <ul style="list-style-type: none"> <li>Writing journals/ sourcebooks</li> <li>Walk-throughs</li> </ul>   | <ul style="list-style-type: none"> <li>Ongoing</li> </ul>  | <ul style="list-style-type: none"> <li>Teacher/Principal Director of Literacy</li> </ul>  |  |
| <b><u>Depth of Interpretation Beyond a Literal Level</u></b> | <ul style="list-style-type: none"> <li>Have students further the development of main/controlling idea/conclusion explicit to the genre and form by identifying hidden issues (see explicit instruction for developing justifiable interpretations (CEEI))</li> </ul>   | <ul style="list-style-type: none"> <li>Develop differentiated lessons and flexible groupings</li> </ul>  | <ul style="list-style-type: none"> <li>September- June</li> </ul>  | <ul style="list-style-type: none"> <li>Teacher/Principal Director of Literacy</li> <li>Teacher/Principal Director of Literacy</li> </ul>                            |  |
| <b><u>Analyzing Text</u></b>                                 | <ul style="list-style-type: none"> <li>Provide opportunities for the transfer of feature knowledge (spelling and vocabulary) as evidenced in oral or independent writing</li> </ul>  | <ul style="list-style-type: none"> <li>Writing prompts beyond the schedule</li> </ul>  |  | <ul style="list-style-type: none"> <li>Teacher/Principal Director of Literacy/ K-6 ELA Curriculum Supervisor</li> </ul>   |  |
| <b><u>Independent Application</u></b>                        | <ul style="list-style-type: none"> <li>Provide opportunities to explore feature words (sight, sound, parts of speech) in order to develop generalizations about features orally and in writing</li> <li>Provide multiple opportunities to write beyond the writing schedule to demonstrate independent application</li> </ul>  | <ul style="list-style-type: none"> <li>ERA-ELA Gr. 3 End of the year reading and writing assessments K-3</li> <li>Gr. 2-3 TerraNova assessments</li> <li>3 NYS ELA assessment</li> </ul> | <ul style="list-style-type: none"> <li>January-June</li> <li>Ongoing</li> </ul>  | <ul style="list-style-type: none"> <li>Teacher/Principal Director of Literacy</li> <li>Teacher/Principal Director of Literacy</li> </ul>                            |  |
| <b><u>Feedback</u></b>                                       | <ul style="list-style-type: none"> <li><i>Provide feedback aligned with the WICSD writing rubric through conferencing and student work to develop mini-lessons that demonstrate feedback has made an improvement in the students' writing</i></li> </ul>   | <ul style="list-style-type: none"> <li>Review of teacher mini-lesson logs, conference logs for evidence of application of feedback student work</li> </ul>                               |  | <ul style="list-style-type: none"> <li>Teacher/Principal Director of Literacy</li> </ul>  |  |

## 2008-2009 School Based Plan Briarwood School

### Focus Area: Learning and Achievement

To increase levels of student performance to **mastery** in Mathematics as evidenced in the following assessments:

|               |   |
|---------------|---|
| Kindergarten: | Students will achieve 95% mean score on the end of the year math assessment in kindergarten   |
| Grade One:    | Students will achieve 90% mean score on the end of the year math assessment in grade one.   |
| Grade Two:    | Students will achieve 90% mean score on the end of the year math (ERA) assessment in grade two.<br>Students will achieve 82% of NP of mean NCE on the TerraNova assessment.<br>Students will achieve 86% level 3 and 4 and 55% at level 4 |
| Grade Three:  | Students will achieve 86% of NP of mean NCE on the TerraNova assessment.<br>Students will achieve 95% level 3 and 4 and 90% at level 4<br>Students will achieve 100% level 3 and 4 and 70% level 4 on the Grade 3 NYS Math assessment     |

| WEST IRONDEQUOIT CENTRAL SCHOOL DISTRICT Briarwood School Annual School Improvement Plan 2008 – 2009<br>Learning and Achievement Goal #2 Mathematics                     |   |                          |                       |  |
|--|---|--------------------------|-----------------------|--|
| Faculty and staff will participate in professional development opportunities toward improved instructional practice aligned to NYS Learning Standards and WICSD outcomes | Ongoing development toward improvement of instructional strategies<br>Includes the following activities: <ul style="list-style-type: none"> <li>▪ <i>Peer coaching opportunities</i></li> <li>▪ <i>TLC workshops</i></li> <li>▪ <i>Department meetings</i></li> <li>▪ <i>Faculty meetings</i></li> <li>▪ <i>Grade Level Meetings</i></li> <li>▪ <i>SOAR opportunities</i></li> <li>▪ <i>Visitation days</i></li> <li>▪ <i>Conferences outside of the district</i></li> <li>▪ <i>Scoring Sessions/analyzing student work session</i></li> <li>▪ <i>Pupil Personnel Services meetings</i></li> <li>▪ <i>Supervision and evaluation conferencing (pre- and post-)</i></li> </ul> | 2008-09 School Year      | Principal             | Assistant Superintendent for Instruction<br>Supervisor of Standards and Support<br>K-6 Curriculum Supervisor |
| Faculty will review specific writing progress (including grade level outcomes) and planning for continued growth   | Principal and teachers will meet to review samples of writing folders two times per year (as per grade level specific genre).<br>Activities: <ul style="list-style-type: none"> <li>▪ <i>Discussion groups re: math samples</i></li> <li>▪ <i>Review of district math outcomes</i></li> <li>▪ <i>Scoring of samples/assessments</i></li> </ul>  | January 2009<br>May 2009 | Principal and Faculty | Student math writing examples  |

**INSTRUCTIONAL STRATEGIES:  
FOCUS AREA: LEARNING AND ACHIEVEMENT**

**GOAL #2 ELA -Mathematics**

**BRIARWOOD SBPT 2008-09**

| <u>Concepts</u>           | <u>Strategies</u>   | <u>Method for Monitoring/ Supporting Activities</u>   | <u>Timeline</u>   | <u>Person(s) Responsible</u>                                      | <u>Resources and Materials Needed</u>                                |
|---------------------------|---|---|-------------------|---|--|
| <u>Number/ Numeration</u> | <ul style="list-style-type: none"> <li>▪ Provide learning experiences to explain conceptual thinking orally and in writing across all the concepts and process strands</li> <li>▪ Provide models and multiple opportunities to explain/support thinking orally and in writing using math vocabulary on a variety of computational situations</li> <li>▪ Create opportunities for visual representation and reading comprehension of word problems</li> <li>▪ Use a variety of vocabulary terms to identify operations and concepts (odd/even numbers, cost, total, sum, amount, difference, change, how many, more than, less than, all together, in all)</li> <li>▪ Utilize experiential understanding and practice in addition and subtraction with regrouping</li> </ul> | Math journals<br>Assessments<br>Trail Blazers Assessments and Frames  | September<br>June | Teacher/Principal/<br>K-6 Math & Science<br>Curriculum Supervisor | Journals<br>Trail Blazers<br>Materials-<br>Assessments and<br>frames |
| <u>Measurement</u>        | <ul style="list-style-type: none"> <li>▪ Provide opportunities to apply estimate strategies (sum-how many more) then discuss (KWC-know, trying to figure out, special conditions and/or key/extra info) reasonableness of responses (from manipulative materials to representations)</li> <li>▪ Provide opportunities for students to measure objects with standard and non-standard tools (unit of measurement)</li> <li>▪ Provide multiple opportunities to make decisions regarding correct measurement instrument</li> </ul>  | Develop math assessments<br>End of the year math assessments<br>K-1   | March-<br>March   |   |  |
| <u>Operations</u>         | <ul style="list-style-type: none"> <li>▪ Frequent and ongoing opportunities for children to practice number facts (strategies toward automaticity) and specific practice in missing addends</li> <li>▪ Computation using symbolic notation (transfer of conceptual and computational language)</li> <li>▪ Questions from a graph (i.e. How many more?) vocabulary/language to computation to explanation</li> <li>▪ Create and analyze all information from various graph types (labeling and identifying all parts ) as visual representation to mathematics</li> </ul>  | Grade 2 ERA<br>Math end of the<br>year<br>assessment<br>Grade 2-3<br>TerraNova<br>Assessments<br>3 NYS<br>Mathematics<br>Assessment |                   |   |  |
| <u>Algebra</u>            | <ul style="list-style-type: none"> <li>▪ Analyze and extend (a variety of) number patterns in a grid</li> <li>▪ Frequent and ongoing opportunities to "skip count"/multiples toward increased automaticity</li> </ul>   |   |                   |   |  |
| <u>Data Analysis</u>      | <ul style="list-style-type: none"> <li>▪ Use logical reasoning to reach conclusions (illustrations, word problems, hands-on learning)</li> <li>▪ Provide opportunities to justify answers (explaining thinking) through discourse &amp; writing</li> </ul>  | Develop differentiated lessons and flexible groupings   |                   |   |  |
| <u>Geometry</u>           | <ul style="list-style-type: none"> <li>▪ Use reasoning skills to predict probability of outcomes</li> <li>▪ Properties of shapes (triangle, rectangle, rhombus, square) including perimeter</li> </ul>  |   |                   |   |  |

**2008-2009 School Based Plan  
Briarwood School**

**Focus Area: Climate and Culture**

Goal #1: To continue to increase awareness and knowledge of good choice strategies as evidenced by a decrease in discipline referrals, incident reports, bus conduct reports and in observation of lunchroom/recess behavior and checklists.

| <u>Strategies</u>  | <u>Method for Monitoring</u>  | <u>Timeline</u>  | <u>Person(s) Responsible</u>   | <u>Resources and Materials Needed</u>  |
|--|---|--|--|--|
| Teachers will review common expectations and vocabulary and incorporate in lessons and learning experiences.                                     | <p>Teachers will review classroom expectations and vocabulary (including CARE lessons) for student management. Data collection (observations of related incident occurrence) will be collected on classroom and building level.</p> <p>Behavioral data will be collected weekly via classroom teachers from lunch monitors. Patterns will be identified and addressed in quarterly support meetings.</p> <p>Bus Conduct Reports will be reviewed regularly.</p> | <p>Prior to October 08 faculty meeting sub committee will meet to plan for beginning October</p> <p>Ongoing strategies and activities to be developed throughout the school year.</p>                                  | Principal  | School Counselor<br>School Psychologist<br>K-3 Team Leader<br>Supervisors of lunch and recess.                             |
| Common building themes will be identified and supplemental speakers/performances brought in to enhance culture, climate and academic curriculum. | Preparation and Final Review of artists will determine the best match of curriculum, outcomes, and culture and climate goals. Further, bookings will be based on cost, artists' availability, flexibility of school schedule, special area schedule, availability and appropriateness of facilities, and morning vs. afternoon equity.  | <p>Tentative performance months identified:</p> <ul style="list-style-type: none"> <li>❖ <i>November</i></li> <li>❖ <i>January</i></li> <li>❖ <i>February</i></li> <li>❖ <i>March</i></li> <li>❖ <i>May</i></li> </ul> | Principal<br>PTSA Chairperson of Cultural Arts Committee<br>Team Leader<br>Parent volunteers<br>Classroom teachers | Young Audience of Rochester Pamphlet of Materials re: artists including audience limits, costs, appropriateness of content |

WEST IRONDEQUOIT CENTRAL SCHOOL DISTRICT Briarwood School Annual School Improvement Plan 2008 - 2009  
 Learning and Achievement Goal #1 Climate/Culture

| <u>Strategies</u>                             | <u>Method for Monitoring</u>   | <u>Timeline</u>  | <u>Person(s) Responsible</u>                                      | <u>Resources and Materials Needed</u>   |
|---|--|--|---|---|
| Continued overview of Lunch/Recess experience | <p>Research/Discuss/Evaluate current practices of developmentally appropriate free play (recess experiences) and organized social opportunities during lunch for further recommendations of professional development, communication, procedures/logistics, and timelines.</p> <p>Continuation of assemblies for children regarding expectations and strategies. Informational sessions will be held for monitors to identify areas of needs (partly based on observational chart data) to increase pragmatic repertoire and provide modeling for skills used with children.</p> <p>Continuation of "Wintry Wednesday" recess alternative providing children autonomy and choice of selected interest during winter months. These activities serve to add variety to play experiences during times of inclement weather and redundancy in selection.</p> <p>Use of organized materials for large group activity/play (from SBPT sub-committee Creative Learning and Movement 01-02)</p> | <p>December<br/>March<br/>May</p> <p>January- March</p> <p>2008-09 school year</p> | Principal<br>School Counselor<br>(monitor liaison)<br>Team Leader | Schedule<br>Behavior Charts<br>Posted expectations  |
| Safety will be a priority in all areas        | <ul style="list-style-type: none"> <li>❖ Secure entrances to maintain flow through main office area</li> <li>❖ Sign in procedure at main office/ visitor badge to identify non-faculty adults</li> <li>❖ Evacuation and emergency drill review/rehearsals (lock-in, lock- out, shelter in place, fire evacuation)</li> <li>❖ Instruction and guidelines for playground safety indoor and outdoor play</li> <li>❖ Dismissal procedures to assure swift accountability/transfer</li> <li>❖ VADIR reports</li> </ul>  | 2008-09 school year  | Principal<br>All staff  | Procedures and guidelines including SAVE legislation requirements building specific outlines<br>WICSD Code of Conduct |

WEST IRONDEQUOIT CENTRAL SCHOOL DISTRICT Briarwood School Annual School Improvement Plan 2008 - 2009  
 Learning and Achievement Goal #1 Climate/Culture

| <u>Strategies</u>   | <u>Method for Monitoring</u>   | <u>Timeline</u>               | <u>Person(s) Responsible</u>   | <u>Resources and Materials Needed</u>  |
|---|--|-------------------------------|--|--|
| Maintain and increase purposeful parent involvement increasing opportunity for learning partnerships  | <ul style="list-style-type: none"> <li>❖ Parent/principal coffees dedicated to dialogue on pertinent, requested issues</li> <li>❖ Monthly meetings with PTSA Building Representatives</li> <li>❖ Volunteers to support activities and events of timely interest (Wintry Wednesday) recess alternatives, Fire Prevention Week, Red Ribbon Week, Earth Day, Holiday Craft Workshop, etc.)</li> </ul> | 2008-09 school year           | Principal<br>Teachers<br>PTSA Building Representatives                 | Identified processes including newsletters, calendar dates, communication                          |
| Continue events that identify and celebrate the history and culture of Briarwood School   | <ul style="list-style-type: none"> <li>❖ Curriculum Night, Fall Open House, Spring Open House</li> <li>❖ Fall Festival, Evening of Creative Displays and Performing Arts, Skating Party, Earth Day, Flag Day, Sports Day, 3<sup>rd</sup> grade breakfast celebrations, PTSA Family Nights</li> </ul>   | As per 2008-09 calendar dates | Principal  | Identified processes including newsletters, calendar dates, communication                          |
| Increase opportunities for developmentally appropriate free play  | <ul style="list-style-type: none"> <li>❖ Increase monitors repertoire of skills in facilitating outdoor play</li> <li>❖ Continue "Wintry Wednesday" alternative recess experience/modified outdoor play (allowing student choice, independence, schedule following)</li> </ul>   | Ongoing<br>(January - March)  | Principal<br>SBPT<br>Classroom teachers/ PE<br>instruction<br>Monitors | CLAM (Creative Learning and Movement) resources of games<br>Wintry Wednesday procedures/guidelines |
| Increase lessons of character development/social skills through small group interactions with heterogeneous, mixed grade level groups of children.        | <ul style="list-style-type: none"> <li>❖ SBPT Sub-committee</li> <li>❖ Dialogue with participants</li> <li>❖ Mid-year discussion group</li> <li>❖ Monthly meetings (and activity/discussion review)</li> <li>❖ Highlight grade 3 leaders/announcements aligned to reflecting on CARE</li> </ul>  | October-June                  | Principal<br>SBPT sub-committee<br>Classroom teachers                  | C.A.R.E. (Connecting And Respecting Everyone)  |
| Transfer effective behavioral strategies throughout transition times (hallways, between instruction, etc.) and further increase repertoire of population. | <ul style="list-style-type: none"> <li>❖ Subcommittee: "Transitions"</li> </ul>  | Ongoing<br>October-June       | Principal, SBPT sub-committees   | Align with expectations building and classroom wide Handbook                                       |

**2008-2009 School Based Plan  
Briarwood School**

**Focus Area: Transitions**

Goal #1: to increase the number of students that will meet and exceed the expectations for learning and achievement as a result of on-going professional development and communication by the staff:

| <u>Strategies</u>  | <u>Method for Monitoring</u>  | <u>Timeline</u>                         | <u>Person(s) Responsible</u>                                  | <u>Resources and Materials Needed</u>                             |
|--|---|---|---|---|
| <p>Increase students and parents support during transition times of pre-school to kindergarten, Kindergarten to Grade One-Grade One to Grade Two, Grade Two to Grade Three, Grade Three to Grade Four and as new entrants to the district. Counselor will prepare and share information to support students in transitions.</p> <ul style="list-style-type: none"> <li>▪ Review of student/parent Handbook for 2008-09</li> <li>▪ Counselor lessons aligned with expectations for citizenship and development of coping skills</li> <li>▪ New entrants conferences/reviews</li> <li>▪ Kindergarten Orientation/Visitation</li> <li>▪ Grade Level to grade level meetings</li> <li>▪ Principal and teacher letter to parents and students before the opening of school each year</li> <li>▪ Special Education transition meetings</li> <li>▪ Parent Orientation September 23rd</li> <li>▪ Third Grade Recognition</li> <li>▪ Parent Principal Meetings</li> </ul> | <p>Agendas</p> <p>Lesson Plans</p> <p>Student Feedback</p> <p>Mailings to Parents</p> <p>Newsletter</p> | <p>September to June</p> <p>Ongoing</p> | <p>Counselor</p> <p>Teachers</p> <p>Principal</p> <p>SBPT</p> | <p>Research articles on transitions</p> <p>Briarwood Handbook</p> |