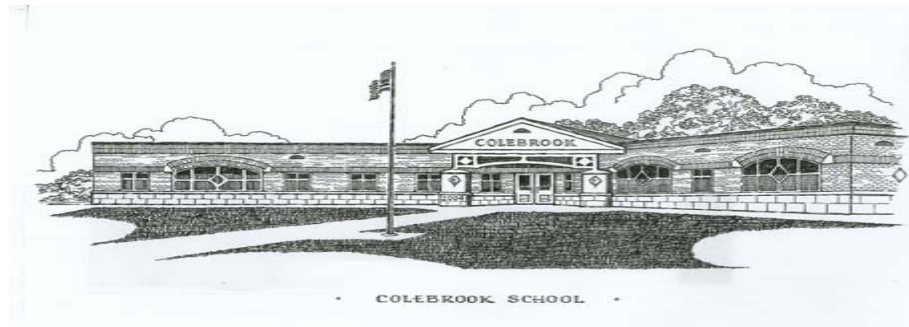


# ***COLEBROOK School***

SCHOOL BASED PLAN  
2009-10



WEST IRONDEQUOIT CENTRAL SCHOOL DISTRICT  
Colebrook Elementary School  
Annual School Plan  
2009-2010

**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 **24** on the end of the year DSA (Developmental Spelling Analysis) assessment  
75% of students will be performing *at* the instructional level on the AB word list and 70% will be performing *within* instructional level on the AB level on the comprehension passages -25% of students will be *above* their instructional level AB or higher for reading by the end of kindergarten as assessed on the AB word list and comprehension passages of the Houghton Mifflin Assessment  
75% of students will score a 3 or 4 and 45% will score a level 4 on the end of year reading and writing assessment
- Grade One:** students will achieve a mean score of **33** on the end of the year DSA (Developmental Spelling Analysis) assessment  
85% of students will be performing within the instructional level on the EFG word list and comprehension passage and 65% will be performing within instructional level or higher on the HI level word list and comprehension passages for reading by the end of first grade as assessed on the Houghton Mifflin Assessment  
80% 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 Two:** students will achieve a mean score of **60** on the end of the year DSA (Developmental Spelling Analysis) assessment  
90% of students will be performing at the independent level on the KL word list and 85% on the comprehension passage 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 25% will score a level 4 on the end of year reading and writing assessment  
Students will score 80% of NP of mean NCE in reading and 85% of NP of mean NCE on language sections of the TerraNova assessments  
Students will score **81%** at level 3 and 4 and **37%** at level 4 on the Reading/Language Level score of the TerraNova assessment
- Grade Three:** students will achieve a mean score of **60** on the end of the year DSA (Developmental Spelling Analysis) assessment  
75% of students will be performing within the instructional level on the OP word list and comprehension passage for reading by the end of third grade as assessed on the Houghton Mifflin Assessment  
75% of students will score a 3 or 4 and 35% will score a level 4 on the end of year reading and writing assessment  
Students will score **85%** at level 3 and 4 and **45%** at level 4 on **the NYS Gr.3 ELA** assessment  
Students will score **81%** of NP of mean NCE in reading and **46%** of NP of mean NCE on language sections of the TerraNova assessments  
Students will score **85%** at level 3 and 4 and **45%** at level 4 on the Reading/Language Level score of the TerraNova assessment

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| <p><b>Strategy</b><br/>(Activities to accomplish the goal)</p>  | <p><b>Monitoring</b><br/>(Means of ongoing measurement of accomplishment; evidence to be gathered)</p>  | <p><b>Timeline</b></p>  | <p><b>Person(s) Responsible</b></p>  | <p><b>Resources Needed</b></p>   |
|---|---|---|--|--|
| <p>To increase mastery in <b>READING</b> through the Reader's Workshop model the staff will:</p> <ul style="list-style-type: none"> <li>• Utilize <i>backward planning process</i> to differentiate instruction matched to student needs and plan differentiated instructional experiences matched to student goals in order to move student to independence across disciplines</li> <li>• <b>Analyze</b> the skills and strategies required on assessments (standards &amp; outcomes) on: H/M Integrated Theme Assessments, synthesis prompts, R/W &amp; L/W components NYS ELA Test as well as across disciplines</li> <li>• Provide explicit <i>feedback</i> between strategies employed and insight developed to increase the transfer of <i>effective literacy components</i>-word identification, fluency, vocabulary and comprehension skills across all the disciplines</li> <li>• Teach phonics, phonemic awareness, word work, and self-correcting strategies to increase fluency and decoding skills</li> <li>• Teach the recursive comprehension strategies of predicting, questioning, clarifying, summarizing, connecting, synthesizing, and evaluating using strategies so that students become independent in constructing meaning through the following: <ul style="list-style-type: none"> <li>○ Read and rereading to increase close reading</li> <li>○ Stopping points</li> <li>○ High level vocabulary in context including expressions and idioms to <i>infer meaning about gist</i></li> <li>○ Critical thinking target words (most, most importantly, probably, best, could not/would not)</li> <li>○ Critical (high level) questions &amp; hidden issues</li> </ul> </li> <li>• Focus on homogeneous and heterogeneous groupings <i>based on assessment data</i> thereby <i>differentiating instruction</i></li> <li>• Increase students' instructional level of reading rigorous text including informational text, and application of strategies specific to informational text (organizational features/structures) across all the disciplines</li> </ul> | <p>Review and analysis of teacher mini-lesson logs, conference logs and student work for targeted and specific lessons/feedback</p> <p>Analysis of student performance data including Houghton Mifflin theme assessments, district writing checkpoints, and NYS Gr. 3 ELA, Gr. 2-3 TerraNova assessments, and EOY reading &amp; writing assessments</p> <p><i>Development &amp; analysis of teacher prompts and student responses (constructed and extended)</i></p> <p>Conferences with students to assess understanding and application of strategies</p> <p>Analysis of student responses to synthesis prompts and critical guiding questions for evidence that students are deepening interpretations and synthesizing theme by substantiating with evidence from the text and extending the conclusion</p> <p>Observation of student reading and analysis of effective literacy components in reading</p> <p>Observation of student discourse groups in various settings and analysis of student writing, and questioning to identify thinking and insight</p> <p>Regular checkpoint meetings and student staffing to monitor student progress towards district outcomes and NYS Standards</p> <p>Regular "walkthrough" observations by Principal, District Supervisor for Literacy Curriculum Supervisors, teachers and staff</p> | <p>Faculty meetings starting in September for in-service about strategies and monitoring through data and student work</p> <p>District grade level meetings for in-service on strategies and analysis of student work starting in September</p> <p>School Based Planning Meetings to monitor student work through analysis of data and student work</p> | <p>Principal &amp; District Supervisor for Literacy, and Curriculum Supervisor for ELA</p> <p>School Based Planning Team</p> <p>Teachers</p> | <p>Continued district in-service regarding embedded prompts, coordination of Houghton-Mifflin materials, and reading comprehension strategies</p> <p>Services of the District Supervisor for Literacy in working with teachers and Chapter I teacher assistants</p> <p>TOSA (Teachers on Special Assignment) for ELA</p> <p>Shared S Drive for Teachers</p> <p>Poster with the language of inquiry and discourse<br/>Language that helps<br/>Language that hinders</p> |

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| <b>Strategy</b><br>(Activities to accomplish the goal)  | <b>Monitoring</b><br>(Means of ongoing measurement of accomplishment; evidence to be gathered)  | <b>Timeline</b>   | <b>Person(s) Responsible</b>   | <b>Resources Needed</b>  |
|---|---|---|--|--|
| <p>To increase mastery in <b>READING</b> through the Reader's Workshop model the staff will:</p> <ul style="list-style-type: none"> <li>• Develop student understanding of hidden issues in text- features, structures, and author's purpose/theme to increase comprehension and the development of the controlling idea (restatement with a gist) through a variety of grade level genres                             <ul style="list-style-type: none"> <li>○ Justifiable interpretations</li> <li>○ Reading skeptically</li> </ul> </li> <li>• Teach students to synthesize and evaluate information from multiple readings to <i>develop conceptual understandings around key concepts, content knowledge and thinking basis for transfer across the disciplines through employing the comprehension outcomes</i> For example:                             <ul style="list-style-type: none"> <li>○ Engage in inquiry &amp; discourse to have students formulate and revise conceptual understandings</li> </ul> </li> <li>• Increase expectations for independence                             <ul style="list-style-type: none"> <li>○ Less scaffolding</li> <li>○ Accountable reading</li> </ul> </li> <li>• Differentiate instruction through the implementation of the WICSD Social Studies Outcomes with a targeted emphasis on the History Lens for Planning and analysis of multiple perspective</li> </ul> <p>To increase mastery in <b>Word Study (Spelling and Vocabulary development)</b>, staff will:</p> <ul style="list-style-type: none"> <li>• Engage students in the exploration of feature words through analyzing the sight, sound, parts of speech in order to increase understanding of the development of generalizations (orally/writing)</li> <li>• Increase the connection between decoding, vocabulary, and the development of features &amp; vocabulary applications &amp; generalizations</li> </ul> | <p>Analysis of student work in the reading response journals</p> <p>On going Checkpoint reviews for student progress</p> <p>On going communication with parents about progress and interventions to build independence noting academic interventions</p> <p>Each grade level will send in September Accountable Home Reading Letter with expectations and review work in RRJ.</p> <p>Analysis of the assessments outlined in the SS outcome binder as evidence for example in the Gr. 3 Anthropology Notebook</p> <p>Analysis of fall and spring DSA data, sorts, application to writing, and informal assessments</p> <p>Conferences with students reflecting on word features</p> <p>Observation of students engaging in word work and development of generalizations</p> | <p>Faculty meetings starting in September for in-service about strategies and monitoring through data and student work</p> <p>District grade level meetings for in-service on strategies and analysis of student work starting in September</p> <p>School Based Planning Meetings to monitor student work through analysis of data and student work</p> | <p>Principal &amp; District Supervisor for Literacy, and Curriculum Supervisor for ELA</p> <p>School Based Planning Team</p> <p>Teachers</p> | <p>Continued district in-service regarding embedded prompts, coordination of Houghton-Mifflin materials, and reading comprehension strategies</p> <p>Services of the District Supervisor for Literacy in working with teachers and Chapter I teacher assistants</p> <p>Multiple text and resources</p> <p>TOSA (Teachers on Special Assignment) for ELA</p> <p>Shared S Drive for Teachers</p> <p>Teacher development of authentic materials to increase connection between decoding, vocabulary development and writing</p> |

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| <p align="center"><b>Strategy</b><br/>(Activities to accomplish the goal)</p>   | <p align="center"><b>Monitoring</b><br/>(Means of ongoing measurement of accomplishment;<br/>evidence to be gathered)</p>  | <p align="center"><b>Timeline</b></p>  | <p align="center"><b>Person(s)<br/>Responsible</b></p>   | <p align="center"><b>Resources<br/>Needed</b></p>  |
|---|--|--|--|--|
| <p>To increase mastery in <b>WRITING</b>, staff will:</p> <ul style="list-style-type: none"> <li>• Provide explicit connections between strategies employed and insight developed to increase the transfer of writing concepts and skills across all the disciplines</li> <li>• <i>Utilize backward planning process to differentiate instruction and encourage student reflection about own writing through conferencing</i></li> <li>• Provide targeted feedback through conferencing and evaluating student writing aligned with the WICSD writing rubrics</li> <li>• Provide frequent writing experiences for students across all disciplines</li> <li>• <i>Increase the opportunities of writing beyond the writing schedule to develop and substantiate generalizations across disciplines</i></li> <li>• <i>Expose students to writer's craft across other disciplines to increase explicitly through instruction of language skills: parts of speech, grammar/syntax, word choice, and conventions according to WICSD district outcomes</i></li> <li>• Provide mini-lessons and targeted <i>feedback</i> to develop the skills of elaboration, interpretation, making connections, sharing insight, and developing voice</li> <li>• Plan, develop, implement, and monitor student short and constructed responses to Reading/Writing, Listening/Writing, and Synthesis Writing prompts embedded within the Houghton-Mifflin series</li> <li>• Develop independence in student organization and planning for writing through analysis of the prompt across the disciplines</li> <li>• Provide learning experiences for students to analyze and apply sentence structure &amp; editing skills in order to move students to independent applications</li> <li>• Continue and deepen the implementation of Writers Workshop with a focus on: <ul style="list-style-type: none"> <li>○ Writing schedule &amp; models</li> <li>○ <i>Handwriting</i></li> <li>○ Controlling idea=restatement + gist</li> <li>○ Conferencing</li> <li>○ Revising and editing</li> </ul> </li> <li>• Continue the effective use of the writer's notebook/sourcebook as tool for writing</li> </ul> | <p>Review and analysis of teacher mini-lesson logs, conference logs and student work for targeted and specific lessons/feedback</p> <p>Analysis of student performance data</p> <p>Analysis of student writing samples focusing on specific criteria from the common generic rubric</p> <p>Analysis of conference logs and record keeping</p> <p>Gather student-writing exemplars to use as models of specific rubric criteria</p> <p>Conferences with students to assess understanding and application of strategies</p> <p>Review of teacher feedback and student reflection about writing through the use of the writing source book and writing folders.</p> <p>Regular "walkthrough" observations by Principal, District Supervisor for Literacy Curriculum Supervisors, teachers and staff</p> <p>Analysis of student work to determine student and teacher models</p> <p>Writer's notebook/sourcebook</p> | <p>On-going monitoring of student work.</p> <p>District grade level meetings for in-service on strategies and analysis of student work starting in September</p> <p>School Based Planning Meetings to monitor student work through analysis of data and student work</p> | <p>Principal &amp; Curriculum Supervisor for ELA</p> <p>School Based Planning Team</p> <p>Teachers</p> | <p>WICSD writing schedule and rubric</p> <p>Continued district in-service</p> <p>Consultation of the District Supervisor for Literacy &amp; K-6 ELA Curriculum Supervisor.</p> <p>TOSA (Teachers on Special Assignment) for ELA</p> <p>Shared S Drive for Teachers</p> |

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**Focus Area: Learning and Achievement**

**Goal 2: To increase levels of student performance to mastery in mathematics as evidenced in the following assessments:**

|               |  |
|---------------|--|
| Kindergarten: | Students will achieve 91% mean score on the end of the year math assessment in kindergarten  |
| Grade One:    | Students will achieve 95% mean score on the end of the year math assessment in grade one.  |
| Grade Two:    | Students will achieve 94% mean score on the end of the year math (ERA) assessment in grade two<br>Students will achieve 93% of NP of mean NCE on the TerraNova assessment<br>Students will achieve 83% at level 3 and 4 and 33% at level 4 on the TerraNova assessment |
| Grade Three:  | Students will achieve 100% level 3 and 4 and 46% level 4 on the Grade 3 NYS Math assessment<br>Students will achieve 89% of NP of mean NCE on the TerraNova assessment<br>Students will achieve 80% at level 3 and 4 and 41% at level 4 on the TerraNova assessment    |

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| <p><b>Strategy</b><br/>(Activities to accomplish the goal)</p>   | <p><b>Monitoring</b><br/>(Means of ongoing measurement of accomplishment; evidence to be gathered)</p>  | <p><b>Timeline</b></p>   | <p><b>Person(s) Responsible</b></p>  | <p><b>Resources Needed</b></p>   |
|--|---|--|--|--|
| <p>To increase mastery in <b>Mathematics</b>, staff will:</p> <ul style="list-style-type: none"> <li>• Utilize <b>backward planning process</b> to differentiate instruction matched to student needs and plan differentiated instructional experiences matched to student goals in order to move student to independence across disciplines</li> <li>• Provide explicit connections between comprehension strategies employed and insight developed to increase the transfer of skills</li> <li>• Ensure that mathematical process strands are incorporated into daily lesson plans</li> <li>• Provide opportunities to explain processes and justify answers and substantiate generalizations both orally and in writing through the use of relevant evidence</li> <li>• Expand the use of questioning techniques across subject areas to include vocabulary and higher level thinking skills- (compare)</li> <li>• Engage students in solving open ended, complex problems</li> </ul>   | <p>Analysis of student writing in math journals and on constructed responses</p> <p>Analysis of class work and assessments</p> <p>Evidence of multiple mnemonic devices for students to access and increase memory in solving multi-step word problems. For example: CUB it (circle data, underline question, box data), KWC (know for sure, trying to find out, special conditions-key and/or extra info.)</p>           | <p>On-going</p>  | <p>Principal &amp; Curriculum Supervisor for Mathematics</p> <p>School Based Planning Team</p> <p>Teachers</p> | <p>District in-service on questioning, writing in mathematics, mathematics concepts of measurement, fractions and percents, patterns, and elapsed time</p>   |
| <ul style="list-style-type: none"> <li>• Focus on developing student conceptual knowledge in the areas of                             <ul style="list-style-type: none"> <li>○ measurement</li> <li>○ time (continued practice with analog clocks for telling time understanding and using elapsed time)</li> <li>○ money (continued practice counting coins, adding subtracting amounts of money)</li> <li>○ patterns (identifying and extending patterns)</li> <li>○ components of geometry</li> <li>○ concept areas of ratio &amp; proportion linked to fractions</li> <li>○ algebra</li> <li>○ percents</li> <li>○ place value as it relates to estimation and computation</li> <li>○ interpretation of data using graphs and charts</li> </ul> </li> <li>• Reduce scaffolding of visual math appropriately</li> <li>• Develop and <i>differentiate</i> instruction to ensure students accountable at the mastery level for math facts (automaticity)</li> <li>• Expand the opportunities for student self assessment &amp; reflection through student discourse of the problem solving process</li> </ul> | <p>Analysis of open ended and constructed problems for levels of complexity</p> <p>Observations of teacher and student questions and responses</p> <p>Conference with students relative to understanding and application of strategies and mathematical concepts and processes.</p> <p>Regular "walkthrough" observations by Principal, District Supervisor for Literacy, Curriculum Supervisors, teachers and staff.</p> | <p>School Based Planning Meetings to monitor student work through analysis of data and student work.</p> |  | <p>Trailblazer materials</p> <p>Use district professional development to identify assessments, lessons to teach and supplement for 3<sup>rd</sup> grade.</p> |

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***GOAL #3 to increase the number of students that will meet and exceed the expectations for learning and achievement as a result of on-going climate and culture development and communication by the staff:***

**School Improvement Target/Goal - Climate and Culture**

- **Create a school environment which supports students' growth toward mutually respectful relationships, while at the same time providing for a safe and healthy learning environment in which all members of the school community feel a strong connection.**
- **Hold consistent and fair expectations for all students while promoting acceptance of others.**

| <b>Strategy</b><br>(Activities to accomplish the goal)  | <b>Monitoring</b><br>(Means of ongoing measurement of accomplishment; evidence to be gathered)  | <b>Timeline</b>  | <b>Person(s) Responsible</b>   | <b>Resources Needed</b>   |
|---|---|--|--|---|
| <ul style="list-style-type: none"> <li>- <i>First Day: Teachers read to their class the book: Have You Filled a Bucket Today?, discuss being respectful, responsibly and ready and they will positively recognized</i></li> <li>- Welcome back assembly on expectations and safety</li> <li>- Staff review of school wide, lunch and recess expectations on going (first 3 days of school explicitly)</li> <li>- Refine/review <i>Scooping Up Good Character</i> program</li> <li>- Align group guidance lessons with citizenship and developing coping skills</li> <li>- Specific targeted lessons around safety, acceptance and <i>diversity</i></li> <li>- Morning announcements/events, pledge, congrats, sharing, student work, etc.</li> <li>- PTSA &amp; Cultural arts events</li> <li>- Modeling by adults of behavior and positive caring relationships</li> </ul> | <ul style="list-style-type: none"> <li>-<i>Further the planning through the on going development of the sub-committee to enhance school climate</i></li> <li>-Increased number of students being recognized for positive behavior decrease (low) number of student behavioral referrals</li> <li>-Observations of student actions and recognition through <i>Scooping Up Good Character</i>-award and scoop</li> <li>-<i>Enlisting Gr. 3 students as leaders to share examples once a week of Scooping Up Good Character</i></li> </ul> | <ul style="list-style-type: none"> <li>- On-going</li> </ul> | <ul style="list-style-type: none"> <li>-SBPT Members</li> <li>-All adults in the school community</li> </ul> | <ul style="list-style-type: none"> <li>-To be determined as need arises</li> <li>Ordered: Have You Filled a Bucket Today? book</li> </ul> |

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**GOAL #4**

**Focus Area: Transitions**

**Goal: to provide support in order to facilitate academic success and foster a positive experience for students in their new settings.**

| <p style="text-align: center;"><b><u>Strategies</u></b><br/>(Activities to accomplish the goal)</p>  | <p style="text-align: center;"><b><u>Method for Monitoring</u></b><br/>(Means of ongoing measurement of accomplishment;<br/>evidence to be gathered)</p> | <p style="text-align: center;"><b><u>Timeline</u></b></p> | <p style="text-align: center;"><b><u>Person(s)<br/>Responsible</u></b></p> | <p style="text-align: center;"><b><u>Resources and<br/>Materials Needed</u></b></p> |
|--|--|---|--|---|
| <p><i>Increase support during transitioning from 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. Counselors will prepare and share with students, parents, and staff regarding what to expect:</i></p> <ul style="list-style-type: none"> <li>▪ Review of student/parent Handbook for 09-10</li> <li>▪ Counselors lessons (ie: alignment to 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 letters to parents and students before the opening of school</li> <li>▪ Special Education transition meetings</li> <li>▪ Parent Orientation in September</li> <li>▪ Third Grade Recognition</li> <li>▪ Parent Principal Meetings</li> </ul> | <p>Agendas</p> <p>Lessons Plans</p> <p>Counselor, Teacher and Student Feedback</p> <p>Mailings to Parent</p> <p>Newsletter</p>                           | <p>September to June</p> <p>On going</p>                  | <p>Counselor</p> <p>Teachers</p> <p>Principal</p> <p>SBPT</p>              | <p>Research articles on transitions</p> <p>Colebrook Handbook</p>                   |

