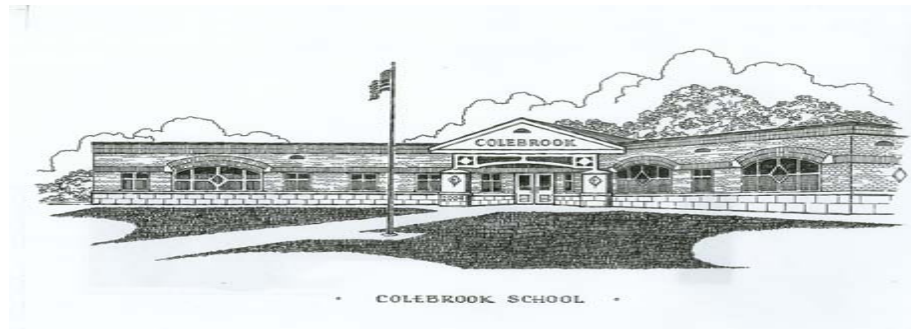


# ***COLEBROOK School***

SCHOOL BASED PLAN  
2008-09



WEST IRONDEQUOIT CENTRAL SCHOOL DISTRICT  
Colebrook Elementary School  
Annual School Plan  
2008 - 2009

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 **22** 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 **43** 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 **55** 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 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 **82%** at level 3 and 4 and **43%** at level 4 on the Reading/Language Level score of the TerraNova assessment

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<b>Strategy</b> (Activities to accomplish the goal)	<b>Monitoring</b> (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>• <i>Provide explicit connections between strategies employed and insight developed to increase the transfer of word identification, fluency, vocabulary and comprehension skills across all the disciplines</i></li> <li>• Teach phonics, phonemic awareness, word work, and self-correcting strategies to increase fluency and decoding skills.</li> <li>• <i>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:</i> <ul style="list-style-type: none"> <li>○ <i>Read and rereading</i></li> <li>○ <i>Stopping points</i></li> <li>○ <i>Substantiating answers to short and extended tasks about the text orally/writing</i></li> <li>○ <i>High level vocabulary in context including expressions and idioms</i></li> <li>○ <i>Critical thinking target words (most, most importantly, probably, best, could not/would not)</i></li> <li>○ <i>Critical (high level) questions &amp; hidden issues</i></li> </ul> </li> <li>• Focus on homogeneous and heterogeneous groupings based on assessment data</li> <li>• <i>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</i></li> <li>• <i>Teach students to synthesize and evaluate information from readings through the following strategies:</i> <ul style="list-style-type: none"> <li>○ <i>Engage in analyzing tasks</i></li> <li>○ <i>Continued development of reading/writing tasks</i></li> <li>○ <i>Focus on critical questions to evaluate</i></li> <li>○ <i>Engage in oral rehearsal</i></li> <li>○ <i>Engage in responding through reading response logs/journals</i></li> <li>○ <i>Use Inquiry/Discourse to increase thinking</i></li> </ul> </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>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>Analysis of teacher prompts and student responses (constructed and extended)</p> <p>Conferences with students to assess understanding and application of strategies</p> <p>Observation of student reading for fluency</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>Ongoing communication with parents about progress and interventions to build independence</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 H Drive for Teachers</p> <p>Poster with the language of inquiry and discourse Language that helps Language that hinders</p>

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<p><b>Strategy</b> (Activities to accomplish the goal)</p>	<p><b>Monitoring</b> (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>• Involve students in a variety of genres to analyze and interpret author craft</li> <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 through a variety of grade level genres                             <ul style="list-style-type: none"> <li>○ Justifiable interpretations</li> <li>○ Reading skeptically</li> <li>○ Discourse-Turn/talk</li> </ul> </li> <li>• Increase expectations for independence                             <ul style="list-style-type: none"> <li>○ Less scaffolding</li> <li>○ Accountable reading in class- home</li> </ul> </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>• <i>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)</i></li> <li>• <i>Increase the connection between decoding, vocabulary, and the development of generalizations</i></li> <li>• Develop students' ability to apply understanding of word features and vocabulary within own reading and writing</li> </ul>	<p>Analysis of student work in the reading response journals</p> <p>Ongoing checkpoint reviews for student progress</p> <p>Analysis of 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 H 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><b>Strategy</b> (Activities to accomplish the goal)</p>	<p><b>Monitoring</b> (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>WRITING</b>, staff will:</p> <ul style="list-style-type: none"> <li>• <i>Provide explicit connections between strategies employed and insight developed to increase the transfer of writing skills across all the disciplines</i></li> <li>• <i>Provide targeted feedback through conferencing and evaluating student writing aligned with the WICSD writing rubrics</i></li> <li>• Differentiate instruction and encourage student reflection about own writing through conferencing.</li> <li>• <i>Provide frequent writing experiences for students across the disciplines</i></li> <li>• <i>Expose students to writer's craft across other disciplines</i></li> <li>• <i>Provide mini-lessons and targeted feedback to develop the skills of elaboration, interpretation, making connections, sharing insight, and developing voice</i></li> <li>• Increase the density of writing beyond the writing schedule</li> <li>• <i>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</i></li> <li>• <i>Develop independence in student organization and planning for writing through analysis of the prompt</i></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>○ Controlling idea=restatement + gist</li> <li>○ Conferencing</li> <li>○ Revising and editing</li> </ul> </li> <li>• Continue the <i>effective use of the writer's notebook/sourcebook</i> 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>Ongoing 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 H 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 Students will achieve 93% of NP of mean NCE on the TerraNova assessment Students will achieve 83% at level 3 and 4 and 33% at level 4 on the TerraNova assessment
Grade Three:	Students will achieve 89% of NP of mean NCE on the TerraNova assessment Students will achieve 94% level 3 and 4 and 46% level 4 on the Grade 3 NYS Math assessment Students will achieve 80% at level 3 and 4 and 41% at level 4 on the TerraNova assessment

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<b>Strategy</b> (Activities to accomplish the goal)	<b>Monitoring</b> (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>Mathematics</b>, staff will:</p> <ul style="list-style-type: none"> <li>• <i>Provide explicit connections between strategies employed and insight developed to increase the transfer of skills</i></li> <li>• Ensure that mathematical process strands are incorporated into daily lesson plans</li> <li>• <i>Continue to further implement comprehension outcomes in math</i></li> <li>• Provide opportunities to explain processes and justify answers both orally and in writing, for class work, homework, and assessments</li> <li>• Expand the use of questioning techniques across subject areas to include vocabulary and higher level thinking skills (compare)</li> <li>• Expand the opportunities for student self assessment and reflection through student discourse of the problem solving process</li> </ul>	<p>Analysis of student writing in math journals and on constructed responses</p> <p>Analysis of class work and assessments</p>	<p>March to March</p> <p>Ongoing</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>• Move students from concrete representation to abstract thinking</li> <li>• Engage students in solving open ended, complex problems</li> <li>• Use 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)</li> <li>• <i>Focus on developing student conceptual knowledge in the areas of measurement, time, money, patterns, fractions, percents, estimation, computation and the interpretation of data using graphs and charts</i></li> <li>• Reduce scaffolding of visual math when appropriate</li> <li>• Develop and differentiate instruction to ensure students accountable at the mastery level for math facts (automaticity)</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 ongoing 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> (Activities to accomplish the goal)	<b>Monitoring</b> (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>- Welcome back assembly on expectations and safety</li> <li>- Staff review of school wide, lunch and recess expectations ongoing (first 3 days of school explicitly)</li> <li>- Refine/review <i>Caught You Being Good</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>-Increased number of students being recognized for positive behavior, decrease (low) number of student behavioral referrals</li> <li>-Observations of student actions</li> </ul>	- Ongoing	<ul style="list-style-type: none"> <li>-SBPT members</li> <li>-All adults in the school community</li> </ul>	-To be determined as need arises

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**GOAL #4**

**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 ongoing professional development and communication by the staff:

<p style="text-align: center;"><b><u>Strategies</u></b> (Activities to accomplish the goal)</p>	<p style="text-align: center;"><b><u>Method for Monitoring</u></b> (Means of ongoing measurement of accomplishment; 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) Responsible</u></b></p>	<p style="text-align: center;"><b><u>Resources and Materials Needed</u></b></p>
<p>Increase support for students and parents 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 08-09</li> <li>▪ Counselor 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 letter to parents and students before the opening of school each year</li> <li>▪ Special Education transition meetings</li> <li>▪ Parent Orientation September 9<sup>th</sup></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 Parent</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>Colebrook Handbook</p>