

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

**School Improvement Target – English/Language Arts**

- 92% of grade four students will score at standard. 35% will score at mastery on the New York State Fourth Grade English Language Arts Assessment in 2009.
- 92% of grade five students will score at standard. 37% will score at mastery on the New York State Fifth Grade English Language Arts Assessment in 2009.
- 95% of grade six students will score at standard. 40% will score at mastery on the New York State Sixth Grade English Language Arts Assessment in 2009.
- The average scores on the Fifth Grade TerraNova Assessment will reach the 90% percentile for Reading based on the National Percentile of the Normal Curve Equivalent and the 90% percentile for Language. 85% of the students will achieve a performance level of 3 or 4 on the Reading and Language section in 2009.
- The average scores on the Sixth Grade TerraNova Assessment will reach the 87% percentile for Reading based on the national percentile of the normal curve equivalent and the 90% percentile for Language. 75% of the students will achieve a performance level of 3 or 4 on the Reading/Language section in 2009.

<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>, staff will:</p> <ul style="list-style-type: none"> <li>• Utilize reading conferences in order to diagnose, teach, provide specific feedback, and examine work for maintenance of skill</li> <li>• Engage students in discourse experiences in which high level questions are posed before/after discourse that require students to independently apply and extend understanding from discussion in writing.</li> </ul>	<p><b>Reading</b> Analysis of student responses to embedded prompts for evidence that students are synthesizing theme by substantiating with evidence and extending the controlling idea</p> <p>Examination of Reading Journal for extended responses and constructed responses</p>	<p>Ongoing district grade level meetings for in-service on strategies and analysis of student work starting in September</p>	<p>Principal &amp; District Supervisor for Literacy and Curriculum Supervisors</p> <p>Teachers and Staff</p> <p>School Based Planning Team</p>	<p>Refinement of embedded prompts, coordination of Houghton-Mifflin materials, reading comprehension strategies and the refinement of Reader's Workshop</p>

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<p>To increase mastery in <b>READING</b>, staff will:</p> <ul style="list-style-type: none"> <li>• Hold students accountable for close reading, interacting with the text and substantiating their ideas with evidence from text</li> <li>• Provide strategies for fluency and decoding in order to support comprehension and vocabulary</li> <li>• Continue to hold students accountable for the application of active reading strategies to increasingly rigorous text across genre.</li> <li>• Model "think aloud" including inferential thinking</li> <li>• Provide less scaffolding and increase expectations for independence</li> <li>• Model re-reading to verify answers</li> </ul>	<p><b>Reading</b> Analysis of student performance data:</p> <ul style="list-style-type: none"> <li>• HM Theme Assessments</li> <li>• Reading checkpoints</li> <li>• Reading Journal</li> <li>• Reading Conference log</li> <li>• Writing samples as a response to discourse for evidence of critical thinking and insightful interpretation.</li> <li>• Observations and analysis of student discourse.</li> <li>• Observation of student reading for fluency.</li> <li>• We communicate to parents about how to support their children's growth in Reading through a variety of venues, including newsletters, parent orientations, curriculum nights, progress conferences, and parent and teacher conferences.</li> <li>• Regular "walkthrough" observations by Principal, curriculum supervisors, teachers and staff.</li> <li>• We hold reviews throughout the year to review student progress in class, in chapter service and communicate with their parents.</li> <li>• We hold initial reviews to assess student progress, and determine if students should receive Chapter I service.</li> <li>• Analysis of student work as well as district assessments/ELA checkpoints.</li> </ul>	<p>Ongoing in-service meetings monthly for Core teachers and regularly throughout the year for social studies and grade 4 teachers</p> <p>April School Based Planning Meetings to monitor student work through analysis of data and student work</p> <p>Regular meetings of grade level teacher teams to share techniques, materials and analysis of data and student work</p>	<p>Principal and District Supervisor for Literacy and Curriculum Supervisors</p> <p>Teachers and Staff</p> <p>School Based Planning Team</p>	<p>Services of the District Supervisor for Literacy in working with teachers and Chapter I teacher assistants</p> <p>Librarian assistance to collect sample literature connected to thematic study</p>

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<p>To increase mastery in <b>READING</b>, staff will:</p> <ul style="list-style-type: none"> <li>• Use word study instructional time to implement an exploration process through sorting that leads to student generated principles</li> <li>• Design learning experiences which require students to apply word study knowledge to decoding and vocabulary development when reading</li> </ul>	<p><b>Word Study-Spelling &amp; Vocabulary</b> SBPT analysis of data from informal assessments including both journal logs and generalizations as well as Fall/Spring DSA</p> <ul style="list-style-type: none"> <li>• Utilize both reading and writing conference questions and responses as reflected in teachers' logs for evidence of application of word study features.</li> <li>• Analysis of student writing; journals, sourcebook embedded prompts, etc. for evidence of application of word study features.</li> </ul>	<p>Ongoing in-service meetings monthly for Core teachers and regularly throughout the year for social studies and grade 4 teachers</p> <p>April School Based Planning Meetings to monitor student work through analysis of data and student work</p> <p>Regular meetings of grade level teacher teams to share techniques, materials and analysis of data and student work</p>	<p>Principal &amp; District Supervisor for Literacy and Curriculum Supervisors</p> <p>Teachers and Staff</p> <p>School Based Planning Team</p>	<p>Services of the District Supervisor for Literacy in working with teachers and Chapter I teacher assistants</p> <p>Librarian assistance to collect sample literature connected to thematic study</p>

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<p>To increase mastery in <b>WRITING</b>, staff will increase student application of meaning, development, organization, language use, and convention by:</p> <ul style="list-style-type: none"> <li>• Creating prompts and provide experiences across all genres for students to inference, synthesize, generalize, and evaluate (short and extended responses)</li> <li>• Using prompts and learning experiences which support students' construction of meaning around the theme, big ideas, hidden issues or generalizations with substantiation</li> <li>• Engaging students in discourse experiences in which high level questions are posed before/after discourse that require students to independently apply and extend understanding from discussion in writing</li> <li>• Providing specific feedback around student thinking and their use of substantiating details</li> <li>• Using writing conferences which note student strengths, teaching points and next steps - documentation/evidence of growth overtime</li> <li>• Using mini-lessons which are a balance between matching lessons to outcomes and the writing schedule and matched to student work/need</li> <li>• Providing more opportunities for students to write within a genre (writing beyond the writing schedule)</li> <li>• Focusing instruction on developing a controlling idea, with claims, evidence, explanation and interpretation, as well as extending conclusions</li> <li>• Modeling language for substantiation and elaboration of details</li> <li>• Developing a repertoire of strategies for extending conclusions while remaining text based</li> </ul>	<ul style="list-style-type: none"> <li>• Gather student writing exemplars to use as models of specific rubric criteria.</li> <li>• Observation of student conferencing questions and responses as reflected in teacher's conference logs.</li> <li>• Interviews with students relative to understanding and application of strategies.</li> <li>• Review of teacher feedback and student reflection about writing.</li> <li>• Analysis of embedded prompts, questions, and student responses to embedded prompts for evidence of controlling idea, substantiation and extended conclusion with interpretation.</li> <li>• Analysis of student planning and revision on writing tasks.</li> <li>• We hold reviews throughout the year to review student progress in class, in chapter service and communicate with their parents.</li> <li>• We hold initial reviews to assess student progress, and determine if students should receive Chapter I service.</li> <li>• Analysis of student work as well as district assessments/ELA checkpoints.</li> </ul>	<p>Ongoing district grade level meetings for in-service on strategies and analysis of student work starting in September</p> <p>Ongoing in-service meetings for Core teachers and regularly throughout the year for social studies and grade 4 teachers</p> <p>November/December School Based Planning Meetings to monitor student work through analysis of data and student work</p> <p>Regular meetings of grade level teacher teams to share techniques, materials and analysis of data and student work</p>	<p>Principal &amp; District Supervisor for Literacy and Curriculum Supervisors</p> <p>Teachers and Staff</p> <p>School Based Planning Team</p>	<p>Librarian assistance to develop models of writer's craft and professional models</p> <p>Language Source - "The Comma" a Resource Guide by D. Lindsey</p>

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<p>To increase mastery on <b>WRITING</b>, staff will:</p> <ul style="list-style-type: none"> <li>• Design learning experiences which require students to apply word study knowledge to spelling and word choice when writing</li> <li>• Model "think aloud" including inferential thinking</li> <li>• Continue instruction around writing conventions, including sentence structure, grammar, parts of speech, word choice, and cursive writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Regular "walkthrough" observations by Principal, Curriculum supervisors, teachers and staff.</li> <li>• We communicate to parents about how to support their children's growth in Reading through a variety of venues, including newsletters, parent orientations, curriculum nights, progress conferences, and parent and teacher conferences.</li> </ul>	<p>Ongoing district grade level meetings for in-service on strategies and analysis of student work starting in September</p> <p>Ongoing in-service meetings for Core teachers and regularly throughout the year for social studies and grade 4 teachers</p> <p>November/December School Based Planning Meetings to monitor student work through analysis of data and student work</p> <p>Regular meetings of grade level teacher teams to share techniques, materials and analysis of data and student work</p>	<p>Principal &amp; District Supervisor for Literacy and Curriculum Supervisors</p> <p>Teachers and Staff</p> <p>School Based Planning Team</p>	<p>Librarian assistance to develop models of writer's craft and professional models</p>

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**School Improvement Target Goal - Mathematics**

- 95% of students will score at standard and 45% will score at mastery on the 4<sup>th</sup> grade New York State Mathematics Assessment in 2009.
- 97% of students will score at standard and 40% will score at mastery on the 5<sup>th</sup> grade New York State Mathematics Assessment in 2009.
- 97% of students will score at standard and 50% will score at mastery on the 6<sup>th</sup> grade New York State Mathematics Assessment in 2009.
- Grade 5 students will achieve a mean percentile of 90% on the 2009 TerraNova Assessment. 80% of the students will achieve a performance level of 3 or 4.
- Grade 6 students will achieve a mean percentile of 92% on the 2009 TerraNova Assessment. 85% of the students will achieve a performance level of 3 or 4.

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<p>To increase mastery in <b>Mathematics</b>, staff will:</p> <ul style="list-style-type: none"> <li>• Within CMP2 Trailblazers, maximize opportunities for students to develop number sense and computation skills.</li> <li>• Implement comprehension outcomes to help students access, process, and extend critical information understanding:               <ul style="list-style-type: none"> <li>- Inferencing</li> <li>- Discourse</li> <li>- Vocabulary development</li> <li>- Making connections</li> <li>- Summarizing</li> </ul> </li> <li>• Focus on use of estimation strategies throughout the year to help students' self-monitor reasonableness of answers and understanding of concepts.</li> </ul>	<ul style="list-style-type: none"> <li>• Data analysis of checkpoint assessments to ongoing classroom assessments</li> <li>• Monitor and clarify understanding of concepts through student led summaries</li> <li>• Monitor critical thinking through:               <ul style="list-style-type: none"> <li>- Math Journals</li> <li>- Constructed Responses</li> <li>- Reflections</li> <li>- Student Discourse</li> </ul> </li> <li>• School Based Planning meetings to monitor student progress through analysis of data and student work (January).</li> </ul>	<p>Ongoing daily</p> <p>Checkpoints - October, December, March</p>	<p>Teachers and Staff</p> <p>School Based Planning Team</p> <p>Principal &amp; Curriculum Supervisor for Mathematics</p>	<p>In-service on increasing teacher repertoire:</p> <ul style="list-style-type: none"> <li>• faculty</li> <li>• math reflections</li> <li>• math journaling</li> <li>• ways to engage students in two and three point rubrics</li> </ul>

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<p>To increase mastery in <b>Mathematics</b>, staff will:</p> <ul style="list-style-type: none"> <li>• Provide differentiated instruction throughout the launch, explore, and summary</li> <li>• Increase specificity of differentiation by using data/tools to more specifically plan based on needs of students</li> <li>• Focus on distinguishing goals for heterogeneous and homogeneous groups based on assessment data</li> <li>• Provide opportunities for students to transfer concept and skill strategies in authentic contexts</li> <li>• Support student led summaries which explicitly bring out math involved in explanation and answer the "so what" question.</li> <li>• Increase opportunities for students to write as a means to extend and explain their thinking.</li> <li>• Inclusive of reflection questions and Looking Ahead components of CMP</li> <li>• Maximize conceptual knowledge in the areas of:               <ul style="list-style-type: none"> <li>- understanding of decimals, fractions and percents (understanding equivalent fractions)</li> <li>- vocabulary (LCM, GCF, etcetera)</li> <li>- geometry</li> <li>- measurement</li> <li>- problem solving/logic</li> <li>- word problems (specifically, applying appropriate function to problem)</li> <li>- order of operations</li> <li>- mean</li> <li>- place value</li> <li>- customary units of measure</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Initial reviews to assess student progress, and determine if students should receive Chapter I service and communicate goals to parents throughout the year.</li> <li>• Communicate to parents about how to support their children's growth in Mathematics through a variety of venues, including newsletters, parent orientations, curriculum nights, progress conferences, and parent and teacher conferences.</li> <li>• Review student progress throughout the year in class and in Chapter service and communicate with their parents.</li> </ul>	<p>Monthly</p> <p>September-May</p> <p>Regular meetings of teacher teams to share techniques, materials and analysis of data and student work as needed</p>	<p>Teachers and Staff</p> <p>School Based Planning Team</p> <p>Principal &amp; Curriculum Supervisor for Mathematics</p>	<p>Sample assessments</p> <p>Student math journals</p> <p>Prior year student performance data</p>

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<p>To increase mastery in <b>Mathematics</b>, staff will:</p> <ul style="list-style-type: none"> <li>• Focus on inferencing and interpreting information presented in graphs and charts</li> <li>• Plan for teaching of a balance between skills and processes across seven content strands</li> <li>• Use visuals to aid in understanding of concepts and systematically remove the visuals so that student understanding of concepts is not dependent upon the visual</li> <li>• Teaching thinking/problem solving using KWC</li> </ul>	<ul style="list-style-type: none"> <li>• We hold initial reviews to assess student progress, and determine if students should receive Chapter I service and communicate goals to parents throughout the year.</li> <li>• We communicate to parents about how to support their children's growth in Mathematics through a variety of venues, including newsletters, parent orientations, curriculum nights, progress conferences, and parent and teacher conferences.</li> <li>• We hold reviews throughout the year to review student progress in class and in Chapter service and communicate with their parents.</li> </ul>	<p>Monthly</p> <p>September-May</p> <p>Regular meetings of teacher teams to share techniques, materials and analysis of data and student work as needed</p>	<p>Teachers and Staff</p> <p>School Based Planning Team</p> <p>Principal &amp; Curriculum Supervisor for Mathematics</p>	<p>Sample assessments</p> <p>Student math journals</p> <p>Prior year student performance data</p>

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<p>To increase mastery in <b>Science</b>, staff will:</p> <ul style="list-style-type: none"> <li>• Implement comprehension outcomes - critical thinking, extended thinking through writing and the planning process for Science.</li> <li>• Implement science outcomes: Content and Inquiry</li> <li>• Use of Essential Questions to establish instruction focus.</li> <li>• 5 E Planning Format</li> <li>• Focus on student writing and rigorous prompts which move students toward theme assessments.</li> </ul>	<ul style="list-style-type: none"> <li>• Observations by Principal and K-6 Curriculum Supervisor</li> <li>• Review of student work</li> <li>• SBPT meetings</li> </ul>	<p>Monthly</p> <p>September-May</p> <p>Regular meetings of teacher teams to share techniques, materials and analysis of data and student work as needed</p>	<p>Teachers and Staff</p> <p>School Based Planning Team</p> <p>Principal &amp; Curriculum Supervisor for Mathematics &amp; Science</p>	<p>Sample assessments</p> <p>Student Science journals</p> <p>Prior year student performance data</p>

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<p>To increase mastery in <b>Social Studies</b>, staff will:</p> <ul style="list-style-type: none"> <li>• Create prompts &amp; provide experiences with informational text that requires students to inference, synthesize, generalize, and evaluate (short and extended responses)</li> <li>• Within backward planning, utilize enduring understandings to guide instruction and the development of essential questions</li> <li>• Continue to hold students accountable for the application of active reading strategies within vigorous informational text</li> <li>• Engage students in discourse experiences in which high level questions require students to independently apply and extend understanding from discussion in writing</li> <li>• Focus instruction on developing a controlling idea, with claims, evidence, explanation and interpretation (CEEI), as well as extending conclusions</li> <li>• Provide specific feedback around student thinking and their use of substantiating details</li> <li>• Develop a repertoire of strategies for extending conclusions while remaining text based</li> <li>• Prompts and learning experiences should support students' construction of meaning around the theme, big ideas, hidden issues or generalizations with substantiation</li> <li>• Immerse and name primary source documents so that students can distinguish primary from secondary sources</li> <li>• Direct instruction of vocabulary, content, map skills and inferencing strategies</li> <li>• Develop the use of the History Lens for planning: especially analysis and evaluation tasks that require the use of Intentionality</li> <li>• Use strategies to connect the claim to the controlling idea rather than to the document</li> </ul>	<p>SBPT Meeting on October 23<sup>rd</sup> review of student work</p>	<p>Ongoing in-service meetings monthly for Core teachers and regularly throughout the year for social studies and grade 4 teachers</p> <p>Monthly School Based Planning meetings to monitor student work through analysis of data and student work</p> <p>Regular meetings of grade level teacher teams to share techniques, materials and analysis of data and student work</p>	<p>Principal and District Supervisor for Literacy and Curriculum Supervisors</p> <p>Teachers and Staff</p> <p>School Based Planning Team</p>	<p>Services of the District Supervisor for Literacy in working with teachers and Chapter I teacher assistants</p> <p>Librarian assistance to collect sample literature connected to thematic study</p>

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**School Improvement Target/Goal - Climate and Culture (from 2008-2009 Plan)**

- Iroquois School is committed to providing a positive, respectful, safe learning community that promotes academic achievement and social development. We strive to provide a sense of belonging and school pride for all Iroquois stakeholders.

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<ul style="list-style-type: none"> <li>• In the beginning of year, introduction of all staff, via a display (i.e. "Get to know IRQ staff" bulletin board).</li> <li>• Teachers will hold a class discussion to review school-wide expectations and policies, including Road Signs to Success and the student/work of the month program.</li> <li>• Students will demonstrate effective behavior strategies throughout less structured times (transitions, recess, end of day, etc.) and further repertoire of population.</li> <li>• Provide opportunities for students, parents and staff to be involved in the Iroquois school community through student council, PTSA, SBPT, PAC</li> <li>• Common building themes will be identified and supplemental speakers/performances will be brought in to enhance culture, climate and academic curriculum. (Cultural Arts Committee)</li> </ul>	<ul style="list-style-type: none"> <li>• Continued staff presence in the halls during transition times</li> <li>• Monitor at School Based Planning Team meetings in March</li> <li>• Monitoring by school counselor and staff</li> <li>• Review of behavioral referrals</li> </ul>	<p>September</p> <p>September</p> <p>Ongoing throughout the year</p>	<p>Climate/Culture Committee</p> <p>Classroom Teachers</p> <p>All Staff</p> <p>Case Manager, 1:1</p>	

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<ul style="list-style-type: none"> <li>• Promote a positive and collaborative school environment via increased communication across all domains.</li> <li>• Staff will maintain communication with parents via Parent/Principal coffees, phone calls, interim reports, report cards, monthly newsletter, parent orientations, Parent/Student Handbook, Parent Visitation Day, and PTSA events.</li> <li>• Ensure smooth transitions for all students:               <ul style="list-style-type: none"> <li>- (new entrants, grade-to-grade transitions), counseling lessons, new entrant screenings, orientation nights, and parent orientation night.</li> </ul> </li> <li>• School-wide mutual respect through Road Signs to Success which supports an effective and safe learning environment.</li> <li>• Maintain welcoming and supportive environment for all stakeholders by showcasing student work and accomplishments, maintaining an "Iroquois in the News" bulletin board, and having an active Social Committee.</li> </ul>	<ul style="list-style-type: none"> <li>• Review of behavior referrals</li> </ul>			