

WEST IRONDEQUOIT CENTRAL SCHOOL DISTRICT
Iroquois School Annual School Improvement Plan 2009–2010

School Improvement Target - English/Language Arts

- 93% 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 2010.
- 96% 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 2010.
- 97% 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 2010.

Strategy (Activities to accomplish the goal)	Monitoring (Means of ongoing measurement of accomplishment; evidence to be gathered)	Timeline	Person(s) Responsible	Resources Needed
<p>To increase mastery in READING, staff will:</p> <p>Apply their understanding of the essential components of reading to establish differentiated student goals matched to student need to include phonemic awareness, phonics vocabulary development, fluency, comprehension.</p> <p>Embed critical thinking systematically in the planning process by utilizing the district comprehension outcomes in ongoing planning.</p>	<p>Reading</p> <p>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>Examination of Reading Conference Logs based on grade level expectations.</p>	<p>Ongoing district grade level meetings for in-service on strategies and analysis of student work starting in September.</p>	<p>Principal & District Supervisor for Literacy and Curriculum Supervisors, 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>

<p align="center">Strategy (Activities to accomplish the goal)</p>	<p align="center">Monitoring (Means of ongoing measurement of accomplishment; evidence to be gathered)</p>	<p align="center">Timeline</p>	<p align="center">Person(s) Responsible</p>	<p align="center">Resources Needed</p>
<p>To increase mastery in READING, staff will:</p> <p>Plan instructional experiences that require students to actively engage with text and independently construct and articulate thematic understanding.</p> <p>Analyze thematic understandings based on the Houghton-Mifflin text selections and synthesis prompts.</p> <p>Continue Implementation of the Accountable Home Reading/Writing Program 4-6.</p> <p>Analyze text to develop thematic understanding by evaluating evidence from the text to substantiate theme.</p> <p>Engage students in discourse in which high level questions are posed that require students to independently apply and extend understanding from discussion in writing.</p> <p>Utilize reading conferences to compliment the student, directly teach a new skill and have students independently apply new learning.</p> <p>Continue to hold students accountable for the application of active reading strategies including coding, underlining and sideline notes to increasingly rigorous texts.</p> <p>Provide appropriate scaffolding and increase expectations for independence.</p> <p>Increasing the amount of sustained independent reading and interaction with instructional and grade level text (above, at, approaching standard) to independently construct meaning around thematic concepts.</p>	<p>Reading</p> <p>Analysis of student performance data:</p> <ul style="list-style-type: none"> • HM Theme Assessments • Reading checkpoints • Reading Journal • Reading Conference log • Writing samples as a response to discourse for evidence of critical thinking and insightful interpretation. • Observations and analysis of student discourse. • Observation of student reading for fluency. • 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. • Regular "walkthrough" observations by Principal, Curriculum Supervisors, teachers and staff. • We hold initial reviews to assess student progress, and determine if students should receive Chapter 1 service. • We hold reviews throughout the year to review student progress in class, in chapter service and communicate with their parents. • Analysis of student work as well as district assessments/ELA checkpoints. 	<p>School Based Planning Meetings to monitor student work through analysis of data and student work.</p> <p>Regular meetings of grade levels department teacher teams to share techniques, materials and analysis of data and student work.</p>	<p>Principal and District Supervisor for Literacy and Curriculum Supervisors, 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>

WEST IRONDEQUOIT CENTRAL SCHOOL DISTRICT - Iroquois School Annual School Improvement Plan 2009 - 2010

<p align="center">Strategy (Activities to accomplish the goal)</p>	<p align="center">Monitoring (Means of ongoing measurement of accomplishment; evidence to be gathered)</p>	<p align="center">Timeline</p>	<p align="center">Person(s) Responsible</p>	<p align="center">Resources Needed</p>
<p>To increase mastery in READING, staff will:</p> <p>Use word study to implement an exploration process that leads to student generalizations.</p> <p>Design learning experiences which require students to apply word study knowledge to decoding and vocabulary development when reading and writing.</p>	<p>Word Study-Spelling & Vocabulary SBPT analysis of data from informal assessments including both word study journals as well as Fall/Spring DSA</p> <ul style="list-style-type: none"> • Analysis of student writing; journals, sourcebook embedded prompts, etc. for evidence of application of word study features. 	<p>School Based Planning Meetings to monitor student work through analysis of data and student work.</p> <p>Regular meetings of grade level and department teacher teams to share techniques, materials and analysis of data and student work.</p>	<p>Principal & District Supervisor for Literacy and Curriculum Supervisors, Teachers and Staff</p> <p>School Based Planning Team</p> <p>Students and Parents</p>	<p>Services of the District Supervisor for Literacy in working with Chapter I Teacher Assistants.</p> <p>Librarian assistance to collect sample literature connected to thematic study for all grade levels.</p>

WEST IRONDEQUOIT CENTRAL SCHOOL DISTRICT - Iroquois School Annual School Improvement Plan 2009 - 2010

<p align="center">Strategy (Activities to accomplish the goal)</p>	<p align="center">Monitoring (Means of ongoing measurement of accomplishment; evidence to be gathered)</p>	<p align="center">Timeline</p>	<p align="center">Person(s) Responsible</p>	<p align="center">Resources Needed</p>
<p>To increase mastery in WRITING, staff will:</p> <p>Increase student application of meaning, development, organization, language use, and convention.</p> <p>Use writing conferences, provide specific feedback around student thinking, and their use of substantiating details which note student strengths, teaching points, and next steps.</p> <p>Use prompts and learning experiences which support students' construction of meaning around the theme, big ideas, hidden issues or generalizations with substantiation.</p> <p>Develop a repertoire of strategies for creating a controlling idea, with claims, evidence, explanation and interpretation and extending conclusions while remaining text based.</p> <p>Use mini-lessons which are a balance between matching lessons to outcomes and the writing schedule and matched to student work/need.</p> <p>Design learning experiences which require students to apply word study knowledge to spelling and word choice when writing.</p> <p>Continue instruction around writing conventions, including sentence structure, grammar, parts of speech, word choice, and cursive writing.</p>	<ul style="list-style-type: none"> • Gather student writing exemplars to use as models of specific rubric criteria. • Observation of student conferencing questions and responses as reflected in teacher's conference logs. • Interviews with students relative to understanding and application of strategies. • Review of teacher feedback and student reflection about writing. • Analysis of embedded prompts, questions, and student responses to embedded prompts for evidence of controlling idea, substantiation and extended conclusion with interpretation. • Analysis of student planning and revision on writing tasks. • We hold initial reviews to assess student progress, and determine if students should receive Chapter 1 service. • We hold reviews throughout the year to review student progress in class, in chapter service and communicate with their parents. • Analysis of student work as well as district assessments/ELA checkpoints. 	<p>Ongoing 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>Regular meetings of grade level and department teacher teams to share techniques, materials and analysis of data and student work</p>	<p>Principal & District Supervisor for Literacy and Curriculum Supervisors</p> <p>Students and Parents</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>Services of the District Supervisor for Literacy in working with Chapter I Teacher Assistants</p>

WEST IRONDEQUOIT CENTRAL SCHOOL DISTRICT
Iroquois School Annual School Plan 2009 - 2010

School Improvement Target Goal - Mathematics

- 97% of students will score at standard and 50% will score at mastery on the 4th grade New York State Mathematics Assessment in 2010.
- 97% of students will score at standard and 58% will score at mastery on the 5th grade New York State Mathematics Assessment in 2010.
- 97% of students will score at standard and 65% will score at mastery on the 6th grade New York State Mathematics Assessment in 2010.

<p style="text-align: center;">Strategy (Activities to accomplish the goal)</p>	<p style="text-align: center;">Monitoring (Means of ongoing measurement of accomplishment; evidence to be gathered)</p>	<p style="text-align: center;">Timeline</p>	<p style="text-align: center;">Person(s) Responsible</p>	<p style="text-align: center;">Resources Needed</p>
<p>To increase mastery in Mathematics, staff will:</p> <p>Use the WICSD learning outcomes and analysis of data from pre-formative and summative assessments, teachers will develop targeted and differentiated goals for students.</p> <p>Plan differentiated instructional experiences matched to student goals in order to move each student to independence.</p> <p>Utilize a constructive approach to mathematics through the "Launch, Explore, Summarize" model of instruction; this approach includes a targeted mini-lesson, a sophisticated work period, and an opportunity for students to communicate their learning with respect to mathematical concepts and procedures.</p>	<ul style="list-style-type: none"> • Data analysis of checkpoint assessments to ongoing classroom assessments • Monitor and clarify understanding of concepts through student led summaries • Monitor critical thinking through: <ul style="list-style-type: none"> - Writing embedded in Math Journals - Constructed Responses - Reflections - Student Discourse • School Based Planning meetings to monitor student progress through analysis of data and student work. 	<p>Ongoing daily</p> <p>Checkpoints - TBD</p>	<p>Teachers and Staff</p> <p>Students and Parents</p> <p>School Based Planning Team</p> <p>Principal & Curriculum Supervisor for Mathematics</p>	<p>In-service on increasing teacher repertoire:</p> <ul style="list-style-type: none"> • faculty • math reflections • math journaling • strategies to engage students in two and three point rubrics

WEST IRONDEQUOIT CENTRAL SCHOOL DISTRICT - Iroquois School Annual School Improvement Plan 2009- 2010

<p align="center">Strategy (Activities to accomplish the goal)</p>	<p align="center">Monitoring (Means of ongoing measurement of accomplishment; evidence to be gathered)</p>	<p align="center">Timeline</p>	<p align="center">Person(s) Responsible</p>	<p align="center">Resources Needed</p>
<p>To increase mastery in Mathematics, staff will:</p> <p>Utilize mathematical understandings during the planning process to provide a frame of reference in support of students' construction of broad mathematical generalizations.</p> <p>Design questions to encourage mathematical thinking in order to craft prompts that require students to deepen understanding around mathematical concepts and processes.</p> <ul style="list-style-type: none"> - How do I show it? - Why does it work this way? - What should happen if? - What is best? - How does this connect to? <p>Implement comprehension outcomes to help students access, process, and extend critical information understanding:</p> <ul style="list-style-type: none"> - Inferencing - Discourse - Vocabulary development - Making connections - summarizing <p>Within CMP2 and Trailblazers, maximize opportunities for students to develop number sense and computation skills.</p> <p>Support student led summaries which explicitly bring out math involved in the exploration and bring out mathematics embedded in the investigation.</p>	<ul style="list-style-type: none"> • Provide feedback that is matched to individual student goals. Mechanisms for students' application and internalization of feedback will be implemented by establishing a process for ensuring accountability for the application of feedback. • Initial reviews to assess student progress, and determine if students should receive Chapter I service and communicate goals to parents throughout the year. • Communicate to parents about how to support their children's growth in Mathematics through a variety of venues, including newsletters, parent orientations, curriculum nights, Standards-Based report cards, progress conferences, and parent and teacher conferences. • Review student progress throughout the year in class and in Chapter service and communicate with their parents. 	<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>Students and Parents</p> <p>School Based Planning Team</p> <p>Principal & Curriculum Supervisor for Mathematics</p>	<p>Sample assessments</p> <p>Student math journals</p> <p>Prior year student performance data</p>

WEST IRONDEQUOIT CENTRAL SCHOOL DISTRICT - Iroquois School Annual School Improvement Plan 2009 - 2010

<p align="center">Strategy (Activities to accomplish the goal)</p>	<p align="center">Monitoring (Means of ongoing measurement of accomplishment; evidence to be gathered)</p>	<p align="center">Timeline</p>	<p align="center">Person(s) Responsible</p>	<p align="center">Resources Needed</p>
<p>To increase mastery in Mathematics, staff will:</p> <p>Pose questions which require students to substantiate a claim with mathematical evidence and extend their understanding through the formulation of a "gist" statement targeting the underlying mathematical understanding.</p> <p>Analysis of tasks and pre-assessment data relative to skills and strategies required by the assessments, teachers will differentiate instructional experiences to support students in developing independence in order to transfer the components steps of skills and strategies.</p> <p>Maximize conceptual knowledge in the areas of:</p> <ul style="list-style-type: none"> - understanding of decimals, fractions and percents (understanding equivalent fractions) - geometry - measurement - problem solving/logic/reasoning - word problems (specifically, applying appropriate function to problem) - customary units of measure - computation - algebra - estimation 	<ul style="list-style-type: none"> • Initial reviews to assess student progress, and determine if students should receive Chapter I service and communicate goals to parents throughout the year. • Communicate to parents about how to support their children's growth in Mathematics through a variety of venues, including newsletters, parent orientations, curriculum nights, Standards-Based report cards, progress conferences, and parent and teacher conferences. • Review student progress throughout the year in class and in Chapter service and communicate with their parents. 	<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>Students and Parents</p> <p>School Based Planning Team</p> <p>Principal and curriculum Supervisor for Mathematics</p>	<p>Sample assessments</p> <p>Student math journals</p> <p>Prior year student performance data</p>

WEST IRONDEQUOIT CENTRAL SCHOOL DISTRICT - Iroquois School Annual School Improvement Plan 2009 - 2010

<p align="center">Strategy (Activities to accomplish the goal)</p>	<p align="center">Monitoring (Means of ongoing measurement of accomplishment; evidence to be gathered)</p>	<p align="center">Timeline</p>	<p align="center">Person(s) Responsible</p>	<p align="center">Resources Needed</p>
<p>To increase mastery in Science, staff will:</p> <p>Backwards Planning Using District Science Outcomes and Essential Questions</p> <p>Plan instructional experiences which are aligned with the WICSD Science Outcomes, Essential Questions, and Theme Assessments (grades 5-6) in order to ensure that critical thinking and rigor are increased and that students are held accountable for transfer of conceptual and content knowledge.</p> <p>Plan differentiated instructional experiences that require students to actively access, process and extend conceptual and content understandings from a variety of informational sources, (science "text" books, magazine articles, internet resources, etc.) and articulate these understandings verbally and in writing.</p> <p>Evaluate and provide targeted feedback relative to students' progress through the utilization of the Science Inquiry Rubrics and establish a process for ensuring accountability.</p> <p>Through analysis of tasks and pre-assessment data relative to skills and strategies required by the assessments, teachers will differentiate instructional experiences to support students in developing independence toward the required skills and processes.</p> <p>Continue the construction of science theme assessments with a focus on critical thinking representative of the WICSD outcomes document.</p>	<ul style="list-style-type: none"> • Observations by Principal and K-6 Curriculum Supervisor • Review of student work • SBPT meetings • Checkpoint data 4th Grade ELS 	<p>Monthly</p> <p>September - June</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>Students and Parents</p> <p>School Based Planning Team</p> <p>Principal & Curriculum Supervisor for Mathematics & Science</p>	<p>Sample assessments</p> <p>Student Science notebooks</p>

WEST IRONDEQUOIT CENTRAL SCHOOL DISTRICT - Iroquois School Annual School Improvement Plan 2009 - 2010

<p align="center">Strategy (Activities to accomplish the goal)</p>	<p align="center">Monitoring (Means of ongoing measurement of accomplishment; evidence to be gathered)</p>	<p align="center">Timeline</p>	<p align="center">Person(s) Responsible</p>	<p align="center">Resources Needed</p>
<p>To increase mastery in Science, staff will:</p> <p>Optimizing Writing in Science as a Vehicle for Constructing Content and Conceptual Understandings</p> <p>Utilize such writing to learn experiences as write-arounds, quick-writes, concept-maps, lists, FQR's, etc., as well as, pre, formative, and summative assessments to monitor student progress toward key understandings and content knowledge.</p> <p>Provide students opportunities to engage in the use of Science Notebooks in order to provide a means to construct and extend thinking relative to district science outcomes and essential questions, build vocabulary related to key concepts in science, and as a resource to make connections within and across (science) units of study.</p> <p>Evaluate and provide targeted feedback relative to students' writing through the utilization of the Science Inquiry Rubrics (4-6).</p> <p>Pose questions which require students to substantiate a claim with text-based and/or experimental evidence and extend their understanding through the formulation of a "gist" statement.</p>	<ul style="list-style-type: none"> • Observations by Principal and K-6 Curriculum Supervisor • Review of student work • SBPT meetings • Checkpoint data 4th Grade ELS 	<p>Monthly</p> <p>September - June</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>Students and Parents</p> <p>School Based Planning Team</p> <p>Principal & Curriculum Supervisor for Mathematics & Science</p>	<p>Sample assessments</p> <p>Student Science notebooks</p>

WEST IRONDEQUOIT CENTRAL SCHOOL DISTRICT - Iroquois School Annual School Improvement Plan 2009 - 2010

<p align="center">Strategy (Activities to accomplish the goal)</p>	<p align="center">Monitoring (Means of ongoing measurement of accomplishment; evidence to be gathered)</p>	<p align="center">Timeline</p>	<p align="center">Person(s) Responsible</p>	<p align="center">Resources Needed</p>
<p>To increase mastery in Social Studies, staff will:</p> <p>Plan instructional experiences which are aligned with the WICSD Social Studies Enduring Understandings, Intentionality, Outcomes, History Lens for Planning, and Assessment Package in order to ensure that critical thinking and rigor are increased and that students are held accountable for transfer of conceptual and content knowledge.</p> <p>Plan instructional experiences that require students to actively access, process and extend conceptual and content understandings from complex texts (<i>History Alive</i>) and informational sources, (primary, secondary, visual) and articulate these understandings verbally and in writing.</p> <p>Optimize the use of the newly acquired <i>History Alive</i> resources to support lesson design, implementation, and transfer.</p> <p>Create discourse experiences which require students to independently extend, articulate, and evaluate multiple perspectives and intentionality with claims, evidence and interpretations that are factor-rich and which demonstrate a synthesis across enduring understandings. The discourse experiences will include, but are not limited to, think-pair-share, collaborative discussions, idea circles, Socratic seminars, presentations, and debates.</p> <p>Based on WICSD learning outcomes and analysis of data from pre, formative and summative assessments, teachers will develop targeted and differentiated goals for students.</p>	<p>SBPT Meeting review of student work</p> <p>Sample DBQ's, written prompts</p> <p>Contact teacher meeting with Curriculum Coordinator</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>Students and Parents</p> <p>Teachers and Staff</p> <p>School Based Planning Team</p>	<p>History Alive resources</p> <p>Librarian assistance to collect materials pertaining to unit of study</p>

WEST IRONDEQUOIT CENTRAL SCHOOL DISTRICT - Iroquois School Annual School Improvement Plan 2009 - 2010

<p align="center">Strategy (Activities to accomplish the goal)</p>	<p align="center">Monitoring (Means of ongoing measurement of accomplishment; evidence to be gathered)</p>	<p align="center">Timeline</p>	<p align="center">Person(s) Responsible</p>	<p align="center">Resources Needed</p>
<p>To increase mastery in Social Studies, staff will:</p> <p>Differentiate instructional experiences to support students in developing independence toward required skills and processes and provide targeted feedback relative to student's goals.</p> <p>Differentiate instructional experiences matched to student goals which engage students in constructing understandings through a variety of modalities in order to move students to independence and to optimize student learning styles.</p> <p>Direct instruction of vocabulary, content, map skills, and inferencing strategies.</p> <p>Implement the template for standards-based, student-centered SS lesson design in which students will access, process, and extend information as they construct conceptual and content understandings.</p> <p>Provide short, targeted mini-lessons within whole-group and guided-group formats matched to WICSD outcomes and student needs as evidenced through analysis of assessments and ongoing student work.</p>	<p>SBPT Meeting review of student work</p> <p>Sample DBQ's, written prompts</p> <p>Contact teacher meeting with Curriculum Coordinator</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>Students and Parents</p> <p>Teachers and Staff</p> <p>School Based Planning Team</p>	<p>History Alive resources</p> <p>Librarian assistance to collect materials pertaining to unit of study</p>

WEST IRONDEQUOIT CENTRAL SCHOOL DISTRICT - Iroquois School Annual School Improvement Plan 2009 - 2010

<p align="center">Strategy (Activities to accomplish the goal)</p>	<p align="center">Monitoring (Means of ongoing measurement of accomplishment; evidence to be gathered)</p>	<p align="center">Timeline</p>	<p align="center">Person(s) Responsible</p>	<p align="center">Resources Needed</p>
<p>To increase mastery in Social Studies, staff will:</p> <p>Utilize such writing to learn experiences as write-arounds, quick-writes, concept maps, lists, FQR's, etc., as well as pre-formative, and summative assessments to monitor student progress toward key understandings and content knowledge.</p> <p>Create writing tasks which require students to analyze, synthesize and evaluate the social political and economic factors and motivations leading to and resulting from key historical events and decisions.</p> <p>Constructed responses which require students to establish a claim substantiate the claim with factors and then extend the understanding through a gist.</p> <p>Utilize the Immerse-Draft-Teach-Revise writing process in social studies writing instruction so that writing instruction in social studies is less teacher directed and instead is based upon students analyzing exemplary models of writing, analyzing the qualities of exemplary writing in social studies, and applying these attributes in their own writing.</p>	<p>SBPT Meeting review of student work</p> <p>Sample DBQ's, written prompts</p> <p>Contact teacher meeting with Curriculum Coordinator</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>Students and Parents</p> <p>Teachers and Staff</p> <p>School Based Planning Team</p>	<p>History Alive resources</p> <p>Librarian assistance to collect materials pertaining to unit of study</p>

WEST IRONDEQUOIT CENTRAL SCHOOL DISTRICT
Iroquois School Annual School Plan 2009 - 2010

School Improvement Target/Goal - Climate and Culture

- **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 our Iroquois community.**

<p style="text-align: center;">Strategy (Activities to accomplish the goal)</p>	<p style="text-align: center;">Monitoring (Means of ongoing measurement of accomplishment; evidence to be gathered)</p>	<p style="text-align: center;">Timeline</p>	<p style="text-align: center;">Person(s) Responsible</p>	<p style="text-align: center;">Resources Needed</p>
<p>In the beginning of year, introduction of all staff, via a display (i.e. "Get to know IRQ staff" bulletin board), full school team building day.</p> <p>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.</p> <p>Through class discussions, students will demonstrate effective behavior strategies throughout less structured times (transitions, recess, end of day, etc.).</p> <p>Provide opportunities for students, parents and staff to be involved in the Iroquois school community through student council, PTSA, SBPT, PAC,</p> <p>Common building themes will be identified and supplemental speakers/performances will be brought in to enhance culture, climate and academic curriculum. (Cultural Arts Committee)</p>	<p>Continued staff presence in the halls during transition times</p> <p>Monitor at School Based Planning Team meetings in March</p> <p>Monitoring by school counselor and staff</p> <p>Review of behavioral referrals</p>	<p>September</p> <p>Ongoing throughout the year</p> <p>Prior to and after breaks</p>	<p>Climate/Culture Committee</p> <p>Students and Parents</p> <p>Classroom Teachers</p> <p>Behavior Team</p> <p>All Staff</p> <p>Case Manager, 1:1</p>	<p>Road Signs to Iroquois Expectations</p> <p>Classroom lessons</p> <p>Individual student plans</p> <p>Lunch/resource packet</p>

WEST IRONDEQUOIT CENTRAL SCHOOL DISTRICT - Iroquois School Annual School Improvement Plan 2009 - 2010

<p align="center">Strategy (Activities to accomplish the goal)</p>	<p align="center">Monitoring (Means of ongoing measurement of accomplishment; evidence to be gathered)</p>	<p align="center">Timeline</p>	<p align="center">Person(s) Responsible</p>	<p align="center">Resources Needed</p>
<p>Promote a positive and collaborative school environment via increased communication across all domains.</p> <p>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.</p> <p>Ensure smooth transitions for all students and parents: - (new entrants, grade-to-grade transitions), counseling lessons, new entrant screenings, orientation nights, and parent orientation night.</p> <p>School-wide mutual respect through Road Signs to Success which supports an effective and safe learning environment.</p> <p>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.</p> <p>New teachers will be provided support so that their students maintain/exceed performance goals.</p>	<p>Review of behavior referrals</p>			

