

Listwood School Based Plan 2008-2009

District Focus Area: Learning & Achievement

Goal #1: Student performance levels in reading and writing will increase as follows:

- Kindergarten students performing at or above grade level on the Houghton-Mifflin Assessment will be 90%
- Kindergarten students scoring 3 or 4 on the district writing assessment will increase to 90% with 45% scoring 4
- Kindergarten students will increase their mean score on the end of the year DSA by 28 points.
- Grade 1 students performing at or above grade level on the Houghton-Mifflin Assessment will be 100%
- Grade 1 students scoring 3 or 4 on the district writing assessment will increase to 100%, with 85% scoring 4
- Grade 1 students will increase their mean score on the end of the year DSA by 30 points.
- Grade 2 students scoring 3 or 4 on the TerraNova will be 100% with 75% scoring 4
- Grade 2 students scoring 3 or 4 on the district writing assessment will increase to 100% with 50% scoring 4
- Grade 2 students will increase their mean score on the end of the year DSA by 20 points.
- Grade 3 students scoring 3 or 4 on the TerraNova will be 100% with 85% scoring 4
- Grade 3 students scoring 3 or 4 on the NYS ELA 3 will be 100% with 65% scoring 4
- Grade 3 students scoring 3 or 4 on the district writing assessment will increase to 100% with 65% scoring 4
- Grade 3 students will increase their mean score on the end of the year DSA by 20 points.

Steps needed to accomplish the goal	Activities/strategies needed, including professional learning and Person responsible	Data (evidence) to be collected	Process for monitoring results	Time Frame
Based upon the analysis of above performance data and district/state assessments the following steps will be taken:				
1. Students will increase grade level reading skills as described in the district reading and comprehension skills outcomes	Teachers will collaborate formally and informally regarding instructional techniques and strategies to increase student skill in analysis of text and thinking critically when reading and writing; principal will structure opportunities for collegial planning and sharing at Faculty, Early Release and SBP meetings.	Strategies and lessons designed and/or shared	Collaboration at Faculty and Early Release Meetings	Fall & spring
a) Students will increase skill in analysis, inference, evaluation, and synthesis when	Teachers will directly teach question types (thick/thin) and strategies to answer these questions, specifically when analyzing, inferencing, evaluating, and synthesizing	Lessons and resulting student work with teacher feedback	Lessons/student work will be shared through progress reviews, Faculty Meetings, SBP,	Ongoing

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<p>reading a variety of texts with a focus on informational text and poetry in order to make connections to the theme, controlling (main) idea and author's purpose to deepen comprehension and critical thinking in constructing and extending meaning.</p> <p>b) Students will increase skill in identifying/self-monitoring the thinking processes that they are engaging with as they respond to texts and transfer understanding when reading other informational sources.</p>	<p>by creating opportunities for students to construct and extend meaning with growing levels of independence.</p> <p>Teachers will teach comprehension skills of predicting, monitoring and clarifying, summarizing, evaluating, identifying hidden issues and thinking skeptically and connecting hidden issues in order to think critically about larger universal themes and create generalizations using strategies such as QAR, Stop and Think, Stopping Points, double entry journal, KWL, FQR, Probable Passages, justifiable interpretations, and reading & thinking skeptically.</p> <p>Teachers will model through think alouds the processes of critical thinking by inferencing, synthesizing, evaluating and connecting new information/understanding to prior knowledge. Teachers will name these processes so that students develop a metacognitive awareness of these processes and how they are supportive of deeper comprehension.</p> <p>Teachers will create transfer tasks that require students to demonstrate their deep understanding of texts in novel situations.</p>	<p>Student responses to synthesis prompts, embedded prompts, and analysis of theme assessments</p> <p>Observation of students' questions in class and student application of strategies in reading response logs and reading conference logs</p> <p>Analysis of students' answers reflecting high levels of thinking</p> <p>Transfer tasks/prompts and accompanying student work</p> <p>Accountable Home Reading Logs/Documentation and response notebooks</p>	<p>and collegial interactions</p> <p>Lessons and student work will be shared</p> <p>Observations by teacher, principal walkthroughs, student progress reviews</p> <p>Student progress reviews, Early Release and SBPT Meetings</p> <p>Student progress reviews</p>	<p>Fall and spring</p> <p>Ongoing</p> <p>Ongoing</p>

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	Teachers will create instructional experiences to build on the “Accountable Home Reading” during the school day by providing discourse opportunities.			
c) Students will increase skill in substantiating and verifying their answers using evidence from text	Teachers will create opportunities for application of strategies to discriminate between essential and non-essential information in order to develop greater insight and understand information at the highest levels.	Lessons and resulting student work	Observations of student and teacher questions and responses, student to student, student to teacher and teacher to student.	Ongoing
d) Students will increase skill in the ability to assume a stance and then use textual evidence along with insights from related discourse experiences to substantiate their position.	Teachers will create opportunities daily for student discourse and higher level questioning in order to construct meaning and synthesize and interpret information through student-self-questioning strategies and written extended and constructed responses. Students will connect discourse opportunities to writing by applying strategies to verify their answers when presented with these questions that require students to think critically.	Lessons, student work, reading conference logs	Collegial share out at Faculty and SBP Meetings	Fall and spring
e) Students will increase their skill in returning to the text for multiple readings.	Students will be given sustained practice in using details from text to validate, evaluate, and justify reasoning in support of an opinion, interpretation, controlling idea, claim or stance. Teachers will pose higher-level questions daily to students which require them to			

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	<p>think critically and return to the text for multiple purposes.</p> <p>Opportunities for students to engage in sustained reading experiences (including opportunities presented with the accountable home reading initiative) will be created.</p>			
<p>f) Students will increase skill in analyzing text structure and independent application of reading skills and strategies across a variety of genre with an emphasis on engagement with a variety of informational text structures</p>	<p>Teachers will monitor individual student growth around independent application of skills and strategies. Teachers will explicitly teach text structures, story structures, and character development and create opportunities for students to analyze these for application of appropriate strategies in order to construct meaning.</p> <p>Teachers will provide opportunities for students to engage with a variety of informational text structures including, but not limited to feature articles, informational poetry, and informational narrative.</p>	<p>Teacher assessment records (e.g: HM Assessments, DSA, synthesis prompts, independent writing tasks, individual student diagnostic analysis, chapter profiles, extended learning profiles)</p> <p>Lessons and student work in reading response logs, individual student reading conference logs</p> <p>Reading records, assessments</p>	<p>Walkthrough observations by Principal, Curriculum Supervisors and others</p> <p>Sharing of plans at SBP and Faculty Meetings</p> <p>Conferencing with students during reading; meetings w/Principal</p>	<p>Bi-monthly</p> <p>Ongoing</p> <p>Ongoing</p>

Listwood School Based Plan 2008-2009

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Steps needed to accomplish the goal	Activities/strategies needed, including professional learning and Person responsible	Data (evidence) to be collected	Process for monitoring results	Time Frame
g) Students will increase understanding and usage of vocabulary words in reading and writing and varied sentence structure in reading and writing	Teachers will identify literature selections that are models of varied sentence structures (touchstone texts) and construct mini lessons which emphasize rich vocabulary and varied sentence structure.	Lessons and student work that demonstrate application of these craft elements	Lessons and student work will be shared at Faculty and SBP Meetings	Fall and spring
	Teachers will structure opportunities for students to engage in discourse across genre including informational texts and poetry and language use in poetry to expand and transfer understanding of vocabulary and word usage with multiple meanings when used in novel situations. Teachers will explicitly model and teach students to expand vocabulary and deepen comprehension by attaching varied meanings to familiar words.	Lessons, poetry (literature) selections and student work that demonstrate understanding; student centered literary experiences Student writing for application of varied word choice	Review of teacher feedback and student reflection about writing	Ongoing
			Lessons and student work will be shared at Faculty and SBP Meetings	Fall and spring

Listwood School Based Plan 2008-2009

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<p>i) Utilize all aspects of conferencing: feedback, compliment, teaching point, next steps, and incorporating the use of models to improve student reading and writing proficiency.</p>	<p>Teachers will continue to improve quality of teacher to student conferencing and record keeping.</p> <p>Teachers will further their expertise in teaching toward the word study outcomes through staff development provided within the building and the district.</p>	<p>Conference logs and student work</p> <p>Professional development materials, student work that demonstrates application of word study features in reading and writing</p>	<p>Student writing samples and record of conferences shared at team, principal/supervisor-teacher meetings and School Based Planning Team</p>	<p>Ongoing</p>
<p>2. Students will increase reading fluency and writing word accuracy through instruction in district word study outcomes.</p>	<p>Teachers will increase explicit instruction related to the connection between decoding and vocabulary development and writing and development of generalizations.</p> <p>Teachers will continue application of these outcomes to the writing process through collegial sharing/planning in formal and informal settings.</p> <p>Teachers will provide differentiated instruction to students using the reading/word study outcomes.</p> <p>Teachers will implement the instructional strategy of structural analysis to encourage student application of word study features to reading and writing.</p>	<p>Lessons, instructional materials and resulting student work that shows independent application of word study features in both reading and writing</p> <p>Lesson and tasks developed and resulting student work</p> <p>Class data will be reviewed and analyzed for growth patterns</p> <p>DSA data, lessons, instructional materials and student work</p>	<p>Teacher collegial discussions and questions during staff development</p> <p>Ongoing (formative) assessment of student work</p> <p>Ongoing (formative) assessment of student work</p> <p>Building reading reviews, PPS, special education staffings</p> <p>Walkthrough observation by Principal, Curriculum Supervisor and others</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Fall and spring</p>

Listwood School Based Plan 2008-2009

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Steps needed to accomplish the goal	Activities/strategies needed, including professional learning and Person responsible	Data (evidence) to be collected	Process for monitoring results	Time Frame
<p>3. Students will increase grade level writing skills as described in the district writing outcomes and language skills outcomes</p>	<p>Teachers will continue to utilize formal (Faculty, SBP, and Early Release Meetings) and informal collegial planning to analyze the outcomes, develop lessons related to the outcomes, and analyze student work.</p>	<p>Lessons, rubrics, and student work</p>	<p>Teachers will share ideas for implementation at SBP</p>	<p>Ongoing</p>
	<p>Teachers will continue to explicitly align mini-lesson instruction, conferencing, and targeted feedback to a specific teaching point.</p>	<p>Student reflection and goals</p>	<p>Through examination of student work in the classroom and writing folder reviews</p>	<p>Ongoing</p>
	<p>Teachers will provide multiple opportunities to write within a genre in order to extend students beyond their grade level writing schedule.</p>	<p>Assessment record</p>	<p>Shared at Faculty, SBP, Early Release Meetings and writing folder review</p>	<p>Quarterly</p>
	<p>Teachers will include specific student reflection and goal setting in writing instruction using specific criteria related to the outcomes.</p>	<p>Analysis of embedded prompt questions, analysis of student writing and conference logs</p>	<p>Teachers will report effectiveness of use at SBP meetings</p>	<p>Principal and teacher analysis of student writing</p>
	<p>Teachers will continue to implement a system for recording assessment data of student progress toward the outcomes.</p> <p>Teachers will model, use writer's craft and give targeted feedback to develop the skills of elaboration, interpretation, making connections, sharing insight and developing voice.</p>			

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<p>a) Students will use, select, or develop (depending upon grade level writing outcomes) graphic organizers to support the planning of writing and thinking with growing independence</p>	<p>Teachers will review use of graphic organizers to scaffold instruction for writing to promote independence.</p> <p>Teachers will design experiences for students to transfer their use of graphic organizers from one context to another.</p> <p>Teachers will utilize the gradual release model of instruction to move all students to independence in selection and use of pre-organizers and plans for writing.</p> <p>Teachers will clarify the purpose and expectations of prewriting opportunities on an ongoing, consistent basis.</p> <p>Through writers' workshop mini-lessons on pre- writing and its connection to drafting, teachers will offer multiple models of writing organizers and frames and connect the various organizers with the purpose they serve so that students can transfer understanding of which organizer best meets need in a novel writing experience.</p>	<p>Organizers for each genre and student work</p> <p>Lessons and student work</p> <p>Lesson plans and student work in writing folder reviews that demonstrate growth and independence; mid-year and end of year assessments</p> <p>Models of lessons and planners</p>	<p>Organizers will be reviewed at Early Release and Faculty Meetings, as well as student writing reviews</p> <p>Lessons and student work will be shared at Faculty and SBP Meetings</p> <p>Principal and teacher discussions of writing folder</p> <p>Ongoing reviews of student work in reading and writing</p>	<p>Ongoing</p> <p>Mid-year and ongoing</p> <p>Ongoing</p> <p>Ongoing</p>

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<p>b) Based upon areas of instructional focus determined by analysis of district/state assessments in ELA, students will improve writing by including:</p> <ul style="list-style-type: none"> *controlling ideas that identify a stance/contain a general gist *conclusions that extend the controlling idea *sentence structures that use sophisticated syntactic and word choices *interpretation that reflects higher level thinking *transitions *leads that engage *elaboration of details *developing voice *Sentence fluency 	<p>Teachers will utilize formal (Faculty, SBP, and Early Release Meetings) and informal collegial planning to analyze thinking levels required by daily prompts used and develop lessons related to areas in need of focus; principal will provide opportunities at Faculty or SBP Meetings to analyze thinking level required by prompt and thinking levels evidenced in student work, and follow-up lesson planning as a result of examining student work.</p> <p>Teachers will explore further uses of district rubric and models in writing instruction for teacher assessment and student self-assessment/reflection.</p> <p>Teachers will implement uses for student writing exemplars to use as models of specific rubric criteria and analysis with students of rigorous prompts that consistently require students to think at high levels.</p> <p>Teachers will create lessons that relate directly to the needs noted in student work which are targeted to specific aspects of author's craft, including voice, using touchstone texts.</p> <p>Teachers will continue to create opportunities for students to make craft decisions in writing based upon the purpose for writing and the audience for whom the piece is being written.</p> <p>Teachers will use the gradual release model to promote independence at all stages of the writing process.</p> <p>Teachers will implement the Immerse-Draft-Teach-Revise model of writing instruction.</p>	<p>Classroom student writing, conference records and mini-lesson records</p> <p>Data from mid-year writing assessments</p> <p>Student writing, use of rubrics and models in student self- and teacher assessment; lessons incorporating the use of models, use of matrices in assessing achievement of outcomes and goal-setting</p> <p>Analysis of student writing focused on specific rubric criteria</p> <p>Observation of student conferencing questions and reflections</p> <p>Use of embedded prompts in "on-demand" situations to assess next steps</p>	<p>Teachers will monitor individual progress daily and adjust instruction</p> <p>Regular writing folder reviews</p> <p>Sharing of lessons at Faculty and SBP meetings; teacher/principal meetings; writing folder reviews</p> <p>Conference logs and records of mini-lessons</p>	<p>Ongoing</p> <p>Mid-year</p> <p>Ongoing</p> <p>Ongoing; monthly</p> <p>Ongoing</p>
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<p>4. Teachers will differentiate instruction focusing in the area of writing to meet the needs of diverse learners so that all students will be successful meeting and exceeding ELA learning outcomes</p>	<p>Teachers will plan and deliver reading and writing instruction through the readers' and writers' workshop model that includes differentiation of instruction to meet the needs of all learners based upon ongoing analysis of data from informal reading inventories, theme assessments, daily student work in reading and writing, and ELA mid-year assessments.</p> <p>Teachers will utilize the PPS process, special education staffings, Chapter I reviews, ELL reviews, student progress reviews and collegial planning at early release and faculty meetings to determine how to best build upon students' strengths and address needs.</p> <p>Teachers will consult with the principal and district Supervisor for Literacy/ ELA/SS Supervisor, regarding all students not meeting grade level expectations in spite of interventions or students in need of further support if working consistently above grade level.</p> <p>Teachers will use formal and informal collegial planning opportunities to develop differentiated writing lessons and analyze thinking level required within writing tasks/prompts.</p>	<p>Differentiated lessons, mini-lessons and student work Examination of student work</p> <p>Minutes from the meetings; classroom performance data</p> <p>Performance data and meeting notes</p> <p>Performance data, student work and lesson plans</p>	<p>Teachers will share strategies at Faculty Meetings</p> <p>Progress of students will be monitored through PPS, staffings, Chapter I reviews</p> <p>Progress will be monitored at staffings and Chapter I reviews</p> <p>Teachers will share strategies and progress will be monitored through review of student work</p>	<p>Fall and spring</p> <p>Ongoing</p> <p>Fall; Mid-year and Spring</p> <p>Ongoing</p>
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Goal #1: Student performance levels in reading and writing will increase as follows:

<p>5. Teachers will monitor reading/writing progress throughout the year</p>	<p>Teachers will continue furthering their expertise in use of the <i>Houghton-Mifflin</i> Reading program and its use with the reading workshop through staff development and collegial planning opportunities within the building and the district.</p> <p>Teachers will develop, implement, monitor and analyze student responses to reading/writing, listening/writing and independent writing prompts in order to plan and adjust future instruction and refine learning experiences that build on strengths and areas of need noted in student work.</p> <p>Teachers will create experiences where students identify controlling ideas across genre and apply comprehension strategies across genre (poetry, informational text, historical fiction).</p> <p>Reviews will occur throughout the year to monitor student progress in class and in chapter services and teachers will communicate this progress with students' parents.</p> <p>All teachers will utilize student work to determine progress that has taken place and next steps necessary; in addition, grade 3 teachers will administer during the fall two NYS ELA 3 checkpoints/parallel tasks</p>	<p>Resource materials and lesson plans</p> <p>Class work, conference logs, scores, analysis of assessments, and instructional implications</p> <p>Class work, student work</p> <p>Extended learning profiles, Chapter I student profiles and ongoing diagnostic analysis</p> <p>Growth patterns from phonics inventory; comprehension passages; graded word list</p> <p>Evidence of progress toward targeted goals in student writing.</p>	<p>Sharing of materials and strategies at Early Release Meetings and SBP</p> <p>Results will be reported to School Based Planning Team</p> <p>Walkthrough observations by Principal, Curriculum Supervisors and others</p> <p>Chapter I Review</p> <p>Information shared with the Principal</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Fall–Gr. 2, 3; mid-year, spring -grade 1; ongoing as needed in Gr. 2& 3</p> <p>Fall, Mid-year, Spring</p>
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	<p>Teachers will administer reading inventories and conduct frequent individual reading conferences that will highlight a strength, teaching point and next step to determine and monitor student strengths and needs.</p> <p>Teachers will examine mini-lesson records, conferencing logs, and feedback provided to students, and student work in order to monitor and document student growth.</p> <p>Teachers will administer Houghton-Mifflin Theme Tests and/or district assessments at the conclusion of each theme and determine instructional implications for whole class trends and analyze individual data to set and revise student specific goals.</p>	<p>Students' scores & implications for instructional program for individual students and whole class</p>	<p>Assessment analysis will be shared with principal and grade level partner for implications for instructional planning</p>	<p>Ongoing</p>
<p>6. The staff will communicate ELA learning objectives to parents specifically related to reading/word study outcomes and writing and language skills outcomes</p>	<p>Teacher will utilize parent orientation and conferences to share program information, individual student progress data, and suggestions to support learning at home.</p> <p>Teachers will use newsletter/Web site to provide ELA information and tips.</p>	<p>Orientation agenda and parent-teacher conference reports</p> <p>Site information</p>	<p>Parent representatives will report response to SBP team</p> <p>Parent reps will report to SBP team</p>	<p>Fall, mid-year, and spring</p> <p>Ongoing</p>

Listwood School Based Plan 2008-2009

District Focus Area: Learning & Achievement

Goal #2: Student performance levels in mathematics will increase as follows:

- Kindergarten students average score on district math assessment will increase to 90%
- Grade 1 students average score on district math assessment will increase to 90%
- Grade 2 students scoring at 3 and 4 on the district math assessment will increase to 100% with 75% scoring 4
- Grade 2 TerraNova – students scoring 3 or 4 will be 100% with 75% scoring 4
- Grade 3 TerraNova – students scoring 3 or 4 will continue to be 100% with 75% scoring 4
- Grade 3 NYS Math 3 – students scoring 3 or 4 will be 100% with 75% scoring 4

Steps needed to accomplish the goal	-Activities/strategies, including professional development -Person(s) responsible	Data (evidence) to be collected	Process to monitor/ report results	Time frame
<p>1. Based upon performance data from Grade 3 NYS assessment, Grade 3 TerraNova, Grade 2 TerraNova, Grades K-3 district assessments the following steps will be taken:</p> <p>a) Students will continue to be engaged in discovering a variety of problem solving strategies, applying them in the appropriate context and engaging in higher level/complex thinking skills</p>	<p>Teachers will engage students in critical thinking using the dynamic processes, application of reading strategies, and comprehension skills to math problem solving, including the use of the KWC strategy as a framework for understanding.</p> <p>Teachers will engage in formal and informal collegial interactions to share instructional techniques, develop lessons, and access student work.</p>	<p>Problem solving lessons and student work that demonstrates multiple solutions and accompanying explanations to substantiate choice for problem solving strategy used.</p> <p>Math tasks and student work demonstrating problem solving and</p>	<p>Walkthrough & co-observations by Principal, Curriculum Supervisors and others, student progress reviews</p> <p>Results will be shared at School Based Planning Meetings, Early Release and/or Faculty Meetings</p>	<p>Ongoing with midyear check</p> <p>Ongoing</p>

Listwood School Based Plan 2008-2009

District Focus Area: Learning & Achievement

Goal #2: Student performance levels in mathematics will increase as follows:

Steps needed to accomplish the goal	-Activities/strategies, including professional development -Person(s) responsible	Data (evidence) to be collected	Process to monitor/ report results	Time frame
<p>b) Teachers will continue to provide students with opportunities to explain their mathematical thinking and reasoning and justify answers both verbally and in writing</p>	<p>Teachers and Principal will analyze math tasks both open ended and constructed problems for levels of complexity.</p>	<p>higher level thinking computationally and in writing.</p>	<p>Walkthrough observations by Principal, Curriculum Supervisors and others</p>	
	<p>Teachers will engage in formal and informal collegial interactions to share instructional techniques, develop lessons, and access student work; principal will structure time at Faculty, Early Release, or SBP Meetings</p>	<p>Examples of student work solving problems and explaining their thinking in writing</p>	<p>Results will be shared at School Based Planning Meetings and/or Faculty Meetings</p>	<p>Ongoing with mid-year check</p>
	<p>Teachers will incorporate explaining mathematical thinking (verbally or in writing) into daily MTB lessons in order to develop mathematical summaries that extend students to make real world connections and to address the “so what?” questions within their problem solving process.</p>	<p>Samples of student writing in math journals and on constructed responses explaining how a problem was solved</p>	<p>Results will be shared at School Based Planning Meetings and/or Faculty Meetings</p>	<p>Ongoing interactions, mid-year check</p>
	<p>Teachers will expect students to explain mathematical thinking (verbally or in writing) on class work, homework and assessments using <i>MTB</i></p>	<p>Analysis of class work and assessments</p>		<p>Ongoing interactions</p>
	<p>Teachers will utilize discourse opportunities to have students extend and revise written explanations.</p>	<p>Student writing showing evidence of revisions made to original thinking</p>		

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District Focus Area: Learning & Achievement

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Steps needed to accomplish the goal	-Activities/strategies, including professional development -Person(s) responsible	Data (evidence) to be collected	Process to monitor/ report results	Time frame
c) Concepts and processes determined as needing improvement based upon ongoing assessments will be taught in meaningful contexts, and teachers will monitor student understanding and acquisition	Teachers will incorporate the following concepts/processes into meaningful contexts: mathematical reasoning, operations, geometry (geometric shapes), measurement (conversions), data analysis, estimation strategies, money explanation of numerical patterns, extending thinking using graphs evaluating solutions, and using various representations of algebraic symbols.	Examples of student work, <i>MTB</i> assessments/district assessments Teacher lesson plans with instructional strategies linked to these concepts	Results will be shared at School Based Planning Meetings and/or Faculty Meetings Walkthrough & co-observations by Principal, Curriculum Supervisors and others, student progress reviews	Mid-year & spring Ongoing
d) Problem solving skills, as determined as needing improvement based upon ongoing assessments & analysis, will be taught in meaningful contexts, and teachers will monitor student understanding and acquisition	Teachers will encourage students to think critically when choosing an appropriate operation, checking for reasonableness of answer, utilizing estimation strategies, making a diagram /picture, identifying extra information, making a table, solving a problem using multiple steps, finding a pattern, guess, check, revise working backward.	Teacher lesson plans with instructional strategies linked to identified problem solving skills. Student work		

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<p>e) Comprehension outcomes, process outcomes, content outcomes and ongoing analysis of student work/data will drive all instructional decisions</p> <p>f) Students will improve based upon analysis of their individual test data and assessment of class work</p>	<p>Teachers will implement lessons which target comprehension outcomes, process outcomes and content outcomes (e.g.: math process strands-problem solving, reasoning and proof, communications, connections, representation, science process strand inquiry)</p> <p>Teachers will monitor individual student growth and target areas determined as in need of improvement; they will collaborate with staff and principal regarding differentiated instruction and individual student progress. Teachers will utilize pre & post assessments to differentiate instruction beyond readiness to increase student achievement.</p>	<p>Examples of student work, <i>MTB</i> assessments and mid-year assessments</p> <p>Student work Use of differentiation strategies and flexible grouping in lesson planning and instruction, assessment data</p>	<p>Results will be shared at PPS meetings, staffings, and teacher-principal meetings, student progress reviews</p> <p>Results will be discussed at Grade Level and Faculty Meetings</p>	<p>At least quarterly</p> <p>In October/ November and ongoing</p>
<p>2. Teachers will continue to implement the pedagogy of <i>Math Trail Blazers</i> in order for students to reach district learning outcomes</p>	<p>Teachers will utilize the <i>MTB</i> implementation schedule designed during summer math curriculum work and the implementation schedule relative to the NYS content and process strands.</p>	<p>Schedule of lessons actually delivered</p>	<p>Teachers will share information within/ across grade levels at faculty meetings regarding implementation</p>	<p>Fall, mid-year & spring</p>

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Goal #2: Student performance levels in mathematics will increase as follows:

Steps needed to accomplish the goal	-Activities/strategies, including professional development -Person(s) responsible	Data (evidence) to be collected	Process to monitor/ report results	Time frame
	<p>Faculty and grade level meetings will be used to share information regarding effective and efficient use of the schedule.</p> <p>Teachers will utilize common vocabulary of <i>Math Trail Blazers</i> (distributed by the math supervisor).</p> <p>Teachers will create heterogeneous and homogenous math groupings to target and extend instruction.</p> <p>Teachers will focus on student led lesson summaries that require students to think critically by making real world connections to transfer learning to novel situations.</p> <p>Teachers will collaborate to determine ways to continue to incorporate Daily Practice Problems (DPP) into daily instruction. Teachers will utilize district and building level meetings to discuss their experiences using <i>MTB</i> and to examine student work (including written explanation of problem solving and data analysis) within and across grade level teams to determine the effectiveness of instruction and</p>	<p>Schedule of lessons actually delivered</p> <p>Teachers' records of lessons</p> <p>Teacher records of DPP completed</p> <p>Student work from lessons</p> <p>Teacher records</p>	<p>Teachers will share information within/ across grade levels at faculty meetings regarding implementation</p> <p>Teachers will report/ discuss instructional implications at faculty meetings and/or SBP</p> <p>Teachers will share information at an Early Release Meeting</p> <p>Teachers will report information and instructional techniques at SBP</p> <p>Share information with grade level colleagues</p>	<p>Fall</p> <p>Mid-year</p> <p>Fall</p> <p>Mid-year</p> <p>As needed</p>

Listwood School Based Plan 2008-2009

District Focus Area: Learning & Achievement

Goal #2: Student performance levels in mathematics will increase as follows:

Steps needed to accomplish the goal	-Activities/strategies, including professional development -Person(s) responsible	Data (evidence) to be collected	Process to monitor/ report results	Time frame
	<p>implications for instructional next steps.</p> <p>Teachers will request support from the math supervisor including model lessons following the launch-explore-summary format.</p>			
<p>3. Teachers will continue to supplement <i>MTB</i> instruction as determined through summer curriculum work and analysis of performance data e.g.: probability, time and money</p>	<p>Teachers will collaborate formally and informally to develop and implement supplemental lessons that correlate with math outcomes.</p> <p>Teachers will share materials from supplemental lessons.</p>	<p>Lessons developed</p>	<p>Report of lessons developed and student performance will be shared at faculty meetings</p>	<p>Ongoing; Mid-year check</p>
<p>4. Analyze task demands and student performance on NYS Grade 4 Math Assessment and determine instructional implications</p>	<p>The analysis of student performance on NYS Grade 4 Math Assessment will be reported at Grade Level Meeting and/or Faculty Meeting; then teachers will determine instructional implications and adjust instruction as a result of trends identified.</p>	<p>Analysis documents; subsequent student work</p>	<p>Share results of student work at SBP meeting</p>	<p>By January 2009</p>
<p>5. Student progress will be monitored throughout the year</p>	<p>Teachers will utilize resources available through <i>Math Trail Blazers</i> and building developed tools to assess student progress.</p>	<p>Examples of assessment to be used</p>	<p>Teachers will report to SBP team the effectiveness of assessment data in determining instruction</p>	<p>Fall 2008 and Spring 2009</p>

Listwood School Based Plan 2008-2009

District Focus Area: Learning & Achievement

Goal #2: Student performance levels in mathematics will increase as follows:

Steps needed to accomplish the goal	-Activities/strategies, including professional development -Person(s) responsible	Data (evidence) to be collected	Process to monitor/ report results	Time frame
	<p>Teachers will collaborate to determine effective means of assessment and record keeping. Grade 3 students will participate in NYS Math 3 assessment & checkpoints and teachers will analyze results and determine instructional implications.</p> <p>Teachers will use the gradual release model to decrease the level of scaffolding in order to support greater student independence.</p>	<p>Refinement of assessments</p> <p>Results from testing</p>	<p>Report to SBPT</p> <p>Share information with grade level colleagues and across grade levels at Early Release Meeting</p>	<p>Spring 2009</p> <p>Spring</p>
<p>6. Students will be familiar with test format of the NYS & TerraNova tests, including listening and explaining their reasoning in writing</p>	<p>Gr. 2 & Gr. 3 teachers will embed practice of necessary skills/format into instruction throughout the year.</p> <p>Teachers will design learning experiences so that students have multiple opportunities to transfer their learning of math concepts and processes to novel situations.</p>	<p>Lessons and student work</p> <p>Lessons and student work</p>	<p>Work will be analyzed at faculty meetings and/ or grade level teams, meetings with the principal</p> <p>Performance data</p>	<p>Ongoing</p> <p>Formative (on-going) and summative assessments</p>

Listwood School Based Plan 2008-2009

District Focus Area: Learning & Achievement

Goal #2: Student performance levels in mathematics will increase as follows:

Steps needed to accomplish the goal	-Activities/strategies, including professional development -Person(s) responsible	Data (evidence) to be collected	Process to monitor/ report results	Time frame
7. Parents will increase understanding of district math outcomes and how to support math learning at home	<p>Teachers will distribute the parent letters for each unit of Math Trail Blazers.</p> <p>Teachers will present information on outcomes and how to support homework at Parent Orientation.</p> <p>Teachers will collaborate to develop math tips for supporting math at home in the Listwood newsletter.</p>	<p>Letters</p> <p>Hand-outs</p> <p>Newsletter tips</p>	<p>Parents on SBPT will report on effectiveness of steps taken</p> <p>Parents on SBP team will provide feedback</p> <p>SBP team parent representative feedback</p>	<p>Ongoing</p> <p>Fall</p> <p>Quarterly</p>

Listwood School Based Plan 2008-2009

District Focus Area: Culture and Climate

Goal #1: Students will develop and demonstrate positive character traits in order to improve the quality of their lives, their school, their community, and their world

Steps needed to accomplish the goal	-Activities/strategies, including professional learning -Person(s) responsible	Data (evidence) to be collected	Process for monitoring/ reporting results	Time frame
<p>1. Students will continue to develop positive character traits based upon monthly themes</p>	<p>Monthly themes connected to the overall theme “Listwood Cares” to promote development of positive character will continue to be explicitly taught by teachers, counselor, and library media specialist with connections to literature. Students will share interpretations during Monday a.m. announcements and will be recognized “Showing a Caring Heart” with a certificate from their teacher and a visit with the principal.</p> <p>During the visit with the principal on Monday a.m.’s the students will affix their picture and a symbol to a template of the Listwood Cares heart to be hung outside the library for public recognition of their efforts. In addition, the Listwood Cares Program will have a “Book of the Month Component” Each month a book related to the monthly theme will be circulated among all adults and children at Listwood.</p> <p>A description of monthly theme focus will be included in the school</p>	<p>Posters of monthly themes will be made and displayed in each classroom throughout the school year, student recognition through display in school hallway for “Showing a Caring Heart”</p>	<p>Teachers, school counselors, and lunch/bus supervisors will report on progress and student conduct to SBP team</p>	<p>Fall, Mid-year, & spring</p>

Listwood School Based Plan 2008-2009

District Focus Area: Culture and Climate

Goal #1: Students will develop and demonstrate positive character traits in order to improve the quality of their lives, their school, their community, and their world

Steps needed to accomplish the goal	-Activities/strategies, including professional learning -Person(s) responsible	Data (evidence) to be collected	Process for monitoring/ reporting results	Time frame
	newsletter to encourage reinforcement with our Listwood families.			
2. A sense of community will be developed through on-going school-wide activities	<p>School assemblies will be planned in which children will gather together to learn about the school theme through a song, poem, reading and grade level sharing, etc. The school will share in common literature experiences linked to the quarterly assemblies through the year. Teachers and students will wear the school t-shirt at designated times throughout the year.</p> <p>Traditional celebrations such as the Halloween Parade, Flag Day, Sports Day, all-school theater cultural events trip, December Sing-a-long, Class Plays, Red Ribbon Week, Moving-up day, all-school picnic, all-school picture, etc.</p>	<p>Assembly schedule with the first assembly on September 15th</p> <p>Calendar of Events</p>	<p>Staff members will report student reaction at team meetings</p> <p>Team meetings will be used to plan events</p>	<p>Quarterly</p> <p>As scheduled</p>
3. Students will improve conversational skills, meal time manners, and social skills during recreational time	<p>Every Monday two grade 3 students will lead the school over the public address system to say the Pledge of Allegiance and share a thought for the week.</p> <p>Teachers and lunch monitors will work together to establish clear expectations for lunch room behavior,</p>	<p>Thoughts for the week and student interpretation</p> <p>Reports from the team leader, counselor, students, lunch monitors</p> <p>Training agendas daily data charts, lunch monitor handbook</p>	<p>Staff members will report student reaction at team meetings</p> <p>Teachers and counselor will report to the School Based Planning Team</p> <p>Team leader will report to the SBP Team and/or team meetings</p>	<p>Monthly</p> <p>At least fall, mid-year, & spring</p> <p>At least fall, mid-year, & spring</p>

Listwood School Based Plan 2008-2009

District Focus Area: Culture and Climate

Goal #1: Students will develop and demonstrate positive character traits in order to improve the quality of their lives, their school, their community, and their world

Steps needed to accomplish the goal	-Activities/strategies, including professional learning -Person(s) responsible	Data (evidence) to be collected	Process for monitoring/ reporting results	Time frame
	<p>including a process for dealing with misbehavior.</p> <p>Team leader and counselor will provide ongoing training for lunch monitors.</p> <p>Teachers and counselors will directly teach and lunch monitors will reinforce conversational skills, manners and recreational social skills.</p> <p>Counselor will collaborate on lunch monitor meetings to reinforce conflict resolution skills.</p> <p>Students will problem solve with teacher and counselor when conflicts arise.</p>	<p>Teachers and counselors will directly teach and lunch monitors will reinforce conversational skills, manners and recreational social skills.</p> <p>Counselor and teacher notes</p> <p>Counselor and teacher observations and notes</p>	<p>Team will review success at SBP</p> <p>Counselor and teachers will review with principal</p> <p>Counselor and teachers will review with principal</p>	<p>Fall & spring</p> <p>As needed</p> <p>Ongoing</p>

Listwood School Based Plan 2008-2009

District Focus Area: Culture and Climate

Goal #1: Students will develop and demonstrate positive character traits in order to improve the quality of their lives, their school, their community, and their world

Steps needed to accomplish the goal	-Activities/strategies, including professional learning -Person(s) responsible	Data (evidence) to be collected	Process for monitoring/ reporting results	Time frame
4. Students will increase assertiveness strategies such as assertive self-expression	Counselor will continue the conflict resolution peer mediation skill training with students.	Counselor and teacher notes	Counselor and teachers will review with principal; SBP mid year	As needed
	Counselor will teach grade level lessons on development of assertiveness and positive self-expression skills, conflict resolution skills; classroom teachers will reinforce.	Lesson assessments; counselor and teacher observations	Counselor and teachers will report on student transfer of skills	Ongoing
	<i>Increasing Positive Interpersonal Skills</i> will be reviewed with the staff especially to orient new staff to skills taught.	Information distributed	Report/conversations with principal and counselor	Fall

Listwood School Based Plan 2008-2009

District Focus Area: Transition

Goal #1: Increasing numbers of students will meet the expectations of district learning outcomes and NYS Standards as a result of ongoing professional development by staff.

Steps needed to accomplish the goal	-Activities/strategies including professional development -Person(s) responsible	Data (evidence) to be collected	Process for reporting/ monitoring results	Time Frame
1. New teachers will be provided support so that their students maintain/exceed performance goals	Veteran teachers will mentor new teachers throughout the school year; new teachers will be encouraged to participate in new teacher training; principal will support new teachers through formal/informal meetings and the supervision process	Schedule of meetings and student performance data	Reviews of student performance and assessment/monitoring of student class work	Ongoing

Listwood School Based Plan 2008-2009

District Focus Area: Transition

Goal #1: Increasing numbers of students will meet the expectations of district learning outcomes and NYS Standards as a result of ongoing professional development by staff.

Steps needed to accomplish the goal	-Activities/strategies including professional development -Person(s) responsible	Data (evidence) to be collected	Process for reporting/ monitoring results	Time Frame
<p>2. Students and parents will be supported during transition times of pre-school to kindergarten, kindergarten to grade one and grade three to four and as new entrants to the district</p>	<p>Counselor will prepare and share Separation Anxiety Handout and Transitions materials as resource.</p> <p>New entrant conferences/reviews</p> <p>Kindergarten Orientation/Visitation</p> <p>Introductions during the start of the year, Kick-Off assemblies</p> <p>Moving up day ceremony and student visits to classrooms at the next grade level</p> <p>Grade level to grade level meetings</p> <p>Counselor lessons on change</p> <p>Teacher letters to students prior to opening of school each year</p> <p>Visit to Iroquois School</p> <p>Third grade teachers meeting with Iroquois teachers/counselor</p> <p>Transition Meetings</p> <p>Curriculum Night in September</p> <p>Third Grade Recognition Ceremony</p>	<p>Agendas, lesson plans, parent/student feedback, mailings to parents</p>	<p>Teacher/Principal/Counselor will report effectiveness at SBP meetings</p>	<p>Fall and ongoing</p>

Listwood School Based Plan 2008-2009

District Focus Area: Transition

Goal #1: Increasing numbers of students will meet the expectations of district learning outcomes and NYS Standards as a result of ongoing professional development by staff.

Steps needed to accomplish the goal	-Activities/strategies including professional development -Person(s) responsible	Data (evidence) to be collected	Process for reporting/ monitoring results	Time Frame
<p>3. Teachers will participate in ongoing staff development specifically related to implementation of reading/spelling, writing, and language skills and comprehension outcomes</p>	<p>Teachers will attend building, district and out-of-district staff development to gain expertise in instructional techniques to implement readers and writers workshop and the application of instructional strategies associated with these two structures.</p>	<p>Information from staff development</p>	<p>Teachers will share information at Faculty Meetings</p>	<p>Fall & spring</p>
	<p>Teachers will attend building, district and out-of-district staff development to gain further expertise in planning and ongoing refinement of the <i>Houghton-Mifflin</i> reading program, ELA embedded prompts, Reading/Writing Workshop, and full implementation of the comprehension outcomes.</p>	<p>Information from staff development; collegial planning informally and on Early Release Days</p>	<p>Teachers will share information at SBP, Faculty Meetings and report results of instructional strategies on student performance</p>	<p>Ongoing</p>
	<p>Teachers will utilize formal and informal collegial interaction (including work with teachers on special assignment) to increase expertise in implementing instruction toward district reading/spelling, writing, and language monitoring student progress.</p>	<p>Examples of student work and means of monitoring progress</p>	<p>At subsequent meetings teachers will report results of instructional strategies on student performance and provide examples of student work</p>	<p>Ongoing</p>
	<p>Teachers may utilize visitation days to visit classrooms of grade level colleagues and cross grade level colleagues.</p>	<p>Documentation from sharing sessions</p>	<p>Teachers will share information from visits at SBP</p>	<p>Following visitations</p>
	<p>Teachers will participate on district ad hoc committees related to instruction.</p>	<p>Reports from meetings</p>	<p>Teachers will share information at SBP</p>	<p>Ongoing</p>

Listwood School Based Plan 2008-2009

District Focus Area: Transition

Goal #1: Increasing numbers of students will meet the expectations of district learning outcomes and NYS Standards as a result of ongoing professional development by staff.

Steps needed to accomplish the goal	-Activities/strategies including professional development -Person(s) responsible	Data (evidence) to be collected	Process for reporting/ monitoring results	Time Frame
	Teachers will establish regular common planning time with grade level or across grade colleagues.	Schedule of collegial/topics	Teachers will share schedules at SBP	Ongoing
4. Paraprofessionals will increase instructional expertise	Principal will present sessions as necessary to TA's focusing on classroom regarding push-in and pull-out strategies, staying on schedule and communication with the teacher. Time will be granted to TA's to attend TLC staff development offerings related to their assignments and delivered by the TLC director and the District Supervisor for Literacy.	Documentation/hand-outs from meetings Documentation/hand-outs from meetings Observation of strategies implemented	Teachers will report effectiveness at SBP meeting and/or faculty meetings Reporting at Faculty or SBP meetings	As needed Ongoing