

Rogers School Based Plan 2008-2009

District Focus Area: Learning and Achievement

All instruction will be student-centered and based on district outcomes.

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

- Grade 4 students scoring a 3 or 4 on the NYS ELA assessment will increase to 90% with 40% mastery
- Grade 5 students scoring a 3 or 4 on the NYS ELA assessment will increase to 94% with 40% mastery
- Grade 5 students scoring a 3 or 4 on the NYS Social Studies Assessment will increase to 99% with 60% mastery
- Grade 5 mean percentile on the TerraNova Reading assessment will increase to 85%ile (88% scoring 3 or 4, 40% mastery)
- Grade 5 mean percentile on the TerraNova Language assessment will increase to 85%ile (88% scoring 3 or 4, 40% mastery)
- Grade 6 students scoring a 3 or 4 on the NYS ELA assessment will increase to 93% with 40% mastery
- Grade 6 mean percentile on the TerraNova Reading assessment will increase to 85%ile (88% scoring 3 or 4, 40% mastery)
- Grade 6 mean percentile on the TerraNova Language assessment will increase to 85%ile (88% scoring 3 or 4, 40% mastery)

What needs to be done?	How will we accomplish it?	What types of data will be collected?	How will the results be monitored/reported?	What is the time frame?
1. Revise student performance benchmarks and set building and individual goals for the year.	1. Analyze data and identify instructional implications. Develop a focus for ongoing reflection and staff development around initiatives at district and building level meetings.	1. Standardized assessments and student work showing progress toward meeting and exceeding standard	1. a.) Report to School Based Planning Team b.) Supervisor-teacher meetings, team meetings, and reports to School Based Planning Team	1. a.) Summer 2008 b.) Ongoing

What needs to be done?	How will we accomplish it?	What types of data will be collected?	How will the results be monitored/reported?	What is the time frame?
<p>To increase mastery of <i>reading</i> the faculty and staff will:</p> <p>2. Help students gain reading independence by implementing comprehension strategies before, during, and after reading. Strategies will include:</p> <ul style="list-style-type: none"> • Determining Importance • Making Connections • Self-Monitoring and Clarifying • Summarizing • Utilizing Text Structure • Visualizing • Developing Vocabulary • Incorporating Discourse • Evaluating • Inferencing • Inquiring • Synthesizing 	<p>2. Implement the district comprehension outcomes in all subject areas requiring students to think and respond at high levels.</p> <p>Model think aloud and re-reading with various strategies.</p> <p>Utilize reading conferences to provide specific feedback on student use of strategies.</p> <p>Plan with colleagues within and across content areas.</p> <p>Collaborate with the district Literacy Supervisor.</p> <p>Continue to revisit comprehension strategies at faculty meetings.</p>	<p>2. Reading conference records and samples of student work in all curricular areas such as theme assessments, embedded prompts and reading response logs</p>	<p>2. Reports at School Based Planning Team, team meetings, faculty meetings and principal/supervisor-teacher discussions</p> <p>Student progress will be monitored through progress reviews.</p>	<p>2. October 2008 and March 2009; Ongoing</p>

What needs to be done?	How will we accomplish it?	What types of data will be collected?	How will the results be monitored/reported?	What is the time frame?
<p>3. Provide experiences across all genres (informational texts, poetry, fictional narratives, etc.) for students to inference, synthesize, generalize, and evaluate.</p>	<p>3. Select rich texts and analyze the texts deeply in order to structure questions/prompts that require students to inference, synthesize, evaluate and generalize around a theme.</p> <p>Utilize a variety of resources including Houghton-Mifflin materials and library children's magazines.</p> <p>Provide instruction using texts that have topics which students have limited background knowledge, as well as text with a familiar topic.</p>	<p>3. Samples of student work that involve critical thinking in all curricular areas</p>	<p>3. Reports at School Based Planning Team, team meetings, faculty meetings and principal/supervisor-teacher discussions</p>	<p>3. October 2008 and March 2009; Ongoing</p>
<p>4. Differentiate instruction to meet the needs of diverse learners.</p>	<p>4. Continually review student performance data and target instruction to plan mini-lessons, guided groups, conferences, and independent student work.</p> <p>Use a variety of assessment tools to plan differentiated lessons and determine flexible groups.</p>	<p>4. Evidence of the application of reading skills and strategies in student responses and assessments, conference logs, record of mini-lessons, and flexible groupings</p>	<p>4. Reports at School Based Planning Team, team, department, and faculty meetings, as well as principal/supervisor-teacher discussions, and progress reviews.</p>	<p>4. Ongoing</p>

What needs to be done?	How will we accomplish it?	What types of data will be collected?	How will the results be monitored/reported?	What is the time frame?
<p>5. Design lessons around both conceptual understandings and skills.</p>	<p>5. Chunk text in literary discussions and in guided reading, so that the conceptual understanding is examined across the text to help student synthesize ideas.</p> <p>Provide learning experiences to support student construction of meaning around theme, big ideas and hidden issues.</p> <p>Develop lessons based on enduring understandings and essential questions.</p>	<p>5. Samples of student work demonstrating conceptual understandings. Sources might include: reading response journals, novel journals, conference logs, record of mini-lessons.</p>	<p>5. Reports at School Based Planning Team, team, department, and faculty meetings, as well as principal/supervisor-teacher discussions, and progress reviews</p>	<p>5. October 2008 and March 2009; Ongoing</p>
<p>6. Increase student independence in reading both in school and at home.</p>	<p>6. Hold students accountable for the application of active reading strategies to increasingly rigorous text across genre.</p> <p>Support schoolwide and community initiatives, as well as accountable home reading assignments.</p> <p>Increase student independence by decreasing scaffolding.</p>	<p>6. Independent reading logs</p> <p>Tracking library book circulation</p>	<p>6. Reports at grade level team meetings, as well as principal-teacher discussions</p>	<p>6. Ongoing</p>

What needs to be done?	How will we accomplish it?	What types of data will be collected?	How will the results be monitored/reported?	What is the time frame?
<p>7. Increase students' opportunities to independently construct meaning and extend thinking.</p>	<p>7. 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.</p> <p>Hold students accountable for close reading and substantiating their ideas with evidence from text.</p> <p>Incorporate a variety of reading prompts (short and extended responses) that increase in complexity and level of critical thinking.</p> <p>Model language for substantiation and elaboration of details.</p> <p>Develop a repertoire of strategies for extending conclusions with interpretation.</p> <p>Develop vocabulary by having students' self-select unfamiliar vocabulary and predict meaning based on context.</p> <p>Provide targeted feedback in reading journals, and through conferences to promote student growth.</p>	<p>7. Student work that demonstrates critical thinking. Sources might include: reading response journals, novel journals, conference logs, extended written responses, interactive science journals.</p>	<p>7. Reports at School Based Planning Team, team, department, and faculty meetings, as well as principal/supervisor-teacher discussions</p>	<p>7. October 2008 and March 2009; Ongoing.</p>

What needs to be done?	How will we accomplish it?	What types of data will be collected?	How will the results be monitored/reported?	What is the time frame?
<p>8. Increase students' fluency and accuracy to further develop reading comprehension</p>	<p>8. Opportunities for oral reading such as repeated readings and Reader's Theater.</p> <p>Implement reading conferences to diagnose, teach, provide specific feedback and examine work for maintenance of skills.</p> <p>Collaboration through Chapter I/Resource Room and classroom teacher.</p>	<p>8. Houghton-Mifflin reading assessments and conference logs</p>	<p>8. Chapter I Reviews, School Based Planning Team, team meetings, faculty meetings and principal/supervisor-teacher discussions</p>	<p>8. Ongoing</p>
<p>9. Establish and maintain ongoing communication between classroom teachers, special educators, English Language Learner (ELL) teachers, Chapter I teacher assistants and parents.</p>	<p>9. Hold reviews throughout the year to assess student progress and determine continuation of services.</p> <p>Utilize individualized student plans (e.g. Chapter I plans, Extended Learning Profiles, ELL plans) to share pertinent information among all service providers.</p> <p>Communicate student progress in Academic Intervention Services (AIS) to parents utilizing a variety of venues.</p>	<p>9. Informal and formal assessment information as evidence of students work in relation to the targeted areas, ongoing data collected and documented</p>	<p>9. Individualized Education Program (IEP) and student report cards, and all progress reviews</p>	<p>9. Ongoing</p>

What needs to be done?	How will we accomplish it?	What types of data will be collected?	How will the results be monitored/reported?	What is the time frame?
<p>To increase mastery in writing the faculty and staff will:</p> <p>10. Focus on writing instruction as defined by the district's writing outcomes with increased emphasis on:</p> <ul style="list-style-type: none"> • Establishing and maintaining an insightful controlling idea • Appropriate use of relevant details (evidence) • Explanation • Interpretation • Synthesis of multiple sources • Developing and extending conclusions 	<p>10. Analyze student writing focused on rubric criteria. District and building meeting time will be spent planning writing instruction and reviewing student work.</p> <p>Use professional, teacher, and student models.</p> <p>Use conferencing to provide targeted individualized instruction by noting student strengths, teaching point and next steps.</p> <p>Develop mini-lessons which are a balance between matching lessons to outcomes and the writing schedule, as well as matching to student work/need.</p> <p>Focus on having students develop an insightful controlling idea rather than a restatement.</p> <p>Model language for substantiation and elaboration of details.</p> <p>Develop a repertoire of strategies for extending conclusions while remaining text based.</p>	<p>10 Collect samples of student work in each genre at each grade level that demonstrates use of focus areas. Sources of writing might include:</p> <ul style="list-style-type: none"> ✓ Sourcebook writing ✓ Application of mini-lesson instruction ✓ Have-a-Go (student practice) ✓ Seeds of Ideas ✓ Discovery Drafts ✓ A wide variety of writing experiences <p>Pieces in student writing folder (Writing pieces brought to completion should include the task/prompt, goal setting, evidence of planning, drafting, revising and editing, student self-reflection, rubric use and teacher feedback.)</p> <p>Reading Response Journal entries including short and extended responses</p> <p>DBQ writing</p>	<p>10. Review student work at district and building meetings, teacher-principal and/or supervisor meetings and reports to SBPT.</p>	<p>10. November 2008 and April 2009; Ongoing</p>

What needs to be done?	How will we accomplish it?	What types of data will be collected?	How will the results be monitored/reported?	What is the time frame?
<p>11. Utilize a common rubric across all writing genre to increase student understanding of what quality writing includes and to provide feedback.</p>	<p>11. Use a common rubric across subject areas and provide the rubric to each student with an emphasis on the criteria for mastery.</p> <p>Use models and exemplars to increase student understanding of rubric criteria.</p> <p>Develop peer and self reflection.</p> <p>Provide specific feedback to students using rubric language.</p>	<p>11. Show evidence of rubric usage. Focus on teacher feedback and student reflection, such as:</p> <ul style="list-style-type: none"> • individual student writing folders • conference logs • Reading response journals • Sourcebook 	<p>11. Share at building level team and SBPT meetings, as well as teacher-principal and/or supervisor meetings such as progress reviews</p>	<p>11. November 2008 and April 2009; Ongoing</p>
<p>12. Promote greater student independence and fluency in writing.</p>	<p>12. Provide opportunities in all subject areas for students to explain and extend their thinking.</p> <p>Teachers will decrease the amount of scaffolding to allow for greater student independence.</p> <p>Teacher will provide multiple opportunities for on demand writing.</p>	<p>12. Samples of students work demonstrating independent application of writing skills</p>	<p>12. Share at district and building meetings, progress reviews, teacher-principal and/or supervisor meetings</p>	<p>12. November 2007 and April 2008; Ongoing</p>

What needs to be done?	How will we accomplish it?	What types of data will be collected?	How will the results be monitored/reported?	What is the time frame?
13. Differentiate instruction to meet the needs of diverse learners	<p>13. Analyze student work and use conference logs to inform instruction.</p> <p>Utilize a variety of data sources to determine flexible groups.</p>	13. Evidence of the application of skills in student writing pieces, conference logs, record of mini-lessons, and flexible groupings	13. Report at district and building meetings, teacher-principal and/or supervisor meetings, progress reviews	13. November 2008 and April 2009; Ongoing.
14. Promote the development of a deeper understanding of each writing genre.	14. Provide more opportunities for students to write within a genre (writing beyond the writing schedule).	14. Samples of student work in sourcebooks and writing folders	14. Reports at School Based Planning Team, team meetings, faculty meetings and principal/supervisor-teacher discussions	14. November 2008 and April 2009; Ongoing.
15. Focus on increasing the students' ability to apply their understanding of word features within their own writing and reading.	<p>15. Analyze assessment data and sorts, conferencing with students to reflect on word features.</p> <p>Make explicit connections between word study and the practical application (decoding, vocabulary development, spelling, and word choice) within reading and writing.</p> <p>Implement an exploration process through sorting that leads to student created generalizations.</p>	<p>15. Samples of student work showing evidence of word study application and feature knowledge</p> <p>Evidence of student created generalizations</p>	15. Results will be shared at School Based Planning team, and building and district meetings	15. January 2009; Ongoing

What needs to be done?	How will we accomplish it?	What types of data will be collected?	How will the results be monitored/reported?	What is the time frame?
<p>16. Establish and maintain communication between classroom teachers, special educators, ELL teachers, Chapter I teacher assistants and parents.</p>	<p>16. Hold reviews throughout the year to assess student progress and determine continuation of services.</p> <p>Utilize individualized student plans (e.g. Chapter I plans, Extended Learning Profiles, ELL plans) to share pertinent information among all service providers.</p> <p>Communicate student progress in Academic Intervention Services (AIS) to parents utilizing a variety of venues.</p>	<p>16. Informal and formal assessment information as evidence of students' work in relation to the targeted areas, ongoing data collected and documented.</p>	<p>16. Individualized Education Program (IEP) and student report cards, and all progress reviews</p>	<p>16. Ongoing</p>

Rogers School Based Plan 2008-2009

District Focus Area: Learning and Achievement

All instruction will be student-centered and based on district outcomes.

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

- Grade 4 students scoring a 3 or 4 on the NYS Math assessment will increase to 98% with 70% achieving mastery
- Grade 4 students scoring a 3 or 4 on the NYS Science assessment will increase to 95% with 70% achieving mastery
- Grade 5 students scoring a 3 or 4 on the NYS Math assessment will increase to 98% with 65% achieving mastery
- Grade 5 mean percentile on the TerraNova Math will increase to 95%ile (92% scoring 3 or 4, 55% mastery)
- Grade 6 students scoring a 3 or 4 on the NYS math assessment will increase to 93% with 60% achieving mastery
- Grade 6 mean percentile on the TerraNova Math assessment will increase to 92%ile (90% scoring 3 or 4, 50% mastery)

What needs to be done?	How will we accomplish it?	What types of data will be collected?	How will the results be monitored/reported?	What is the time frame?
1. Revise student performance benchmarks and set building and individual goals for the year.	1. Analyze data and identify instructional implications. Develop a focus for ongoing reflection and staff development around initiatives at district and building level meetings.	1. Standardized assessments and student work showing progress toward meeting and exceeding standard	1. a.) Report to School Based Planning Team b.) Supervisor-teacher meetings, team meetings, and reports to School Based Planning Team	1. a.) Summer 2008 b.) Ongoing
To increase mastery in <i>mathematics</i> the faculty and staff will: 2. Focus on the implementation of district outcomes for mathematics and science utilizing a constructivist approach.	2. Utilize Math Trailblazers and/or Connected Mathematics (CMP2) as primary resources. Lessons that utilize a constructivist approach (Math: Launch, Explore, and Summary and Science: Engage, Explore, Explain, Elaborate, Extend)	2. Instructional strategies and materials shared during building team and department meetings Samples of student work showing evidence of students' meeting and exceeding standards.	2. Results will be shared at department and grade level team meetings, report to School Based Planning Team	2. December 2008 and May 2009

What needs to be done?	How will we accomplish it?	What types of data will be collected?	How will the results be monitored/reported?	What is the time frame?
<p>3. The Rogers staff will increase emphasis on the process strands to help students discover a variety of appropriate problem solving strategies. Increase focus on conceptual understanding and procedural fluency.</p> <p>Areas of focus include:</p> <ul style="list-style-type: none"> • Fractions, decimals and percents • Measurement/Conversions • Reasonableness of response • Multi-step problems • Subtraction with regrouping • Division • Estimation • Order of operations • Algebra (patterns, expressions, equations and inequalities) • Vocabulary • Data interpretation 	<p>3. Teachers will participate in grade level, department and team meetings to develop and share instructional strategies related to problem solving.</p> <p>Model thinking and problem solving using KWC strategy.</p> <p>Teachers will create problems/prompts requiring transfer of conceptual understandings and skills.</p> <p>Teachers will plan lessons that promote student discourse to increase understanding.</p> <p>Teachers will use visuals to aid in understanding of concepts and systematically remove the visuals so that student understanding of concepts is not dependent upon visuals.</p>	<p>3. Lessons and student work that encourage and demonstrate a variety of strategies and/or solutions</p> <p>Collection and use of student and teacher exemplars/models during instruction</p>	<p>3. Results will be shared at School Based Planning team, department and grade level team meetings.</p>	<p>3. December 2008 and May 2009; Ongoing</p>

What needs to be done?	How will we accomplish it?	What types of data will be collected?	How will the results be monitored/reported?	What is the time frame?
<p>4. Students will communicate their mathematical reasoning utilizing appropriate mathematical vocabulary verbally and in writing.</p>	<p>4. Increase opportunities for writing in math.</p> <p>Use of CMP2 or teacher created mathematical reflections.</p> <p>Student led summaries which explicitly bring out the mathematics involved in a lesson.</p>	<p>4. Problem solving lessons and student work that encourage and demonstrate a variety of strategies and or solutions</p> <p>Collection and use of student and teacher exemplars/models during instruction</p>	<p>4. Results will be shared at School Based Planning team, department and grade level team meetings.</p>	<p>4. December 2008 and May 2009; Ongoing</p>
<p>5. Differentiate math instruction based on individual student needs.</p>	<p>5. Review student work to create pre-assessments and target instruction as well as homework opportunities to meet the needs of individual students.</p> <p>Provide descriptive feedback specific to individual student progress.</p> <p>Use a variety of assessment tools to plan and adjust instruction (e.g. checkpoint assessments, unit assessments, and daily student work).</p> <p>Utilize a variety of data sources to determine flexible groups.</p>	<p>5. Differentiated lessons and student work</p>	<p>5. Student progress will be monitored through Chapter I reviews, and teacher-principal and/or curriculum supervisor discussions.</p>	<p>5. Ongoing</p>

What needs to be done?	How will we accomplish it?	What types of data will be collected?	How will the results be monitored/reported?	What is the time frame?
<p>6. Coordinate communication between classroom teachers, special educators, English Language Learner (ELL) teachers and Chapter I teacher assistants.</p>	<p>6. Hold reviews throughout the year to assess student progress and determine continuation of services.</p> <p>Utilize individualized student plans (e.g. Chapter I plans, Extended Learning Profiles, ELL plans) to share pertinent information among all service providers.</p> <p>Communicate student progress in Academic Intervention Services (AIS) to parents utilizing a variety of venues.</p>	<p>6. Informal and formal assessment information as evidence of students work in relation to the targeted areas, ongoing data collected and documented</p>	<p>6. Individualized Education Program (IEP) and student report cards, and all progress reviews</p>	<p>6. Ongoing</p>

Rogers School Based Plan 2008-2009

District Focus Area: Culture and Climate

Goal #3: To support student growth academically, socially and emotionally by developing a school culture that encourages positive relationships, collaboration, and reflection.

What needs to be done?	How will we accomplish it?	What types of data will be collected?	How will the results be monitored/reported?	What is the time frame?
1. The Rogers staff will continue to implement the CARE initiative.	<p>1. Implementation of a CARE kit, visual displays, weekly goals, as well as a student assembly to review school wide expectations.</p> <p>CARE goals will be reinforced during monthly community meetings and community service projects.</p> <p>6th Grade Team Building Day and 5th Grade Core Community Day</p>	<p>1. Student discipline referrals</p> <p>Informal feed back from students, teachers and parents</p>	1. CARE kit checklist, CARE committee will report at School Based Planning Team, grade level team and faculty meetings	1. January and June 2009
2. The Rogers staff will clearly convey building expectations and policies to the student body.	<p>2. Homeroom teachers will review student handbook in homeroom, send it home for future reference and the contents will be on the Web site.</p> <p>Staff will consistently hold students accountable for schoolwide expectations.</p> <p>Staff will implement routines to promote a structured and safe environment.</p>	2. Student discipline referrals received from staff	2. Reports to School Based Planning team, collegial conversations at grade level team meetings	2. January and June 2009; ongoing

What needs to be done?	How will we accomplish it?	What types of data will be collected?	How will the results be monitored/reported?	What is the time frame?
3. Build staffs' repertoire of behavioral strategies.	3. Staff development opportunities (team, faculty and paraprofessional meetings) to include research into best practices on forming relationships with students.	3. Informal records and observation Formal and informal discussions Minutes from team meetings, staffings and PPS	3. Reports at School Based Planning Team meetings Principal/supervisor meetings with teachers and support staff	3. January and June 2009
4. The Rogers staff will maintain communication with parents.	4. Parent/Principal coffees, phone calls, interim reports, report cards, monthly newsletter, parent orientations, Parent/Student Handbook, Parent Visitation Day, Celebration of Our Students, increased use of voice mail and e-mail, "Good News Cards" and new E-News system	4. Informal records and observations	4. CARE committee report at SBPT meetings, Awards Assemblies, and principal announcements	4. January and June 2009; Ongoing
5. Staff will recognize students' success and achievements.	5. Spotlight awards announced on PA, displayed in the hallway and listed in parent newsletter CARE leaves and good news cards Honor roll listed in parent newsletter	5. Record of spotlight award winners Informal records and observations	5. CARE committee report at SBPT meetings, Awards Assemblies, and principal announcements	5. January and June 2009; Ongoing

What needs to be done?	How will we accomplish it?	What types of data will be collected?	How will the results be monitored/reported?	What is the time frame?
<p>6. Promote a positive and collaborative school environment.</p>	<p>6. Staff will support student transition to new school and grade level. The following venues will be utilized: Parent Orientation meetings, new student orientations, 5th grade scavenger hunt, team building activities, teacher to teacher communication, counselor to counselor communication, new student buddy system and CARE assembly.</p> <p>Staff will support teacher transition to new school or grade level. The following venues will be utilized: new teacher orientation, mentoring program, collegial sharing at grade level, department and team meetings, principal/teacher interactions, collaboration with curriculum supervisors.</p> <p>Social committee will coordinate staff events and recognition to promote a positive collegial environment.</p> <p>Rogers Spirit Club will help promote a sense of community through various student activities (e.g. spirit week, community service, spirit assembly)</p>	<p>6. Informal records and observations</p>	<p>6. CARE committee report at SBPT meetings</p>	<p>6. January and June 2009; Ongoing</p>

