

West Irondequoit Central School District
Seneca School Based Plan 2008-2009

District Focus Area: Learning and Achievement

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

Goal #1: To reach expectations of the NYS English Language Arts Standards at the following levels:

- 100% of students at grade 3 will score at or above Level III on NYS ELA assessment by the end of grade 3, with 20% at level IV.
 - Students in grade 3 will score a mean scale score of 683 or higher.
- 90% of students at grade 3 will score at or above Level III on TerraNova test in Reading/Language Arts by the end of grade 3 with 50% at Level IV.
 - Students in grade 3 will achieve a mean score of the 75th percentile in the areas of reading and language.
- 80% of students at grade 3 will score a 3 or 4 rubric score in the English Language Arts Extended Response Assessment in Reading/Writing.
- 80% of students at grade 3 will score a 3 or 4 rubric score in the English Language Arts Extended Response Assessment in Listening/Writing.
- 80% of students at grade 3 will score a 3 or 4 rubric score in the English Language Arts Extended Response Assessment in Independent Writing.
- 95% of students in grade 2 will score at or above Level III on the TerraNova test in Reading/Language Arts with 50% at Level IV.
 - Students in grade 2 will achieve a mean score of 75th percentile, 82nd percentile in the areas of reading and language, respectively.
- 80% of students in grades K-3 will score a 3 or a 4 on the District Writing Assessment, specifically 65% (K), 65% (1), 65% (2), and 70% (3).
 - 30% of all students K-3 will reach mastery.

Steps Needed to Accomplish Goal	Activities/Strategies Needed, Including Professional Learning and Person(s) 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 a. Students will increase skill in analysis, inference, evaluation, and synthesis in order to make connections to the theme, controlling (main) idea, and author's purpose to deepen	Teachers will collaborate formally and informally regarding instructional techniques and strategies to increase student skill in analysis, inference, evaluation, and synthesis when reading and writing; the principal will structure opportunities for collegial planning and sharing at faculty meetings and SBPT meetings	Strategies and lessons designed and/or shared	Collaboration at faculty and SBPT meetings	Fall and spring

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Steps Needed to Accomplish Goal	Activities/Strategies Needed, Including Professional Learning and Person(s) Responsible	Data (Evidence) to be Collected	Process for Monitoring Results	Time Frame
<p>comprehension and critical thinking in constructing meaning when reading varied texts, with a focus on informational text and poetry</p>	<p>Teachers will directly teach discourse to construct meaning, extend meaning, and use applicable strategies toward increasing insight, analysis, synthesis, and evaluation of texts while reading and writing</p> <p>Teachers will specifically target analyzing, inferencing, evaluating, and synthesizing by creating opportunities for students to construct meaning with growing levels of independence to think critically about larger universal themes</p> <p>Teachers will teach comprehension skills of extending meaning and the application to writing (strategies include, but are not limited to, justifiable interpretations, reading skeptically, connected conversations, task analysis, stopping points, double entry journals, and coding)</p> <p>Teachers will decrease level of support through experiences that promote increased independence and confidence</p>	<p>Lessons and resulting student work</p> <p>Student responses to embedded prompts, constructed responses, and analysis of theme assessments</p> <p>Observation of students' questions as they engage in discourse and student application of strategies in Reading Response Journals (RRJ) and reading conference logs</p> <p>Observation of students' answers and thinking</p>	<p>Lessons/student work will be shared through faculty meetings, SBPT, and collegial interactions</p> <p>During reading/writing review conferences teachers will analyze student work to check for growth in the areas of analysis, inference, synthesis and evaluation</p> <p>Lessons and student work will be shared</p> <p>Observations by teacher(s) and principal walkthroughs and formal observations</p>	<p>Ongoing</p> <p>Scheduled Reading/Writing Review Conferences</p> <p>Fall and spring</p> <p>Ongoing</p>
<p>b. Using evidence from text, students will increase skill in substantiating and verifying their answers using evidence from text</p>	<p>Teachers will create opportunities for student discourse and higher level questioning in order to synthesize and interpret information through student-self-questioning strategies</p> <p>Students will apply strategies to verify their answers when supporting a claim</p>	<p>Lessons and student responses to synthesis prompts and theme assessments</p> <p>Observations of student dialogue and student work</p>	<p>Observations of student and teacher questions and responses (student to student, student to teacher, and teacher to student)</p> <p>Collegial share out at faculty and SBPT meetings</p>	<p>Ongoing</p> <p>Fall and spring</p>

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Steps Needed to Accomplish Goal	Activities/Strategies Needed, Including Professional Learning and Person(s) Responsible	Data (Evidence) to be Collected	Process for Monitoring Results	Time Frame
<p>c. After engaging in texts and/ or discourse students will be asked to assume a stance and then use textual evidence along with insights from the discourse to substantiate their position</p>	<p>Students will engage in sustained opportunities to discriminate between essential and non-essential information (analysis)</p>	<p>Observations of student dialogue and student work</p>	<p>Student work and sharing of student dialogue with colleagues will occur at faculty and SBPT meetings</p>	<p>Fall and spring</p>
<p>d. Students will increase skill in analyzing text structure and the independent application reading skills and strategies across a variety of genre with an emphasis on engagement with varied informational text structures</p>	<p>Teachers will monitor individual student growth around independent application of skills and strategies as it relates to validating, evaluating, and justifying reasoning</p> <p>Teachers will model the use of before, during and after reading strategies to support students' independent construction of meaning through the use of Think Aloud, discourse, etc.</p> <p>Teachers will explicitly teach text and story structures and create opportunities for students to analyze these for application of applicable strategy use</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, information narrative, cause/effect, problem/solution, and compare/contrast</p>	<p>Informal and formal assessment data, Chapter I Profiles and Extended Learning Profiles</p> <p>Lessons and student work in Reading Response Journals, reading records and other assessments</p> <p>Lessons and student work that demonstrate engagement with informational texts</p> <p>Lessons and student work that demonstrate engagement with varied text structures</p>	<p>Analysis of student work</p> <p>Analysis of student work and principal walkthroughs and formal observations</p> <p>Analysis of student work during faculty and SBPT meetings</p> <p>Analysis of student work during faculty and SBPT meetings</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Winter</p> <p>Winter</p>

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Steps Needed to Accomplish Goal	Activities/Strategies Needed, Including Professional Learning and Person(s) Responsible	Data (Evidence) to be Collected	Process for Monitoring Results	Time Frame
<p>e. Students will increase use/comprehension of vocabulary and will use sentence structure to increase meaning of written texts</p>	<p>Teachers will structure opportunities for students to engage in discourse across genre, including, but not limited to, informational texts and poetry to develop a rich vocabulary to assist in reading comprehension and word choice in writing</p> <p>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; the principal will structure opportunities to plan and share mini-lessons at faculty and SBPT meetings</p>	<p>Lessons and observations of student discourse</p> <p>Collection of mini-lessons and evidence in student work</p>	<p>Lessons and observations of student work will be shared at SBPT meetings</p> <p>Lessons and student work will be shared at faculty and SBPT meetings</p>	<p>Winter and spring</p> <p>Winter and spring</p>
<p>f. Students will improve analysis of multiple texts when listening/writing and reading/writing by making text to text, text to self, and text to world connections</p>	<p>Teachers will provide opportunities for dialogue and written responses that encourage using text based evidence to make connections as they listen and/or read so that they apply analysis in their written responses</p>	<p>Lessons and student work in RRJ and observations of student dialogue</p>	<p>Lessons and prompts will be shared at SBPT or faculty meetings</p>	<p>Ongoing</p>
<p>2. Students will increase word study skills through analysis of DSA data, through direct instruction of district word study outcomes and their application to reading and writing</p>	<p>Teachers will further their expertise in teaching students how to make generalizations about words through word study in order to see the transfer of skills in their writing and their vocabulary development</p>	<p>Collection of professional development materials, student work that demonstrates the application of word study knowledge to reading and writing</p>	<p>Teacher and collegial discussions during faculty meetings</p>	<p>Winter</p>

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Steps Needed to Accomplish Goal	Activities/Strategies Needed, Including Professional Learning and Person(s) 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 use formal and informal assessments to analyze the outcomes, develop and refine lessons related to the outcomes, and analyze student work to create lessons related directly to the needs noted in the work and the explicit teaching of the language skills</p> <p>Teachers will implement and/or refine a system for recording assessment of student progress toward the outcomes; teachers will use data acquired to determine instructional next steps, ensuring that each child meets or exceeds outcome expectations</p> <p>Teachers will model, use writer's craft, and provide targeted feedback to develop the skills of elaboration, interpretation, making connections, sharing insight, and developing voice</p>	<p>Lessons, rubrics, and student work with targeted feedback, analysis of thinking levels in prompts, and student work for application of language skills</p> <p>Assessment records, student work, lessons</p> <p>Analysis of embedded prompt questions, analysis of student writing, including and beyond the writing schedule</p>	<p>Teachers will share ideas for implementation at SBPT</p> <p>Shared at faculty, writing reviews, and through the formal teacher observation process</p> <p>Teachers will share effectiveness and new learning at SBPT and through the formal teacher observation process.</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Spring and principal/teacher discussions of student writing</p>

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Steps Needed to Accomplish Goal	Activities/Strategies Needed, Including Professional Learning and Person(s) Responsible	Data (Evidence) to be Collected	Process for Monitoring Results	Time Frame
<p>a. Students will use, select, or develop (depending upon grade level writing outcomes) planning structures to support reading, writing, and thinking with growing independence</p>	<p>Teachers will explicitly teach planning exemplars, relative to genre, to organize ideas in writing, reading and thinking</p> <p>Teachers will use the gradual release model to move students to independence in the selection and use of pre-organizers and plans for writing</p> <p>Through writing workshop mini-lessons on prewriting and its connection to the writing of different genres, teachers will offer multiple models of planning options</p>	<p>Lessons and student work</p> <p>Lesson plans, student writing that demonstrate growth and independence</p> <p>Model of lessons and planners</p>	<p>Lessons and student work will be shared during writing reviews and faculty meetings</p> <p>Principal and teacher discussion of writing folders</p> <p>Ongoing reviews of student work in reading and writing</p>	<p>Winter</p> <p>Fall, winter, and spring</p> <p>Ongoing</p>
<p>b. Based upon area 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"> ▪ Conclusions that extend the controlling idea ▪ Sentence structures that use appropriate syntactic and word choices ▪ Interpretation that reflects higher level thinking ▪ Transitions ▪ Engaging Leads ▪ Elaboration of Details ▪ Voice 	<p>Teachers will use formal and informal collegial planning to develop lessons related to areas in need of focus</p> <p>Teachers will use district writing rubric and models in writing instruction as a tool for student self-reflection and to determine instructional next steps</p> <p>Teachers will create and refine lessons, using the Immerse-Draft-Teach-Revise model of writing instruction that is targeted to author's craft, using touchstone texts to assist students in using instructional focus areas independently in their writing</p>	<p>Student writing, writing conference records, and mini-lesson records</p> <p>Student writing, student's self-reflected goals, and teacher assessment records</p> <p>Lessons and student writing</p>	<p>Teachers will monitor individual instruction daily and adjust instruction</p> <p>Writing folder reviews, sharing of lessons at faculty and SBPT; teacher/principal meetings; student performance reviews</p> <p>Teacher/principal review of student writing</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>

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Steps Needed to Accomplish Goal	Activities/Strategies Needed, Including Professional Learning and Person(s) Responsible	Data (Evidence) to be Collected	Process for Monitoring Results	Time Frame
<p>c. Students will increase their skills in applying craft, structural, and language mini-lessons to the revision of their writing</p>	<p>Teachers will continue to collect representative exemplar writing samples and use available resources, with consideration to the writing schedule</p>	<p>Examination of student writing</p>	<p>Review of student writing</p>	<p>Ongoing</p>
<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 in meeting and exceeding ELA learning outcomes</p>	<p>Based upon data from informal reading inventories, theme assessments, and daily student work in writing and reading, 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</p> <p>Teachers will use the PPS process, Chapter I reviews, checkpoint reviews and collegial planning at faculty meetings to determine how to best build upon students' strengths and address areas in need of development</p> <p>Teachers will consult with the district Supervisor for Literacy, ELA/SS Supervisor and TOSA to monitor student growth and define targeted instruction that matches students' instructional needs</p> <p>Teachers will use formal and informal collegial planning opportunities to develop differentiated writing lessons</p>	<p>Differentiated lessons, mini-lessons, conference notes, and student work</p> <p>Meeting minutes and student performance data</p> <p>Student performance data and meeting notes</p> <p>Student performance data, student work and lesson plans</p>	<p>Teachers will share strategies and lessons at faculty meetings</p> <p>Progress of students will be monitored through PPS, Chapter I reviews, Checkpoint reviews, etc.</p> <p>Progress of students will be monitored through PPS, Chapter I reviews, Checkpoint reviews, etc.</p> <p>Teachers will share strategies and lessons at faculty meetings</p>	<p>Fall and spring</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>

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Steps Needed to Accomplish Goal	Activities/Strategies Needed, Including Professional Learning and Person(s) Responsible	Data (Evidence) to be Collected	Process for Monitoring Results	Time Frame
<p>5. Teachers will monitor reading/writing progress throughout the year</p>	<p>Teachers will implement and monitor student responses to reading/writing, listening/writing, and independent writing prompts embedded in the Houghton-Mifflin resource</p> <p>Teachers will create experiences where students identify controlling ideas and apply comprehension strategies across genre (poetry, informational text, historical fiction, etc.)</p> <p>Teachers will use student work as well as formal and informal assessments to determine progress and to identify next instructional steps; in addition, grade 3 teachers will administer the ELA Grade 3 checkpoint assessments to review progress</p> <p>Teachers will administer Houghton-Mifflin assessments and district assessments each quarter to determine instructional implications</p> <p>Teachers will participate in Chapter I reviews throughout the year to monitor student progress both in class and in their Chapter service and to communicate this progress with their parents</p>	<p>Class work, assessment analysis, and instructional implications</p> <p>Student writing</p> <p>Student work/NYS ELA Grade 3 2007-2008 (grade 3 only)</p> <p>Item analysis and identified instructional next steps related to analysis</p> <p>Chapter I profiles, Chapter I progress reports</p>	<p>Findings will be shared at SBPT and to parents during Parent/Teacher conferences and Progress Report data</p> <p>Supervision process</p> <p>Chapter I reviews, checkpoint reviews, and supervision process</p> <p>Assessment analysis will be shared with principal and grade-level colleagues to discuss implications for planning</p> <p>Chapter I reviews and checkpoint reviews</p>	<p>Ongoing and progress report timeline</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Fall, winter, spring</p>

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Steps Needed to Accomplish Goal	Activities/Strategies Needed, Including Professional Learning and Person(s) Responsible	Data (Evidence) to be Collected	Process for Monitoring Results	Time Frame
<p>6. The staff will communicate ELA learning objectives to parents specifically related to reading, word study outcomes, and writing/Language Skill outcomes</p>	<p>Teachers will use curriculum night and parent/teacher conferences to share program information, individual student progress data, and suggestions to support learning at home</p> <p>Principal will host a parent/principal coffee that focuses on ELA learning objectives and how they can assist at home in their child's development</p>	<p>Orientation agenda, parent/teacher conference reports, and progress reports</p> <p>Parent/Principal coffee agenda</p>	<p>Parent representatives and teachers will share at SBPT response to orientation and new standards-based progress report</p> <p>Principal will share feedback provided during and after parent/principal coffee at SBPT</p>	<p>October, December, February, April and June</p> <p>November</p>
<p>7. Teachers will support home reading efforts to positively increase student engagement and love of reading and writing through the home reading program</p>	<p>Teachers will follow guidelines relative to regular participation and accountability of children in reading and writing at home</p>	<p>Reading Response Journals, writing sourcebooks and ongoing parent communication regarding the importance of reading and writing above and beyond the school-day, home reading documentation (per home reading guidelines)</p>	<p>Teachers will check for parent/student participation in teacher selected and student selected materials</p>	<p>Ongoing</p>

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District Focus Area: Learning and Achievement

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

Goal #2: To reach expectations of the NYS Mathematics Standards at the following levels:

- 100% of students at grade 3 will score at or above Level III on the NYS Mathematics assessment by the end of grade 3, with 50% at Level IV.
 - Students in grade 3 will achieve a mean scale score of 695 or higher.
- 90% of students at grade 3 will score a Level III or higher on the TerraNova assessment in mathematics with a goal of 50% at Level IV and a mean percentile of 72%.
- 95% of students at grade 2 will score a level III or higher on the TerraNova assessment in mathematics with a goal of 58% at Level IV and a mean percentile of 83%.
- Students at grade K, 1, and 2 will score an overall mean percentile of 96%, 87%, and 86% respectively on the District Mathematics Assessment.

Steps Needed to Accomplish Goal	Activities/Strategies Needed, Including Professional Learning and Person(s) Responsible	Data (Evidence) to be Collected	Process for Monitoring Results	Time Frame
1. Based upon the analysis of above performance data and district/state assessments the following steps will be taken:				
a. Students will continue to be engaged in discovering a variety of problem-solving strategies and engage in higher-level and complex thinking skills (homogeneous and heterogeneous groups)	Teachers will engage in formal and informal collegial interactions to share instructional techniques, develop lessons, and access student work to incorporate the math process strands and comprehension outcomes into the planning process	Problem solving lessons and student work that demonstrates multiple solutions	Results will be shared at faculty and/or SBPT meetings	Ongoing interactions and mid-year check

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Steps Needed to Accomplish Goal	Activities/Strategies Needed, Including Professional Learning and Person(s) Responsible	Data (Evidence) to be Collected	Process for Monitoring Results	Time Frame
<p>b. Teachers will continue to provide students with opportunities to explain their mathematical thinking and reasoning and to justify answers both verbally and in writing, including an emphasis on reasonableness and estimation. Teachers will reduce scaffolding of visual math support to maximize student thinking and independence</p>	<p>Teachers will expect students to explain mathematical thinking, verbally or in writing, on class work, homework, and assessments using MTB and will incorporate explaining mathematical thinking, verbally and/or in writing into daily lesson plans to include writing summaries that surface the mathematical thinking and answer the “so what” question</p>	<p>Samples of student writing in math journals and on constructed responses that demonstrate explaining how a problem was solved; analysis of class work and assessments</p>	<p>Results will be shared at SBPT meetings and/or faculty meetings</p>	<p>Ongoing and mid-year check</p>
<p>c. Concepts/processes based upon assessments will be taught in meaningful contexts, and teachers will monitor student understanding and acquisition utilizing comprehension outcomes (mathematics process strands)</p>	<p>Teachers will incorporate the following concepts/processes into a variety of meaningful contexts: odd/even numbers and their application to numbers, addition and subtraction concepts, missing addend in addition and subtraction sentences, interpretation of data, mathematical vocabulary, explaining reasoning and thinking verbally and in writing, subtraction with regrouping, geometry, extending patterns, real world applications, fractions, problem-solving, estimation, and evaluating solutions for reasonableness</p> <p>Teachers will use the Launch/Explore/Summary lesson model to provide targeted differentiated experiences to assist students in meeting or exceeding expectations</p>	<p>Examples of student work and MTB and district assessments</p> <p>Lesson plans and samples of student work</p>	<p>Results will be shared at School Based Planning Team meetings and/or faculty meetings</p> <p>Lessons will be shared at SBPT and faculty meetings</p>	<p>Mid-year and spring</p> <p>Mid-year and spring</p>

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Steps Needed to Accomplish Goal	Activities/Strategies Needed, Including Professional Learning and Person(s) Responsible	Data (Evidence) to be Collected	Process for Monitoring Results	Time Frame
d. Based on assessments, problem solving skills that have been identified will be taught in meaningful contexts, and teachers will monitor student understanding and acquisition	Teachers will explicitly teach and integrate the problem solving skills of choosing an operation, checking for reasonableness of an answer, making a diagram/picture, identifying extraneous information (including the use of KWC chart), making a table, solving a problem using multiple steps, finding a pattern, guess and check, revise and working backwards	Lesson plans with instructional strategies linked to concepts	Supervision process and support from the principal and curriculum supervisors	Ongoing
2. Analyze task demands and performance on NYS Grade 3 Mathematics assessment to determine instructional implications	The analysis of student performance on NYS Grade 3 and Grade 4 mathematics assessments will be reported at grade level and/or faculty meeting to determine instructional implications	Analysis materials and student work	Analysis will be shared at grade level and/or faculty meeting	March 2009
3. Teachers will monitor student progress throughout the year	Teachers will assess students, both formally (TerraNova Grade 2 and 3, NYS Grade 3) and informally (MTB assessments, student observation, student work), and analyze results to adjust instruction to meet individual student needs in order to deepen students' understandings of the concepts	Analysis of assessments and identified goals for students based on assessment results	During checkpoint reviews and through the supervision process, teachers will share how assessments inform their instruction	Ongoing
4. Students will be familiar with the test format of the TerraNova 2, TerraNova 3, and NYS Grade 3 Mathematics Assessment, including listening and explaining their reasoning in writing	Grade 1-3 teachers will embed practice of necessary skills/format into instruction throughout the year Teachers will implement learning experiences so that students have multiple opportunities to independently transfer their learning of mathematical concepts and processes to novel situations	Lessons and student work Task analysis of mathematical learning experiences that embed these skills and opportunities	Throughout the supervision process work will be analyzed with the principal Analysis of tasks at faculty meetings	Ongoing Mid-year

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Steps Needed to Accomplish Goal	Activities/Strategies Needed, Including Professional Learning and Person(s) Responsible	Data (Evidence) to be Collected	Process for Monitoring Results	Time Frame
<p>5. Parents will increase understanding of district math outcomes and how to support math learning at home</p>	<p>Teachers will communicate mathematical concepts in newsletters</p> <p>Teachers will present information on district mathematics outcomes during Parent Orientation Night and through parent/teacher conferences</p> <p>Teachers will collaborate to develop quarterly mathematics tips for supporting math at home in the Seneca School Newsletter</p> <p>Principal will host a parent/principal coffee that focuses on understanding the Mathematical Process Strands</p>	<p>Sample newsletters will be shared</p> <p>Agendas from Parent Orientation Night and notes from parent/teacher conferences</p> <p>Newsletters will be collected</p> <p>Parent/Principal Coffee Agenda</p>	<p>Parents/staff will share at a SBPT meeting the effectiveness of the newsletters</p> <p>SBPT parent representatives will provide feedback</p> <p>SBPT parent representatives will provide feedback</p> <p>Principal will provide feedback gleaned from participants</p>	<p>Ongoing</p> <p>October and March</p> <p>Ongoing</p> <p>April</p>

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District Focus Area: Culture and Climate

Goal #1: Students will demonstrate respect, responsibility, cooperation and a sense of community in order to improve the quality of their lives, their school, their community and their world.

Steps Needed to Accomplish Goal	Activities/Strategies Needed, Including Professional Learning and Person(s) Responsible	Data (Evidence) to be Collected	Process for Monitoring Results	Time Frame
<p>1. Common building themes will be identified and integrated within the classroom community to focus on assisting students' social and emotional development. In addition, supplemental speakers and/or performances will be provided to enhance the culture, climate and academic curricula</p>	<p>Subcommittees of SBPT will determine common building themes and explore opportunities for teachers to integrate concepts within the classroom community</p>	<p>Plan will be developed that identifies themes and next steps for integration</p>	<p>Plan with next steps will be shared at SBPT meeting</p>	<p>November</p>
	<p>Subcommittees of SBPT, with PTSA representation, will explore and implement speakers and performers (Young Audiences of Rochester)</p>	<p>Performance schedule</p>	<p>Performance feedback</p>	<p>Ongoing</p>
	<p>Subcommittees of SBPT will explore ways to share school related character education themes at home</p>	<p>Plan will be developed to share themes with parents</p>	<p>Plan with next steps will be shared at SBPT meeting</p>	<p>January</p>
<p>2. Maintain and increase purposeful parent involvement to increase opportunities for learning partnerships</p>	<p>Parent/Principal coffees with a dedicated focus on instructional focus areas</p>	<p>Parent/Principal coffee agendas</p>	<p>Feedback from parent/principal coffee participants will be shared at SBPT meeting</p>	<p>November and April</p>
	<p>Monthly meetings with PTSA building representatives</p>	<p>Meeting agendas and notes</p>	<p>Meeting updates to SBPT</p>	<p>Ongoing</p>
	<p>Volunteers to support activities and events</p>	<p>Volunteer list</p>	<p>Number of volunteers will be counted and celebrated</p>	<p>Spring</p>

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Steps Needed to Accomplish Goal	Activities/Strategies Needed, Including Professional Learning and Person(s) Responsible	Data (Evidence) to be Collected	Process for Monitoring Results	Time Frame
<p>3. Continue events that identify and celebrate the history and culture of Seneca School</p>	<p>The following events/celebrations, including but not limited to, will continue to be supported and refined:</p> <ul style="list-style-type: none"> ▪ Curriculum Night ▪ Open House ▪ Fall Festival ▪ Artist Showcase ▪ Earth Day ▪ Flag Day ▪ Sports Day ▪ Grade 3 Breakfast ▪ Carnival 	<p>Reflections from event chair, attendance and participation</p>	<p>PTSA Building Representative monthly meeting notes</p>	<p>Monthly</p>

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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 all staff

Steps Needed to Accomplish Goal	Activities/Strategies Needed, Including Professional Learning and Person(s) Responsible	Data (Evidence) to be Collected	Process for Monitoring Results	Time Frame
1. New teachers will be provided support so that their students maintain/exceed performance goals	Veteran teachers may 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, planning, and the supervision process	Schedule of meetings and student performance data	Review of student performance and assessment and monitoring of ongoing student work	Ongoing
2. Teachers will participate in ongoing staff development, specifically targeted to the implementation of the outcomes in reading, writing, word study, language skills and mathematics	<p>Teachers will attend building, district and out-of-district staff development to gain expertise in instructional techniques to effectively implement readers' and writers' workshop and the application of instructional strategies associated with these two structures and ensure full implementation of the comprehension outcomes across disciplines</p> <p>Teachers may use formal and informal collegial interaction to increase expertise in implementing instruction toward district reading, word study, writing, and language skills, as well as, monitoring student work</p> <p>Teachers may use visitation days to classrooms of grade level colleagues and cross grade level colleagues</p> <p>Teachers may participate on district ad-hoc committees related to instruction</p> <p>Teachers may establish common planning time with grade level or cross grade level colleagues</p>	<p>Information from staff development</p> <p>Examples of student work and a means of monitoring progress</p> <p>Documentation from sharing sessions</p> <p>Reports from meetings</p> <p>Schedule of collegial topics</p>	<p>Teachers will share information at faculty meeting</p> <p>At subsequent meetings teachers will report results of instructional strategies as they relate to student performance and provide examples of student work</p> <p>Teachers will share information from visits at SBPT</p> <p>Teachers will share information at SBPT meetings</p> <p>Teachers will share schedules with principal</p>	<p>Fall and spring</p> <p>Ongoing</p> <p>Following visitations</p> <p>Ongoing</p> <p>Ongoing</p>

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Steps Needed to Accomplish Goal	Activities/Strategies Needed, Including Professional Learning and Person(s) Responsible	Data (Evidence) to be Collected	Process for Monitoring Results	Time Frame
	Teachers will investigate TLC/SOAR funds to coordinate grade level planning to carry out district initiatives	Materials created	Teachers will share outcomes at SBPT and/or faculty meetings	Following planning sessions
3. Students and parents will be supported during transition times of pre-school to Kindergarten, Grade three to Grade 4, and as new entrants to the district	<p>New entrants and parents will meet with counselor and will be screened per WICSD new entrant screening protocol to check for academic development</p> <p>Parents and students will participate in Kindergarten Orientation and visitations</p> <p>Third grade students will visit Iroquois</p> <p>Third grade students will be celebrated during the third grade breakfast</p>	<p>Screening information and new entrant meet and greet schedule</p> <p>Flyers and parent feedback</p> <p>Student feedback</p> <p>Mailings to parents</p>	<p>Counselor will share effectiveness at SBPT meeting</p> <p>Feedback will be shared to determine effectiveness and possible revisions</p> <p>Third grade teachers will share student feedback at SBPT meeting</p> <p>Third grade teachers will share student feedback at SBPT meeting</p>	<p>Spring</p> <p>Spring</p> <p>Spring</p> <p>Spring</p>