

**NORTH TONAWANDA CITY SCHOOL DISTRICT BUILDING PLAN  
OHIO ELEMENTARY SCHOOL  
2007-2008**

Use of Data Analysis to increase student achievement: ELA

<b>GOAL:</b> Increase proficiency of students' skills in the area of English Language Arts by utilizing data analysis to improve instruction.
<b>DISTRICT/ STATE STANDARD:</b> All students will meet or exceed state and local standards.
<b>CURRENT STATE:</b> Working toward increasing proficiency of students' skills by using data from the 2007 NYS ELA and Scott Foresman Assessments to <i>improve</i> instruction in English Language Arts. We will continue to work towards our target of having 90% of all students reach a 3 or 4.
<b>DESIRED STATE:</b> Over the next 3 years the number of students demonstrating proficiency on the NYS Grade 3-6 ELA Assessments will increase student achievement by 2% annually until a proficiency level of 90% or greater is achieved.

OBJECTIVE	KEY MEASURE	STRATEGIES	RESPONSIBILITY	TIMELINE	REVIEW DATES
1. Increase proficiency of students' skills as measured on the 2007 NYS Grades 3-6 ELA Assessments by using data to improve instruction.	Data analysis system designed for monitoring and supporting student progress and success in achieving critical skills needed to meet the standards.	Continue to identify and train staff in the process of data analysis and implementing this information into their instructional practices.	Building Administration	Summer and School year of 2007-2008	Summer 2008
1. Increase proficiency of students' skills as measured on the 2007 NYS Grades 3-6 ELA Assessments by using data to improve instruction	Data analysis system designed for monitoring and supporting student progress and success in achieving critical skills needed to meet the standards.	Utilizing the 2007 data, identify and analyze key areas and critical skills to target as areas in need of improvement	Data Analysis Team Grade level teams	2007-2008 2008-2009	June 2009

<p>1. Increase proficiency of students' skills as measured on the 2007 NYS Grades 3-6 ELA Assessments by using data to improve instruction</p>	<p>Correlation with NYS Standards</p>	<ol style="list-style-type: none"> <li>1. Define/articulate grade level benchmarks in vertical and horizontal alignment using NYS Standards.</li> <li>2. Develop grade level rubric for benchmark assessments</li> <li>3. Assess student progress three times per year.</li> </ol>	<p>ELA Benchmark development teams</p> <p>2008-2009</p>	<p>2007-2008 2008-2009</p> <p>2008-2009</p>	<p>Summer(s) 2008, 2009</p> <p>2009</p>
<p>1. Increase proficiency of students' skills as measured on the 2007 NYS Grades 3-6 ELA Assessments by using data to improve instruction</p>	<p>Grade level data analysis review statements which summarize findings.</p>	<ol style="list-style-type: none"> <li>1. Review data with staff</li> <li>2. Grade level staff will determine and develop instructional strategies aligned with benchmarks to work on targeted critical skills at their grade level and corresponding skills at proceeding grade levels.</li> </ol>	<p>Data Analysis Team Instructional Staff Building administrator Primary/ (K-1- 2) Intermediate (3-4-5-6) Grade level teams</p>	<p>Fall 2008</p>	<p>June 2009</p>
<p>1. Increase proficiency of students' skills as measured on the 2007 NYS Grades 3-6 ELA Assessments by using data to improve instruction</p>	<p>Lessons and units will address identified areas</p>	<p>Begin to implement unit planning and lesson design utilizing best practices to address corresponding targeted skills, district standards, benchmarks</p>	<p>Instructional Teams</p>	<p>2008-2009 school year</p>	<p>June 2009</p>
<p>1. Increase proficiency of students' skills as measured on the 2007 NYS Grades 3-6 ELA Assessments by using data to improve instruction</p>	<p>Data from grade level rubrics.</p>	<p>Increase staff usage of assessing and monitoring student growth in targeted areas utilizing the benchmarks.</p>	<p>Instructional Teams</p>	<p>Ongoing 2007-2008 school year</p>	<p>June 2009</p>



Continued	Measured through technology sign-out records, Technology team agenda/notes, Faculty meetings.	<p>2. Increase knowledge and access to instructional and support technology.</p> <ul style="list-style-type: none"> <li>• Create and implement technology team</li> <li>• Faculty opportunities to meet with computer training</li> <li>• Create opportunities for faculty to review data via data warehouse.</li> <li>• Provide opportunities for individual, team and group technology training.</li> </ul>	Building Administrator, Shared Decision Making Team	2007-2008 2008-2009	2007-2008 2008-2009
-----------	---	---	---	------------------------	------------------------

**NORTH TONAWANDA CITY SCHOOL DISTRICT BUILDING PLAN  
OHIO ELEMENTARY SCHOOL  
2007-2008**

Use of Data Analysis to increase student achievement: Math

<b>GOAL:</b> Increase proficiency of students' skills in the area of Math by utilizing data analysis to improve instruction.
<b>DISTRICT/ STATE STANDARD:</b> All students will meet or exceed state and local standards.
<b>CURRENT STATE:</b> Working toward increasing proficiency of students' skills by using data from the 2007 NYS Math test, pacing tests and chapter tests to <i>improve</i> instruction in Math. We will continue to work towards our targeted 90%.
<b>DESIRED STATE:</b> Over the next 3 years the number of students demonstrating proficiency on the NYS Math test will increase student achievement by 2% annually towards 90% or greater.

OBJECTIVE	KEY MEASURE	STRATEGIES	RESPONSIBILITY	TIMELINE	REVIEW DATES
1. Increase proficiency of students' skills as measured on the 2007 NYS Grade Math Assessments by using data to improve instruction.	Data analysis system designed for monitoring and supporting student progress and success in achieving critical skills needed to meet the standards.	Continue to identify and train staff in the process of data analysis and implementing this information into their instructional practices.	Building Administration	Fall 2007	Summer 2008
1. Increase proficiency of students' skills as measured on the 2007 NYS Grade Math Assessments by using data to improve instruction.	Data analysis system designed for monitoring and supporting student progress and success in achieving critical skills needed to meet the standards	Utilizing the 2007 data, identify and analyze key areas and critical skills to target as areas in need of improvement	Teacher Administrators	Fall 2007	June 2009

2. Increase proficiency of students' skills as measured on the 2008 NYS Grades 3-6 Math Assessments by providing varied remedial services.	Data Analysis of NYS Assessments and student benchmark assessments.	<p>1. Review the delivery of support services.</p> <p>2. Develop K-6 grade schedule that supports collaborative approach to support service delivery, (use of block time, co-teaching opportunities, &amp; push-in services delivery).</p>	Shared Decision Making Team Building Administration	Spring 2008	June 2009
2. Increase proficiency of students' skills as measured on the 2008 NYS Grades 3-6 Math Assessments by providing varied remedial services.	Student achievement on current district assessments.	<p>1. Review data with staff</p> <p>2. Grade level staff will determine and develop instructional strategies aligned with benchmarks to work on targeted critical skills at their grade level and corresponding skills at proceeding grade levels.</p>	Instructional Staff Building administrator	Fall 2007	June 2008
2. Increase proficiency of students' skills as measured on the 2008 NYS Grades 3-6 Math Assessments by providing varied remedial services.	Lessons and units will address identified areas	<p>Begin unit planning and lesson design utilizing best practices to address corresponding district standards and benchmarks</p> <ul style="list-style-type: none"> <li>• Increase teacher awareness and use of technology sites and programs to support student learning.</li> <li>• Identify and obtain instructional support materials (technology, i.e. CPS system, professional references, i.e.: Coach publication materials etc.)</li> <li>• Create central location for manipulative resources and professional materials</li> </ul>	<p>Instructional Teams</p> <p>Building administration</p> <p>Shared Decision Making Team</p> <p>Building Administration</p>	<p>2007-2008 school year</p> <p>2008-2009</p>	<p>June 2008</p> <p>Evaluate for feasibility.</p>

2. Increase proficiency of students' skills as measured on the 2008 NYS Grades 3-6 Math Assessments by providing varied remedial services.	Benchmark Data	Increase staff usage of assessing and monitoring student growth in targeted areas utilizing the benchmarks.	Instructional Teams	2007-2008 2008-2009	June 2009
2. Increase proficiency of students' skills as measured on the 2008 NYS Grades 3-6 Math Assessments by providing varied remedial services.	Consistent growth among student math fact assessments in areas of addition, subtraction, multiplication, and division; faculty meeting notes; Ohio Newsletter	<p>Develop a school-wide plan supporting student achievement toward mastery of grade level math facts.</p> <ul style="list-style-type: none"> <li>• Create opportunities for teachers to share instructional strategies with peers</li> <li>• Integrate math games to support math fact learning</li> <li>• Include recommendations from instructional specialists within monthly newsletter.</li> </ul>	<p>Instructional Staff</p> <p>Building Administration through collaborative team and/or faculty meetings</p>	2007-2008 school year	June 2008
2. Increase proficiency of students' skills as measured on the 2008 NYS Grades 3-6 Math Assessments by providing varied remedial services.	Increase Journal Response integration within instructional planning	<ol style="list-style-type: none"> <li>1. Provide professional development opportunities during throughout the academic year and summer season. <ul style="list-style-type: none"> <li>• Book Studies</li> <li>• Classroom Visitations</li> <li>• Faculty meetings</li> </ul> </li> <li>2. Increase knowledge and access to instructional and support technology. <ul style="list-style-type: none"> <li>• Create and implement technology team</li> <li>• Create opportunities for faculty to review data via data warehouse.</li> <li>• Provide opportunities for individual, team and group technology training.</li> </ul> </li> </ol>	<p>Shared Decision Making Team</p> <p>Building Administrator</p> <p>Instructional faculty</p>	2007-2008 2008-2009	June 2008, June 2009

**NORTH TONAWANDA CITY SCHOOL DISTRICT BUILDING PLAN  
OHIO ELEMENTARY SCHOOL  
2007-2008**

At-Risk Students

<b>GOAL:</b> Provide at-risk** students with educational experiences and opportunities that will foster the full development of his or her potential
<b>DISTRICT/ STATE STANDARD:</b> Ensure all at-risk students will meet state and local standards
<b>CURRENT STATE:</b> Not all at-risk students are meeting the state and local standards.
<b>DESIRED STATE:</b> Decrease the amount of students requiring AIS services by 1% every two years.

<b>OBJECTIVE</b>	<b>KEY MEASURE</b>	<b>STRATEGIES</b>	<b>RESPONSIBILITY</b>	<b>TIMELINE</b>	<b>REVIEW DATES</b>
Implement pre-intervention strategies to meet the unique needs of at-risk students that enable them to meet or exceed state and local standards.	Reduce the amount of students requiring AIS services.	1. Academic support provided by AIS for all at-risk students. 2. Provide ongoing professional development that targets the gaps and needs that are determined by data analysis for this population and how to address their unique needs. 3. Continued staff development on the SST process. 3. Through the SST process support work with classroom teachers to systematically assess and target instructional strategies for individual student growth.	Instructional Staff * Administration	2007-2008 school year	June 2008
Implement pre-intervention strategies to meet the unique needs of at-risk students that enable them to meet or exceed state and local standards.	Program Evaluations – Teacher/parent reflections	Create varied learning opportunities throughout the students' day(s): <ul style="list-style-type: none"> <li>• Buddy reading</li> <li>• High school/local college/parent volunteers</li> <li>• Homework club</li> <li>• Support at-home reading efforts</li> <li>• Integrate brain-based</li> </ul>	Instructional staff	2007-2008	June 2008



Continued	Continued	strategies <ul style="list-style-type: none"> <li>• Peer learning</li> <li>• Parent Night(s) – (Curriculum Fairs: Science, Math, ELA, Social Studies)</li> </ul>	Instructional staff	June 2008	June 2008
Implement pre-intervention strategies to meet the unique needs of at-risk students that enable them to meet or exceed state and local standards.	Program evaluation	<ol style="list-style-type: none"> <li>1. Review the delivery of support services.</li> <li>2. Develop K-6 grade schedule that supports collaborative approach to support service delivery, (use of block time, co-teaching opportunities, &amp; push-in services delivery).</li> <li>3. Include recommendations from instructional specialists within monthly newsletter.</li> </ol>	Shared Decision Making Team	Spring 2008	June 2009

\*Instructional Staff = includes all teachers, teaching assistants, professional support staff

\*\*At-risk students are identified as students that have scored below a 3 on NYS assessments and/or below passing on NYS Regents assessments. At-risk students may also be identified through local assessments (particularly at grade levels where there are no NYS assessments), teacher recommendation, failing or slow report card/interim report grades, and/or extenuating circumstances.

**NORTH TONAWANDA CITY SCHOOL DISTRICT BUILDING PLAN  
OHIO ELEMENTARY SCHOOL  
2007-2008**

Learning Environment

<b>GOAL:</b> As a means of strengthening and enriching the instructional program at Ohio Elementary we will implement and continue the following supplemental programs
<b>DISTRICT/ STATE STANDARD:</b> Provide every student with the educational experiences and opportunities that will foster development of his or her full potential.
<b>CURRENT STATE:</b> The SDM (Shared Decision Making) Team will work toward ensuring that supplemental programs continue to enrich the academic programs.
<b>DESIRED STATE:</b> All programs will be evaluated yearly to ensure they strengthen and enrich academic programs in the school.

OBJECTIVE	KEY MEASURE	STRATEGIES	RESPONSIBILITY	TIMELINE	REVIEW DATES
Continue to ensure a learning environment that is optimal for learning.	Student involvement and response to activities.	Small Subcommittees will continue to organize the following activities within the building: <ul style="list-style-type: none"> <li>• Character Education Trait of the month</li> <li>• Luncheons</li> <li>• Safety Patrol</li> <li>• Adopt a bus</li> <li>• Learning buddies</li> <li>• PARP</li> <li>• Field Day</li> <li>• Business mentors</li> </ul>	Staff and Parent Volunteers	2007-2008 school year	June 2008
Continue to ensure a learning environment that is optimal for learning.	Student involvement and response to activities.	Establish committees to support these areas:  Character Education Committee <ul style="list-style-type: none"> <li>• Theme of the month</li> <li>• Journal entry</li> <li>• Books to support theme of the month</li> </ul>	School Social Worker	2007-2008	June 2008

