

**NORTH TONAWANDA CITY SCHOOL DISTRICT BUILDING PLAN
OHIO ELEMENTARY SCHOOL
2008 - 2009**

Use of Data Analysis to increase student achievement: ELA

GOAL: Increase proficiency of students' skills in the area of English Language Arts by utilizing data analysis to improve instruction.
DISTRICT/ STATE STANDARD: All students will meet or exceed state and local standards.
CURRENT STATE: Working toward increasing proficiency of students' skills by using data from the 2008 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.
DESIRED STATE: 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 2008 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	Continue through 2008 - 2009 & 2009 - 2010	Summer 2009 Summer 2010
1. Increase proficiency of students' skills as measured on the 2008 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 (2008, 2009) data, identify and analyze key areas and critical skills to target as areas in need of improvement Addition: Identify students through Data Mentor and Data Warehouse – develop Individualized Development Plans for students who have scored below a 3 on NYS ELA Assessments	Data Analysis Team Grade level teams	Continue 2008-2009 2009-2010 Addition 2009-2010	June 2009 June 2010 June 2010

<p>1. Increase proficiency of students' skills as measured on the 2008 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"> 1. Define/articulate grade level benchmarks in vertical and horizontal alignment using NYS Standards. 2. Develop grade level rubric for benchmark assessments 3. Assess student progress three times per year. 	<p>ELA Benchmark development teams</p> <p>2009-2010</p> <p>2009-2010</p>	<p>Continue 2009-2010</p> <p>2009-2010</p>	<p>Summer(s) 2009, 2010</p> <p>2009-2010</p>
<p>1. Increase proficiency of students' skills as measured on the 2008 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"> 1. Review data with staff 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>Continue: Data Analysis Team Instructional Staff Building administrator Primary/ (K-1- 2) Intermediate (3-4-5-6) Grade level teams</p>	<p>Continue Fall 2009 Fall 2010</p>	<p>June 2009 June 2010</p>
<p>1. Increase proficiency of students' skills as measured on the 2008 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>Addition: Focus of Professional development on Benchmark Assessment System and use of Continuum of Literacy Learning as it applies to student learning objectives</p>	<p>Instructional Teams</p> <p>Addition: Building Principal</p>	<p>2008-2009 school year</p> <p>2008-2009 school year</p> <p>2009-2010 School year</p>	<p>June 2009</p> <p>June 2009</p> <p>June 2010</p>
<p>1. Increase proficiency of students' skills as measured on the 2008 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 2008-2010 school year(s)</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"> • Create and implement technology team • Faculty opportunities to meet with computer training • Create opportunities for faculty to review data via data warehouse. • Provide opportunities for individual, team and group technology training. 	Building Administrator, Shared Decision Making Team	<p>Continue:</p> <p>Created and on-going</p> <p>On-going</p> <p>Created and on-going</p> <p>Created and on-going</p>	2008-2009 2008-2010
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**NORTH TONAWANDA CITY SCHOOL DISTRICT BUILDING PLAN
OHIO ELEMENTARY SCHOOL
2008 - 2009**

Use of Data Analysis to increase student achievement: Math

GOAL: Increase proficiency of students' skills in the area of Math by utilizing data analysis to improve instruction.
DISTRICT/ STATE STANDARD: All students will meet or exceed state and local standards.
CURRENT STATE: Working toward increasing proficiency of students' skills by using data from the 2008 NYS Math test, pacing tests and chapter tests to <i>improve</i> instruction in Math. We will continue to work towards our targeted 90%.
DESIRED STATE: 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 2008 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	Addressed and Continuing: Fall 2009 Fall 2010	Summer 2009, 2010
1. Increase proficiency of students' skills as measured on the 2008 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 2008 data, identify and analyze key areas and critical skills to target as areas in need of improvement Addition: Identify and purchase manipulative materials to support math concept development for building wide use.	Teacher Administrators	Addressed and Continuing: Fall 2009 Fall 2010 Insufficient funding at this time – continue during 2009-2010 school year.	June 2009, 2010

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.	<ol style="list-style-type: none"> 1. Review the delivery of support services. 2. Develop K-6 grade schedule that supports collaborative approach to support service delivery, (use of block time, co-teaching opportunities, & push-in services delivery). 	Shared Decision Making Team Building Administration	Completed	Review: 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.	<ol style="list-style-type: none"> 1. Review data with staff 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. 	Instructional Staff Building administrator	Continue: Fall 2009 Fall 2010	June 2009 June 2010
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"> • Increase teacher awareness and use of technology sites and programs to support student learning. • Identify and obtain instructional support materials (technology, i.e. CPS system, professional references, i.e.: Coach publication materials etc.) • Create central location for manipulative resources and professional materials 	<p>Instructional Teams</p> <p>Building administration</p> <p>Shared Decision Making Team</p> <p>Building Administration</p>	<p>Continue: 2008-2009 2009-2010</p> <p>Addressed and continuing</p> <p>Addressed and continuing</p> <p>Addressed and continuing</p>	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.	Addition: Review assessment data to identify key learning skills for students. Develop building wide strategies to review and support instruction for these areas.	Building teams	2008 - 2009 2009 -2010	June 2009 June 2010
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<p>2. Increase proficiency of students' skills as measured on the 2008 NYS Grades 3-6 Math Assessments by providing varied remedial services.</p>	<p>Consistent growth among student math fact assessments in areas of addition, subtraction, multiplication, and division; faculty meeting notes; Ohio Newsletter</p>	<p>Continue: Develop a school-wide plan supporting student achievement toward mastery of grade level math facts.</p> <ul style="list-style-type: none"> • Create opportunities for teachers to share instructional strategies with peers • Integrate math games to support math fact learning • Include recommendations from instructional specialists within monthly newsletter. 	<p>Instructional Staff</p> <p>Building Administration through collaborative team and/or faculty meetings</p>	<p>Addressed and Continuing: 2008-2009 2009-2010 school year(s)</p>	<p>June 2009 June 2010</p>
<p>2. Increase proficiency of students' skills as measured on the 2008 NYS Grades 3-6 Math Assessments by providing varied remedial services.</p>	<p>Increase Journal Response integration within instructional planning</p>	<p>1. Provide professional development opportunities during throughout the academic year and summer season.</p> <ul style="list-style-type: none"> • Classroom Visitations • Faculty meetings <p>2. Increase knowledge and access to instructional and support technology.</p> <ul style="list-style-type: none"> • Create and implement technology team • Create opportunities for faculty to review data via data warehouse. • Provide opportunities for individual, team and group technology training. 	<p>Shared Decision Making Team</p> <p>Building Administrator</p> <p>Instructional faculty</p>	<p>Continue: 2008-2009 2009-2010</p> <p>Continue Addressed and continuing</p> <p>Addressed and continuing Addressed and continuing Addressed and continuing.</p>	<p>June 2008, June 2009</p>

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Area: Physical Education

Addition

GOAL: As a means of strengthening and enriching the instructional program at Ohio Elementary we will implement and continue the following supplemental programs
DISTRICT/ STATE STANDARD: Personal Health and Fitness – introducing new resources to the student body.
CURRENT STATE: Ohio has not offered a gymnastics unit to students during recent years.
DESIRED STATE: Introduce and develop gymnastics opportunities for students at Ohio.

OBJECTIVE	KEY MEASURE	STRATEGIES	RESPONSIBILITY	TIMELINE	REVIEW DATES
K – 2 introduction to gymnastics	Lesson Plan Review	Co-plan with PE teachers to develop comprehensive unit.	PE teachers	January 2009	June 2009 June 2010
Grades 3 – 4 Basic apparatus and floor exercises	Lesson Plan Review	Co-plan with PE teachers to develop comprehensive unit.	PE teachers	January 2009	June 2009 June 2010
Grades 5 – 6 Continued apparatus and floor (flow)	Lesson Plan Review	Co-plan with PE teachers to develop comprehensive unit.	PE teachers	January 2009	June 2009 June 2010

**NORTH TONAWANDA CITY SCHOOL DISTRICT BUILDING PLAN
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Area: Academic Programming: Science Curriculum

Addition

GOAL: As a means of strengthening and enriching the instructional program at Ohio Elementary we will implement and continue the following.
DISTRICT/ STATE STANDARD: All students will meet or exceed state and local standards.
CURRENT STATE: Working toward increasing proficiency of students' skills by using data from the 2007/2008 NYS Fourth Grade Science test, teacher made tests and chapter tests to <i>improve</i> instruction in Science programs. We will continue to work towards our targeted 90%.
DESIRED STATE: Over the next 3 years the number of students demonstrating proficiency on the NYS Science and NYS Social Studies 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 2007/2008 NYS Grade Science 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	Added: Fall 2009 Fall 2010	Summer 2009, 2010
1. Increase proficiency of students' skills as measured on the 2007/2008 NYS Grade Science Assessments by using data to improve instruction.	Professional Development review	Provide professional development addressing NYS Science Assessment. <ul style="list-style-type: none"> • Distribute NYS Assessment samples to grade level teams for review and discussion • Determine grade level implementation of Science curriculum • Provide opportunity for faculty to experience this assessment. 	Building Administration Science Teacher – fourth grade	Added: Fall 2009 Fall 2010	Summer 2009, 2010

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Area: Academic Programming: Social Studies Curriculum

Addition

GOAL: As a means of strengthening and enriching the instructional program at Ohio Elementary we will implement and continue the following supplemental programs
DISTRICT/ STATE STANDARD: All students will meet or exceed state and local standards.
CURRENT STATE: Working toward increasing proficiency of students' skills by using data from the 2007/2008 NYS Fifth Grade Social Studies test, teacher made tests and chapter tests to <i>improve</i> instruction in Social Studies programs. We will continue to work towards our targeted 90%.
DESIRED STATE: Over the next 3 years the number of students demonstrating proficiency on the NYS Social Studies 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 2007/2008 NYS Grade Social Studies 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	Added: Fall 2009 Fall 2010	Summer 2009, 2010
1. Increase proficiency of students' skills as measured on the 2007/2008 NYS Grade Science Assessments by using data to improve instruction.	Professional Development review	<ul style="list-style-type: none"> • Identify common vocabulary on assessments • Provide professional development for grade level teams • Increase faculty awareness of hidden curriculum in this area. 	Building Administration Science Teacher – fourth grade	Added: Fall 2009 Fall 2010	Summer 2009, 2010

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At-Risk Students

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

OBJECTIVE	KEY MEASURE	STRATEGIES	RESPONSIBILITY	TIMELINE	REVIEW DATES
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.	<ol style="list-style-type: none"> 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 & RIT process. 3. Through the SST & RTI process support work with classroom teachers to systematically assess and target instructional strategies for individual student growth. 	Instructional Staff * Administration	Addressed and continuing: 2008-2009 2009-2010 school year	June 2009 June 2010
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"> • Buddy reading • High school/local college/parent volunteers • Homework club • Support at-home reading efforts 	Instructional staff	Continue: Addressed Explored Continuing	June 2009

Continued	Continued	<ul style="list-style-type: none"> • Integrate brain-based strategies • Peer learning • Parent Night(s) 	Instructional staff	Continuing Continuing Addressed June 2009	June 2009
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"> 1. Review the delivery of support services. 2. Develop K-6 grade schedule that supports collaborative approach to support service delivery, (use of block time, co-teaching opportunities, & push-in services delivery). 3. Include recommendations from instructional specialists within monthly newsletter. 	Shared Decision Making Team	Addressed and continuing: Spring 2009	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.

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Learning Environment

GOAL: As a means of strengthening and enriching the instructional program at Ohio Elementary we will implement and continue the following supplemental programs
DISTRICT/ STATE STANDARD: Provide every student with the educational experiences and opportunities that will foster development of his or her full potential.
CURRENT STATE: The SDM (Shared Decision Making) Team will work toward ensuring that supplemental programs continue to enrich the academic programs.
DESIRED STATE: 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"> • Character Education Trait of the month • Safety Patrol • Learning buddies • Strive for 25 • Field Day • Business mentors 	Staff and Parent Volunteers	2008 – 2009 2009 – 2010 school years Addressed & continuing Addressed & continuing Addressed & continuing Addressed & continuing	June 2009 June 2010

