

**North Tonawanda City School District Plan
Ohio Elementary School**

Area #1 Educational Program (Curriculum, Instruction, and Assessment)

Current State:

ELA percentages of students meeting benchmark:

(09-10) Grade 3: 46%, Grade 4: 67%, Grade 5: 60%, Grade 6: 52%
(08-09) Grade 3: 75%, Grade 4: 87%, Grade 5: 86%, Grade 6: 87%
(07-08) Grade 3: 61%, Grade 4: 74%, Grade 5: 87%, Grade 6 77%
(06-07) Grade 3: 63%, Grade 4: 79%, Grade 5: 75%, Grade 6 62%

Math percentages of students meeting benchmark:

(09-10) Grade 3: 45%, Grade 4: 58%, Grade 5: 63%, Grade 6: 59%
(08-09) Grade 3: 85%, Grade 4: 87%, Grade 5: 89%, Grade 6: 87%.
(07-08) Grade 3: 88%, Grade 4: 87%, Grade 5: 92%, Grade 6: 86%
(06-07) Grade 3: 90%, Grade 4: 91%, Grade 5: 79%, Grade 6: 72%

Social Studies percentages of students meeting benchmark:

(09-10) Grade 5: 95%
(08-09) Grade 5: 89%
(07-08) Grade 5: 96%
(06-07) Grade 5: 86%

Science percentages of students meeting benchmark:

(09-10) Grade 4: 96%
(08-09) Grade 4: 96%
(07-08) Grade 4: 95%
(06-07) Grade 4: 94%

Desired State: Increase on state assessments.

Objectives K-2	Key Measures	Strategies	Responsibility	Timeline	Review Dates
<input type="checkbox"/> To establish a consistent K-3 reading program. To use data from assessment kit and guided reading process to inform instruction across all literacy initiatives	<input type="checkbox"/> Data analysis system designed for monitoring and supporting progress and success in achieving critical skills needed to meet the standards. <input type="checkbox"/> Running Records <input type="checkbox"/> Recorded Observations.	<input type="checkbox"/> Literacy coach collaboration. <input type="checkbox"/> Study of independent management techniques to support guided reading. <input type="checkbox"/> LLI kit training K-2 including special education teachers. <input type="checkbox"/> Implement a phonics/ word study program across K-3. <input type="checkbox"/> Increase professional teacher literature collection. <input type="checkbox"/> Push in model for reading support and speech support. <input type="checkbox"/> Book studies <input type="checkbox"/> Pals Program <input type="checkbox"/> Study various word study programs.	<input type="checkbox"/> Principal <input type="checkbox"/> Classroom Teacher <input type="checkbox"/> Speech and Language Pathologists <input type="checkbox"/> Literacy Coach <input type="checkbox"/> Reading Teacher	June 2011	November January June
<input type="checkbox"/> Enhance reading skills to develop strategies	<input type="checkbox"/> Informal and Formal Assessments.	<input type="checkbox"/> Read nonfiction texts to gain information. <input type="checkbox"/> Interpret and follow written directions. <input type="checkbox"/> Develop comprehensive book introductions to read for purpose. <input type="checkbox"/> Discriminate between fiction and reality. <input type="checkbox"/> Develop a list of mentor texts for Read Aloud and Shared Reading to aid in improving specific comprehension skills.	<input type="checkbox"/> Classroom Teacher <input type="checkbox"/> Speech and Language Pathologists <input type="checkbox"/> Literacy Coach	October – June 2011	November January June
<input type="checkbox"/> Implement writing workshop initiatives	<input type="checkbox"/> Writing piece of the Fountas and Pinnell assessments. <input type="checkbox"/> Formative Assessments.	<input type="checkbox"/> Use Fountas and Pinnell and Lucy Calkins as a guide for writing. <input type="checkbox"/> Incorporate the district writing curriculum.	<input type="checkbox"/> Teacher		
<input type="checkbox"/> Increase student math concepts through the use of hands on materials		<input type="checkbox"/> Provide appropriate manipulatives in K-2 classrooms. <input type="checkbox"/> Use terminology/vocabulary to describe concepts	<input type="checkbox"/> Principal <input type="checkbox"/> Math Committee		
<input type="checkbox"/> Increase small group time K-2 with differentiation		<input type="checkbox"/> Push in Remedial Support. <input type="checkbox"/> Implement centers and Daily 5 <input type="checkbox"/> Individual Reading and Writing Conferences.	<input type="checkbox"/> Remedial Math Teacher <input type="checkbox"/> Classroom Teacher	September 2010	November January June

Objectives 3-6	Key Measures	Strategies	Responsibility	Timeline	Review Dates
Grade 4 ELA: Use knowledge of story structure, story elements, and key vocabulary to interpret stories.	<input type="checkbox"/> District unit tests <input type="checkbox"/> Running records <input type="checkbox"/> Weekly tests <input type="checkbox"/> Discussions with Read Alouds <input type="checkbox"/> Informal Observations <input type="checkbox"/> Parent Teacher Communication	<input type="checkbox"/> Implementing varied genres of literature. <input type="checkbox"/> Writing in genre areas.	<input type="checkbox"/> Classroom Teacher	October 2010-June 2011	November January June
Grade 5 ELA: Read to collect & interpret data, facts, & ideas from multiple sources.	<input type="checkbox"/> Conferencing <input type="checkbox"/> Assessments	<input type="checkbox"/> More direct explicit teaching	<input type="checkbox"/> Classroom Teacher	October 2010-June 2011	November January June
Grade 6: ELA Use text features such as headings, captions, and titles to understand and interpret informational texts	<input type="checkbox"/> Formal Assessment <input type="checkbox"/> Observations	<input type="checkbox"/> Use a variety of texts within social studies and science to focus understanding and using the information.	<input type="checkbox"/> Classroom Teacher	October 2010-June 2011	November January June
Grade 3: Math Define and use correct terminology when referring to shapes (circle, triangle, square, rhombus, hexagon)	<input type="checkbox"/> Jeopardy Questions. <input type="checkbox"/> Clickers	<input type="checkbox"/> Increase time to review skills.	<input type="checkbox"/> Classroom Teacher	October-June 2011	November January June
Grade 3 Math	<input type="checkbox"/> Describe and extend numeric geometric questions.	<input type="checkbox"/> Smart board games <input type="checkbox"/> Brain Pop Visual movies	<input type="checkbox"/> Classroom Teacher	October-June 2011	November January June
Grade 3:Math Develop fluency with single digit multiplication facts.	<input type="checkbox"/> Formal and Informal Assessments	<input type="checkbox"/> Family Math night. <input type="checkbox"/> Parents practice and reinforce strategies taught. <input type="checkbox"/> Math log	<input type="checkbox"/> Classroom Teacher	October-June 2011	November January June
Grade 4 Math: Make change using combined coins and dollar amounts.	<input type="checkbox"/> Weekly tests <input type="checkbox"/> Informal Observations <input type="checkbox"/> Parent/teacher communications. <input type="checkbox"/>	<input type="checkbox"/> Daily money problem/game with manipulatives.	<input type="checkbox"/> Classroom Teacher	October 2010-June 2011	November January June

<p>Grade 5 Math: Calculate the perimeter of regular and irregular polygons.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Formal and informal Assessments. <input type="checkbox"/> Games & Manipulatives <input type="checkbox"/> Performance Tasks 	<ul style="list-style-type: none"> <input type="checkbox"/> Use math vocabulary across the curriculum. 	<ul style="list-style-type: none"> <input type="checkbox"/> Classroom Teacher 	<p>October 2010-June 2011</p>	<p>November January June</p>
<p>Grade 6 Math: Add and Subtract Fractions with unlike denominators.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Formal Assessments <input type="checkbox"/> Observations 	<ul style="list-style-type: none"> <input type="checkbox"/> Reinforce skill during block time and extra math time using manipulatives and re-teaching/reinforcement sheets. 	<ul style="list-style-type: none"> <input type="checkbox"/> Classroom Teacher 	<p>October 2010-June 2011</p>	<p>November January June</p>

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Area #2: Operations (Organizational Structure, Policy, and Human Resources)

Current State: Current SST procedures are moving in the direction of RTI.
Introductory year for PBIS

Desired State: Decrease in disciplinary incidents.

Objectives	Key Measures	Strategies	Responsibility	Timeline	Review Dates
To continue with the PBIS initiative.	Decrease in discipline referrals	School wide behaviors are taught in classroom and non-classroom settings quarterly. Present data at Faculty Meetings. Implement the DT board Create a behavioral support (Tier 2) team.	Classroom teacher Psychologist Social Worker Administrator	Sept 2010- June 2011	December March June
To increase the effectiveness of Character Education	Decrease in discipline referrals for bullying behaviors	Reward positive uses of character traits. Present students with daily character education quotes. Create an atmosphere where children see Character Education around the building.	PBIS team	Sept 2010- June 2011	December March June
Increase SST effectiveness	1. SST Agendas	1. Provide staff with effective interventions in Tiers 1,2 and 3. 2. Provide staff members with data collection systems. 3. SST members will take an active role with the interventions.	SST Team	June 2011	December March June

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Area # 3: Strategic Alliances (Community Resources – Internal & External)

Area # 4: Resources (Budget, Finance, and Facilities)

Current State: Currently Ohio does not have any family nights devoted to academics and run by the faculty and staff.

Desired State: Increased parent participation in academics which may lead to an increase in state test scores.

Objectives	Key Measures	Strategies	Responsibility	Timeline	Review Dates
To increase parent involvement with the Math curriculum.	Participation by parents and faculty	Develop and carry out a K-2 Math Night. Develop and run a 3-6 Math Night.	Math committee	October 2010	November
				March 2011	April

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Area # 5: Technology (Communication, Information Access, Curriculum/Learning)

Current State: All staff members have access to email communications.

Desired State:

Objectives	Key Measures	Strategies	Responsibility	Timeline	Review Dates
Provide professional development for staff in the use of Smart Boards	Sign in sheets Professional development submissions Minutes from faculty meetings.	1. Utilize Phil Miano for staff development. 2. Take advantage of CSLO days offered through grant. 3. Allow staff to present best practices to each other.	Instructional Teachers	June 2011	December March June
Utilize the school technology for report cards, attendance, and discipline.	Database of information.	1 E-school attendance daily. 2. E-school report cards. 3. Use school to report discipline.	Instructional Teachers Administration Nurse	June 2011	December March June