

**NORTH TONAWANDA CITY SCHOOL DISTRICT BUILDING PLAN  
MEADOW 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. Currently we are at 72%.
<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 6% yearly 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
		Utilizing the 2007 data, identify and analyze key areas and critical skills to target as areas in need of improvement	Grade Level Team meetings	Summer and Fall 2008	
		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.	Grade Level Team meetings Instructional Staff Building administrator	Fall 2008	
	Lessons and units	Begin to implement unit planning	Grade Level Teams	2007-2008	

	will address identified areas	and lesson design utilizing best practices to address corresponding targeted skills, district standards, benchmarks		school year	
		Increase staff usage of assessing and monitoring student growth in targeted areas utilizing the benchmarks. <ul style="list-style-type: none"> <li>➤ DIBELS (k-3)</li> <li>➤ DRA (K-6)</li> <li>➤ Running Records</li> </ul>	Instructional Teams Individual Teachers	Ongoing 2007-2008 school year	
	District Initiatives	Continued staff support to assist in the implementation of best practices to increase academic performance in critical areas. <ul style="list-style-type: none"> <li>➤ Magic Penny Reading program K-1</li> <li>➤ Lucy Caulkins writing Program</li> </ul>	Building Administrator Instructional Staff Grade Level Teams Individual Teachers	2007-2009 school year	Summer 2008 Jan. 2009 June 2009
Kindergarten:					
Reading:					
Increase proficiency of students reading skills by using data to improve instruction.	<ul style="list-style-type: none"> <li>• Fountas and Pinnell assessment kit.</li> <li>• Running records</li> </ul>	<ul style="list-style-type: none"> <li>-Anecdotal observations</li> <li>-Fonttas and Pinnell Assessment</li> <li>-Running records</li> <li>-Scott Foresman readers for more effective use in programs.</li> <li>-Add more books to schools guided reading library</li> <li>-Staff continued training in best practices.</li> </ul>	Grade Level Teams Individual Teachers Vertical Grade level teams	School year 2008	June 2008
		-Create opportunities for teachers to share instructional strategies with colleagues both at grade level teams and grade levels above and below.			
Writing:					
Improve student proficiency of	Rubric for personal narratives using	- Lucy Calkins writing program K-2	K-2 Team meetings Grade level	Fall 2008	January 2009

writing skills.	Lucy Calkins writing techniques.	<ul style="list-style-type: none"> <li>- Training (Calkins, Literacy coaches)</li> <li>- Grade level planning/Evaluation of program</li> <li>- Implementation of writers workshop in the kindergarten schedule</li> </ul>	meetings Administration		
1 <sup>st</sup> Grade: Writing					
Increase student writing proficiency as measured on the Scott Foresman baseline Unit Tests. 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 NYS standards.	<ul style="list-style-type: none"> <li>- Utilizing the 2007 data, identify and analyze key areas and critical skills t target areas in need of improvement.</li> <li>- Determine and develop instructional strategies aligned with benchmarks to work on targeted critical skills at the 1<sup>st</sup> grade level and corresponding skills at proceeding grade levels</li> </ul>	1 <sup>st</sup> grade Team	2007-2008 school year	June 2008
2 <sup>nd</sup> Grade: Writing					
Improve student proficiency in writing skills	Analyze writing samples using writing rubric	<ul style="list-style-type: none"> <li>- Implement best practices to increase academic performance in writing</li> <li>- Using Lucy Calkins writing program: <ul style="list-style-type: none"> <li>-Mini-Lesson: <ul style="list-style-type: none"> <li>o Connection-brain storming</li> <li>o Teaching-skill taught</li> <li>o Active engagement-group/Individual/ class</li> <li>o Link to writing-connect work to self/environment</li> <li>o Conferring-Teacher has individual conferencing</li> <li>o Assessment- Rubric</li> </ul> </li> </ul> </li> </ul>	Individual Teachers	Spring 2008	June 2008

		assessment			
3 <sup>rd</sup> Grade: Reading					
The students will show a five percent improvement on the end of the year Scott Foresman Benchmark test as compared to data from the Unit #2 Bench mark Test	Scott Foresman Benchmark tests	<ul style="list-style-type: none"> <li>- Scott Foresman series components</li> <li>- Flexible groupings</li> <li>- Read alouds</li> </ul>	Classroom teachers Remedial Teacher providers	2007-2008 school year	June 2008
4 <sup>th</sup> Grade: Writing					
Increase proficiency of students' skills as measured on all NYS assessments by using data to improve instruction	<ul style="list-style-type: none"> <li>- ELA scores</li> <li>- Scott Foresman Unit tests</li> <li>- Scott Foresman benchmark tests</li> <li>- Anecdotal teacher records</li> <li>- Rubric scores</li> </ul>	<ul style="list-style-type: none"> <li>- Use of rubrics for students to become familiar with attributes of higher level writing</li> <li>- Create written tasks for all content areas that are parallel to assessment tasks</li> <li>- Direct instruction of reading test prompts for key verbs and signal words</li> <li>- Share student writing for cooperative group analysis' use of Scott Foresman curriculum for language arts and grammar instruction</li> <li>- Create student-friendly rubrics</li> </ul>	Grade 4 Teachers Spec. Ed. Teachers Remedial Staff	Jan. 2008- Jan. 2009	June 2008
5 <sup>th</sup> Grade: Reading					
Increase student fluency rate to meet the Scott Foresman benchmark expectations.	Fluency data will be gathered from the S.F. Fresh reads.	Based on previous reading tests, students will be given a Fresh Reads (Timed reading passage). Students will read this passage for the first time into a tape recorder followed by a self-evaluation. Through out the week the students will practice this reading passage. <ul style="list-style-type: none"> <li>➤ Pair reading</li> <li>➤ Individual reading</li> </ul>	Student	June 2008	September 2008

		<ul style="list-style-type: none"> <li>➤ Reading with parents at home</li> </ul> <p>At the end of the cycle, the student will again read the same passage into the tape recorder. Students will then listen to the first read and the final read on the recorder to assess their improvements.</p>			
		<p>Teacher will:</p> <ul style="list-style-type: none"> <li>➤ take a word count per minute(at first read and at last read)</li> <li>➤ share the information with the student</li> <li>➤ Provide time to practice the passages</li> <li>➤ Compare results and share with student</li> </ul>	Teacher		
6 <sup>th</sup> Grade :					
Reading:					
Increase proficiency of students' reading skills as regards to authors' purpose measured on the 6 <sup>th</sup> grade Scott Foresman baseline tests.	<p>Item analysis on the:</p> <ul style="list-style-type: none"> <li>○ Scott Foresman test</li> <li>○ ELA tests</li> </ul>	<p>Every story read in the class will have questions related to the authors' purpose. Questions will relate to:</p> <ul style="list-style-type: none"> <li>○ Tone of the story</li> <li>○ Mood</li> <li>○ Authors view</li> <li>○ Analysis of setting</li> </ul> <p>Grade level meeting</p>	Teachers	2/08-6/09	June 2008
Writing:					
Increase the quality (voice and word usage) of student writing as measured on all NYS assessments by writing data to improve instruction.	<ul style="list-style-type: none"> <li>○ ELA scores</li> <li>○ Scott Foresman Unit Test</li> <li>○ Scott Foresman Benchmark test</li> <li>○ Anecdotal</li> </ul>	<ul style="list-style-type: none"> <li>○ Use of Rubrics for students to become familiar with attributes of higher quality of writing.</li> <li>○ Develop written tasks parallel t the NYS assessments for all content areas.</li> <li>○ Direct instruction of reading test prompts for key clue</li> </ul>	6 <sup>th</sup> grade teachers Special education Teachers Remedial staff	1/08-1/09	June 2008

	<p>teacher record</p> <ul style="list-style-type: none"><li>○ Rubric scores</li><li>○ Student self-assessment</li></ul>	<p>words and answer signals.</p> <ul style="list-style-type: none"><li>○ Create standard and specific rubric for all content area and writing tasks that are concurrent t the NYS ELA writing rubrics.</li></ul>			
--	---	--	--	--	--

**NORTH TONAWANDA CITY SCHOOL DISTRICT BUILDING PLAN  
MEADOW 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%. Currently we are at 82%.
<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 3% 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	June 2008	Summer 2008
		Utilizing the 2007 data, identify and analyze key areas and critical skills to target as areas in need of improvement	Teacher/ Grade level teams Administrators	June 2008	
		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	June 2008	

	Lessons and units will address identified areas	Begin unit planning and lesson design utilizing best practices to address corresponding district standards and benchmarks	Instructional Teams	2007-2008 school year	
		Increase staff usage of assessing and monitoring student growth in targeted areas utilizing the benchmarks.	Instructional Teams	2007-2008 school year	
	Develop a school-wide plan supporting student achievement toward mastery of grade level math facts.	Continue to implement a building wide motivational program to encourage mastery of math facts.	Instructional Staff	2007-2008 school year	
		Create opportunities for teachers to share instructional strategies with colleagues.	Grade Level Team Teams of teachers above/below grade level	2008-2009	June 2009
K-6					
To increase student fluency in math facts.	Timed addition/ subtraction/ Multiplication Assessments.	Implementation of best practices (skills taught in conjunction) to increase academic performance. <ul style="list-style-type: none"> <li>○ Use of the Mad Minute Math program – Daily practice of mad minutes and weekly timed assessment (recorded to give to Principal)</li> <li>○ Math games</li> <li>○ Flashcards</li> <li>○ Power point</li> </ul>	Individual teachers Grade Level teams Students Parents Computer teacher Remedial Teachers	2007-2008 school year	June 2008



		<ul style="list-style-type: none"><li>○ Speed drills</li><li>○ Scott Foresman math program</li><li>○ Computer lab</li><li>○ Incentive: recognition through newsletters, Meadow morning news etc.</li></ul>			
--	--	--	--	--	--

**NORTH TONAWANDA CITY SCHOOL DISTRICT BUILDING PLAN  
MEADOW 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. Currently we have 20% of students in need of AIS in ELA and 13% in Math.
<b>DESIRED STATE:</b> Decrease the amount of students requiring AIS services by 3% per year for 3 years to reduce AIS in ELA by approximately 10%. Decrease the amount of students requiring AIS services by 2% per year over 3 years to reduce AIS in math by 6%.

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"> <li>1. Academic support provided by AIS for all at-risk students.</li> <li>2. 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.</li> <li>3. Continued staff development on the IST process.</li> <li>3. Through the IST process support work with classroom teachers to systematically assess and target instructional strategies for individual student growth</li> </ol>	Instructional Staff * Administration	2007-2008 school year	June 2008
Increase student scores on the NYS ELA, Math exams grades 3-6	Data Analysis of the NYS assessments and student benchmark assessments.	<ul style="list-style-type: none"> <li>• Review the delivery of services provided for the at risk student.</li> <li>• Increase communication between support service providers and classroom teachers.</li> </ul>	Administration Support Service Providers Classroom teachers	Summer 2008	Jan. 2009

		<ul style="list-style-type: none"> <li>• Provide more of a variety of opportunity for the at risk student to learn such as: <ul style="list-style-type: none"> <li>○ High School/college or parent volunteers</li> <li>○ Matching students in different grade levels to help teach/support/learn from one another.</li> </ul> </li> <li>• Parent fairs to educate families about curriculum and ways they can help at home.</li> </ul>	<p>Staff</p> <p>Parents Staff</p>		
Improve process for staff to receive support for the at risk student in their classroom.	Teacher will complete a questionnaire after the SST (IST) meeting to inventory student's needs.	Use SST (RTI) to help select resources to improve student achievement/learning	SST/RTI Teacher	January 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.

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

Learning Environment

<b>GOAL:</b> As a means of strengthening and enriching the instructional program at Meadow 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>• Safety Patrol</li> <li>• Learning buddies</li> <li>• Strive for 25</li> <li>• Spring and Winter Olympics</li> <li>• Business mentors</li> <li>• Field trips</li> <li>• Assembly Committee</li> </ul>	Staff and Parent Volunteers  SDM  Teachers	2007-2008 school year	June 2008
Maintain and or increase fitness levels of student body to maintain a healthy learning environment	Target Heart Rate Attendance Body Mass Index (BMI)	Nurse, Teacher(PE) will open dialogue with those students with BMI equal or greater than 25 and take advantage of opportunities in the day to have burst of fitness and maintain increase heart rate during PE class.	Nurse PE department	2008-2009	June 2009
Encourage healthy sleep and eating	Strive for 25 sheet for all students with	- Reinforcing classroom presentations about proper	Nurse Teacher	2007-2008	June 2008



