

School-Wide Title Plan 2016-2017

Jefferson Elementary School

Measurable Reading Goals:

Grade level teams meet for 100% meetings after each DIBELS Benchmark Assessment.
The DIBELS Composite score goals are determined at these meetings.

Kindergarten:

DIBELS

Middle of Year: A minimum of 60% of students will meet the composite score goal on the midyear benchmark assessment.

End of Year: A minimum of 70% of students will meet the composite score goal on the end of year benchmark assessment.

Journeys

A minimum of 60% of all kindergarten students will score 80% or above on biweekly Journeys progress monitoring assessments by the end of the 2nd quarter.

A minimum of 70% of all kindergarten students will score 80% or above on biweekly Journeys progress monitoring assessments by the end of the 3rd quarter.

A minimum of 80% of all kindergarten students will score 80% or above on biweekly Journeys progress monitoring assessments by the end of the 4th quarter.

First grade:

DIBELS

Beginning of Year: DIBELS composite scores will be no more than 10% less than the ending grade level composite scores from the previous year.

Middle of Year: A minimum of 55% of students will meet the composite score goal on the midyear benchmark assessment.

End of Year: A minimum of 70% of students will meet the composite score goal on the end of year benchmark assessment.

Journeys

A minimum of 60% of all first grade students will score 80% or higher on biweekly progress monitoring Journeys assessments originating from the Journeys reading curriculum by the end of the third quarter.

A minimum of 75% of all first grade students will score 80% or higher on biweekly progress monitoring Journeys assessments originating from the Journeys reading curriculum by the end of the fourth quarter.

Second grade:

DIBELS

Beginning of Year: DIBELS composite scores will be no more than 10% less than the ending grade level composite scores from the previous year.

Middle of Year: A minimum of 60% of students will meet the composite score goal on the midyear benchmark assessment.

End of Year: A minimum of 70% of students will meet the composite score goal on the end of year benchmark assessment.

Journeys

A minimum of 70% of all second grade students will score 80% or higher on biweekly progress monitoring Journeys assessments originating from the Journeys reading curriculum by the end of the third quarter.

A minimum of 80% of all second grade students will score 80% or higher on biweekly progress monitoring Journeys assessments originating from the Journeys reading curriculum by the end of the fourth quarter.

Third Grade:

DIBELS

Beginning of Year: DIBELS composite scores will be no more than 10% less than the ending grade level composite scores from the previous year.

Middle of Year: A minimum of 57% of students will meet the composite score goal on the midyear benchmark assessment.

End of Year: A minimum of 67% of students will meet the composite score goal on the end of year benchmark assessment.

Journeys

A minimum of 60% of all third grade students will score 80% or higher on weekly vocabulary, phonics and comprehension assessments originating from the Journeys reading curriculum by the end of the first quarter.

A minimum of 65% of all third grade students will score 80% or higher on weekly vocabulary, phonics and comprehension assessments originating from the Journeys reading curriculum by the end of the second quarter.

A minimum of 70% of all third grade students will score 80% or higher on weekly vocabulary, phonics and comprehension assessments originating from the Journeys reading curriculum by the end of the third quarter.

A minimum of 75% of all third grade students will score 80% or higher on weekly vocabulary, phonics and comprehension assessments originating from the Journeys reading curriculum by the end of the fourth quarter.

State Assessment-Reading

A minimum of 65% of all students in grade 3 will score at a level 3 or higher on the SBAC reading assessment taken in the spring of each year.

Fourth Grade:

DIBELS

Beginning of Year: DIBELS composite scores will be no more than 10% less than the ending grade level composite scores from the previous year.

Middle of Year: A minimum of 51% of students will meet the composite score goal on the midyear benchmark assessment.

End of Year: A minimum of 61% of students will meet the composite score goal on the end of year benchmark assessment.

Fourth Grade: Journeys

A minimum of 60% of all fourth grade students will score 80% or higher on weekly vocabulary and comprehension assessments originating from the Journeys reading curriculum by the end of the first quarter.

A minimum of 65% of all fourth grade students will score 80% or higher on weekly vocabulary and comprehension assessments originating from the Journeys reading curriculum by the end of the second quarter.

A minimum of 70% of all fourth grade students will score 80% or higher on weekly vocabulary and comprehension assessments originating from the Journeys reading curriculum by the end of the third quarter.

A minimum of 75% of all fourth grade students will score 80% or higher on weekly vocabulary and comprehension assessments originating from the Journeys reading curriculum by the end of the fourth quarter.

State Assessment-Reading

A minimum of 65% of all students in grade 4 will score at a level 3 or higher on the SBAC reading assessment taken in the spring of each year.

Fifth Grade:

DIBELS

Beginning of Year: DIBELS composite scores will be no more than 10% less than the ending grade level composite scores from the previous year.

Middle of Year: A minimum of 50% of students will meet the composite score goal on the midyear benchmark assessment.

End of Year: A minimum of 60% of students will meet the composite score goal on the end of year benchmark assessment.

Journeys

A minimum of 60% of all fifth grade students will score 80% or higher on weekly vocabulary and comprehension assessments originating from the Journeys reading curriculum by the end of the first quarter.

A minimum of 65% of all fifth grade students will score 80% or higher on weekly vocabulary and comprehension assessments originating from the Journeys reading curriculum by the end of the second quarter.

A minimum of 70% of all fifth grade students will score 80% or higher on weekly vocabulary and comprehension assessments originating from the Journeys reading curriculum by the end of the third quarter.

A minimum of 75% of all fifth grade students will score 80% or higher on weekly vocabulary and comprehension assessments originating from the Journeys reading curriculum by the end of the fourth quarter.

State Assessment-Reading

A minimum of 65% of all students in grade 5 will score at a level 3 or higher on the SBAC reading assessment taken in the spring of each year.

Measurable Writing Goal: School-wide conversations need to take place focused on current needs to support teachers in writing instruction, effective writing instruction practices, and progress monitoring options during the school year.

Measurable Math Goals:

All Grades: Math Fact Fluency***

All students will score 80% or higher on each math fact fluency assessment identified for their grade level by the end of the school year.

All Grades: Engage NY-Exit Tickets

Kindergarten uses Engage NY practice sheets instead of Exit Tickets

A minimum of 60% of all students will achieve a score of at least 80% on Exit Tickets originating from the Engage NY curriculum by the end of the first quarter.

A minimum of 65% of all students will achieve a score of at least 80% on Exit Tickets originating from the Engage NY curriculum by the end of the second quarter.

A minimum of 70% of all students will achieve a score of at least 80% on Exit Tickets originating from the Engage NY curriculum by the end of the third quarter.

A minimum of 75% of all students will achieve a score of at least 80% on Exit Tickets originating from the Engage NY curriculum by the end of the fourth quarter.

All Grades: Engage NY-Unit Assessments

A minimum of 60% of all students will achieve a score of at least 80% on unit assessments originating from the Engage NY curriculum by the end of the first quarter.

A minimum of 65% of all students will achieve a score of at least 80% on unit assessments originating from the Engage NY curriculum by the end of the second quarter.

A minimum of 70% of all students will achieve a score of at least 80% on unit assessments originating from the Engage NY curriculum by the end of the third quarter.

A minimum of 75% of all students will achieve a score of at least 80% on unit assessments originating from the Engage NY curriculum by the end of the fourth quarter.

Third Grade: State Math Assessment

A minimum of 60% of all students in grade 3 will score at a level 3 or higher on the SBAC math assessment taken in the spring of each year.

Fourth Grade: State Math Assessment

A minimum of 60% of all students in grade 4 will score at a level 3 or higher on the SBAC math assessment taken in the spring of each year.

Fifth Grade: State Math Assessment

A minimum of 60% of all students in grade 5 will score at a level 3 or higher on the SBAC math assessment taken in the spring of each year.

*** See *Math Fact Fluency: Grade-Level Mastery Plan (Below)*

Jefferson Elementary

Math Fact Fluency – Grade Level Mastery Plan

2016-2017

Math Fact Fluency Goal: All students will score 80% or higher on each math fact fluency assessment identified for their grade by the end of the school year.

(Grade-level expectations are designed to support the CCSS expectations in math)

Kindergarten

Grade-Level Expectation to align with CCSS Standards:

- 1) Number recognition: read and write numbers to 20 (in 1 minute)
- 2) Add– 16 problems, sum to 5
- 3) Subtract-16 problems, differences to 5

Quarterly Goals: Expectation #1

All students will be able to write numbers 0-5 in one minute by the end of the first quarter.

All students will be able to write numbers 0-10 in one minute by the end of the second quarter.

All students will be able to write numbers 0-15 in one minute by the end of the third quarter.

All students will be able to write numbers 0-20 in one minute by the end of the fourth quarter.

Quarterly Goals: Expectation #2

All students will be able to add 4 individual problems with sums to 5 in 3 minutes.

All students will be able to add 8 individual problems with sums to 5 in 3 minutes.

All students will be able to add 12 individual problems with sums to 5 in 3 minutes.

All students will be able to add 16 individual problems with sums to 5 in 3 minutes.

Quarterly Goals: Expectation #3

All students will be able to subtract 4 individual problems with differences to 5 in 3 minutes.

All students will be able to subtract 8 individual problems with differences to 5 in 3 minutes.

All students will be able to subtract 12 individual problems with differences to 5 in 3 minutes.

All students will be able to subtract 16 individual problems with differences to 5 in 3 minutes.

1st Grade

Grade-Level Expectation to align with CCSS Standards:

- 1) Number Recognition: read and write numbers to 100 (in 5 minutes)
- 2) Addition – 40 problems, sums to 10
- 3) Subtraction – 40 problems, differences to 10

Quarterly Goals: Expectation #1

All students will be able to write numbers 0-25 in 5 minutes by the end of the first quarter.

All students will be able to write numbers 0-50 in 5 minutes by the end of the second quarter.

All students will be able to write numbers 0-75 in 5 minutes by the end of the third quarter.

All students will be able to write numbers 0-100 in 5 minutes by the end of the fourth quarter.

Quarterly Goals: Expectation #2

All students will be able to add 10 individual problems with sums to 10 in 3 minutes.

All students will be able to add 20 individual problems with sums to 10 in 3 minutes.

All students will be able to add 30 individual problems with sums to 10 in 3 minutes.

All students will be able to add 40 individual problems with sums to 10 in 3 minutes.

Quarterly Goals: Expectation #3

All students will be able to subtract 10 individual problems with minuends to 10 in 3 minutes.

All students will be able to subtract 20 individual problems with minuends to 10 in 3 minutes.

All students will be able to subtract 30 individual problems with minuends to 10 in 3 minutes.

All students will be able to subtract 40 individual problems with minuends to 10 in 3 minutes.

2nd Grade

Grade-Level Expectation to align with CCSS Standards:

- 1) Addition – 45 problems, sums to 20
- 2) Subtraction – 45 problems, differences to 20

Quarterly Goals: Expectation #1

All students will be able to add 12 individual problems with sums to 20 in 3 minutes.

All students will be able to add 24 individual problems with sums to 20 in 3 minutes.

All students will be able to add 36 individual problems with sums to 20 in 3 minutes.

All students will be able to add 45 individual problems with sums to 20 in 3 minutes.

Quarterly Goals: Expectation #2

All students will be able to subtract 12 individual problems with minuends to 20 in 3 minutes.

All students will be able to subtract 24 individual problems with minuends to 20 in 3 minutes.
All students will be able to subtract 36 individual problems with minuends to 20 in 3 minutes.
All students will be able to subtract 45 individual problems with minuends to 20 in 3 minutes.

3rd Grade

Grade-Level Expectation to align with CCSS Standards:

- 1) Addition – 50 problems, sums to 20
- 2) Subtraction – 50 problems, differences to 20
- 3) Multiplication – 45 problems, products to 9
- 4) Division – 45 problems, divisors to 9

Quarterly Goals: Expectation #1

All students will be able to add 14 individual problems with sums to 20 in 3 minutes.
All students will be able to add 28 individual problems with sums to 20 in 3 minutes.
All students will be able to add 42 individual problems with sums to 20 in 3 minutes.
All students will be able to add 50 individual problems with sums to 20 in 3 minutes.

Quarterly Goals: Expectation #2

All students will be able to subtract 14 individual problems with minuends to 20 in 3 minutes.
All students will be able to subtract 28 individual problems with minuends to 20 in 3 minutes.
All students will be able to subtract 42 individual problems with minuends to 20 in 3 minutes.
All students will be able to subtract 50 individual problems with minuends to 20 in 3 minutes.

Quarterly Goals: Expectation #3

All students will be able to multiply 12 individual problems with factors 0 to 9 in 3 minutes.
All students will be able to multiply 24 individual problems with factors 0 to 9 in 3 minutes.
All students will be able to multiply 36 individual problems with factors 0 to 9 in 3 minutes.
All students will be able to multiply 45 individual problems with factors 0 to 9 in 3 minutes.

Quarterly Goals: Expectation #4

All students will be able to divide 12 individual problems with divisors 0 to 9 in 3 minutes.
All students will be able to divide 24 individual problems with divisors 0 to 9 in 3 minutes.
All students will be able to divide 36 individual problems with divisors 0 to 9 in 3 minutes.
All students will be able to divide 45 individual problems with divisors 0 to 9 in 3 minutes.

4th Grade

Grade-Level Expectation to align with CCSS Standards:

- 1) Addition – 60 problems, sums to 20
- 2) Subtraction – 60 problems, differences to 20
- 3) Multiplication – 60 problems, facts 0-10
- 4) Division – 60 problems, fact 0-10

Quarterly Goals: Expectation #1

All students will be able to add 15 individual problems with sums to 20 in 3 minutes.

All students will be able to add 30 individual problems with sums to 20 in 3 minutes.

All students will be able to add 45 individual problems with sums to 20 in 3 minutes.

All students will be able to add 60 individual problems with sums to 20 in 3 minutes.

Quarterly Goals: Expectation #2

All students will be able to subtract 15 individual problems with differences to 20 in 3 minutes.

All students will be able to subtract 30 individual problems with differences to 20 in 3 minutes.

All students will be able to subtract 45 individual problems with differences to 20 in 3 minutes.

All students will be able to subtract 60 individual problems with differences to 20 in 3 minutes.

Quarterly Goals: Expectation #3

All students will be able to multiply 15 individual problems with factors 0-10 in 3 minutes.

All students will be able to multiply 30 individual problems with factors 0-10 in 3 minutes.

All students will be able to multiply 45 individual problems with factors 0-10 in 3 minutes.

All students will be able to multiply 60 individual problems with factors 0-10 in 3 minutes.

Quarterly Goals: Expectation #4

All students will be able to divide 15 individual problems with divisors to 9 in 3 minutes.

All students will be able to divide 30 individual problems with divisors to 9 in 3 minutes.

All students will be able to divide 45 individual problems with divisors to 9 in 3 minutes.

All students will be able to divide 60 individual problems with divisors to 9 in 3 minutes.

5th Grade****

Grade-Level Expectation to align with CCSS Standards:

- 1) Addition – 75 problems, sums to 20
- 2) Subtraction – 75 problems
- 3) Multiplication – 75 problems, facts to 10
- 4) Division – 75 problems, facts 0-10

Quarterly Goals: Expectation #1

All students will be able to add 18 individual problems with sums to 20 in 3 minutes.

All students will be able to add 36 individual problems with sums to 20 in 3 minutes.

All students will be able to add 54 individual problems with sums to 20 in 3 minutes.

All students will be able to add 75 individual problems with sums to 20 in 3 minutes.

Quarterly Goals: Expectation #2

All students will be able to subtract 18 individual problems with differences to 20 in 3 minutes.

All students will be able to subtract 36 individual problems with differences to 20 in 3 minutes.

All students will be able to subtract 54 individual problems with differences to 20 in 3 minutes.

All students will be able to subtract 75 individual problems with differences to 20 in 3 minutes.

Quarterly Goals: Expectation #3

All students will be able to multiply 18 individual problems with factors 0-10 in 3 minutes.

All students will be able to multiply 36 individual problems with factors 0-10 in 3 minutes.

All students will be able to multiply 54 individual problems with factors 0-10 in 3 minutes.

All students will be able to multiply 75 individual problems with factors 0-10 in 3 minutes.

Quarterly Goals: Expectation #4

All students will be able to divide 18 individual problems with divisors to 9 in 3 minutes.

All students will be able to divide 36 individual problems with divisors to 9 in 3 minutes.

All students will be able to divide 54 individual problems with divisors to 9 in 3 minutes.

All students will be able to divide 75 individual problems with divisors to 9 in 3 minutes.

School Profile data related to these goals:

OAKS (Reading and Math)

(Data is reported in percent of students proficient)

(Scores of students who were mine when they tested during the selected administration)

Reading	2011-2012	2012-2013	2013-2014
3rd	64	54	52
4th	62	68	63
5th	62	54	59

Math	2011-2012	2012-2013	2013-2014
3rd	70	28	46
4th	51	44	37
5th	57	37	61

(Disaggregated data is available.)

SBAC (Reading and Math)

(Data is reported in percent of students proficient)

(Scores of students who were mine when they tested during the selected administration)

Reading	2014-2015	2015-2016
3rd	30	
4th	36	
5th	47	

Math	2014-2015	2015-2016
3rd	31	
4th	22	
5th	33	

DIBELS: EOY DIBELS Correct Letter Sounds (CLS): % of student at benchmark

Kindergarten	2012-2013	2013-2014	2014-2015	2015-2016
	42	71	80	

DIBELS: EOY DIBELS Nonsense Word Fluency (NWF) CLS: % of student at benchmark

Grade 1	2012-2013	2013-2014	2014-2015	2015-2016
	51	51	32	

DIBELS: EOY DIBELS NWF Whole Words Read (WWR): % of student at benchmark

Grade 1	2012-2013	2013-2014	2014-2015	2015-2016
	55	49	39	

DIBELS: EOY DIBELS Oral Reading Fluency: % of student at benchmark

Grade 1	2012-2013	2013-2014	2014-2015	2015-2016
	51	42	38	

Grade 2	2012-2013	2013-2014	2014-2015	2015-2016
	46	49	39	

Grade 3	2012-2013	2013-2014	2014-2015	2015-2016
	55	54	59	

Grade 4	2012-2013	2013-2014	2014-2015	2015-2016
	53	62	57	

Grade 5	2012-2013	2013-2014	2014-2015	2015-2016
	42	47	48	

Description of how student progress toward meeting the reading goals will be measured:

DIBELS assessments will be administered three times a year in the fall, winter, and spring for all grades K-5. The fall data will be a preliminary data source to identify at-risk, some-risk, and low-risk students. The winter assessment will serve as a formative assessment and will produce data to compare to the DIBELS goals outlined above. Additional progress monitoring using DIBELS will occur at the discretion of individual teachers or PLC's and/or RTI Team. The spring DIBELS assessment will serve as summative assessment used to determine student progress toward year-end goals identified above.

Journeys Reading is currently the adopted reading curriculum for grades K-5. Teachers will use the vocabulary and comprehension portions of the weekly assessments to collect data and monitor student progress toward meeting the established goals. End of unit assessments will also be used. Biweekly Journeys progress monitoring assessments will be used in kindergarten through 2nd grade.

SBAC state assessment data will be analyzed when made available for comparison to the goals identified in this document as well as the previous year's student performance.

Student progress in reading is measured by:

DIBELS data (Grades K-5) fall, winter, spring with additional progress monitoring as needed for at-risk students
Journeys weekly assessments (vocabulary and comprehension) Grades 3-5 and biweekly Journeys progress monitoring assessments K-2.
SBAC state assessment for reading (Grades 3-5)

Description of procedures for reporting student progress toward this goal to parents:

Parent/teacher conferences
Student progress reports
SBAC assessment score reporting
School and State report card
Additional communication (i.e. email, phone, letters home) as needed to address specific concerns

Description of how student progress toward Math goal will be measured:

Teachers at each grade level will use the Math Fact Fluency: Grade Level Mastery Plan to monitor student progress toward specific goals identified for each grade level. The goals establish are designed to support performance expectations identified in the Common Core State Standards for mathematics. Teachers will collect data quarterly for comparison to quarterly goal expectations and use the data for discussions in professional learning communities focused on student progress, performance deficits, and strategies to address potential issues.

Teachers at each grade level will use the Exit Tickets from the Engage NY curriculum to regularly monitor student performance on specific essential math skills identified in each unit. Teachers will use the math pacing guide and additional documents created in

professional learning communities that identify critical content standards for their grade level based on the Common Core State Standards. Data collected from Exit Tickets will be used for comparison to the identified quarterly goals, identifying at-risk students, and developing a specific plan for interventions.

Teachers in all grade levels will use the unit assessments originating from the Engage NY curriculum as summative assessment for essential standards taught during the unit and as formative assessments to create student groups for targeted interventions. Data from the unit assessments will be used in PLCs for comparison to quarterly goals established and targeted discussions regarding the potential need to reteach specific standards more effectively.

SBAC state assessment data will be analyzed when available for comparison to the goals identified in this document as well as the previous year's student performance.

Student progress in math is measured by:

Math Fact Fluency common formative assessment and quarterly summative assessments
Exit Tickets (Engage NY) for monitoring progress in specific essential skills
Unit Assessments (Engage NY) for formative and summative purposes
SBAC state assessment (Summative)

Description of procedures for reporting student progress toward this goal to parents:

Parent/teacher conferences
Student progress reports
SBAC assessment score reporting
School state report card
Additional communication (i.e. email, phone, letters home) as needed to address specific concerns

Curriculum and Instructional Strategies for Reading **2016-2017**

Curriculum and Instructional Strategies What will you do?	Who Provides Leadership? Who will provide the leadership to assure that this strategy is accomplished?	Timeline When will this strategy or action begin and end?	Resources What existing resources (or resources you will have as you implement this plan) will you use to accomplish this strategy?	Evidence What indicators will demonstrate progress of this strategy?	Evaluation Methods and Who is Responsible How will you gather the evidence needed to demonstrate progress and achievement of this strategy?
<p>Core Instruction</p> <ul style="list-style-type: none"> • Journeys • Journeys Reading Toolkit • Journeys Literacy Toolkit • Nellie Edge Strategies (Kinder) • DEAR • Guided Reading • Shared Reading • Read-a-louds • Daily 5 • Café • GLAD • Listening Center • Buddy Reading <p>Intervention</p> <ul style="list-style-type: none"> • Read Naturally • ECRI • Corrective Reading • Reading Mastery • Phonics for Reading • ERI (Kinder) 	<ul style="list-style-type: none"> • Reading Specialist • Classroom Teacher • Reading support staff • Principal 	September 2016- June 2017	<ul style="list-style-type: none"> • Reading instructional assistants • Reading Specialists • Classroom teachers • ELL Classroom Assistants • Parent Teacher Committee (PTC) • Volunteers • ORTIi Coach • Journeys PD • Site Visits 	<ul style="list-style-type: none"> • DIBELS data • DIBELS progress monitoring • Evidence of effective teaching strategies during small and whole group instruction from supervising teacher observations and administrative observations • IRI • Action Research • Leveled Assessments • San Diego Quick • Words Their Way • Phonics for Reading • Journeys Assessments • Intervention Assessments 	<ul style="list-style-type: none"> • 100% meeting at each grade level (3 times/ year led by reading teachers) • 20% meetings at each grade level led by reading teachers • Journeys In-program assessing (classroom teacher) • Journeys In-program assessing (classroom teacher) • Reading teacher(s) collects DIBELS data

<ul style="list-style-type: none"> • ELL Placement Woodcock M • ADEPT assessments • home language survey • conversation w/parent about home and child's language 	<ul style="list-style-type: none"> • Classroom teachers • Instructional support staff 	<p>September 2016- June 2017</p>	<ul style="list-style-type: none"> • Classroom Teachers • Reading Specialist • Journeys curriculum • Journeys online curriculum resources • Leveled readers from curriculum 	<ul style="list-style-type: none"> • Weekly assessment data from curriculum • DIBELS progress monitoring data • STAR reading/ Accelerated Reader • Running records (Beg mid-year 1st) • Informal Reading Inventories 	<ul style="list-style-type: none"> • Weekly vocabulary and comprehension assessments originating from the Journeys reading curriculum • DIBELS assessment data • SBAC assessment performance (grades 3-5)
<p><u>Intervention Programs</u></p> <ul style="list-style-type: none"> • ERI (Kinder) • Read Well (K-2) • ECRI (K-2) • Journeys Reading Toolkit • Journeys Literacy Toolkit • Phonics for Reading • Corrective Reading • Reading Mastery • Read Naturally 	<p>Reading Teachers</p> <p>Special Education Teacher</p> <p>Classroom Teachers</p> <p>Instructional Support Staff</p>	<p>As needed (based on assessment materials for this intervention)</p>	<p>JES RTII handbook</p> <p>student workbooks or other consumables</p> <p>teacher's guides</p> <p>Special Education Teacher</p>	<p>in program progress monitoring tools (provided with the intervention materials)</p>	<p>Student progress and successful completion of intervention based on decision rules.</p> <p>20% team members</p>
<p>Instructional Strategies:</p> <p>Small group instruction (flexible groups based on current student performance data)</p> <p>Whole group instruction (promoting student-led discussions of literary elements)</p> <p>Explicit Instruction/Active Engagement Strategies</p>	<p>Principal</p> <p>All Staff members</p>	<p>September 2016- June 2017 (These practices are ongoing strategies to be implemented regularly)</p>	<p>Classroom Teachers</p> <p>Reading Specialists</p> <p>Instructional Support Staff</p> <p>Instructional Mentor-1st/2nd year teachers</p> <p>Special Education Teacher</p> <p>SIOP manuals</p> <p>District provided Literacy Toolkit</p>	<p>Evidence of strategies used in the classroom from PLC conversations, professional observations, and reflective practices</p> <p>Targeted staff meetings (professional development opportunities to strengthen implementation of identified strategies)</p> <p>Scheduled professional</p>	<p>Summative DIBELS assessment data (fall, winter, spring)</p> <p>DIBELS progress monitoring</p> <p>SBAC reading performance data (grade 3-5)</p> <p>Journeys assessment data</p> <p>Student performance data from additional progress monitoring tools</p>

<p>Sustained Silent Reading/DEAR (opportunities provided in the classroom for students to regularly engage in grade-level reading independently)</p> <p>Sheltered Instruction Observation Protocol (SIOP) strategies</p>			<p>High interest reading materials at all levels</p> <p>Well-stocked classroom libraries</p> <p>Funds from book fair to expand library (based on staff recommendations)</p> <p>Full-time librarian to promote reading, support teachers, and maintain library resources (recommended)</p>	<p>development for new staff members (specifically SIOP, Anita Archer Explicit Instruction Strategies and RTII)</p>	
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Curriculum and Instructional Strategies for Math 2016-2017

Curriculum and Instructional Strategies What will you do?	Who Provides Leadership? Who will provide the leadership to assure that this strategy is accomplished?	Timeline When will this strategy or action begin and end?	Resources What existing resources (or resources you will have as you implement this plan) will you use to accomplish this strategy?	Evidence What indicators will demonstrate progress of this strategy?	Evaluation Methods and Who is Responsible How will you gather the evidence needed to demonstrate progress and achievement of this strategy?
<ul style="list-style-type: none"> • Use Engage NY curriculum at every grade level and in every classroom. • Small Group (Use formative data to create groups for targeted interventions) • Whole Class (establish a safe and positive learning environment for students to develop skills in orally reflecting on their own understanding) • Manipulatives (Use manipulatives at all grade levels to make real-world connections to math concepts and promote student engagement) • Flexible Intervention Groups (Small group participants should reflect current formative data) 	<ul style="list-style-type: none"> • PLC Teams (to collect student data regularly, discuss grade level performance concerns, develop plans to address specific grade level math performance concerns) • Principal (to oversee school-wide progress towards goals established, allocate funds for needed materials and professional development opportunities, plan staff meeting agendas to address K-5 concerns throughout the school year.) • Math Committee (To address specific concerns regarding math instructional needs, student performance) 	<ul style="list-style-type: none"> • PLC Teams will adjust their pacing and curriculum to ensure that all essential standards are addressed based on curriculum alignment matrix created and critical grade-level standards. • September 2016- June 2017 	<ul style="list-style-type: none"> • Engage NY curriculum • School Staff (for ideas on addressing specific performance concerns) • Math Committee (to research best practices and support teachers in the classroom) • Online materials: (Engage NY Pacing Guide) 	<ul style="list-style-type: none"> • Exit Ticket scores from Engage NY curriculum for formative assessment. • Creating unit assessment scores to match Engage NY curriculum for formative and summative purposes. • SBAC assessment scores as summative data for comparison to goals established and previous year's performance. 	<ul style="list-style-type: none"> • Individual teachers and PLCs will use the data collected from Exit Ticket formative assessments to target specific students and small groups who needs additional support mastering specific essential skills. • Individual teachers and PLC teams will use data collected from unit assessments to discuss strategies to reteach concepts within a unit for students who failed to master the expectations and provide enrichment activities for students who met the expected learning targets. • SBAC state assessment data will be used to reflect on practices

	concerns, and professional development needs)				implemented during the year, identify gaps in learning achievements, and make specific plans to address those gaps in the next school year.
<ul style="list-style-type: none"> • Focused strategies for improving math fact fluency, automaticity, and accuracy. (i.e. math games, 10-15 minutes daily fluency practice, manipulatives) 	<ul style="list-style-type: none"> • PLC Teams • Individual Teachers (professional development) • Principal (Professional development) 	<ul style="list-style-type: none"> • Fluency focus will be ongoing from September to June • (See quarterly outline for specific fluency goals above.) 	<ul style="list-style-type: none"> • Use building-wide fluency assessment materials at every grade level. • Engage NY • Everyday Math (grade level game ideas available in student resources book) • Possible Online materials: (i.IXL.com, Sumdog, Mobymax) • ArcademicSkillBuilders.com 	<ul style="list-style-type: none"> • Fluency data collection by individual teachers for comparison and targeted conversations in PLCs to address specific performance concerns • (Leadership team has created a template for compiling math fact data to aid in timely analysis) 	<ul style="list-style-type: none"> • Fluency Assessment data collected in each class room at all grade levels • Common Formative assessments created by the site council (available on the electronic shared folder R://) • Summative quarterly assessments designed by site council to specifically assess

Professional Development Plans 2016-2017

Strategies and Actions What will you do?	Who Provides Leadership? Who will provide the leadership to assure that this strategy is accomplished?	Timeline When will this strategy or action begin and end?	Resources What existing resources (or resources you will have as you implement this plan) will you use to accomplish this strategy?	Evidence What indicators will demonstrate progress of this strategy?	Evaluation Methods and Who is Responsible How will you gather the evidence needed to demonstrate progress and achievement of this strategy?
ORTli trainings, workshops and conferences	<ul style="list-style-type: none"> • Principal • School Leadership Team 	September 2016-June 2017	<ul style="list-style-type: none"> • Nicole Kaye (ORTli coach) • ORTli grant funding • District funding 	<ul style="list-style-type: none"> • Effective ORTli implementation, • School-wide positive reading achievement measured with DIBELS yearly assessments • Progress monitoring 	<ul style="list-style-type: none"> *Classroom observation of effective strategies being used *Staff conversation and PD at staff meetings *Effective strategy implementation conversations at grade level PLC meetings *Student performance data *DIBELS assessment data *Student achievement data in reading (i.e. SBAC, Journeys reading assessments) *Leadership team *Principal *Reading Specialist *PLC teams

Jo Robinson trainings	Principal School Leadership Team	September 2016- June 2017	Title funds for professional development opportunities (as needed)	<ul style="list-style-type: none"> Evidence of effective teaching strategies during small group instruction and whole class instruction from observations by supervising teacher, instructional coach, and administration Student progress toward meeting/exceeding grade level standards 	<ul style="list-style-type: none"> Classroom observation of effective strategies being used Staff conversation and PD at staff meetings Effective strategy implementation conversations at grade level PLC meetings Leadership team Principal Reading Specialist
Anita Archer trainings and summer institute for the training of trainers	Principal School Leadership Team Previous Attendees	September 2016- June 2017	Title funds for professional development opportunities (as needed)	<ul style="list-style-type: none"> Evidence of effective teaching strategies during small group instruction and whole class instruction from observations by supervising teacher, instructional coach, and administration Student progress toward meeting/exceeding grade level standards 	<ul style="list-style-type: none"> Classroom observation of effective strategies being used Staff conversation and PD at staff meetings Effective strategy implementation conversations at grade level PLC meetings
Staff meetings (PD led by staff members on current research-based strategies for improving math and reading instruction)	Principal All staff members	As needed based on PLC, administrative, and individual teacher recommendations	<ul style="list-style-type: none"> Current adopted curriculum (identifying highly effective ways to implement current materials) Teacher created materials (effective research-based strategies used in individual classrooms) Title funds for 	<p>Scheduled staff meetings targeted for professional development</p> <p>Staff-wide communication about current needs</p>	<ul style="list-style-type: none"> Brief staff surveys after each professional development meeting to determine usefulness, impact on instructional practices Follow-up staff discussions after

			professional development opportunities (as needed)		implementing new strategies <ul style="list-style-type: none"> All-staff survey at the end of the year to determine the implementation status of the program
Mentoring teachers	Principal New Teacher Mentor/ Instructor	September 2016-June 2017	<ul style="list-style-type: none"> District plan for mentoring new teachers Regular meetings scheduled with mentor for new teachers 	<ul style="list-style-type: none"> On-going Administrative and mentor teacher observations Regular communication of additional support needed from mentored teachers 	<ul style="list-style-type: none"> Student performance data Survey of mentored teachers to determine strengths and weaknesses of mentoring program
DIBELS Assessment Training/Refreshers	Reading Specialist	Fall (date to be established)	<ul style="list-style-type: none"> DIBELS materials Reading Specialist Reading support staff (i.e. instructional assistants) 	<ul style="list-style-type: none"> Successful completion of training Increased use of DIBELS as a common progress monitoring tools school wide 	<ul style="list-style-type: none"> DIBELS assessment data Student achievement data in reading (i.e. SBAC, Journeys reading assessments)
Journeys curriculum Research based proven curriculum aligned with CCSS	PLC leaders PLC Teams Principal All Certified Staff	September 2016-June 2017	<ul style="list-style-type: none"> Publisher representative Reading Specialist 	<ul style="list-style-type: none"> Evidence of effective teaching strategies in the classroom based on observations and PLC discussions Student progress toward meeting and exceeding grade level standards Quarterly progress monitoring data from established sources 	<ul style="list-style-type: none"> DIBELS assessment data SBAC assessment data Curriculum unit assessment data Classroom teacher survey reflecting on the value of the professional development experience and additional needs

Family and Community Involvement Plans 2016-2017

(All event notifications (i.e. letters, emails) will be presented in English and Spanish or communicated individually based on additional specific language needs)

Strategies and Actions What will you do?	Who Provides Leadership? Who will provide the leadership to assure that this strategy is accomplished?	Timeline When will this strategy or action begin and end?	Resources What existing resources (or resources you will have as you implement this plan) will you use to accomplish this strategy?	Evidence What indicators will demonstrate progress of this strategy?	Evaluation Methods and Who is Responsible How will you gather the evidence needed to demonstrate progress and achievement of this strategy
Leadership meetings	Principal and Reading teacher	Monthly	<ul style="list-style-type: none"> • Annual schedule of leadership meetings (specific dates established and posted in staff on school calendar) • JES Calendar • Parent Compact 	<ul style="list-style-type: none"> • Monthly minutes and leadership team reports to staff and parents • 8-10 week 20% meeting reports 	<ul style="list-style-type: none"> • Leadership team will collect quarterly reports for math fluency from teachers for analysis • Staff survey (Mixed Methods)
Parent/teacher conferences	Classroom teachers	Fall and spring (District Calendar) As needed	<ul style="list-style-type: none"> • Notices sent home to parents by individual classroom teachers • Teachers will submit master schedule to office prior to scheduled conference dates 	Parent attendance percent submitted to Leadership Team by individual teachers	Leadership team will request attendance percent through email to all classroom teachers after fall and spring conferences
Annual All-Staff Title meeting (to present updated Title Plan for recommendations and staff approval)	Principal Leadership Team	October (At all staff meeting)	<ul style="list-style-type: none"> • School newsletter • Notices sent home with students (with link to approved Title Plan on web site) • School District web site 	<ul style="list-style-type: none"> • Staff approval and adoption of Title plan • Meeting minutes from scheduled event 	Sign in records for participants at scheduled meeting
Open house	Principal Parent/Teacher Club Staff	Fall (date to be established)	<ul style="list-style-type: none"> • School newsletter • Notices sent home to individual students • School reader board • District office newsletter 	<ul style="list-style-type: none"> • Open House committee updates to principal • Sign-up sheet for participating staff members and volunteers 	<ul style="list-style-type: none"> • Maintain sign-in records for participants at scheduled event • Brief survey administered at the event to assess public opinion and

					determine ways to improve for the following year
Family Connect Night (social event specifically designed for entire community including non-school affiliated individuals and groups)-Merge with Family Literacy Night	Specific committee for event (to be established and create survey) Parent/Teacher Club Principal	Spring (date to be established)	<ul style="list-style-type: none"> • School newsletter • Notices sent home to individual students • School reader board • District office newsletter • Event notice posted at local market, post office, city hall, and community center 	<ul style="list-style-type: none"> • Family Connect Night committee updates to principal • Sign-up sheet for participating staff members and volunteers • Email communication and updates to all staff from committee 	<ul style="list-style-type: none"> • Maintain sign-in records for participants at scheduled event • Brief survey administered at the event to assess public opinion of event and determine ways to improve the event for the following year
Family Math Night (event designed to promote importance of math and its application to real-world activities)	Specific committee for event (to be established and create survey) Principal Math Committee	Winter (date to be established)	<ul style="list-style-type: none"> • School newsletter • Notices sent home to individual students • School reader board • District office newsletter 	<ul style="list-style-type: none"> • Family Math Night committee updates to principal • Sign-up sheet for participating staff members and volunteers • Email communication and updates to all staff from committee 	<ul style="list-style-type: none"> • Maintain sign-in records for participants at scheduled event • Brief survey administered at the event to assess public opinion of event and determine ways to improve the event for the following year
Family Literacy Night (event designed to promote importance of literacy and its application to real-world activities)	Specific committee for event (Create Survey) Principal Reading Specialist	Fall (date to be established)	<ul style="list-style-type: none"> • School newsletter • Notices sent home to individual students • School reader board • District office newsletter 	<ul style="list-style-type: none"> • Family Literacy Night committee updates to principal • Sign-up sheet for participating staff members and volunteers • Email communication and updates to all staff from committee 	<ul style="list-style-type: none"> • Maintain sign-in records for participants at scheduled event • Brief survey administered at the event to assess public opinion of event and determine ways to improve the event for the following year

Family Movie Night (this event was designed primarily as a community event with a potential to raise some funds)	Parent/Teacher Club Staff Volunteers Principal	Winter (date to be established)	<ul style="list-style-type: none"> • Parent/Teacher Club funds • Screen from the high school • Elementary school projector and sound system • School newsletter • Notices sent home to individual students • School reader board • District office newsletter 	<ul style="list-style-type: none"> • Updates and needs from parent/teacher club communicated to principal • Planning team arranging event including food and system set-up • Communication with public including newsletter postings, emails, and event reminders 	<ul style="list-style-type: none"> • Attendance at the event • Brief survey distributed after the event to analyze the success of the event and ways to improve attendance or experience for participants next year.
Communicate with families of students using the primary language used in their home	Principal Bilingual Staff	September 2016-June 2017	<ul style="list-style-type: none"> • Bilingual staff member (to be specified) to translate documents from English to Spanish for all communication with parents and community • English/Spanish letters and resources in adopted curriculum • Volunteers • Interpretive Services • Funds and resources to communicate with languages other than English and Spanish (based on specific needs) 	<ul style="list-style-type: none"> • All written correspondence is sent home in both English and Spanish (or other languages as needed) • Specific translation needs communicated with principal 	<ul style="list-style-type: none"> • A file is maintained in the administration's office of all information sent home for future analysis of achievement in this goal • Parent survey (conducted at the end of the school year to assess parent perceptions of our school's effectiveness in communicating with non-English speaking families)
After-School Program-administered and ran by Albany YMCA	<ul style="list-style-type: none"> • Program Director • After-school program staff • YMCA 	September 2016-June 2017	<ul style="list-style-type: none"> • Program staff • District office • YMCA supplies 	<ul style="list-style-type: none"> • Completion of assigned academic work and increased understanding 	<ul style="list-style-type: none"> • Program records • Informal Parent and student input • Informal teacher input
Adult ESL Classes	<ul style="list-style-type: none"> • Paloma DeLaTorre • Teryl Wusstig 	September 2016-June 2017 (specific dates to be established)	<ul style="list-style-type: none"> • WESD • ELD curriculum • Instructor created materials 	<ul style="list-style-type: none"> • Participant attendance • Sign-in records and registration forms 	<ul style="list-style-type: none"> • English language assessments • Exit survey administered to participants to

					identify strengths and weaknesses of program
SMART-Start Making A Reader Today	<ul style="list-style-type: none"> • Site Coordinator (Jim) • Leadership Team 	September 2016-June 2017	<ul style="list-style-type: none"> • SMART • Library space • Books • Parent Volunteers 	<ul style="list-style-type: none"> • Program acceptance • Successful start of program at JES 	<ul style="list-style-type: none"> • Sign in records showing who is receiving support and who is delivering the support with dates and times. • Questionnaire