

**Hilton Central School District  
Village Elementary School**

# **School Improvement Plan**

**Executive Summary**

**2008-09**

## School Improvement Plan Village Elementary School 2008-2009

### Introduction

#### Purpose of the School Improvement Plan:

This answers the essential question, “*Why does our school exist?*”

The answer can be found in the school district’s **Mission** statement.

- The Village Elementary School is committed to “each student’s success academically, physically, emotionally, and socially so that they become self-directed, life-long learners who think critically and creatively, and function as caring, responsible productive citizens.”

#### Outcomes of a School Improvement Plan:

This answers the question, “*What will be the result if we achieve the mission?*”

The answers can be found in the Hilton Central Schools District’s **Vision** and in particular the evidence of our efforts to achieve student **academic success** and student **citizenship**.

- The Village Elementary School is “the heart of the community. Through innovation and discovery we foster purposeful learning, use of resources and leadership. Our learners strive for excellence in all aspects of life.”
- The Village Elementary School measures **academic success** in the following ways:
  - Overall student performance on New York State Assessments
  - Individual student performance on New York State Assessments

- Overall student performance on district and program assessments.
- Individual student performance on district and program assessments.
- Regular real-time formative assessments of each student.
- Analysis of the effectiveness of academic interventions.
- The Village Elementary School measures **citizenship** in the following ways:
  - Overall student deportment as measured by disciplinary referrals and analysis of qualitative surveys of classroom and school climate.
  - Qualitative analysis of programs designed to develop a positive quality of school life, like Character Education and PBIS.

#### Improvement Plan Design:

This answers the question, *“How will we achieve the mission, vision, and the academic and citizenship outcomes we expect?”*

The answer can be found in the long-term (multi-year) **goals** and short-term (annual) **objectives**.

- The Village Elementary School long-term **goals** address the external audiences and accountability. They include:
  - That every student will meet standards; achieving benchmarks along the way.
  - That every student will reflect the **mission** in their school and after-school life.
- The Village Elementary School short-term **objectives** address the internal grade level/department audiences and accountability. They manifest themselves as action plans that view the goals through content and concept lenses, and are outlined in this document.

**School Improvement Plan**  
Village Elementary

2008- 2009

<p><b>PIA #2:</b> Adopt research-based, highly effective methods and models to increase the level of success for every learner, including our talented and challenged students.</p>		
<p><b><u>Goal # 1</u></b></p>	<p><b><u>Actions</u></b></p>	<p><b><u>Outcomes</u></b></p>
<ul style="list-style-type: none"> <li>➤ Improved student learning as measured by student performance and achievement.           <ul style="list-style-type: none"> <li>■ NYS Assessments</li> <li>■ Formative Curriculum Assessments *</li> <li>■ Summative Curriculum Assessments *</li> <li>■ Special program initiatives (K-Summer Camp, K-Lab, CSR, and Jump Start)</li> <li>■ Character Education (PBIS)</li> </ul> </li> </ul> <p>(* ex. DRA, PALS; "Literacy Profile")</p>	<ul style="list-style-type: none"> <li>➤ Analyze NYS Assessments results, especially cohort data over multiple years.</li> <li>➤ Analyze curriculum assessment measures for individual students, grade level, and classes over multiple years; comparing results to state and district assessment results.</li> <li>➤ Analyze information and data regarding special academic programs, like CSR, K-Lab, Jump Start, etc.;</li> </ul>	<ul style="list-style-type: none"> <li>➤ Increases in average achievement of students meeting benchmarks on each state assessment as measured by a cohort analysis.</li> <li>➤ Increases in average achievement of students in meeting benchmarks on district assessment measures on a year to year basis.</li> </ul>

<p><b>PIA #1:</b> Develop structures that improve communication, alignment, and instructional implementation.</p>	<p><b>PIA #2:</b> Adopt research-based, highly effective methods and models to increase the level of success for every learner, including our talented and challenged students.</p>	
<p style="text-align: center;"><b><u>Goal # 2</u></b></p>	<p style="text-align: center;"><b><u>Actions</u></b></p>	<p style="text-align: center;"><b><u>Outcomes</u></b></p>
<ul style="list-style-type: none"> <li>➤ To improve student learning, teachers will utilize multiple data sources to adjust instruction.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Building-wide goal for all grade levels to collaboratively use and analyze multiple assessments and implement instructional interventions.</li> <li>➤ Revising IST structure and procedures, including a school presentation and implementation of the Rtl model as it aligns to IST and goal setting with emphasis on academic intervention.</li> <li>➤ Continued revision of SIT processes and practices.</li> <li>➤ Require each grade level to develop action plans that identify a collaborative instruction lens (unit of instruction) in which the use of multiple assessments will drive cooperative instructional responses and interventions.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Establishment of a Professional Learning Community (PLC) as measured by the implementation and application of organizational and cultural structures.</li> <li>➤ Increased collaboration around student achievement and the analysis of data.</li> <li>➤ Increased evidence of instruction resulting from the collaboration.</li> <li>➤ Increased evidence of Rtl model, especially 'progress monitoring'.</li> </ul>

<p><b>PIA #1:</b> Develop structures that improve communication, alignment, and instructional implementation.</p>	<p><b>PIA #2:</b> Adopt research-based, highly effective methods and models to increase the level of success for every learner, including our talented and challenged students.</p>	
<p align="center"><b><u>Goal # 3</u></b></p>	<p align="center"><b><u>Actions</u></b></p>	<p align="center"><b><u>Outcomes</u></b></p>
<ul style="list-style-type: none"> <li>➤ Improve the quality of instruction as measured by the implementation and applications of selected teaching practices. <ul style="list-style-type: none"> <li>■ New curriculum in all four major content areas.</li> <li>■ Continuation of ‘Differentiated Instruction’ efforts.</li> <li>■ Introduction to <i>Concept-Based Instruction</i>, including components of <i>Understanding by Design</i>.</li> <li>■ Focus on developing assessment capabilities among all teachers with emphasis on using multiple assessments for pre-formative, formative and summative measures in both formal and informal ways.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>➤ Staff in-service sessions to introduce curriculum updates and changes; ELA, Math, Science, and Social Studies.</li> <li>➤ Grade level meeting sessions devoted to review of curriculum implementation.</li> <li>➤ Study groups for key topics related to comprehension; <u>Constructing Meaning</u> by Nancy Boyles, <u>Concept-Based Instruction &amp; Schooling by Design</u> by Lynn Erickson and Jay McTighe, and <u>Growing Readers</u> by Kathy Collins.</li> <li>➤ Staff meeting agendas with designated content area focus, especially curriculum implementation (resultant efforts of Math Task Force, CIALC, and the Technology Committee).</li> <li>➤ Continued in-service of staff members in the use of on-line web-based data systems, like Data Mentor, Data Warehouse.</li> <li>➤ Use of consultants, like Olson for Science and Perry for Social Studies.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Effective implementation of new curriculums and the utilization of accompanying revised assessments tools.</li> <li>➤ Increased evidence of ‘differentiated’ instructional practices and applications, especially as it pertains to the content lens (unit of instruction) each grade level identified in their action plan.</li> <li>➤ Increased awareness and understanding of ‘Concept-Based Instruction’ and the applications to the lesson design advanced in <u>Schooling by Design</u>. The participants will develop a plan to share the understanding with the entire staff later in the spring of 2009 or the fall of 2009.</li> </ul>

<p><b>PIA #4:</b> Promote the development of responsible and respectful citizens, K-12, who become productive and responsible citizens in our society.</p>		
<p style="text-align: center;"><b><u>Goal # 4</u></b></p>	<p style="text-align: center;"><b><u>Actions</u></b></p>	<p style="text-align: center;"><b><u>Outcomes</u></b></p>
<ul style="list-style-type: none"> <li>➤ To improve the learning environment of the school.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Utilization of the PBIS structure to analyze student behavior, as well as the climate perceptions of students, staff, and parents.</li> <li>➤ Continuation of the Character education Committee and its actions that design and implement school-wide proactive culture building activities.</li> <li>➤ Implement regular school wide community building and character focused activities, including a complimentary action by VEPTO.</li> <li>➤ Analyze student behavior and survey information and data about school climate.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Increases in reported positive student behavior and department.</li> <li>➤ Student, staff, and parents perceive school as a safe and positive community.</li> <li>➤ Decreases in reported discipline incidents, staff members' appraisal of student department.</li> </ul>

## **GRADE LEVEL ACTION PLANS**

Each grade level was charged with developing an action plan for Goal # 2. This specific expectation was directly related to the emphasis the SIT place on the Professional Learning Community (PLC) goal. Each grade level team, meeting in the summer of 2008, identified at least one 'content lens' within which they would address the three-components for an effective PLC.

The three components are:

- A. Focus on student achievement,
  - B. Utilization of student performance data and information, and
  - C. Collaborative decision making regarding curriculum and instructional responses and interventions.
1. SIT provided the grade level teams with a unit design template that was based on the work by Jay McTighe and Grant Wiggins in their book Schooling by Design. (see Appendix #1)
  2. The objectives of the action plan are contained in the 'understandings' as they apply them to the selected unit of study. The understandings are explained in the table on the next page.
  3. The 'content lens' that grade levels selected varies. It is based on the grade levels analysis of student performance from the previous year and the analysis of the profiles of students the teachers have in their classroom this year. An example of each grade level's action plan is found in Appendix #2.

Table: The PLC Goal; Clarification, Description, Explanation and Essential Questions

<b><u>Understandings (Conceptual Foundation)</u></b>	<b><u>Clarification/Description/ Explanation</u></b>	<b><u>Essential Questions</u></b>
Using multiple assessments gives a more accurate picture of the child.	Multiple assessments refer to pre-formative, formative, as well as summative assessments that are both formal and informal.  The accuracy of the child refers to analyzing the results of the assessments, especially real-time performance to determine what instructional interventions are most suitable.	How do multiple assessments give a more accurate picture of a child's learning?
Collaboration about assessments creates better decisions.	Collaborative analysis imports varying perspectives of a child's instructional needs and the subsequent interventions.	Why collaborate around assessment? ( <i>of a child's performance</i> )
Frequent measurement changes practice.	Frequent measurement refers to the analysis of multiple assessment tools.  Changes in practice refer to the interventions that result from the collaborative analysis.	

### **Summary of Academic Performance: NYS Assessments**

Results of student performance on the New York State Assessments at grades three through six in English Language Arts (ELA) and Mathematics, at grade four in Science, and at grade five in Social Studies are located in Appendix #3.

### **Summary of Academic Performance: District & Program Assessments**

Results of student performance and program effectiveness in a variety of areas are located in Appendix #4.

## Appendix #1: Schooling by Design template

<b>Stage 1 – Desired Results</b>			
<p><b>Goal(s):</b></p> <p>To improve student learning teachers will utilize multiple data sources to adjust instruction.</p>			
<p><b>Understanding(s):</b> <i>(for teachers)</i></p> <ul style="list-style-type: none"> <li>• Using multiple assessments gives an accurate picture of the child.</li> <li>• Collaboration about assessment creates better decisions.</li> <li>• Frequent measurement changes practice.</li> </ul>	<p><b>Essential Question(s):</b> <i>(for staff exploration)</i></p> <ul style="list-style-type: none"> <li>• How do multiple forms of assessment give an accurate picture of the child?</li> <li>• Why collaborate around assessment?</li> <li>• How is growth measured?</li> </ul>		
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; padding: 5px; vertical-align: top;"> <p><b>Knowledge:</b></p> <p><i>Teachers will know:</i></p> <ul style="list-style-type: none"> <li>• Multiple forms of assessment</li> <li>• How to use appropriate assessments</li> <li>• The curriculum</li> <li>• The student (<i>readiness, learning profile, &amp; interests</i>)</li> <li>• Best practice</li> </ul> </td> <td style="width: 50%; padding: 5px; vertical-align: top;"> <p><b>Skills:</b></p> <p><i>Teachers will be able to:</i></p> <ul style="list-style-type: none"> <li>• Collect variety of assessment data</li> <li>• Collaborate regularly with colleagues</li> <li>• Analyze various assessments</li> <li>• Design instruction in response to assessment</li> <li>• Select appropriate practice (<i>differentiation</i>)</li> </ul> </td> </tr> </table>		<p><b>Knowledge:</b></p> <p><i>Teachers will know:</i></p> <ul style="list-style-type: none"> <li>• Multiple forms of assessment</li> <li>• How to use appropriate assessments</li> <li>• The curriculum</li> <li>• The student (<i>readiness, learning profile, &amp; interests</i>)</li> <li>• Best practice</li> </ul>	<p><b>Skills:</b></p> <p><i>Teachers will be able to:</i></p> <ul style="list-style-type: none"> <li>• Collect variety of assessment data</li> <li>• Collaborate regularly with colleagues</li> <li>• Analyze various assessments</li> <li>• Design instruction in response to assessment</li> <li>• Select appropriate practice (<i>differentiation</i>)</li> </ul>
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<b>Stage 2 – Assessment Evidence</b>			
<p><b>Direct Evidence:</b></p> <p><i>What will count as evidence of success?</i></p> <ul style="list-style-type: none"> <li>• All teachers participate in collaborative review of student growth</li> <li>• Instruction reflects use of assessment</li> <li>• Continuous adjustment based on performance</li> </ul>	<p><b>Indirect Evidence:</b></p> <p><i>What other data (e.g., achievement, gaps; staff understandings, attitudes, and practices; organizational capacity) should be collected?</i></p> <ul style="list-style-type: none"> <li>• Quality of IST outcomes</li> <li>• Curriculum coordination</li> <li>• Changing student groupings frequently</li> <li>• Stronger professional relationships</li> </ul>		

**Content Lens:** \_\_\_\_\_

**Stage 3 – Action Plan**

What short- and long-term actions will we take to achieve our goals (in curriculum, assessment, instruction, professional development, policy, resource allocation, and job appraisal)?

What strategies will help us achieve the desired results?

Who will be responsible? What resources will be needed?

## **Building PLC Goal: “Schooling by Design” Template**

**Grade Level Action(s): Kindergarten**  
**Content Lens: Letter Identification (names)**

***What short and long-term actions will we take to achieve our goal (in curriculum, assessment, instruction, professional development, policy, resource allocation, and job appraisal)?***

- Teachers will pre-assess a child’s identification of name, individual letters in their name, and letters of their name in isolation. (Resource—Phonics by Fountas & Pinnell)
- Teachers will make materials. Use magnetic letters in learning centers.
- Teachers will collaborate on a frequent basis about student progress.
- For students who have already mastered the identification of letters in their name, they will work on identifying the letters in their peers’ names.

***What Strategies will help us achieve the desired results?***

- Students will use puzzles to help them strengthen their identification of letters.
- Students will sign in on a ‘sign-in’ sheet daily (will help with letter formation).
- Students will use pictures/names as a matching game to identify their names and those of their peers.
- Student will use “chick-a-boom’ and other text that use repetitive wording as a means of strengthening their letter skills.
- Teachers will use alphabet books, name graphs, name charts, as part of their daily routine.

***Who is responsible? What resources will we need?***

- Renee Gallo will be the contact person for Kindergarten.
- All teachers will be responsible for communicating with each other.
- Team meetings.

**Grade Level Action(s): First Grade**  
**Content Lens: High Frequency Words**

***What short and long-term actions will we take to achieve our goal (in curriculum, assessment, instruction, professional development, policy, resource allocation, and job appraisal)?***

- Students will be able to recognize 70 high frequency words by the first trimester.
- They will be able to recognize 140 words by the second trimester.
- They will be able to recognize 200 words by the end of the year.

Actions: pre-assessments, word walls, center activities, introduce 4-5 words per-week, send home words for families to practice with students, incorporate words into guided reading, and in writing.

***What Strategies will help us achieve the desired results?***

- Identify particular sight words in print.
- Sight word games... kinesthetic movement (jump it, bat it, etc.).

***Who is responsible? What resources will we need?***

We will meet weekly to discuss the words, strategies, etc.

**Grade Level Action(s): Second Grade**  
**Content Lens: Reading Comprehension**

***What short and long-term actions will we take to achieve our goal (in curriculum, assessment, instruction, professional development, policy, resource allocation, and job appraisal)?***

- Grade level participating in a book study (Constructing Meaning; by Nancy Boyles).
- Differentiate instruction through collaborative planning.
- Begin the year with an overview of all strategies. Then focus on each one systematically as the year progresses.
- Pre-assess each strategy.
- Model/think aloud strategies during read aloud time.
- Familiarize parents with the reading strategies terminology through newsletter and websites to strengthen the home-school connection.

***What Strategies will help us achieve the desired results?***

- Apply knowledge of reading comprehension strategies while reading (making connections, predicting, visualizing questioning, inferring, synthesizing).
- Use common terminology to verbalize/identify the strategies used to construct meaning.

***Who is responsible? What resources will we need?***

The text Constructing Meaning; by Nancy Boyles used by all grade two teachers in a book study group.

**Grade Level Action(s): Third Grade**  
**Content Lens: Writing Fictional Narratives**

***What short and long-term actions will we take to achieve our goal (in curriculum, assessment, instruction, professional development, policy, resource allocation, and job appraisal)?***

Short-term:

- Present mini-lessons from Unit # 4 of “Intermediate Units of Study”.
- Use mentor texts to provide professional models and to initiate discussions.
- Use student and teacher work to model writing skills.
- Writing Conference with students (anecdotal note).
- Observe writing behaviors (anecdotal notes).

Long-Term:

- Compare students’ earlier and later pieces.
- Analyze student progress.
- Score some pieces collaboratively.
- Collect exemplars and anchor papers.

***What Strategies will help us achieve the desired results?***

- Utilize the steps in the writing process; collecting ideas, selecting a topic, planning (using a graphic organizer).
- Review understandings for students, like fiction is make-believe, story elements learned in reading can be used in writing, story ideas come from any sources, story elements work as a system, and stories change throughout the writing process.
- Review writer’s notebooks (evidence of ability to collect and evaluate ideas).
- Review anecdotal notes from writing conferences.
- Review state writing assessment data.
- Score writing collaboratively.

***Who is responsible? What resources will we need?***

Grade level meetings.

**Grade Level Action(s): Fourth Grade**  
**Content Lens: Multiplication**

***What short and long-term actions will we take to achieve our goal (in curriculum, assessment, instruction, professional development, policy, resource allocation, and job appraisal)?***

- Curriculum review (multiplication properties, inverse operations, and computational strategies).
- Assessment review (formal and informal, pre, formative, and summative sources).
- Instructional review (practice, modeling, concept-based).
- Resource review (Scott Foresman and Investigations).
- Job Appraisal (collaboration, self-reflection, mentoring, goal setting & reflection).

***What Strategies will help us achieve the desired results?***

- Differentiation.
- Learn and understand all multiplication strategies (lattice, portioning-*breaking apart*, traditional, repeated addition).

***Who is responsible? What resources will we need?***

- Create multiplication survey.
- Create multiplication 'mad minute' booklets.
- Create parent-home practice activities.
- Create anecdotal notes that include multiplication skills.
- Use Scott Foresman and investigations Math materials.
- Create unit projects and/or games.

**Grade Level Action(s): Fifth Grade**  
**Content Lens: Government**

***What short and long-term actions will we take to achieve our goal (in curriculum, assessment, instruction, professional development, policy, resource allocation, and job appraisal)?***

Target knowledge: Why the three branches of government?

- Use new curriculum to plan for essential questions and sequence the unit.
- Addressing vocabulary.
- Pre-assessment of the branches of government and final assessment.
- Daily observations-program monitoring.

***What Strategies will help us achieve the desired results?***

- Role playing of responsibilities of the different branches of government.
- Group decision making.
- Manipulative items.
- Independent choice reading regarding topic.

***Who is responsible? What resources will we need?***

- Use 'election 08' booklet from Scholastic as a spring board.
- Guided reading books and 'read aloud' books.
- Diverse resources; texts that are already in the classroom.

**Grade Level Action(s): Sixth Grade**  
**Content Lens: Descriptive Writing Strategies**

*What short and long-term actions will we take to achieve our goal (in curriculum, assessment, instruction, professional development, policy, resource allocation, and job appraisal)?*

- Utilize “Units of Study”.
- Develop units that include figurative language.
- Team meetings to share success.

*What Strategies will help us achieve the desired results?*

- Use picture books in teaching targeted strategies.
- Use narrative benchmarks (district) as a source to measure growth.
- Explicit instruction of figurative language.
- Teacher developed lessons using Differentiated Instruction activities and formats.
- Point out examples in readings found in other curriculum areas.

*Who is responsible? What resources will we need?*

Grade level meetings.

**Appendix # 3****Summary of Academic Performance: NYS Assessments****Part 1: Year To Year**

<b><u>Grade Three</u></b>	<b><u>English Language Arts</u></b>	<b><u>Mathematics</u></b>
<b>Year</b>	<b>(% Meeting Standards)</b>	<b>(% Meeting Standards)</b>
2005-2006	64	78
2006-2007	76	87
2007-2008	78	94

<b><u>Grade Four</u></b>	<b><u>English Language Arts</u></b>	<b><u>Mathematics</u></b>	<b><u>Science</u></b>
<b>Year</b>	<b>(% Meeting Standards)</b>	<b>(% Meeting Standards)</b>	<b>(% Meeting Standards)</b>
1999-2000	53	70	NA
2000-2001	67	88	NA
2001-2002	73	81	NA
2002-2003	73	91	NA
2003-2004	68	89	NA
2004-2005	81	90	NA
2005-2006	78	82	93
2006-2007	67	77	91
2007-2008	72	80	87

<b><u>Grade Five</u></b>	<b><u>English Language Arts</u></b>	<b><u>Mathematics</u></b>	<b><u>Social Studies</u></b>
<b>Year</b>	<b>(% Meeting Standards)</b>	<b>(% Meeting Standards)</b>	<b>(% Meeting Standards)</b>
2005-2006	81	85	NA
2006-2007	79	79	91
2007-2008	82	85	90

<b>Grade Six</b>	<b>English Language Arts</b>	<b>Mathematics</b>
<b>Year</b>	<b>(% Meeting Standards)</b>	<b>(% Meeting Standards)</b>
<b>2005-2006</b>	<b>67</b>	<b>67</b>
<b>2006-2007</b>	<b>77</b>	<b>86</b>
<b>2007-2008</b>	<b>77</b>	<b>89</b>

### **Part 2: Cohort**

<b>Class</b>	<b>Grade Level</b>	<b>English Language Arts</b>	<b>Mathematics</b>
<b>Completing 6<sup>th</sup> Grade in...</b>		<b>(% Meeting Standards)</b>	<b>(% Meeting Standards)</b>
<b>2006-2007</b>	<b>6th</b>	<b>77</b>	<b>86</b>
<b>2005-2006</b>	<b>5th</b>	<b>81</b>	<b>85</b>
<b>2004-2005</b>	<b>4<sup>th</sup></b>	<b>81</b>	<b>90</b>
<b>2003-2004</b>	<b>3rd</b>	<b>NA</b>	<b>NA</b>

<b>Class</b>	<b>Grade Level</b>	<b>English Language Arts</b>	<b>Mathematics</b>
<b>Completing 6<sup>th</sup> Grade in...</b>		<b>(% Meeting Standards)</b>	<b>(% Meeting Standards)</b>
<b>2007-2008</b>	<b>6th</b>	<b>77</b>	<b>89</b>
<b>2006-2007</b>	<b>5th</b>	<b>79</b>	<b>79</b>
<b>2005-2006</b>	<b>4<sup>th</sup></b>	<b>78</b>	<b>82</b>
<b>2004-2005</b>	<b>3rd</b>	<b>NA</b>	<b>NA</b>

