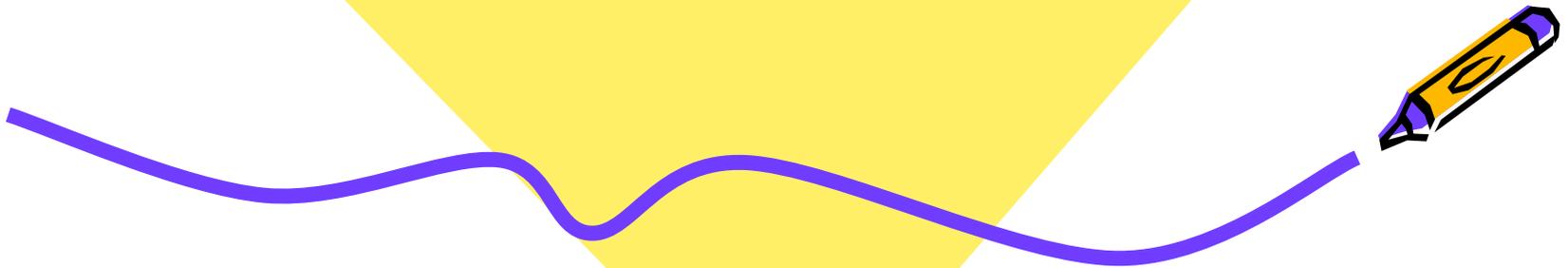


# K-4 Improvement Plan 2004-07



# Developed by the K - 4 Improvement Team

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Marcia Landgren

Gloria Mayou

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Julie Gelina

Stephanie Johnson

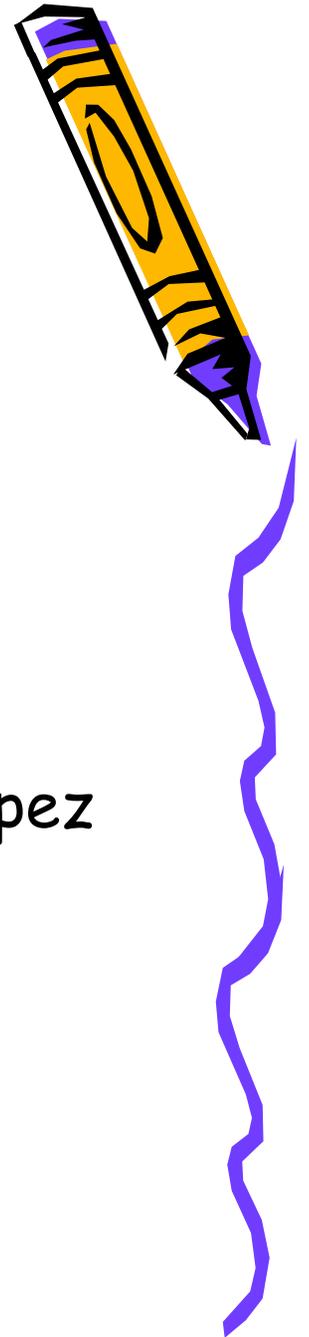
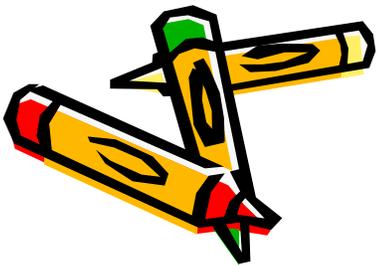
Tom Lightfoot

Nancy Martinez-Lopez

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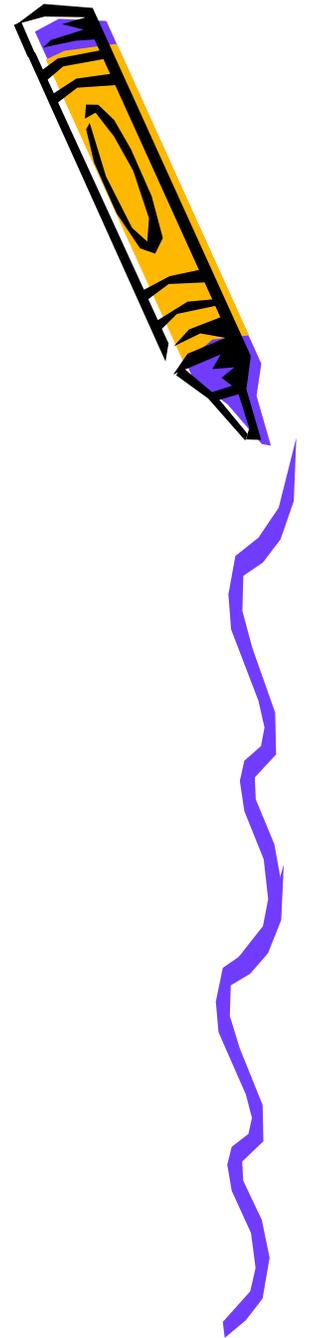
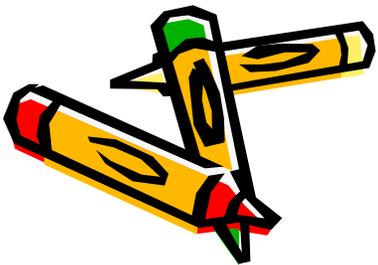
Jeff Tuma

Bonnie Witt



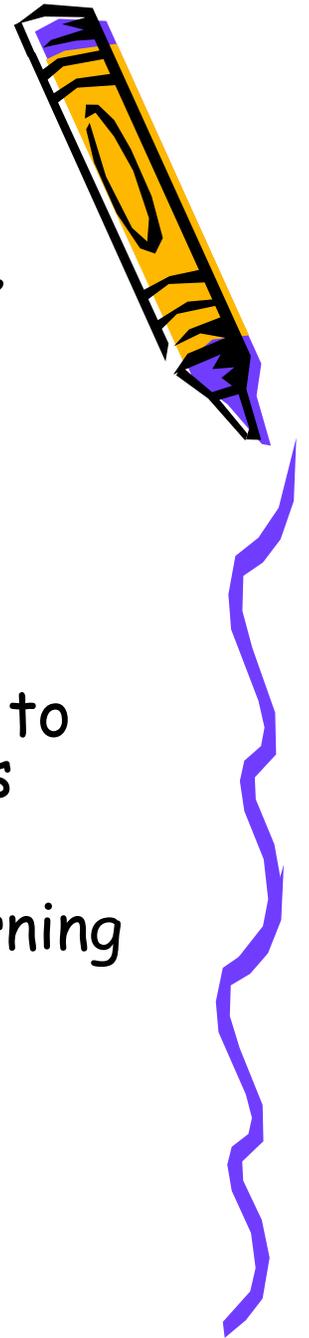
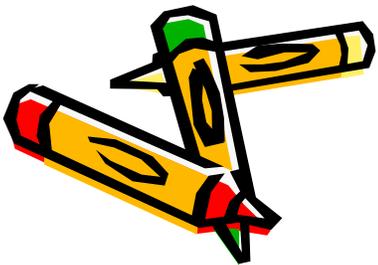
# Through a Partnership of Parents, Community and Staff Members

The K - 4 Improvement Team has designed a plan that supports student achievement, communication to all stakeholders and the development of a positive school culture.



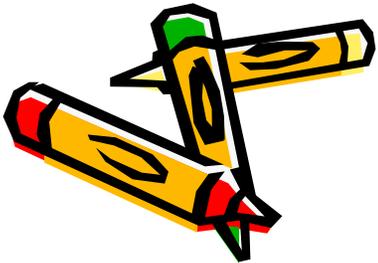
# This collaboration is built on the following beliefs and values:

- Reading is the center of life long learning
- Students learn in different ways and we need to meet all children's academic and diverse needs
- The atmosphere needs to be conducive to learning



# Beliefs and values continued:

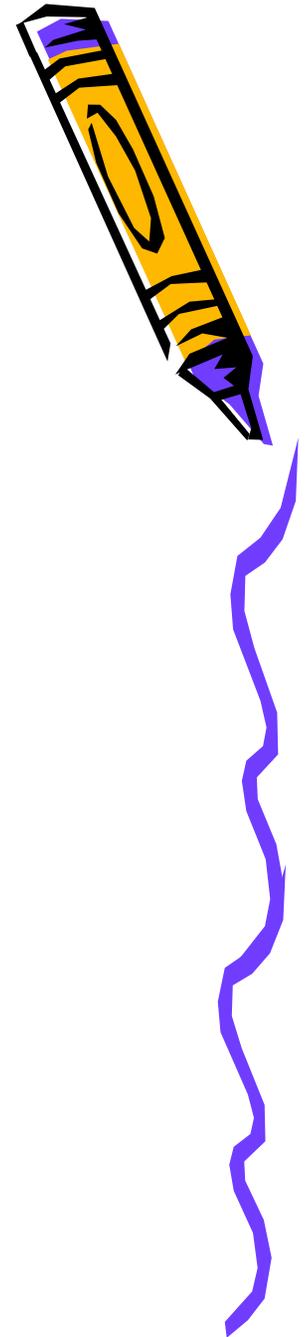
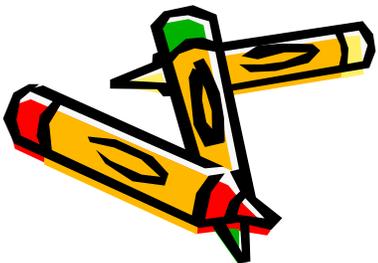
- A commitment /passion of educators and quality teaching needs to be present
- A partnership of parents, staff, administrators and students is imperative
- A safe, comfortable and respectful learning environment is important to foster a love of learning



# School Performance Target: ACADEMIC ACHIEVEMENT

**Current State:** Assessment data for 2004 shows a level of academic achievement less than desired.

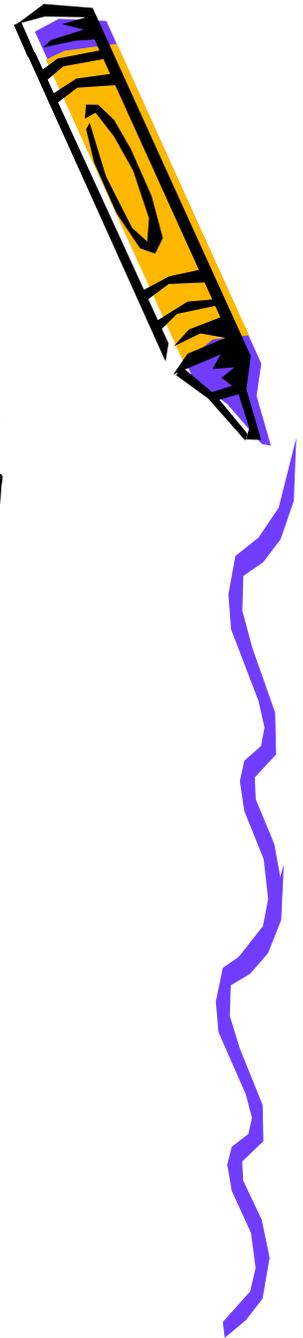
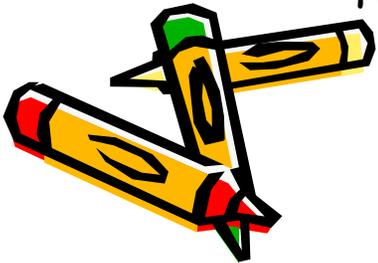
<u>Assessment</u>	<u>May 2004 Level 3 &amp; 4</u>	<u>% of Students at Level 4</u>
Terra Nova Grade 1	69	23
Terra Nova Grade 2	58	10
Terra Nova Grade 3	70	8
NYS ELA 4	49	8
NYS Math 4	77	25
NYS Science 4	83	42



# ACADEMIC ACHIEVEMENT

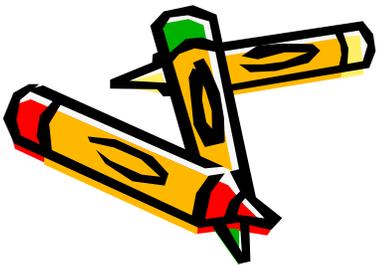
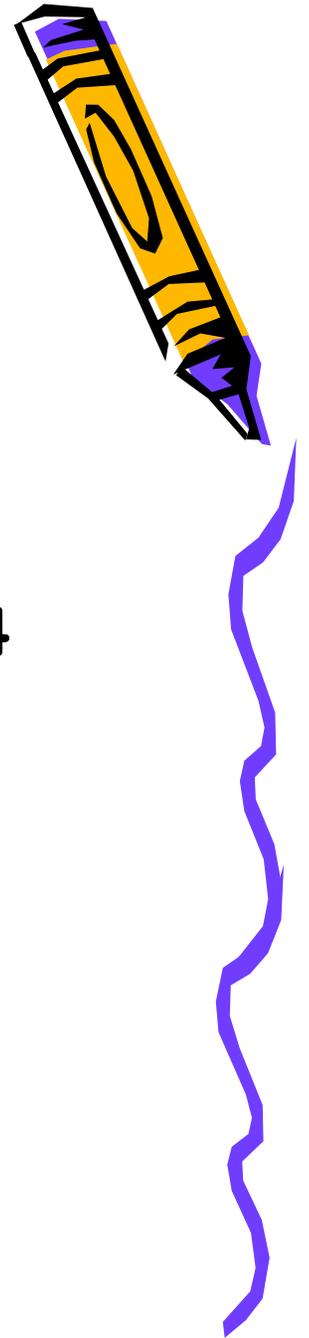
**Desired State:** Through successful implementation of Reading First strategies an increase of 5% each year in students reaching the benchmark (score of 3 or 4) and 5% each year increase in mastery (score of 4) in English Language Arts, Mathematics and Science. The following goals reflect the 2004-2005 academic achievement goals for ELA, Math and Science.

<u>Assessment</u>	<u>May 2005 Level 3 &amp; 4</u>	<u>% of students at Level 4</u>
Terra Nova Grade 1	74	28
Terra Nova Grade 2	63	15
Terra Nova Grade 3	75	13
NYS ELA 4	54	13
NYS Math 4	82	30
NYS Science 4	88	47



# Academic Achievement Strategy 1

Full implementation of the Reading First  
components (K-3) with alignment to Grade 4



# Strategy 1 Components

- Professional Development
  - Reading Academy - 80 hours required
  - Required Reading First training
- Instruction Based on Analysis of Student Assessments

TONYSS

DIBELS

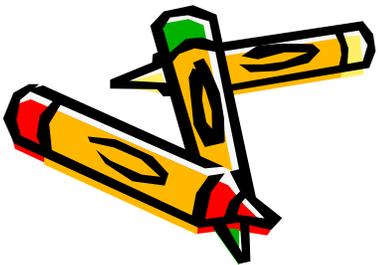
Terra Nova (Grades 1-3)

Houghton Mifflin

Peabody and Woodcock Johnson

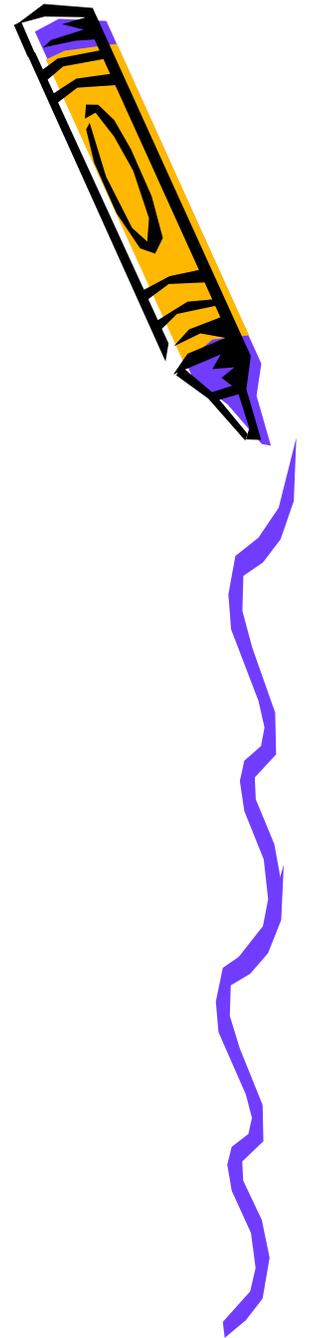
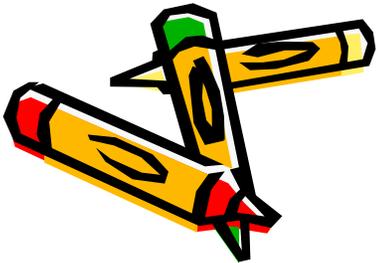
NYS English Language Arts (Grade 4)

2004 NYS ELA Assessment (Grade 4)



# Strategy 1 Components Continued

- Instructional Staff Trained to use Intervention Programs
  - K - Earobics
  - Grade 1 - Early Success/Reading Recovery
  - Grade 2 - Early Success
  - Grade 3 - Soar to Success
  - Grade 4 - Academic Intervention Services
- Use of Houghton Mifflin Core Program (K-3)
- Instruction based on Five Components of Reading
  - Phonics
  - Fluency
  - Phonemic Awareness
  - Vocabulary
  - Comprehension



# Academic Achievement Strategy 2

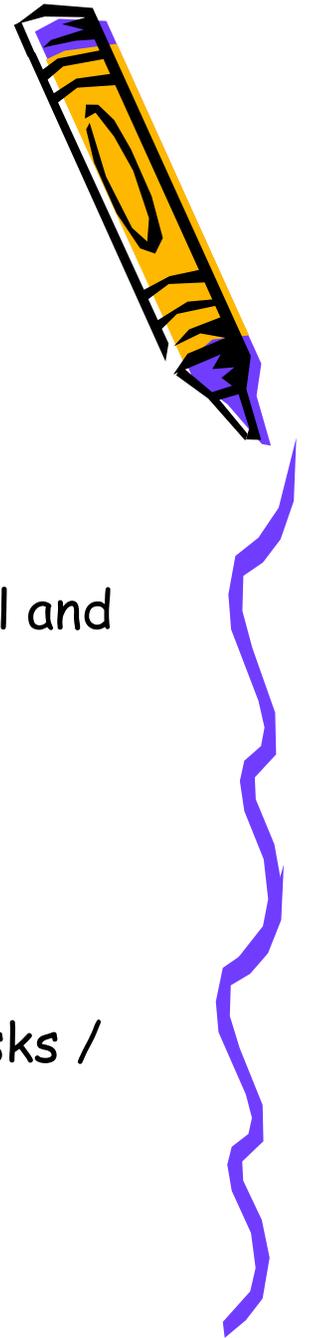
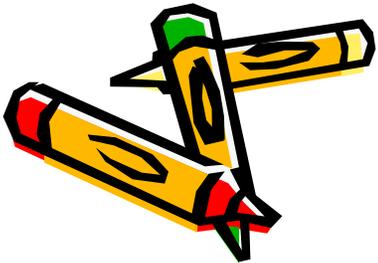
## Professional Development for Teachers

- Teacher training in Effective Classroom Management
- Mentor assigned to teachers entering a new grade level and new hires

# Strategy 3

## Common Planning Time

- Grade level planning
- Curriculum development/alignment - develop parallel tasks / assessments

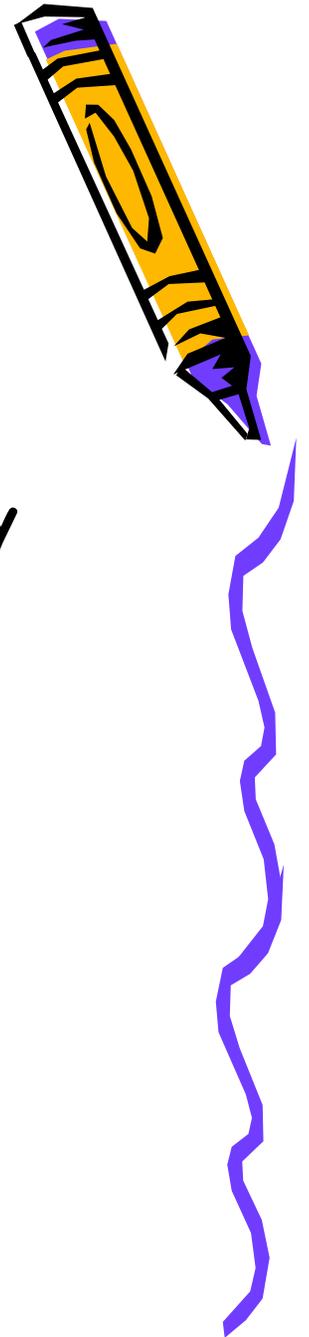
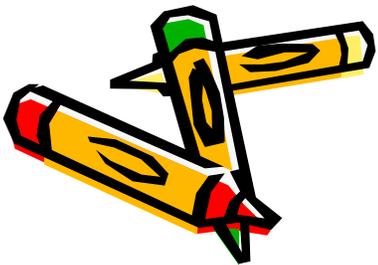


# Academic Achievement Strategy 4

Research Needed to Determine Alignment of  
Program Materials used by K-3 and How They  
Align to Grade 4

# Strategy 5

Plan to Sustain the Reading First Initiatives  
to Ensure that Student Progress is Sustained

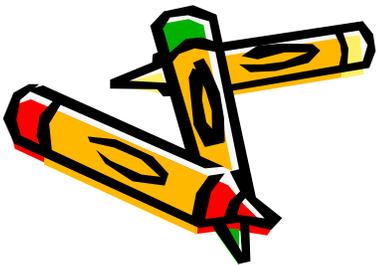
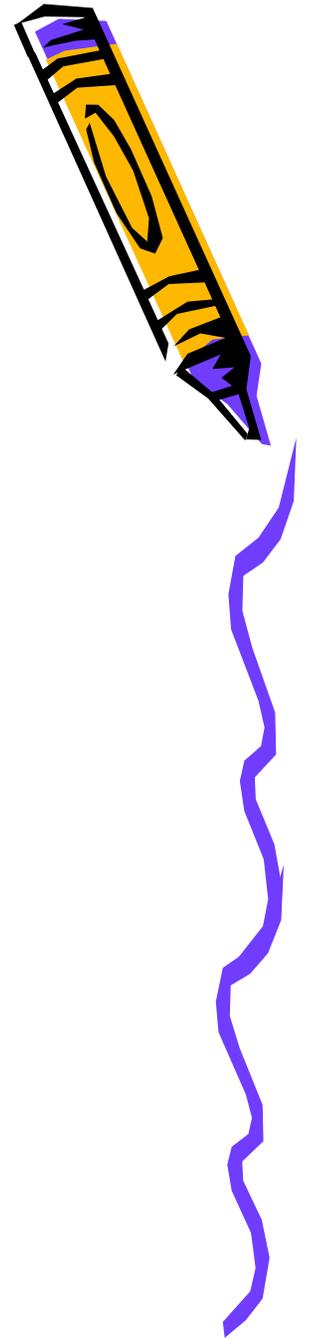


# Academic Achievement Strategy 6

Monitor progress of students and review  
overall results of achievement

# Strategy 7

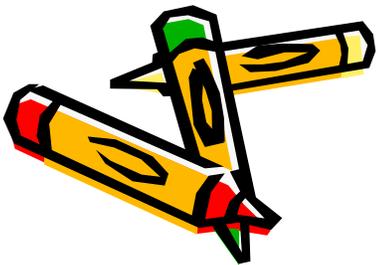
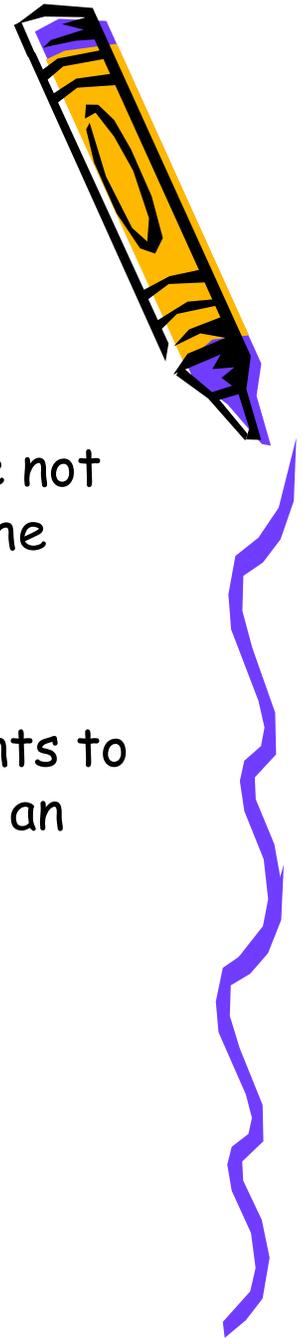
Revise Plan as necessary



# School Performance Target: **COMMUNICATION**

**Current State:** Systematic communication systems are not adequate to meet the needs of all parents, especially the non-English speaking parents.

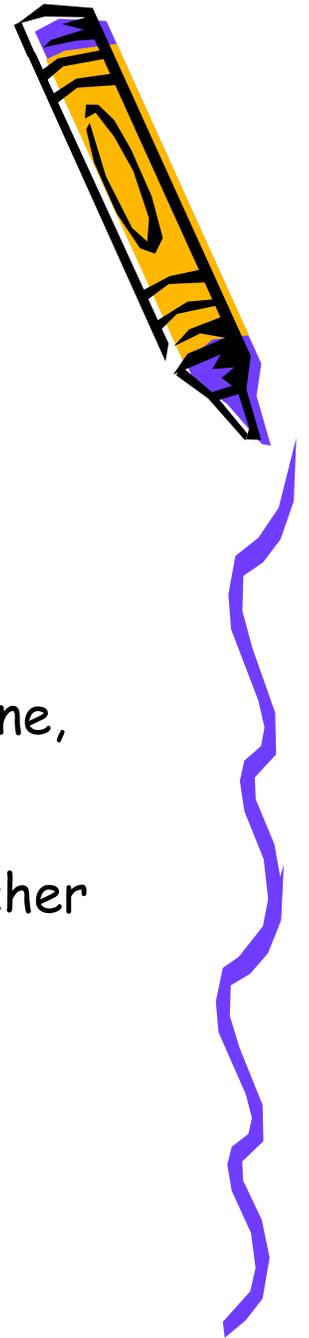
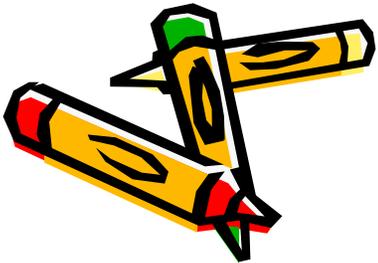
**Desired State:** Communication with 100% of our parents to support student academic achievement as measured by an end of the year parent survey.



# COMMUNICATION Strategy 1

## To Increase Building Communication to Parents

- Regular Communication of K-4 Improvement Team to Parents/Community (parent friendly language)
- Bi-monthly Building Newsletter (Dec., Feb., April, June, August)
- Annual Literacy Nights (Pre-K / K-4)
- Bi-weekly Communication Home from Classroom Teacher
- Increase Spanish Translations to 100% for Spanish Speaking Families



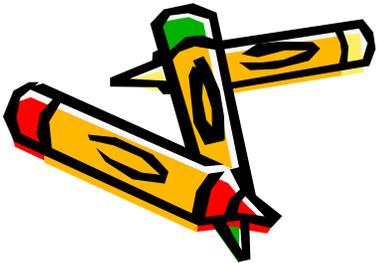
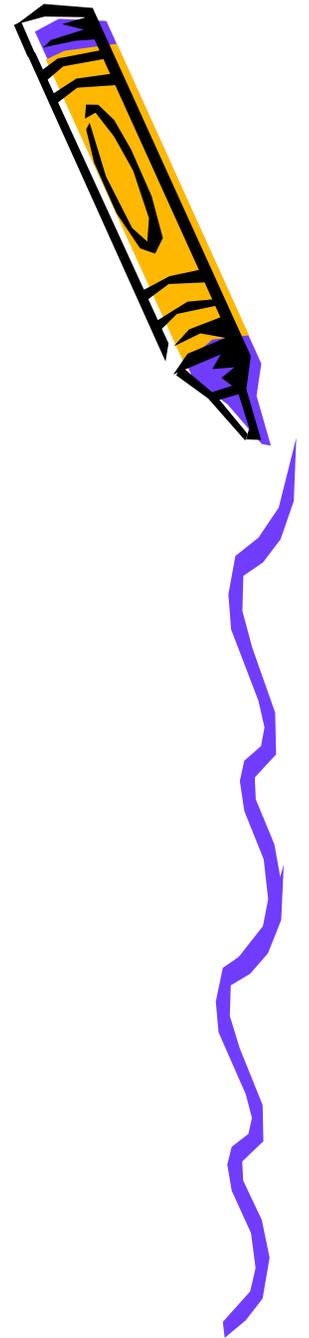
# COMMUNICATION

## Strategy 2

Review overall results of achievement

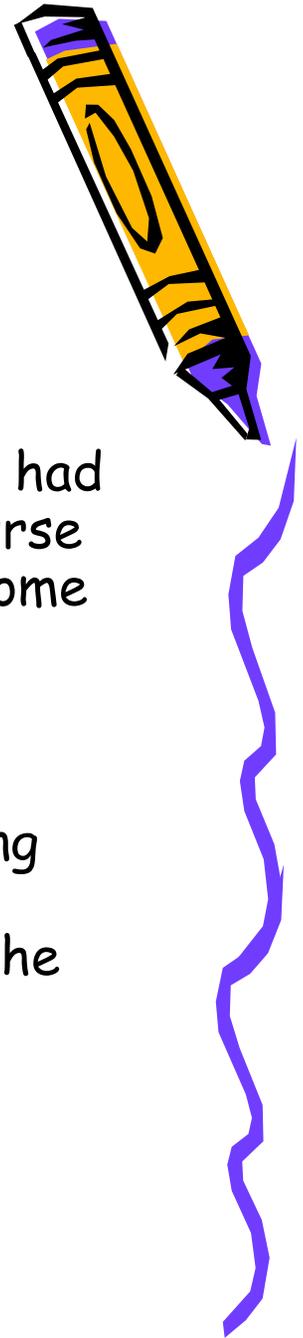
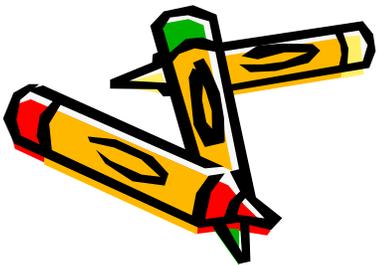
## Strategy 3

Revise Plan as necessary



# School Performance Target: ACADEMIC CULTURE

- **Current State:** Social and behavioral issues impact academic success. During the 2003-04 school year, we had an average enrollment of 302 students. During the course of the year 277 Time Out referrals were generated (some students generated multiple referrals).
- **Desired State:** To increase the success of students socially and behaviorally as a means to support their long range academic success as demonstrated through a 5% decrease in out of class Time Out each year based on the total number of enrolled students.



# ACADEMIC CULTURE

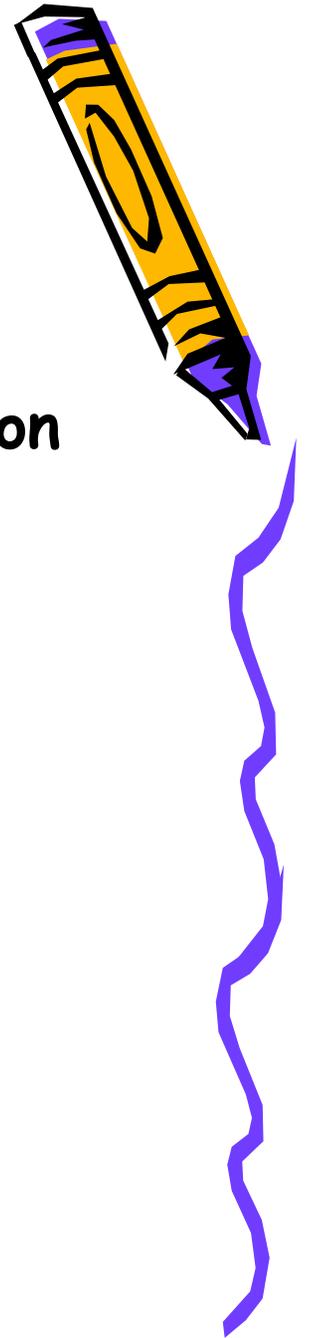
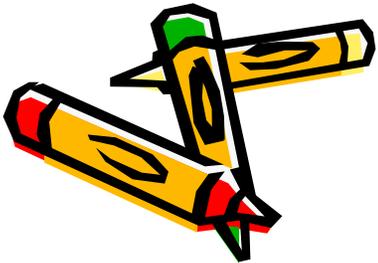
## Strategy 1

Continue the refinement of Character Education component between all stakeholders

## Strategy 2

Teach explicit social and behavioral skills to identified students

- Code of Conduct
- Character Education
- Skill Streaming
- Behavior Plans



# ACADEMIC CULTURE

## Strategy 3

Review overall results of achievement

## Strategy 4

Revise Plan as necessary

