

# *Fairgrieve Elementary*

School Improvement Plan  
*for the 2009-2010 School Year*

Ms. Jean M. Ciesla, *Principal*

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## Part 1: Profile

### A. Executive Summary

#### Introduction:

In this section of our school improvement plan an overview of student performance data, student and community demographic data, school characteristics, and stakeholder perspectives on the quality of education is provided in section A. A summary of the major sets of data within each of these categories is outlined in Section B.

#### 1. Student Performance Data

##### New York State Measures

Following are the results from the 2008/09 New York State Assessments for students in Grades 3-6. This assessment is given once each school year.

<b>Grade Level</b>	<b>NYS ELA</b> (% at level 4,3,2,1)	<b>NYS Math</b> (% at level 4,3,2,1)	<b>NYS Science</b> (% at level 4,3,2,1)	<b>NYS Social Studies</b> (% at level 4,3,2,1)
3	6,56,32,5	16,72,12,0	NA	NA
4	0,81,17,2	13,76,10,2	Not Available	NA
5	12,79,10,0	20,66,14,0	NA	62,33,5,0
6	6,76,18,0	40,56,5,0	NA	NA

##### District-Wide Assessments

The Gesell Kindergarten Screening is used to determine a child's developmental age and the DIBELS (Dynamic Indicators of Basic Early Literacy Skills) Assessment is also used to assess a child's early literacy level of functioning prior to entering kindergarten.

The DIBELS (Dynamic Indicators of Basic Early Literacy Skills) Assessment is used for Grades Kindergarten, First, Second and Third Grade to assess a child's growth in literacy. This assessment is also used in Grades K-6 to regularly monitor students' progress that are considered at risk of meeting the NYS standards.

The English Language Arts folder provides a performance-based assessment for teachers to monitor and assess student performance K-6. Specific writing samples are gathered on students' district wide.

### School Performance Based Measure

Student performance is monitored quarterly through grade level report cards. .

## **2. Student and Community Demographic Data**

The City of Fulton is a small city with a population of 11,855. It is centrally located in New York State in the county of Oswego. The Oswego River bisects Fulton and heads northward to the City of Oswego's deepwater world port. The river was critical to Fulton's dramatic early industrial growth and provides access to the New York State Barge Canal System and the Great Lakes.

While New York is a high income state in terms of per capita income (4th among the 50 states and 22% above the national average), it has the 17th highest poverty rate of the 50 states (13.77% poverty rate). This combination of high income and high poverty creates unique fiscal challenges.

Fulton City School District is a small city school district considered to be a high need district in terms of its low wealth capacity to meet the instructional demands of its students. It is classified as a high need urban/suburban school district by NYS. The district is highly dependent upon the state government for aid and local tax payers contribute a high rate of support when compared with similar

school districts and all school districts across NYS. The Fulton City School District serves the City of Fulton and neighboring Towns of Volney, Granby, Minetto, Oswego, Palermo, and Scriba.

The Berger Commission has required that A. L. Lee Memorial Hospital close no later than June 30, 2009. The facility which employs around 269 employees will close on April 10, 2009. Fulton was once a proud manufacturing center, but like the rest of Central New York it has lost thousands of jobs. The closing of two of the largest employers in the county, Nestles and Miller Brewery, both of which were located in Fulton is an example of the decline in manufacturing jobs in the area. When Miller closed their facilities in 1993 approximately 900 manufacturing jobs were lost. The closure of Nestles and Sonoco Flexible Packaging led to a loss of another 640 manufacturing jobs.

Oswego County's largest private employer is Walmart. They employ approximately 450 full-time workers. Walmart has three stores in the county including the newest store that opened in Fulton this past March. Oswego Industries is a private, non-for-profit community rehabilitation program located in Fulton that employs approximately 248 with 90% of their workforce being disabled. Other industries located in Fulton that contribute to the full-time work force are: Huhtamaki Consumer Packaging (employing 600), Agrilink Foods Vegetable Company (employing 301), Black Clawson Converting Machinery (employing 154), Interface Solutions (employing 128), and Oswego County Opportunities (employing 402). **Manufacturing provides 20.7% of the employment while educational, health, and social services provides 21.1% of the area's employment.**

Recently a Biofuel plant opened in Fulton but it also has just filed for bankruptcy.

### **Unemployment Rates**

	<b>January 2008 Unemployment Rate</b>	<b>January 2009 Unemployment Rate</b>
United States	4.9%	7.6%
NYS	4.7%	7.0%
Oswego County	7.6%	10.9%

### **Median Household Income**

	<b>2007</b>
United States	\$60,374
NYS	\$53,514
Oswego County	\$44,854
Fulton	\$36,078

Based on 2007 Census estimates, 11,855 people live in Fulton, 2254 (19.3%) are listed below the poverty level. The district currently has 2,129 students taking advantage of the free/reduced lunch program. This equates to 56.97% of the student population who are receiving free or reduced meals. 3% of the total district and UPK population are listed as homeless under the McKinney-Vento Act.

We have a homeless grant in collaboration with Oswego County Opportunities that is housed fulltime within our district to help serve the needs of our families.

Of the 4,923 households there are 2,975 family households and 1,566 (31.8%) with their own children under the age of 18. There are 2,014 married couples and 898 (18.2%) have children of their own under the age of 18. The number of female households with no husband present is 739 and it is 523 for those households with their own children under the age of 18. The average household size is 2.38 and the average family size is 3.02. The median house value is \$62,900. Approximately 48.3% of the housing in the City of Fulton is rental, which contributes to a high mobility rate for students both between schools in the district as well as out of district transfers.

The figures for educational attainment are interesting. For the population 7,614 in the group 25 and over, 462 (6.1%) have less than a 9<sup>th</sup> grade education; 1,258 (16.5%) attended a high school but have no diploma; 3,081 (40.5%) hold a high school degree or equivalent; 1,308 (17.2%) have completed some college but have no degree; 613 (8.1%) hold an Associate's Degree; 646 (8.5%) hold a Bachelor's Degree; while 246 (3.2%) hold a graduate or professional degree. The dropout rate for Fulton City School District is 5.2%. The graduation rate for low-socioeconomic students is 49 % for low-socioeconomic students and the non-completer rate is

Current student enrollment is approximately 3,737 students. We have four elementary schools with K-6 configurations, one junior high that contains grades 7-8, and one high school that serves grades 9-12. The district provides a Universal Pre-Kindergarten Program for four-year old students. The UPK program is currently servicing 152 students. 52 students attend BOCES special education programs. Within the Fulton School District, there are about 59.9 cases of teenage pregnancy (per 1000) each year. The district has 524 school age students 5 through 21 and 61 students ages 3 and 4 who qualify for special education services.

Our total per pupil expenditure \$13,419 is slightly below the average (\$14,615) for NYS public schools. The district employs 308 teachers with 100% of them being highly qualified. The graduation rate for the 2004 cohort was 70%.

There are a large number of community support services agencies that work closely together with our School/Home Liaisons. Social workers, probation officers, and a Farnham counselor, and Oswego County Opportunities counselor, are school-based and provide support and assistance for students who are at risk.

The addition of an extension of Cayuga Community College in Fulton has been a positive addition for the community. There are many local residents who take advantage of the educational opportunities provided by this institution. As of 2007-8, more than 6,500 residents of Oswego County have taken credit courses at the Fulton campus. Approximately 1,505 Oswego county residents have earned Cayuga Community College degrees.

Currently our schools work with the Primary Mental Health Program out of Rochester New York. This is a program to help students transition to Kindergarten and first grade. Each of the four Fulton City School District Elementary Schools currently serve a total of 60 students.

In the 2008-2009 school year we qualified for the 21<sup>st</sup> Century Grant once again in collaboration with Oswego County Opportunites to meet the needs of our 7<sup>th</sup> and 8<sup>th</sup> graders.

Our district has a full time ESL teacher who serves the 7 students within our district who are English as a Second Language teachers. We also work collaboratively with Oswego County Migrant Services to provide additional supports to our 15 migrant families.

The total enrollment at Fairgrieve Elementary School is approximately 580. This is a consistent number from previous years. In the 2008-2009 school year, we reported that 60.3% of our students were eligible for free or reduced lunch. Approximately 50-60% of our families are on public assistance. Our school serves approximately 300 families.

Our attendance rate for the 2008-2009 school year was 96.2%.

### **3. School Characteristics**

Fairgrieve Elementary School is a public K-6 school. The school was originally built in 1949. The school has undergone two building renovations. The average class size is currently 22 students and has 48 teachers employed. The current administrator is currently completing her seventh year as building principal. The previous administrator was at Fairgrieve for eight years.

63% of our students enter Kindergarten with prior preschool experience. This has increased over the past years with the addition of the district supported Universal Pre-Kindergarten Program. Many of our students also have the opportunity to attend Private Preschools, Head Start, Success By Six or BOCES pre-kindergarten programs.

The population of our school community necessitates the involvement of outside agencies on a regular basis. This is generally coordinated through the Principal, School/Home Liaison and/or School Psychologist.

### **4. Stakeholder Perspectives on the Quality of Education**

A survey was distributed to gather opinions of teachers, parents, and community members about the quality of education at our school.

The survey revealed the following:

- Educational programs are of high quality
- Students see a relationship between what they are studying and everyday living
- Staff is preparing students to effectively deal with issues and problems they will face in the future
- Decisions for the school are based on students needs
- Positive relationships are fostered throughout the school community
- All members of the community are valued and work together to educate the students
- A safe and orderly environment is apparent
- Many resources are available for the students and staff
- Differences in people and cultures are recognized and respected in the school community

## **B. Report of the Profile Data**

The data collected for the profile is summarized in the following table and figures (Documents attached):

### New York State Report Card for Fairgrieve Elementary School – School Year 2008/09

Figure 1 – Overall Accountability Summary

Figure 2 – English Language Arts Scores

Figure 3 – Mathematics Score

Figure 4 - Elementary Level Science

## **Part 2: Beliefs and Mission**

The Fairgrieve Site Base Team reviewed the goals, beliefs and mission of the Fulton City School District. It was agreed that Fairgrieve School would use the mission statement that was developed by a team of representatives from the district.

### **Mission Statement**

The mission of the Fulton City School District, in cooperation with students, parents and the entire community, is to enable students to develop the knowledge and skills needed for relevant, lifelong learning and to become responsible, resourceful, respectful and productive citizens.

### **Beliefs**

- All students can learn.
- Each student is a valued individual with unique intellectual, physical, social, and emotional needs.
- Student learning is the main priority of our school.
- Teachers, staff, administrators, parents, students and community members share in the responsibility for providing a supportive learning environment within our school.
- Goals and high expectations for student achievement should guide the development of the curriculum and the design of instructional strategies and learning activities.
- Students learn in different ways and should be provided with a variety of instructional approaches to support their learning.
- Assessments of student learning should provide students with a variety of opportunities to demonstrate their achievement and authentic contexts to apply their learning.
- The commitment to continuous improvement is imperative if our school is going to enable student to come confident, self-directed, lifelong learners.

### **Part 3: Desired Results for Student Learning**

It is the goal of our school community to have each and every student achieve to the best of their ability. Therefore, the following goals have been identified for the Fairgrieve School community:

Goal #1: Increase the literacy skills of all students

Goal #2: Enhance our Positive Behavioral Supports within our entire school community

Goal #3: Focus on student achievement by reflecting on and refining our current instructional practices and by enhancing our Professional Learning Community to better meet the students' needs

Goal #4: Increase Parent/Community Involvement

### **Part 4: Analysis of Instructional and Organization Effectiveness**

The Site Base Team of Fairgrieve School reviewed the results of a survey conducted with staff, parents and sixth grade students. The survey revealed the following:

- Educational programs are of high quality
- Students see a relationship between what they are studying and everyday living
- Staff is preparing students to effectively deal with issues and problems they will face in the future
- Decisions for the school are based on students needs
- Positive relationships are fostered throughout the school community
- All members of the community are valued and work together to educate the students
- A safe and orderly environment is apparent
- Many resources are available for the students and staff
- Differences in people and cultures are recognized and respected in the school community

## Part 5: Action Plan

# *Fulton City School District*

### **District Mission Statement**

The mission of the Fulton School District, in cooperation with students, parents and the entire community, is to enable students to develop the knowledge and skills needed for relevant, lifelong learning and to become responsible, respectful and productive citizens.

### **District Goals**

- I. The Fulton City School District shall create a safe, secure and positive learning environment fostering effective relationships among students, parents and staff.
- II. The Fulton City School District shall communicate effectively and intentionally throughout the district and with all communities of which it is a part.
- III. The Fulton City School District shall provide quality educational experiences which meet the needs of all learners.
- IV. The Fulton City School District shall be fiscally responsible through using sound and efficient practices in all matters.

*The following Action Plan for Fairgrieve Elementary School fully supports the Fulton City School District's mission statement and district goals:*

*Fairgrieve Elementary School*  
*School Improvement Plan*  
**Action Plan for 2009-2010 School Year**

**Goal #1: Improve the Literacy Skills of all Students**

This goal will be measured by the number of students scoring at levels 3 and 4 on the Grade 3-6 New York State English Language Assessment and AYP as outlined by NYS. (See Graphs Attached – NYS ELA Results Grades 3-6)

*Persons Responsible: All Faculty and Staff*

*Committee Responsible: English Language Arts and Curriculum/Technology*

ACTION ITEMS:

- Continue with reading series from Harcourt Publishers, “Storytown”
- Continue 90 Minute Literacy Block at all grade levels  
 Kindergarten through sixth grade will provide opportunities for students to read at their instructional level and focus on skill instruction.
- Whole group and small group instruction during the 90 Minute Block and the assessments used to monitor student progress are noted as follows:

<b>Grade Level</b>	<b>Whole Group</b>	<b>Small Group</b>	<b>Assessments</b>	<b>Progress Monitoring</b>
<b>K</b>	Approx. 20 minutes per day	Approx. 2 – 20 minute sessions per day	Daily Teacher Observation DRA – 2x year (All Students) DIBELS – 3x year Storytown – Sept./Oct. – Concepts of Print Inventory Quarterly – High Frequency Words	DIBELS – Minimum of monthly for strategic students and biweekly for intensive level students (All data entered at the end of each month into the DIBELS database)

			Letter Identification & Sounds	
<b>1</b>	Approx. 30 minutes per day	Approx. 60 minutes per day	<p>Daily Teacher Observation</p> <p>DRA Component – 2x year / 3x for strategic &amp; intensive level students</p> <p>DIBELS – 3x year</p> <p>Storytown – Weekly Selection Tests Lessons 2,4,6 (Focus Skills)</p> <p>Quarterly – High Frequency Words</p>	DIBELS – Minimum of monthly for strategic students and biweekly for intensive level students (All data entered at the end of each month into the DIBELS database)
<b>2</b>	Approx. 30 minutes per day	Approx. 60 minutes per day	<p>Daily Teacher Observation</p> <p>DRA Component – 2x year / 3x for strategic &amp; intensive level students</p> <p>DIBELS – 3x year</p> <p>Storytown – Weekly Selection Tests Lessons 2,4,6 (Focus Skills)</p> <p>Quarterly – High Frequency Words</p>	DIBELS – Minimum of monthly for strategic students and biweekly for intensive level students (All data entered at the end of each month into the DIBELS database)
<b>4</b>	Approx. 30 minutes per day	Approx. 60 minutes per day	<p>Daily Teacher Observation,</p> <p>DRA Component – Beginning Year – All Students Fiction Selection Mid Year – Tier II &amp; III – Level 1 or 2 on NYS ELA End of Year – All students less than level 80 (Nonfiction)</p> <p>SRI – 3x year</p> <p>NYS ELA</p> <p>Storytown –</p>	SRI or DIBELS (ORF) – Minimum of monthly for strategic students and biweekly for intensive level students (All data entered at the end of each month into the DIBELS database)

			Weekly Assessments Lesson 1&3 Selection Comprehension Vocabulary, Focus Skill	
5	Approx. 45 minutes per day	Approx. 45 minutes 2-3times a week	Daily Teacher Observation,  DRA Component – Beginning Year – All Students Fiction Selection Mid Year – Tier II & III – Level 1 or 2 on NYS ELA End of Year – All students less than level 80 (Nonfiction) SRI – 3x year  NYS ELA  Storytown – Weekly Assessments Lesson 2&4 Selection Comprehension Vocabulary, Focus Skill	SRI or DIBELS (ORF) – Minimum of monthly for strategic students and biweekly for intensive level students (All data entered at the end of each month into the DIBELS database)

- Each grade level will address the 5 Essential Components of Reading as appropriate – Phonics, Phonemic Awareness, Vocabulary, Comprehension and Fluency with a focus on researched-based activities and strategies.
- Assessments conducted will be used to plan for instructional grouping. Groupings of students will be changed based on student need. Discussions on assessments to be held at weekly team meetings
- Write all student academic intervention goals in SMART Goal format as follows:
  - *(Student) will (do what) (to what extent) and (over what period of time) or (by when) as evaluated through (measure) on the following schedule (time base).*
  - *SMART Goals are Strategic and specific, Measurable, Attainable, Results based and Time-bound*
- Referral to the intervention by the end of the first marking period for students not meeting grade level expectations academically, behaviorally, socially or emotionally

- Activities noted for the 5 Essential Components of Reading include (each activity is not necessarily for every grade level):

<b>Phonics</b>	<b>Phonemic Awareness</b>	<b>Vocabulary</b>	<b>Comprehension</b>	<b>Fluency</b>
Center Activities Shared Reading Poems Sound Boxes Prefixes & Suffixes Making words Word sorts Word families Process phonics Dictionary skills Word origin Spelling rules Word wall Read and draw Fountas & Pinnell Phonics program SONDAY Program Reading A-Z	Word Study Building Words, Rhyming Words Find a word Bigger words broken down Centers for onset and rime Word ladders Guess covered word Make and break words Blends Syllable sorts Poetry with rhymes Nursery rhymes Word families Road to the Code Program SONDAY Program Kilpatrick Program Reading A-Z	Words Sorts, Read Aloud Review vocabulary before reading test Sorting words Flip books Words walls for Content areas Highlighting key words Word study games Matching synonyms ID words key to text and pre-teach Word grids (meaning sentence, picture category) Word of the day	Predictable charts, Sequencing sentences Retelling Journal Response Questions prior to reading passage Activating prior knowledge Guided questions Think alouds to make connections Understand author's purpose Model how a reader thinks Underline and highlight text Non-fiction QAR Strategies from: <u>Strategies That Work</u> : Read questions first Set purpose for reading Author Studies Read a variety of text Reading A-Z	Reader's Theatre Rhyme Charts Reread text Echo Reading Stories on Tape Repeated readings Reader's theater Fluency flash cards Listen to story before reading Reading buddies (Older students paired with younger students and/or classmates) Echo reading Choral reading Fluency phrases Plays Leveled readers Two voice poetry Assign selections, kids practice before being asked to read aloud DIBELS Assessment Letter charts Phones to read into Predictable print Partner reads Read at one level below Instructional level Poetry reading Reading A-Z Read Naturally Program

- Attend training for 6 + 1 Traits of Writing and implement within each classroom
- Use of consistent graphic organizers
  - K-3: KWL Chart, Venn Diagram, T-Chart, Story Web/Map, Word Web
  - 4-6: T-Chart, QAD Method, CSPS, Word Web
- Leveled Book Area (Located in the library) fully implemented to provide access for our entire faculty in order to support ongoing opportunities for every student to read/practice at their instructional level.
- Provide training opportunities of the Guided Reading Library self-checkout process for new staff
- Develop a class and individual self-monitoring system to track the required sight word vocabulary for students and how students are progressing toward meeting their grade level and/or individual goal
- Additional materials purchased and implemented to help address students identified areas of weaknesses:
  - Fast Track, Read Naturally (including new computer version of the Read Naturally Program that will be used for the AIS staff), Benchmark Education and Quick Reads (Activities for the AIS staff and all classroom teachers to enhance students fluency in reading)
  - Soliday System I, II
  - Intervention Kits (Harcourt Reading Series)
  - Elements of Reading Fluency, Comprehension & Vocabulary Kits from Harcourt Supplemental Publishers – (Resource for regular and special education staff)
  - SRA (Science Research Associates) for 2<sup>nd</sup> - 6<sup>th</sup> grade classes to individualize instruction. Students monitor their own progress in this program with guidance by their teacher
  - Fast Forward (Intervention Program for all intensive level students Gr. 1-6)
  - Castle Island (Web based program to individualize student work based on strengths and weaknesses)
  - A-Z Mats
  - A-Z Computer Based Programs (Reading, Writing, Vocabulary, Raz-Kids)
- Special Area Staff Action Plan –
  - A correlation between topics/units covered within the classroom setting enhanced through art, music, and physical education. A monthly Special Area Planning Sheet distributed to all classroom teachers and turned in prior to the end of each month and then distributed to special area staff (copy on following page)
  - A list of all robust vocabulary words from the new reading series provided for all special area teachers and incorporated into their lessons as much as possible
  - Use various strategies to teach vocabulary (i.e. – mental models) that are also used within the classrooms

# Special Area Lesson Planning Communication Sheet

## Unit/Major Topics Covered for the Month of *September*

<u>Reading</u>	<u>Math</u>	<u>Social Studies</u>	<u>Science</u>
* _____	* _____	* _____	* _____
* _____	* _____	* _____	* _____
* _____	* _____	* _____	* _____

List any specific strategies, vocabulary, etc. that you would like to share regarding the upcoming unit/major topic:

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***Submitted by \_\_\_\_\_ Grade Team***

Please submit to the office by the date indicated above to assist the special area staff in planning interdisciplinary units of instruction. Copies will be made for special area staff. *Your input is greatly appreciated!*

**The office staff will distribute this sheet each month to the physical education, library, music, art, speech and AIS Staff.**

## **Goal #2: Enhance our Positive Behavioral Supports within the entire school community.**

This goal is measured by the referrals that will be entered into the SWIS Database throughout the school year and the number of opportunities provided to our students that focus on Positive Behavioral Supports.

*Persons Responsible: All Faculty and Staff*

*Committee Responsible: Positive Action Committee*

### **ACTION ITEMS for 2009/10**

- Continue district wide expectations set by district committee comprised of the superintendent, administrators, staff members and parents: Be Respectful, Be Responsible, Be Safe and Be a Problem Solver
- Distribute final version of the Behavioral Expectations Matrix each September and provide quarterly review
- Teach all expectations at the start of the school year to provide an opportunity for all students to understand what is expected each school day and provide follow up teaching opportunities throughout the school year and/or individual sessions for students in need of a review of the expectations.  
*\*\*\* These presentations will be taped for further review for students needing reinforcement and/or new students entering Fairgrieve.*
- Monthly presentations provided by grade level teams at Morning Express to review respectful behavior
- Review updated referral forms (minor and major) at the start of the school year with all students, parents and staff
- Review minor referrals (handled in the classroom) versus major referrals (office) and the distinction between the two referrals at the beginning of the school year and review at monthly PAC meeting as needed
- Review definitions of terms (behaviors) listed on the referral form (update as needed)
- Compile a list of teaching tools to aide in reinforcing expectations
- Continue to learn the aspects of the SWIS data system in order to communicate data more effectively
- Recognize students for positive behavior through:
  - Weekly Awards to focus on the 4 Behavioral Expectations – “Expectation Experts”
  - Principal’s Award – Given to students quarterly that demonstrate all 4 expectations on a regular and consistent basis
  - Quarterly Attendance Awards for perfect attendance
  - Most Improved Awards (Given to any student that has shown improvement in any area impacting their learning)
  - Virtue of the Month Awards given for students that demonstrate respect, responsibility, gratitude, empathy, tolerance, honesty, self control, perseverance, effort and citizenship
  - Student of Distinction Award (This award is given to a “Shining Star” at any point in the school year by a staff member who wants to recognize a student for making a positive contribution to our school community.)
  - Special Area Awards distributed for students’ effort in music, physical education, music and art
  - Monthly Cafeteria Awards*\*\*\* Parents are invited to these celebrations.*
- Provide a monthly data update on referral information entered into the SWIS Database System with staff at the Positive Action Committee Meeting and/or Faculty Meeting
- Targeted individual student meetings will be set up monthly to review progress of referrals (or lack of) in order to provide positive reinforcement and/or reteaching sessions of expectations if needed

- Identify areas of concern from referrals (Red level students/ 5 or more referrals) and work with the Positive Action Committee or Fairgrieve Intervention Team to develop an additional action plan to address concerns. This can be accomplished with an individual student, small group of students or entire school population.
- Develop Behavioral Expectations Matrix for all Special Areas in the building including extra curricular events
  - This has been completed for the area of music.
- Provide training opportunities for staff on effective discipline
- Continue school wide Check and Connect Program (Goal 100% Staff Participation)
- Set up Social Skills Groups on an as needed basis
- Create a system to ensure a 4 to 1 ratio of positive to negative interactions between staff and students
- Fairgrieve Intervention Team procedures reviewed and enhanced to fully support a Positive Behavioral Support model
- Additional monitoring of students arrival and dismissal times, lunch room and various areas of the school by faculty, staff and administration
- Promote more involvement in the Amigo and Fulton Mentoring Program (Currently these two programs have 15 student/adult matches)
- Complete a Functional Behavior Assessment (FBA) for any student that is struggling behaviorally. *This can be accomplished with the assistance of the Fairgrieve Intervention Team.*
- Develop a Behavior Intervention Plan (BIP) as needed that focuses on Positive Behavioral Supports. *This can be accomplished with the assistance of the Fairgrieve Intervention Team.*
- In May and/or June of 2010 revisit all procedures in place to look at possible areas of improvement
- Administer annually the PBS Survey and review information for areas of improvement
- Conduct a SET (School-Wide Evaluation Tool) annually and review results for areas of improvement

### FUTURE ACTION ITEMS 2010-11 School Year

- Continue all action items outlined in the 2009-010 school year and work with the entire school population to always seek new ideas and improve areas of weakness
- Research the CICO (Check in – Check out) Program that is an additional part of the SWIS system
- Compile all teaching tools collected and prepare a publication for all staff to further enhance ways to promote positive behavior
- In May and/or June of 2010 revisit all procedures in place to look at possible areas of improvement
- Review PBS Survey & SET information for suggestions to improve school wide behavior

### FUTURE ACTION ITEMS 2011-12 School Year

- Continue all action items outlined in the 2010/11 school year and work with the entire school population to always seek new ideas and improve areas of weakness
- Implement the CICO (Check in – Check out) Program that is an additional part of the SWIS system
- In May and/or June of 2011 revisit all procedures in place to look at possible areas of improvement
- Review PBS Survey and SET information for suggestions to improve school wide behavior/systems

### **Goal #3: Focus on student achievement by reflecting on and refining our current instructional practices and by enhancing our Professional Learning Community to better meet the students' needs.**

*Vision: Enhance our professional staff and school community to further promote a learning environment that leads our students to be more successful on state assessments and overall performance in their education. It is also my vision to enhance our communication with each other and tap into the expertise and experience of our colleagues.*

#### **ACTION ITEMS**

- Focus on 5 key questions: 1) What do we expect all students to learn? 2) How will we know when they have learned what we have taught? 3) How will we respond when they haven't learned? 4) How will we respond when they already know the targets? 5) How will we engage our students?
- Write all students academic intervention goals in SMART Goal format as follows:
  - *(Student) will (do what) (to what extent) and (over what period of time) or (by when) as evaluated through (measure) on the following schedule (time base).*
  - *SMART Goals are Strategic and specific, Measurable, Attainable, Results based and Time-bound*
- Follow the matrix "Fulton City School District: A Data Driven School District" to guide the data process and ultimately guide instruction for all students (Chart on page 15)
- Create a Data Wall of all students currently in need of Academic Intervention Services (AIS) in order to plan and meet the needs of all struggling students
- Discuss testing data at the monthly Curriculum/Technology Committee meeting and/or Faculty meeting
- Review data with the Directory or Literacy / Data Specialist to further seek areas of improvement
- Embed the Formative Assessment process into our instructional practices and team meeting discussions
- Follow Response To Intervention Guideline to group students for instruction (Guideline on page 15)
- Throughout the school year discuss with all stakeholders the purpose of homework and district homework guidelines
- Review current grading practices and refine to be in line with best practices – Communicate grading expectations to parents at the start of the school year
- Review School Improvement Survey completed by our faculty through the National Study for School Evaluation and develop an action plan through appropriate committees (Survey Results Attached)
- Offer opportunities for staff to attend conferences/workshops on PL C and Formative Assessments
- Offer opportunities for additional collaboration time for teams if needed
- Team Meetings held a minimum of 1x per week
- Team Meetings Logs submitted by teaching staff, reviewed by Principal and feedback provided.

## **FSCD A Data Driven School District**

### District Level

Identify desired results

Analyze a variety of data and identify strengths and weaknesses and determine how they can best facilitate and support teachers as they implement their action actions.

### Building Level

School community will review desired district level results and identify desired building level results

Building teams will analyze a variety of data and use it to identify student strengths and weaknesses

Grade level/content teachers will determine root causes and create action plans that will address the weaknesses

Teachers will meet with their grade level/content peers to reflect upon the data they have collected and to share instructional strategies

## Monitoring Students

- Least restrictive, least intensive level of RTI, focuses on tier 1 students who have fallen short of benchmark criteria
- More closely **monitors** student progress and level of success in day to day expectations than a typical tier I student
- Allows for flexible grouping of students based on specific skill deficits
- Can address one student up to a large group of students
- May include monitoring of:
  - Academic skill (Fluency, math facts, concept grasping, application, etc.)
  - Homework (Completion, seeking assistance, amount of time spent, etc.)
  - Class work (Such as attentiveness, time on task, completion, etc.)
  - Attendance (Focus on time in class, tardy, early dismissal, etc.)
  - Behavior (Within a group, in targeted areas, in response to specific goal, etc.)

## Strategic Grouping

- More restrictive, more intensive level of RTI, focuses on tier 1 and tier II students who have more severe specific skill deficits in relation to benchmark criteria
- **Strategically** groups students by area of weakness and allows for direct instruction in order to make gains that address area or areas of weakness
- Grouping of students is based on specific skill deficits utilizing a pull out model or push in model or an extra class assignment (AIS teacher focused)
- Addresses a group of 5 to 12 students
- May include a focus on:
  - A specific skill or group of skills
  - Learning gaps through re-teaching
  - Modeling of desired group or individual behaviors
  - Current skills being learned or addressed in regular class instruction
  - Present level of performance

## Intensive Grouping

- Most restrictive, most intensive level of RTI, focuses on tier III students who have very severe skill deficits in one or more areas in relation to benchmark criteria
- groups students by area of most **Intensive** weaknesses and maximizes small group or one on one direct instruction in order to make gains that address area or areas of weakness

**Goal #4: Increase Parent Involvement within our school community.**

This goal will be measured by the events, activities and/or opportunities that are offered to our parents/families.

*Persons Responsible: All Faculty, Staff and PTO*

*Committee Responsible: Positive Action and NEAT (Nutrition, Exercise & Anti- tobacco) Committees and Parent/Teacher Organization*

ACTION ITEMS

Parent Involvement Activities Planned for the 2009/10 School Year:

- Open House – October 8, 2009
- Harvest Festival – October 31, 2009
- Winter Carnival – January 2010
- Lunch and Learn Program (PBIS Focus) – Grades K-6
  - Grade 3 – October
  - Grade 4 – November
  - Grade 5 – January
  - Grade 6 – February
  - Grade 2 – March
  - Grade 1 – April
  - Kindergarten - May
- Health/Science Fair – March 2010
- Mother’s Day Program (Hugs & Kisses!)
- Father’s Day Program (Pops!)

Continue parent involvement activities already in place:

Morning Express – open invitation to attend daily

Morning Express – Each Friday – parents are sent an invitation to

attend a virtue award celebration & a quarterly invitation to attend the principal’s award presentation

Classroom volunteers for center time (or various activities)

Use of agendas in grades 3-6

Use of School/home folders in grades K-2

Check and Connect Program

Invited to attend field trips

Kindergarten Orientation

Classroom newsletters with many ideas to assist their child in reading, math, writing, homework, study skills, etc.  
Subscription to Firm, Fair, and Consistent (How to handle discipline issues)  
Subscription to Reading Connection (Beginning and Intermediate edition)  
Parents Count (access to an internet site for parents-info published in newsletters)  
Communication of the Harcourt ebooks available online  
Volunteer in the library (Media Specialist sends notice home periodically to ask)  
PTO Events (Book Fair, Fundraisers, Picture Day, Game Day...)  
Health/Science Fair (Held in the spring)  
Parent/Teacher Conferences held in the fall and spring by teaching staff  
Parent/Teacher Conferences held throughout the entire year by the teaching staff and/or support staff able to have more time to discuss concerns in a supportive environment  
Home visits by School/Home Liaison, Psychologists and teachers when needed

**Part 6: Follow-Up Report:**  
Implementation of the School Improvement Plan and Documentation of Results

\*\*\* *The following pages contain the data for the Fairgrieve School goals.*

Goal #1: Improve the Literacy Skills of all students

Graphs related to this goal include:

NYS Results ELA Grade 3-6  
NYS Results ELA Grade 3-6 Proficiency (Levels 3 & 4 Combined)  
NYS Results Math Grade 3-6  
NYS Results Math Grade 3-6 Proficiency (Levels 3 & 4 Combined)  
NYS Results Grade 5 Social Studies  
NYS Results Grade 5 Social Studies (Levels 3 & 4 Combined)  
NYS Results Grade 4 Science  
NYS Results Grade 4 Science (Levels 3 & 4 Combined)

Goal #2: Enhance our Positive Behavioral Supports within the entire school community.

Graph related to this goal include:

School-wide Evaluation Tool (SET)

Goal #3: Focus on student achievement by reflecting on and refining our current instructional practices and by enhancing our Professional Learning Community to better meet the students' needs.

Graphs related to this goal include:

NSSE Survey Results  
NYS Assessment Results noted in goal #1

Goal #4: Increase Parent/Community Involvement