

Granby Elementary School
Fulton, New York



School Improvement Plan

2009-2010

School Improvement Plan Report

Name of School: Granby Elementary School

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School Improvement Team Members:

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Granby Elementary School

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, and school characteristics is provided. A summary of the major sets of data within each of these categories is outlined.

1. Student Performance Data

The student performance data collected for the Profile is summarized in tables taken from the New York State Education Department website.

State Measures: The Accountability Status Report for English Language Arts, Mathematics and Science designate Granby Elementary as a School in Good Standing. Up to the 2005 – 2006 school year, state assessments in ELA and math were given in grade 4. During the 2005 – 2006 school year, statewide assessments were given in grade 3 – 8 in ELA and mathematics. A state assessment in social studies continues to be given in grade 5 and in grade 4 for science. All students in the grade levels being tested are required to participate in state assessments.

	% Levels 3 & 4 Grade 3	% Levels 3 & 4 Grade 4	% Levels 3 & 4 Grade 5	% Levels 3 & 4 Grade 6
2005 – 06 ELA	68	59	65	65
2006 – 07 ELA	74	76	68	76
2007 – 08 ELA	69	74	89	78
2008 – 2009 ELA	64	76	85	88
2005 – 06 Math	91	86	71	70
2006 - 07 Math	88	86	86	87
2007 – 08 Math	96	85	93	97
2008 – 2009 Math	88	88	93	100

Granby Elementary School has received recognition from the state as a High Performing/Gap Closing School. This is testament to the fact that our ELA and math scores are increasing. We are exceeding the NCLB standard in both ELA and math.

District Measures:

District-wide assessments of student achievement at grades K, 1, 2, and 3 include using the Dynamic Indicators of Basic Early Literacy Skills (DIBELS). This is administered

three times a year. Teachers in grades K - 6 administer the Diagnostic Reading Assessment (DRA) in the fall, in January, and in the spring. Students in grades 4-6 take the Scholastic Reading Inventory online.

Student academic performance is monitored quarterly through report cards that are specific to each grade level.

2. Student and Community Demographic Data

The students of Granby Elementary School are residents of Fulton, New York and/or the Town of Granby. As of the 2000 census, there were 11,855 people (city proper), 4,923 households, and 2,973 families residing in the city of Fulton. The median income for a household in the city was \$36,078. The median home price in the City of Fulton is \$62,900 which is lower than the average for Oswego County, New York State, and the nation. These economic factors present challenges for raising sufficient funds for meeting the educational needs of the students. However, Fulton City School District continues to strive to provide the very best for our students. Studies from the Small City School District Association continue to show that Fulton City Schools are exceeding educational outcomes for school districts with comparable demographics.

Fulton has seen a decline in industry over the last two decades with the closing of many plants and factories. Recently, the Berger Commission recommended the closing of A.L. Lee Memorial Hospital. Approximately 2,000 individuals have lost their job as a result of these job losses in industry and health care.

Unemployment figures for Oswego County reflect the decline in industry. In January 2009, the unemployment rate for Oswego County was 10.9% while the state average for unemployment was 7%.

The Granby Super Walmart opened in the spring of 2008, which is now the largest employer for the town with 450 full-time employees. Oswego Industries is another large employer which provides rehabilitation services. Oswego Industries employs 248 individuals. 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).

3. School Characteristics

Granby Elementary is a public K – 6 school in the Fulton City School District. It opened in 1991 and went through an addition project in 2002 – 2003. The majority of the student population consists of low income families as evidenced by the 62% of our students being on free or reduced lunch in the spring of 2009.

The total enrollment of Granby Elementary is 514 students along with 18 BOCES students. Our population is in a pattern of decreasing slightly each year. Our BEDS report had the following enrollment data:

	10/01	10/02	10/03	10/04	10/05	10/06	10/07	10/08
Enrollment	647	600	568	555	545	514	516	509

The current principal was appointed effective September 1, 2008. 94% of the teachers are tenured. 100% of the teachers are highly qualified.

The school has a full time psychologist and school-home liaison (social worker). Our SHL helps to coordinate with outside agencies that are providing services to our families. 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.

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

We house two BOCES classrooms, and they are an important part of our school community.

In the 2008-2009 school year, two classes were added to Granby to serve students with special needs in a 12:1:1 setting.

Generally, grade levels range from three to four sections.

We have a team of four teachers who provide Title I and AIS services to our students.

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%

Granby Elementary School

Part 2: Beliefs and Mission

Overview: Narrative Description of the Process of Defining and Reviewing the School's Beliefs and Mission

GRANBY ELEMENTARY SCHOOL MISSION STATEMENT

The mission of Granby Elementary School is to prepare all students to become lifelong learners, value themselves and others, contribute to the community and succeed in a changing world.

STATEMENTS OF BELIEF OF GRANBY ELEMENTARY SCHOOL

- ❖ We believe that all children can learn and that each child is an integral part of our community.
- ❖ We believe that academic excellence is directly related to students attending school on a regular basis.
- ❖ We believe that to be an effective member of society, each child must develop self-respect, and respect for each other, adults and the learning process.
- ❖ We believe that as a school community we must promote in each child feelings of self-confidence and self-esteem and work to instill within each child the self-discipline necessary to become a responsible learner and citizen.
- ❖ We believe that through each child developing critical thinking and reasoning skills, that they will become more effective decision makers and problem solvers.
- ❖ We believe that through promoting and developing partnerships with our children's parents that they can achieve excellence in their academic and social development.
- ❖ We believe that as a school community, it is our responsibility to continuously enhance our knowledge and skills in order to provide the optimal learning environment for our students.
- ❖ We believe that we must identify the strengths and abilities of each child and work to adapt and promote the learning environment so as to maximize each child's learning style and abilities.
- ❖ We believe in establishing a strong community network with community businesses and agencies to promote student academic, social and work related behaviors and abilities.

Granby Character Pledge

Today I am respectful, responsible, safe, and ready to learn. I will cooperate to make Granby School a special place. This statement is recited daily by the entire school during morning announcements.

PBIS at Granby

Granby is a Positive Behavioral Interventions and Supports (PBIS) school. Positive behaviors are directly taught, re-taught and acknowledged regularly by all staff members. The common expectations at Granby are: Be Respectful, Be Responsible, Be Safe, and Be Ready to Learn.

Part 3: Desired Results for Student Learning

The district has identified three areas for development in our School Improvement Plan. These areas are:

Instructional Services

Goal 1: Provide all students with quality instructional services to support student achievement.

Indicators:

- Guaranteed and viable curriculum will be provided for all students.
- Formative assessments will be used to drive instruction and meet students' individual needs.
- Benchmark assessments, such as; DRA, DIBELS, SRI, etc., will be used to ensure students learning and drive instruction.
- Differentiated instruction will be used to meet the individual needs' of all students.
- Teachers will continue to implement a 90 minute literacy block to promote reading instruction in a variety of ways
- Processed writing and 6+1 traits will be used to enhance students' writing abilities.
- Positive behaviors will be directly taught to all students and acknowledged.

Systems that Support Student Learning

Goal 2: Provide a variety of support to students that are struggling.

Indicators:

- Response to Intervention will be used to provide a pyramid of supports to students.
- Academic Intervention Services will be provided to students not meeting benchmarks.
- Positive Behavioral Interventions and Support will be used to provide support to struggling students.

Parent and Community Involvement

Goal 3: Provide opportunities to have strong parent and community involvement in our school.

Indicators:

- The climate and culture of the building will be inviting to all parents.

- The school will continue to evening events and socials to invite families into the school community.
- The school will continue to invite families in to guest lunches and other events.
- The school will be a resource for parents.
- The school will promote an active Parent Teacher Group.
- The school will continue to share information with all members of the Granby and Fulton community.
- Opportunities to invite preschool and secondary students will be built.

Analysis of Student Learning Needs:

Description of Students' Current Level of Achievement of the Desired Results for Their Learning

Instructional Services

- In order to continue with a successful 90 minute literacy block schedule, teachers need to have research based knowledge and resources.
- Teachers will attend professional development (including 6+1 traits) will be made available to enhance our writing programs.
- Benchmark and formative assessments will help monitor student progress.
- AIS and RTI will be instrumental in helping students become successful. Fast ForWord will be used with a group of identified students who require more intensive services.
- Data will need to be reviewed on a regular basis in order to provide appropriate instruction for students on an individual basis.

Systems that Support Student Learning

- Academic Intervention Services (AIS) will be provided to address student needs and skill deficits.
- The Granby Intervention Team will work to provide appropriate services to students through a team approach. Remediation plans will be put into place.
- The Response to Intervention approach will be used to address student needs and to evaluate progress.
- Communication among staff members will be critical to the overall success of the program.
- Gap analysis data will be used to determine needed instructional strategies.
- High needs (intensive and strategic) students will be identified and will be a focus for making connections and making a positive change.

Parent and Community Involvement

- Participation at events will be monitored.
- Parent surveys will be used to assess desired outcomes.

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Part 4: Analysis of Instructional and Organizational Effectiveness

Our instructional program is very strong. The staff has become increasingly focused on the five scientifically based areas of literacy and on problem-solving skills in mathematics. In addition, the district has a high focus on literacy, so our staff development program is extensive and offerings are aligned with State standards and desired outcomes for student learning. The staff has also become focused on formative assessments and data driven decision making.

In order to maintain continuous improvement for instructional and organizational effectiveness, the school must:

- address its limitations and areas in need of improvement
- examine district goals and student achievement
- strengthen the alignment between data and instructional practices.
- use data to determine the best instructional practices for teachers to use for differentiated instruction.

Overall, the instructional practices and organizational conditions of our school are congruent with each other and are aligned with the school's mission and beliefs as well as State standards. However, there are of course areas for improvement that can strengthen our instructional program:

- Stronger alignment of instructional strategies and learning activities with the curriculum and the desired results for student learning
- Focus on formative assessments to drive instruction
- Utilize data to drive instruction and make continuous improvement
- Strengthening collaborative efforts for support of student behavior by making stronger connections with families before discipline problems arise
- Focus on the five components of literacy at all levels and effectively utilize the 90-minute literacy block
- Provide additional support for students learning through increased parental involvement.

Granby Elementary – School Improvement Plan

Goal – Provide all students with quality instructional services to support student achievement

Action Steps	Estimated Resources	Person (s) Responsible	Measurement/Monitoring Method
Provide guaranteed and viable curriculum to all students.	NY State Standards Curriculum maps Targets/I can statements Rubrics across content areas	Instruction Staff Administration	Daily & Wkly Assessments Unit Assessments Portfolios
Use formative assessments to assess students for learning and make adjustments to instruction as necessary.	Curriculum I Can/Target Statements Scott Foresman Practice/Review Teacher made checklists/rubrics	Instructional Staff	Rubrics Daily & Wkly Checks
Use benchmark assessments and progress monitoring tools assessments to assess student learning and drive instruction.	DRA DIBELS SRI Storytown Assessments NYS Assessments	Instructional Staff	Benchmark & Assessment results
Provide differentiated instruction to meet students’ individual needs.	Harcourt Materials Enrichment Activities Challenge Kits Guided Reading Centers/Stations Scott Foresman/Math Materials Modifications/Support Additional Time	Instructional Staff	Formative Assessments Daily & Weekly Practice

<p>Use the 90 minute literacy block to provide:</p> <ul style="list-style-type: none"> ▪ Vocabulary across the content areas ▪ Guided reading groups ▪ Components of Storytown series ▪ Literature Circles ▪ Spelling /Phonics ▪ Grammar ▪ Read Aloud 	<p>Harcourt Materials Novels Leveled Readers Reading A-Z Periodicals Trade Books Websites(Raz Kids, Star Fall etc.)</p>	<p>Instructional Staff</p>	<p>WK. Selection Tests Formative Assessments Progress Monitoring State Assessments</p>
<p>Provide on demand and process writing Instruction & opportunities across content areas</p>	<p>6 + 1 Writing Traits Materials Professional Development Processed Writing Harcourt Series State Writing Standards DBQs Math Exemplars Science Explorations/Lab Reference Materials Daily Oral Language</p>	<p>Instructional Staff</p>	<p>Rubrics Extended Responses on Assessments</p>
<p>Utilize Provide Positive Behavioral Interventions & Supports (PBIS) to all students.</p>	<p>Direct Teachings (Cool Tools) Behavior Matrix Kick off Assembly Character Education Re-Teachings Acknowledgement System School Store w/ non-tangibles Celebrations Character Ed D.O.L.</p>	<p>All Staff</p>	<p>SWIS Data</p>

Goal – Provide a variety of support to struggling students

Action Steps	Estimated Resources	Person (s) Responsible	Measurement/Monitoring Method
Use Response to Intervention to provide a pyramid of supports to all students.	Classroom Interventions Intervention Team	All staff members Intervention Team	Progress Monitoring Data Wkly Assessments/Practice State Assessment Results SWIS Data
Provide Academic Intervention Services (AIS) to strategic and intensive students.	Read Naturally Fast ForWord Sonday Intervention Station Guided Reading Strategic Intervention Kits Road to the Code Scott Foresman Math Kit	Instructional Staff	Progress Monitoring Data Wkly Assessments/Practice State Assessment Results
Develop Positive Behavioral Interventions & Supports (PBIS) to support students struggling behaviorally.	Cool Tools Classroom Matrix Re-teachings Check and Connect Intervention Team Social Groups Acknowledgements School Store	All Staff Members Families Community Agencies	SWIS Data

Goal – Have strong parent and community involvement and participation in our school

Action Steps	Estimated Resources	Person (s) Responsible	Measurement/Monitoring Method
<p>Hold Socials and Evening Events to invite families into the building</p> <p>Activity Nights:</p> <ul style="list-style-type: none"> ▪ Open House ▪ Curriculum Night ▪ Family Math Night ▪ Fine Arts Night ▪ Make & Take Craft Night ▪ Concerts ▪ AR Activity Night ▪ Jump Rope for Heart ▪ Story Telling ▪ Mother’s Day ▪ Father’s Day ▪ Grandparent Bingo 	<p>Flyers Written & Oral Communication Materials Snacks Parent Involvement Funds PTG Funds</p>	<p>All Staff Members Parent-Teacher Group</p>	<p>Participation Sign-In sheets</p>
<p>Invite Families into the school day:</p> <ul style="list-style-type: none"> ▪ Guest lunches ▪ Guest Readings ▪ Field Trips ▪ Career Day ▪ Reading Is Fundamental (RIF) Days 	<p>Flyers Written & Oral Communication Materials Parent Involvement Funds PTG Funds</p>	<p>All Staff Members Parent-Teacher Group</p>	<p>Participation Sign-In sheets</p>
<p>Promote an active Parent Teacher Group with:</p> <ul style="list-style-type: none"> ▪ Monthly Meetings ▪ Movie Nights ▪ Bookfairs ▪ Carnival ▪ Other community events 	<p>Flyers Written & Oral Communication Materials Parent Involvement Funds PTG Funds</p>	<p>All Staff Members Parent-Teacher Group</p>	<p>Participation Sign-In sheets</p>

