

Summit Hill School District  
# 161

# ACTION PLAN

Grades K – 4

2011- 2012

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Mr. Jason Isdonas

● Dr. Julian Rogus Elementary School

Mr. Mike Ruffalo

● Mary Drew Elementary School

Mrs. Kathryn Klein

● Frankfort Square Elementary School

Mrs. Christine Carey

● Indian Trail Elementary School

Mr. Daniel Pierson

● Arbury Hills Elementary School

Mrs. Paula Sereleas

# RECOGNITION

- An increased number of students in the elementary schools demonstrated individual growth on NWEA during 10-11
- Implementation of research based interventions increased throughout all schools
- Progress monitoring of student growth continues to be a valid tool to support student learning

# K – 4 Goals for 2011-2012

- READING FOCUS:

  - Extended Response

  - Reading Across the Curriculum and disciplines with a focus on fluency and comprehension of non-fiction text

  - Comprehension Strategies

  - NWEA Vocabulary

  - Specific Reading Interventions

  - Familiarization with Common Core Standards

# K – 4 Goals 2011-2012

## ● MATH FOCUS:

- Extended Written Response
- Math Vocabulary (NWEA, CCS, ISAT)
- Math facts and accuracy of number sense
- Measurement
- Algebra
- Geometry
- Familiarization with CCS

# K – 4 Goals 2011 - 2012

- SCIENCE FOCUS:

  - Science Inquiry and Technological Design

  - Hands on exploration

  - Scientific Method

  - Use of Science Labs

  - Familiarization of CCS

# K – 4 Goals 2011 - 2012

- WRITING FOCUS:

- Writing Across the Curriculum

- Expository writing with focused progression throughout the grades

- Expository prompts in both extended and short answer in all content areas

- Continued professional development in effective writing instruction for all teachers in all disciplines

- Continuation of 6+1 Traits writing model

# K – 4 Goals 2011-2012

- STUDENT BEHAVIOR FOCUS:

- PBIS implemented in all K – 4 school
  - IT and MD as model sites for PBIS focus

- Continued professional development for universal teams.

- Implementation of training for Secondary PBIS teams at IT and MD

- Utilization of SWIS data program

- Teaching, re-teaching, modeling and the use of cool tools in all schools

# K – 4 Goals 2011-2012

- Rtl and Differentiation:

Best practice and differentiation strategies as part of teacher goals

Use of specific scientifically based reading, math, and behavioral interventions to support student growth

Professional development opportunities to support best practice instruction

Use of student data to support sub-group instruction and achievement



# Arbury Hills School: Action Plan 2011-2012

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## **Reading:**

- *Extended Response:* Utilizing the district curriculum maps to ensure that there is a growth in response to reading by grade level. Students will apply comprehension strategies and knowledge of NWEA reading and language vocabulary to respond to fiction and non-fiction text.
- *Reading across the Curriculum:* Students will develop comprehension and fluency in all subject areas. Teachers will model reading strategies and develop students' ability to utilize word attack skills with content specific vocabulary. Teachers will also utilize guidance of the Common Core Standards to develop reading of materials with text complexity
- *Data:* Student data will drive the RtI process through the use of NWEA, AimsWeb, ELL-Access, and ISAT

## **Writing:**

- *Expository Writing:* Students will develop writing skills to address expository writing across the disciplines.
- *6+1 Writing Traits:* Students will continue to develop writing based on traits. Teachers will continue professional development in this area.

## **Math:**

- *Extended Response:* Development of extended response to math problems with complexity increasing with each grade level. Daily Oral Math concentration.
- *Measurement and Data:* Increased focus at all grade levels on measurement and data. Implementation of measurement and data in all subject areas in order to increase student exposure to visual charts pertaining to measurement and data
- *NWEA Math Vocabulary:* Exposure to and development of math vocabulary anchored by NWEA and guided by the Common Core Standards
- *Implementation of Mastery Math Facts* throughout the grade levels

**Science:**

- Continuation of expeditionary learning focus (Hands on Exploration)
- Continuation of grade level articulation to support science instruction
- Continued use of hands on science materials and Science Lab

**Behavior:**

- Continued implementation of PBIS
- Use of SWIS data
- Ongoing communication with parents and community about the role of PBIS in our school
- Implementation of PBIS Anti-Bullying curriculum
- Continuation of Mentoring Program with SHJH

**Community Engagement**

- Continuous communication with the school community about academics, PBIS expectations, important events and school wide celebrations
- Events to engage and involve the extended school community (Reading Volunteers, Grandparents Celebration, Literacy Night, Math Mania Night, Living History Museum, State Floats Parade, Author Visits, Movie Nights, Community Walk-a-thon)

PLANNED IMPROVEMENT FOR THE SCHOOL AND DISTRICT

Dr. Julian Rogus School First through Fourth Grade Plan

**Reading-** To apply extended response questions across the curriculum to improve comprehension.

To utilize NWEA data to group students and provide appropriate reading text at their instructional level.

To utilize Raz Kids, Reading Tutors.com, Beat the Clock, Reader's Theater Script Box and Comprehension Flip Charts.

To utilize NWEA vocabulary into daily lessons, centers and small group activities.

**Math** -To utilize extended response and short answer response to mathematical questions.

To utilize Mastering Math Facts daily, math drills, flashcards and timed tests with our students.

To utilize math centers, visual aids, small groups, and hands-on activities for number sense.

To involve parents through use of Home Pages, NWEA data, practical websites and Mastering Math Facts practice.

**Writing-** To write an expository essay and complete monthly writing samples to specific prompts.

To present explanations and examples of extended response to students.

To write various grade level reports on various curricula topics.

To teach and model effective writing for students as they create their Young Author's project.

**Science-** To improve student knowledge in Science Inquiry, Matter, and Life Sciences.

To describe an observed event, collect the data, and arrange it in logical patterns using graphic organizers.

To design and build a device that will be useful in solving a problem.

**PBIS-** To teach school wide expectations for hallways, bathrooms, blacktop, lunchroom, bus and on the blacktop.

To utilize Cool Tools, Reinforcements and Celebrations to motivate students to follow school expectations.

To notify parents of the PBIS model and expectations. To decrease bullying in school by training students to implement SWAT.

Dr. Julian Rogus School Kindergarten Plan.

**Reading-** To utilize results from NWEA, AIMSweb, and DIBELS to guide instruction and curricular decisions for students based on data comparisons.

To continue the study and implementation of the reading essentials: phonemic awareness, phonics, fluency, vocabulary, and comprehension.

To reinforce best practices in reading, comprehension, and study skills with nonfiction text in social studies and science.

To provide additional support and instruction for at-risk students with the involvement of the kindergarten reading specialist.

To provide on-going training and development for teachers in using NWEA to gain student data for instructional purposes.

**Math-** To increase student achievement in math through the utilization of research-based instructional strategies and interventions.

**Writing-** To continue with Writing Across the Curriculum, therefore, increasing student achievement in writing through creative expression/grammar, pencil/paper activities, and journals.

**ELL-** To continue to provide professional development for staff to increase the achievement of the ELL subgroup in reading and math.

**Communication-** To enhance and increase communication with the school community by utilizing our school website, blast e-mails, and teacher/classroom webpages.

**PBIS-** To incorporate PBIS strategies through the use of Cool Tools, celebrations, and reinforcement and reminders of expected behaviors in the hallways, bathrooms, lunchroom, and during the dismissal process.

## PLANNED IMPROVEMENT FOR THE SCHOOL AND DISTRICT

This is the final section of the school report card in which your school and district provide information below on areas of success and areas for planned improvement based on your school's improvement plan.

### **Goal 1: To continue to increase the number of students meeting and exceeding targeted growth on local and state assessments in**

- ⇒ An intervention block time will be utilized to focus instruction on specific student needs in reading.
- ⇒ Reading interventions will be used to support student achievement in the areas of vocabulary, comprehension, and fluency.
- ⇒ Read Naturally will be implemented in grades two through four to improve fluency which positively impacts comprehension.
- ⇒ Small group instruction through guided reading groups in all classrooms will focus on improving reading comprehension.
- ⇒ Technology will be used to support comprehension through a variety of software and internet websites.
- ⇒ Teachers who attend conferences will share information learned at staff meetings.

### **Goal 2: To increase the number of students meeting and exceeding targeted growth on local and state assessments in writing.**

- ⇒ Teachers will continue to use the Six Traits Classroom Kits to model specific writing strategies and to insure common language among the grade levels for teaching writing.
- ⇒ Teachers will incorporate literature in modeling good examples of the six traits of writing.
- ⇒ Teachers will use the Houghton Mifflin Language Arts series, the District Writing Curriculum and Grade Level Expectations to guide and support instruction.
- ⇒ Students will participate in Young Authors.
- ⇒ Technology will be used to support the writing process through "Kidspiration".
- ⇒ The Four Square template will be used to assist students in organizing their thoughts in the writing process.

### **Goal 3: To continue to increase the number of students meeting and exceeding targeted growth on local and state assessments in math.**

- ⇒ Teachers will use Otter Creek to assist students in becoming proficient with the math facts across all grade levels.
- ⇒ Teachers will model writing extended response explanations in the problem solving process using the I.S.A.T. math rubric.
- ⇒ Teachers will use Problem of the Day to further develop an understanding of solving word problems and comprehending mathematical concepts.
- ⇒ Teachers will develop math centers to differentiate instruction to challenge students at their individual level.
- ⇒ Math Magician timed tests will be utilized through technology class.

### **Goal 4: To continue to increase the number of students meeting and exceeding targeted growth on local and state assessments in science.**

- ⇒ Nonfiction informational articles from sources including Time Magazine for Kids and Time for Kids will be read and discussed whole class and in guided reading groups to support concepts in science.
- ⇒ Promote engaged learning with activities and experiments from the Science series using the science room.
- ⇒ Incorporate a hands on approach to science activities teaching the steps of scientific inquire.
- ⇒ Use journals to provide opportunities to answer higher level thinking questions in science, process the steps of the scientific method, and integrate writing across the curriculum.
- ⇒ Review the steps of scientific inquiry throughout the year.
- ⇒ Incorporate Brain Pop Jr. to support instruction in science.

### **Goal 5: To implement PBIS to positively impact student behavior and academics.**

- ⇒ Implement the school-wide matrix of behavior expectations for hallways, lunchroom, playground, bathroom, and classrooms.
- ⇒ Communicate P.S.I.S. expectations to students and parents.
- ⇒ Provide positive reinforcements and celebrations to encourage positive behavior.

PLANNED IMPROVEMENT FOR THE SCHOOL AND DISTRICT

Increase overall student performance in reading:

- Increase vocabulary instruction of students in special needs groups
- Continue to utilize intervention materials under the RtI Model
- Incorporate additional leveled reading materials in the classroom and library
- Continue use of school-wide and classroom “word of the week” for vocabulary
- Continued focus on differentiation
- Resource support from reading specialist to further promote differentiation
- Incorporation of *Great Books* materials

Maintain overall student performance in mathematics:

- Continue utilization of “Mastering Math Facts”
- Continue use of educational websites to reinforce number sense
- Use of literature in further development of number sense
- Continued professional development in classroom-level interventions
- Continued focus on differentiation

Improve student writing ability and increase scores in extended response

- Classroom extended response lessons and activities in all grade levels
- Weekly “Writing Across the Curriculum” activities
- Science and Social Studies journal activities
- Continued utilization of science reports
- “Buddy Writing” activities across grade levels
- Continued use of 6+ Traits Writing

Improve student performance in area of Science

- Introduce scientists and their contributions to technology
- Utilize science lab with experiments in all grade levels
- Continue emphasis on Scientific Method in all grade levels
- Science journal activities
- Continue use of educational websites within the classroom

Continue Implementation and Refinement of Positive Behavioral Interventions and Supports

- Incorporate monthly and quarterly behavioral data review sessions to guide reinforcement of expectations
- Formalize tier two interventions
- Provide PBIS “kick-off” and refreshers to entire student body
- Continue creating and implementing “Cool Tools” in every classroom
- Conduct quarterly PBIS “celebrations” rewarding positive behaviors
- Continue use of “PBIS Store” to reward/reinforce expectations
- Introduce and utilize visitor/volunteer expectation matrix

**PLANNED IMPROVEMENT FOR THE SCHOOL AND DISTRICT****Action Plan for 2011-2012**

1. To improve extended response in math.
    - First Grade Students will be able to solve the problem, explain orally how they got their answer, and why they used the steps they did to solve the problem with a graphic organizer.
    - Second Grade Students will be able to solve the problem, explain in writing how they got their answer, and why they used the steps they did to solve the problem with a graphic organizer.
    - Third and Fourth Grade Students will be able to explain in writing how they got their answer, and why they used the steps they did to solve the problem with a graphic organizer.
    - All students will explain what, how, and why using appropriate mathematical vocabulary.
  2. To improve extended response in reading.
    - First and Second Grade Students will be able to answer an open ended question using details from a story or text and prior knowledge/personal experience.
    - Third and Fourth Grade Students will be able to provide a balanced response to an open ended question using details from a story or text and prior knowledge/personal experience.
  3. Improve reading fluency and comprehension across the disciplines.
    - Continue to use a designated time for reading interventions, which include phonemic awareness, phonics, fluency, comprehension, and vocabulary strategies.
    - Continue to utilize Read Well, Read Naturally, and Six Minute solutions.
  4. Improving basic knowledge of geometric concepts, measurement and basic facts will adequately improve performance in math.
    - Increase the time spent on measurement across disciplines.
    - Engage students in meaningful hands-on activities utilizing geometric shapes across disciplines.
    - Provide opportunities to increase accuracy in basic math facts.
  5. To improve student knowledge in the areas of Life Science, Physical Science, and Earth Science.
    - Increase opportunities for hands-on exploration.
    - Introduce/discuss the Scientific method.
    - Utilize the Science Lab
  6. To improve composition writing across all grade levels and curriculum.
    - First grade students will be able to write an expository composition with support and focus.
    - Second grade students will be able to write an expository composition with support, focus, organization, grabber, and word choice.
    - Third grade students will be able to write an expository composition with voice, sentence structure, and transitions.
    - Fourth grade students will be able to write an expository composition as well as write a persuasive essay with support, focus, organization, grabber, word choice, voice, sentence structure, and transitions.
  7. To progress monitor all sub groups and utilize the data to plan for instruction.
    - Students in all sub groups will be monitored weekly.
    - Students' instructional plan will be adjusted based on the data.
  8. To continue the use of Positive Behavior Interventions and Supports.
    - To implement the use of Cool Tools in teaching and re-teaching of school wide expectations.
    - Increase parental communication of the PBIS process.
-