

<b><u>Cottage Lane Elementary School</u></b> <b><u>Goal and Action Plan</u></b>		<b>Principal:</b> Karen Ramirez <b>School:</b> Cottage Lane Elementary <b>Date:</b> 2016-2017 School Year
<b>Goal: Meeting the Needs of Diverse Learners</b> To use assessments, differentiation, and lesson/unit planning to meet the needs of our diverse learners.		<b>Theory of Action:</b> <b>If</b> we continue to use formative and summative assessments to differentiate instruction <b>then</b> we can effectively address the needs of all learners.
<b>Approach</b> (Goals with Strategies & Rationale)	<b>Implementation</b> (Action plans & tasks)	<b>Outcome</b> (Results/evidence/assessment process)

<p>We will use staff resources and strategies shared during RTI meetings to support students' learning needs in and out of the classroom.</p> <p>Teachers will continue to develop, implement and share problem based units of study (IDE), which meet the needs of the diverse learners in their classrooms.</p> <p>Staff and team meetings will be used to provide teachers with professional development on using data to inform instruction, planning, and looking at student work.</p>	<p>Teachers will concentrate on implementing Tier 1 interventions to reduce the need for pull-out services and to provide support within the classroom.</p> <p>We will continue to work with our IDE consultant and each other to strengthen and enhance our problem-based units of study.</p> <p>Teachers will continue to collaborate on differentiating units and lessons to meet their students' needs by using assessment data to drive and differentiate instruction.</p> <p>Math and Reading benchmark assessments will be used to monitor progress for students receiving RTI math and reading services. These benchmark</p>	<p>Teachers will use bi-monthly RTI cohort meetings to discuss Tier I, II, and III strategies and implement them to meet the needs of all learners. Students will demonstrate growth on state and local assessments as measured by the New York State Growth Model and the STAR assessment system.</p> <p>All classroom teachers will provide students with learner-active technology infused classroom environments through the training and ongoing support from IDE. Teachers will attend a total of five professional development days with IDE and bi-monthly in class mentoring.</p> <p>Students will develop goals through reading, writing, and math conferences, which meet their needs as individual learners as evidenced by classroom observations, instructional rounds, student reflection logs, and improved student performance on state and local assessments.</p>
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<p>Service providers will look closely at data and plan with classroom teachers in order to support students while working within the regular curriculum and to ensure that interventions match the needs of the students.</p> <p><b>Communication:</b> Service providers will communicate with teachers on an ongoing basis to allow for articulation about student progress.</p>	<p>assessments will also help us to group students appropriately and target the specific skills they need most.</p> <p>We will use our RTI cohort time as well as scheduled faculty meeting time to allow teachers to meet to discuss student progress.</p>	<p>At the end of each trimester, at least 30% of RTI students will cycle out of RTI service groups based on regular progress monitoring through benchmark assessments, including Fountas &amp; Pinnell, STAR reading and math, and formative assessments to enable our providers to help more students with academic needs in reading, writing and math.</p> <p>Classroom teachers and service providers will be working closely to meet the needs of our students. Increased communication will allow for more targeted instruction and interventions for the student. This will also help communicate student progress to families.</p>
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		<b>DATE:</b> 2016-2017	
<b>Goal: Enhancing Student Literacy</b> To improve reading and writing for all students while teaching them reflective and critical thinking skills to improve comprehension and fluency.		<b>Theory of Action:</b> If we continue to fully implement the readers and writers workshop model of instruction then student literacy will be enhanced and student performance will increase in all subject areas.	
<b>Approach (Goal with strategies &amp; rationale)</b>	<b>Implementation (Action plans &amp; tasks)</b>	<b>Outcome (results/evidence/assessment process)</b>	
We will further align our ELA curriculum with the Common Core Standards to enhance student literacy.	We will continue to follow our curriculum maps, reflecting on units throughout the year, revising units based on student needs, while implementing new interdisciplinary units that are aligned with the common core standards.  Teachers will share new and revised units that were completed over the summer at team meetings.	Students will continue to build stamina and fluency in reading and writing as measured by common math assessments and Fountas and Pinnell benchmark assessments, a student performance increase of four levels per school year on the Fountas and Pinnell assessments, 50% of students will make yearly growth on the STAR assessments, and students will publish five benchmarked authentic writing pieces.	
We will continue to collaborate on increasing the teaching of reading and writing into all content areas.	Teachers will utilize bi-weekly team meetings and daily common planning time to plan and implement lessons that incorporate the teaching of reading and writing into the	Students will have more opportunities for literacy instruction during social studies and science because the units include 40% more reading, writing, speaking, and listening.	

<p>We will provide reading and writing support to our struggling readers and writers to meet their specific needs.</p> <p>We will give students more opportunities to engage in critical thinking as readers and writers.</p>	<p>curriculum in all subjects. Students will be required to write in social studies, science, math, and other disciplines.</p> <p>Our classroom teachers and reading specialists will collaborate to provide more opportunities to support the needs of our struggling readers, including decoding skills and phonemic awareness (i.e. Wilson and Just Words, LLI), and fluency, while also engaging them in the reader's workshop in an inclusive model of instruction.</p> <p>We will work together to create and teach new units, such as our compare and contrast essay unit on Native Americans in fourth grade and literary essay unit in fifth grade, which are aligned with the Common Core</p>	<p>Students will write across various writing genres in all subject areas. In many instances students will publish writing in science, social studies, math, art, and music.</p> <p>Students will increase their reading level according to the Fountas and Pinnell benchmark assessment system, STAR, State ELA, and teacher recorded running records.</p> <p>Students will be enthusiastically engaged in Reader's workshop, including the monitoring of daily independent reading in school and at home.</p> <p>Students will be provided with explicit teaching of critical thinking with a 40% increase in opportunities to learn and practice reading, writing, listening, and speaking skills.</p>	
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<p>We will continue to focus on independent reading and use reading logs both in school and at home in order to help our students be able to persevere through more challenging texts and read for longer periods of time with improved comprehension and fluency.</p> <p>Teachers will give students opportunities to provide feedback to their peers in reading and writing.</p>	<p>Standards.</p> <p>Literacy lessons will be taught in a workshop structure while providing students with time for independent reading and practice with the ability to make choices about texts. Students will log their reading (electronically or on paper) and create goals for their reading. Students will have the opportunity to read independently in school on a regular basis (several times a week) for an uninterrupted period of time.</p> <p>Students will be engaged in lessons that provide instruction and time for peer review during independent reading and writing.</p>	<p>Students will increase their writing and reading stamina, their ability to persist independently on tasks, and will have more opportunities to make choices during reader's and writer's workshop as measured by classroom observations and instructional rounds data collection.</p> <p>Students will be able to read for longer periods of time. Students will become better readers who are able to persevere through longer and harder texts.</p> <p>Our students' ability to read and write will improve as they receive both verbal and written feedback from their classmates. Regular classroom visits from administrators and teachers will demonstrate that students are reading and writing to and with each other.</p>	
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<b>Cottage Lane Elementary School</b>		<b>PRINCIPAL:</b> Karen Ramirez
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<b>Goal: Fostering a Respectful Learning Environment</b>		<b>Theory of Action:</b>
To create a warm and meaningful classroom and school environment where every child feels safe, welcome, and successful.		If we continue to build a strong community both within our classrooms and school then students will learn to be empathetic responsible citizens who feel safe and respected.
<b>Approach (Goal with strategies &amp; rationale)</b>	<b>Implementation (Action plans &amp; tasks)</b>	<b>Outcome (results/evidence/assessment process)</b>
<p>Incidents of bullying have an adverse effect on children's ability to fully participate in a school environment. By increasing teacher, student, and parent awareness we will take the first step towards creating a school environment that is both safe and friendly.</p> <p>Schools that have established policies to address character education and bullying along with staff that care and are educated can provide students with a positive and safe school culture with an emphasis on learning and fun.</p>	<p>We will communicate with parents through our blog, events, and meetings about our character education program to enable them to partner with our school to maintain a safe environment.</p> <p>The school psychologists and administrators will meet with each class to discuss the code of conduct and DASA.</p>	<p>Students and families will have a clear understanding of our anti-bullying policy and our code of conduct and support us in enforcing them by reading and signing this code with their child.</p> <p>We will have parent presentations at Meet the Teacher Night and at least three parent meetings (PTA, Principal Chat and Cyberbullying parent workshop) on our character education program, bullying prevention program, and DASA Legislation throughout the school year.</p> <ul style="list-style-type: none"> <li>• PTA and school psychologist presentation</li> <li>• Cyberbullying presentation</li> </ul>

<p>If students feel happy and safe at school and like they belong to a community, they will be more successful students.</p> <p>Our successful character education and bullying prevention program will continue to help our students and families enjoy a safe and nurturing school experience.</p> <p>School wide assemblies that promote character education help to create a positive school climate for everyone</p> <p>DASA legislation requires us to revise our code of conduct, name Dignity Act Coordinators, and inform the school community about DASA. This will help us be better equipped to handle incidents of bullying while continuing to strengthen our character education program.</p>	<p>We will hold daily morning meetings focusing on student ownership of the meeting through accountable-talk, deeper questioning, and listening and speaking skills.</p> <p>Students will learn and understand what they can do when bullying occurs- who they can go to for help, as well as what they can do to help stop bullying in our school from participation in morning meetings and assemblies.</p> <p>We will continue to use the Word and Book of the Month and morning meetings to deliver our character education program to students.</p> <p>Our school community will be informed about DASA and have access to our Code of Conduct. Our school community will understand and respect the 2016-2017 code of conduct and bullying prevention policy through participation in assemblies and class discussions and activities.</p>	<p>Teachers will hold daily morning meetings and administrators will have monthly assemblies to provide students with a safe and respectful learning environment</p> <p>We will share our code of conduct and Anti-bullying policy with students and families at the beginning of the year. Our code of conduct and website will include contact information for our Dignity Act Coordinators.</p> <p>We will continue to further integrate the book and word of the month with our curriculum.</p>
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<p>The extended leadership team will support the work towards this goal.</p>	<p>The team will help lead discussions and professional development so that we are better able to Mirror, Model, and Mentor. As the adults in the classroom we should act the way we want our students to act and mentor them in their actions when appropriate. We should not shy away from having difficult conversations because these can be opportunities to model and mentor.</p>	<p>The dispositions we will begin to see developing in our school are:</p> <ul style="list-style-type: none"><li>• Acceptance</li><li>• Safe learning environment but with appropriate challenges</li><li>• Active engagement in learning and instruction at each child's level</li><li>• Self-Awareness</li><li>• Self-regulation</li><li>• Empathy</li><li>• Being present</li></ul>
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<b>Goal: Providing Students with 21<sup>st</sup> Century Skills</b> To teach students 21 <sup>st</sup> century skills, including critical thinking, collaboration, creativity and communication.		<b>Theory of Action:</b> If we continue to provide students with opportunities to collaboratively develop creative solutions to problems using technology then they will develop the skills that support critical and creative thinking and apply them to other real world situations.
<b>Approach (Goal with strategies &amp; rationale)</b>	<b>Implementation (Action plans &amp; tasks)</b>	<b>Outcome (results/evidence/assessment process)</b>
<p>We will continue to support teachers' ability to enhance their websites so that students will have a venue for working collaboratively on interactive activities that promote 21<sup>st</sup> century skills.</p> <p>Provide families with opportunities to better understand how math instruction is delivered in order to help our students develop a conceptual understanding of the concepts they are learning.</p>	<p>We will continue to provide teachers with ongoing professional development and support in maintaining a strong web presence which is differentiated to meet the needs of all staff members.</p> <p>We will work with classroom teachers to continue to find ways to share our work with parents and help them support their students at home.</p>	<p>We will work with the Instructional Technology Coach to plan purposeful opportunities for staff to continue to work on creating a web presence that provides opportunities for students to enhance their learning. Students and parents will visit teachers' websites daily to engage in learning and communicate with each other about their learning experiences.</p> <p>We will work with our Instructional Math Coach and classroom teachers to find ways to share the importance of conceptual understanding in math and how we are teaching our students in order to help them develop these skills and understandings.</p>

<p>We will work together to plan lessons that help learning become imbedded in long-term memory.</p> <p>To be a successful 21<sup>st</sup> century learner students need to be critical thinkers and focus on asking good questions that help with application, synthesis, and evaluation of skills and content.</p> <p>Our character education program is a key component to teaching our students to collaborate and communicate effectively in a variety of settings.</p>	<p>Through exposing students to apply critical thinking skills to open ended activities with real-world applications students will retain more information and have improved ability for recalling and synthesizing information connected to prior knowledge.</p> <p>We will plan differentiated professional development and continue our work with Instructional Coaches, and central office leadership to support teachers' needs through team meetings, instructional rounds and classroom visits.</p> <p>Students will have ample opportunities both within and outside their classroom to practice the skills they develop through our character education, Morning Meetings, and bullying prevention program.</p>	<p>Students will be engaged in solving real-world problems as evidenced by our interdisciplinary units of study, which more than 75% of our social studies and science units ask students to applying their learning to solve real-world problems.</p> <p>Students and teachers will be engaged in asking and answering higher-level questions (interactive read alouds) that promote critical thinking as measured by conducting classroom visits and instructional rounds to record the types of questions that students and teachers are asking.</p> <p>We will continue to see evidence of improved communication skills, which include listening with empathy and understanding through observing more focused shares, comments, and questions during morning meeting and other subject areas as measured by data collecting during classroom observations and instructional rounds.</p>
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