

William O. Schaefer – K - 1

Nora Polansky, Principal; Jeannine Carr, Assistant Principal

Examples of major initiatives for the 2010-2011 school year include the following:

- To continue to enhance our Character Education program. The Charlie CAAPS program has helped our community develop a common language to support our goal of "Fostering a Respectful Learning Environment". This year we plan on adding a new dimension to the program by videotaping Charlie's classroom visits and putting them on our school blog. We hope this will introduce parent to this language. It is also our intention to make the blog interactive with a letter writing platform for students to exchange thoughts and ideas.
- Additionally, our school psychologist is developing a literacy based character education program which will be delivered weekly to students. The selected books will relate to monthly themes and include interactive age appropriate lessons and activities
- To support staff knowledge and expertise in dealing with Character Education our psychologist will provide ongoing professional workshops on topics chosen from a staff survey
- In our continuous commitment to support all aspects of student learning, we are planning to maintain and enhance our writer's workshop collaboration with TZE to include a focus on the "Habits of Mind", directly related to learned intelligence. Together, we will explore ways to assist in the development of the selected "Habits of Mind" which we have deemed appropriate for this age level. Our primary objective will be to take into consideration the skills that are necessary for student to become independent readers, writers, thinkers, and problem solvers in the 21st century. Our K-1 partnership will continue and, this year, will include pre-school.
- With an ongoing and challenging effort to meet the diverse needs of learners, we will continue to enhance and expand our 1st grade Enrichment programs, expand our books clubs and library research projects and focus on differentiated lesson planning and rubrics development with the support of the IDE consultants.
- Finally, with the belief that teacher collaboration directly influences student achievement we will launch our professional learning community cohorts and continue the ongoing professional development with Kathy Mason.

SCHOOL GOAL: To increase the knowledge and expertise of our teachers in differentiation of content/process and product so that we are better able to meet the needs of our students

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| What-Action Plan | MEASURABLE OBJECTIVES: <ul style="list-style-type: none"> To develop a deeper understanding of the diverse needs of students To increase our knowledge of struggling students and "gifted" students and provide teacher's with support in differentiating by content, process, and product |
| District Goal: To meet the diverse needs of learners | |
| Phases | Year 2009-...? |
| Current Status & rationale for change | <ul style="list-style-type: none"> Teachers need congruent time to discuss students in order to provide them with the common language and expectations Each class is composed of diverse groups of students with a variety of learning styles. Teachers need support and training on differentiation and modifications of lessons |
| Intended Outcome | <ul style="list-style-type: none"> All students will be provided with instruction that matches individual learning needs and maximizes potential. |
| How-Required Actions | <ul style="list-style-type: none"> Study group members will gain knowledge in the areas identified: dyslexia and emotional disturbance and expertise and new information will be shared among special education staff so that we may better educate teachers, assistants and aides. Alternate Team Times will be devoted to discussions of student's needs and review of student work before students are brought to the RTI meetings. We will continue our enrichment program with some modifications and provide support to staff in enhancing the individual units. Identify resources that may be helpful to our learning. Provide staff with additional training on identifying and meeting the needs of gifted students Provide staff with training on "inquiry" based learning and how it can be differentiated Use of the PLC study team to identify "student learning problem" and develop "instructional goals" based on data and reviewed and revised through inquiry |
| When? | <ul style="list-style-type: none"> Faculty Conferences PLC Team Time Superintendent Conference Days |
| Support/Resources | <ul style="list-style-type: none"> PLC work Professional Development by IDE staff Study Groups |
| Required Personnel | <ul style="list-style-type: none"> Special Education Study group All therapists Administration All staff: teachers, assistants, aides |
| Indicators of Success | <ul style="list-style-type: none"> Students will become more successful at in their academic performance as well as their social/emotional development Teachers will develop a better understanding of how to differentiate curriculum and provide modification based on classroom observation and sharing of PLC work |
| Accountability | Nora Polansky Jeannine Carr All staff |

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| <p>SCHOOL GOAL: To provide students with the skills necessary to become independent learners and critical thinkers and understand how to use technology to support their learning.</p> | |
| <p>District Goal: SOCSD student will graduate with the skills and knowledge to succeed in the 21st Century society and workplace.</p> | <p>MEASURABLE OBJECTIVES:</p> <ul style="list-style-type: none"> • To develop a common understanding of "21st Century Learning" • To develop higher level thinking skills in our students through questioning strategies and accountability • To foster collaboration among students by providing opportunities for group and partnership work • To maintain classroom-based use of technology in pre-k to 1 classrooms and to use these tools to enhance learning |
| <p>Phases</p> | <p>Year 2009-???</p> |
| <p>Current Status & rationale for change</p> | <ul style="list-style-type: none"> • With the increased amount of technology pushing into classrooms, teachers need support in how to use it to enhance instruction and integrate into all curriculum areas. • Our understanding of "21st Century learning" is limited • With the diversity in each classroom, teachers need support in developing questioning strategies that address these diverse needs and push the level of thinking from retrieval of information to critical thinking skills. |
| <p>Intended Outcome</p> | <ul style="list-style-type: none"> • We will have a common understanding of what "21st Century Learning" looks and sounds like • Teachers will feel comfortable using Technology in the classroom to enhance instruction • Lessons will include high level thinking skills • Partnerships and group work will be supported and more widespread |
| <p>How-Required Actions</p> | <ul style="list-style-type: none"> • Beginning with our Faculty Study Groups we will develop a common definition and begin to develop lessons that align with this goal. Whole Group faculty meeting will give us an opportunity to share schoolwide. • Using text based protocols we will share relevant articles • Professional Development for all staff on technology integration • Team Times will provide opportunities to share lessons |
| <p>When?</p> | <ul style="list-style-type: none"> • During the 20-10-2011 school years we will both in study group and whole group faculty meeting. • Teachers will attend workshops and time will be provided for turn-key • Library media specialist will support the development of integrated lessons and provide resources for staff during library/media times. |
| <p>Support/Resources</p> | <ul style="list-style-type: none"> • Professional Development • Library media specialist • Technology Study Groups • ELA study groups |
| <p>Required Personnel</p> | <ul style="list-style-type: none"> • Library media specialist • Administration • All teachers, |
| <p>Indicators of Success</p> | <ul style="list-style-type: none"> • Teachers will be more successful at integrating technology into their lessons as is evidenced by use of smart boards, blogs, and wikki's • Students will use technology to share their learning as is evidenced by their celebrations and projects |
| <p>Accountability</p> | <p>Nora Polansky Jeannine Carr</p> |

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| SCHOOL GOAL: To develop the existing sense of community in order to strengthen students' sense of belonging, respect, and tolerance of others, thereby reducing the number of interpersonal conflicts and increasing students' ability to resolve such conflicts. | |
| District Goal: Action Plan: Fostering a Respectful Learning Environment | MEASURABLE OBJECTIVES: <ul style="list-style-type: none"> To help students develop skills to avoid, manage and resolve conflicts (self reugaltion) To encourage students to respect differences To help students develop the skills to understand situations from multiple perspectives |
| Phases | Year 2009-?? |
| Current Status & rationale for change | <ul style="list-style-type: none"> There is a need for consistent practices and languages for all students across the school day There is a need to build independence in the students and help them to be proactive in self-regulating |
| Intended Outcome | <ul style="list-style-type: none"> All students will develop skills and strategies to resolve conflicts The use of a common language will assist student in giving them the language they need to "use their words" A reduction in the number of behavior issues during non-structured times |
| How-Required Actions | <ul style="list-style-type: none"> Continue the schoolwide "Charlie CAAPS" program Schedule time for RTI and Special education teachers to meet and review Skill Streaming Lessons and implement in the classrooms Train assistants and aides in the use of strategies and common language Schedule Coffee Chats and include Charlie CAAPs into the school blog to involve and inform parents Character Education lessons based on read alouds across all the classrooms |
| When? | <ul style="list-style-type: none"> During the 2010-2011 school years we will be meeting on a monthly basis during our Faculty Team meeting time and alternate Team times for professional development to address managing student behavior, fostering kindness in the classroom, teaching tolerance for differences, and encouraging empathy. We will first meet as a special education staff (study group) and early in the year schedule times to share our work with general education teachers, special education teachers, teaching assistants, and aides. We will build in Character Ed Read Alouds that connect with our common language as well as the district themes. |
| Support/Resources | <ul style="list-style-type: none"> Skills Streaming Program Professional Development School Psychologist and Learning consultant Character Education Picture books for each classroom |
| Required Personnel | <ul style="list-style-type: none"> Special Education Study group All therapists Administration All staff: teachers, assistants, aides |
| Indicators of Success | <ul style="list-style-type: none"> Students will become more successful at resolving conflicts and is evidenced by less bus and lunch referrals. Teachers, teaching assistants and aides will have a common language that supports student behaviors. |
| Accountability | Nora Polansky Jeannine Carr All teachers |

SCHOOL GOAL: To increase the reading and writing achievement of all students at WOS.

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| <p>WHAT- Action Plan</p> <ul style="list-style-type: none"> - <u>DISTRICT GOAL-</u> - Enhance Student Literacy | <ul style="list-style-type: none"> - <u>MEASURABLE OBJECTIVES-</u> - Curriculum maps will be developed, aligned with standards and input into Tec Paths. - Instruction in reading and writing will be delivered through Best Practice of Workshop Model in all classrooms and independent practice time. - Children will interact daily with text through reading, writing, listening and/or speaking - Formative and summative assessments are on-going - Writing rubrics will be developed and used to identify common benchmarks and assess student growth |
| <ul style="list-style-type: none"> - PHASES | <ul style="list-style-type: none"> - Years (s) 2007-2011?? |
| <ul style="list-style-type: none"> - CURRENT STATUS & RATIONALE FOR CHANGE | <ul style="list-style-type: none"> - We have begun mapping but curriculum is not consistent across the grades - More PD is needed to support teacher's understanding in implementing Workshop Model - Curriculum has been developed but it needs to be revised to support transfer of learning - We need to move children from a literal understanding to higher level thinking |
| <ul style="list-style-type: none"> - INTENDED OUTCOME | <ul style="list-style-type: none"> - Students will develop the habits of mind needed to be readers and writers and thinkers - Students reading and writing ability will improve based on Fountas & Pinnell Assessments and benchmark writing pieces that are supported by rubrics - Students will independently transfer learning from independent skill work and conferencing to context work |

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| HOW- REQUIRED ACTIONS - Major Tasks/Activities* | <ul style="list-style-type: none"> - Implement and responsibly tailor our planned instructional program in balanced literacy using the workshop model to provide support to address student needs based on assessment. - Support differentiation of instruction through Professional Development from Administration, outside consultants and PLC work - Provide academic intervention support through RTI - Ongoing review of struggling students at CST, RTI, study groups and PLC meetings - Attendance at Professional Development workshops as well as in house support from consultants - Review and revise curriculum maps in TecPaths - Provide multi-sensory phonics program for identified students - Sharing of PLC work among staff |
| WHEN - Beginning Date, Frequency, and Duration | <ul style="list-style-type: none"> - Starting in the spring curriculum maps will be revised and agreed upon by grades. By September 2010 all maps will be in TEC Paths - Common assessments in writing will be developed in the fall that include benchmark writing pieces (for first grade) and Team Times Meetings will be scheduled to review these results. Student assessments will also be developed. - Continuation of the partnership with TZE and K/1 - Professional development on differentiation - RTI support will be given for struggling students in the form of Reading Club, language development, push in Writing Support, Handwriting Support, social/emotional support throughout the year - PD for staff on language development provided by speech therapists scheduled in the Fall - Assess students at the end of Kindergarten to determine those who need reading support in September |
| SUPPORT/RESOURCES | <ul style="list-style-type: none"> - Funding for Professional Development - Funding for substitutes to allow congruence time and professional learning time - Materials to support curriculum units- leveled text, mentor text - Training on multi-sensory phonics instruction to support struggling students - Benchmark progress monitoring tools to assess student growth - Dedicated time for PLC groups to meet |
| REQUIRED PERSONNEL | <ul style="list-style-type: none"> - Administration- Nora & Jeannine - All classroom teachers - Reading teachers - RTI teachers - Special Education and related service providers |
| INDICATORS OF SUCCESS - Interval of Periodic Review - Instrument(s)/Projected Gains | <ul style="list-style-type: none"> - Increase of 2% in the number of students in K-1 meeting grade level expectations in reading levels - Increase of 2% in the number of students exiting reading club. - Decrease in the number of 1st students reading at level 1 by June 2010 - Increase in student stamina and independence based on anecdotes and observation |
| ACCOUNTABILITY - Person(s) or Position(s) Responsible | Principal-Nora Polansky Assistant Principal- Jeannine Carr All staff |