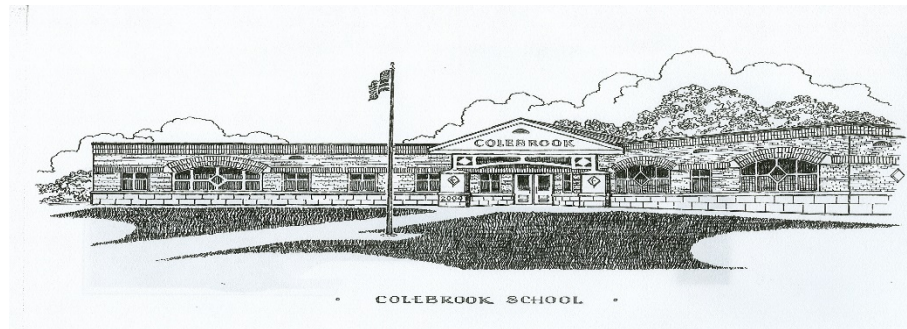


COLEBROOK School

SCHOOL-BASED PLAN 2020-2021 DRAFT



Key Focus Area: Learning and Achievement – English Language Arts and Reading

Overarching Goal: 100% of our students will be reading on grade level by the time they leave 3rd grade.

Grade Specific Goals:

Kindergarten:

- Students will be able to increase their letter name fluency from 64% meeting grade level benchmark to 90%.
- Students will be able to increase their letter sound fluency from 64% meeting grade level benchmark to 90%.
 - Currently, 50% of students with disabilities are intensive or strategic in LN and LS.
 - Currently, 50% of eco-dis students are intensive or strategic in LN and 64% are intensive or strategic in LS.
- Overall, BOY Letter Name Fluency is 21.5 and EOY is 46
- Overall, BOY Letter Sound Fluency is 10.3 and EOY is 34

1st grade:

- Students will be able to increase their letter name fluency from 62% meeting grade level benchmarks to 100%
- Students will be able to increase their letter sound fluency from 62% meeting grade level benchmarks to 100%.
 - Currently, 44% of males are intensive or strategic in LN and 61% are intensive or strategic in LS.
 - Currently, 67% of students with disabilities are intensive or strategic in LN 89% are intensive or strategic in LS.
- Overall, BOY Letter Name Fluency is 41.8 and EOY is 55
- Overall, BOY Letter Sound Fluency is 31.1 and EOY is 46

2nd grade:

- 96% of students will be able to increase their reading fluency from 83 WCPM to at least 92WCPM by June, with special attention to our:
 - Currently, 46% of males are intensive or strategic in Fluency.

3rd grade:

- 96% Students will be able to increase their reading fluency from 88WCPM to at least 119WCPM by June, with special attention to our:
 - Currently, 74% of students with disabilities are intensive or strategic in fluency.

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- Currently, 53% of eco-dis students are intensive or strategic in fluency.

Action Steps and Strategies	Professional Learning	Evidence and Methods for Monitoring
<ul style="list-style-type: none"> • Systematic phonemic awareness to increase ability to blend and segment words and increase phonological awareness • Invest in instructional conversations between 2 and 3 grade as a transition year - sharing of strategies and common vocabulary 	<ul style="list-style-type: none"> • What does PA instruction look like for older students? • LETRS • Student Owned-Learning Strategies for Goal-Setting, Reflection, and Data Conversations 	<ul style="list-style-type: none"> • Frequent literacy probes to assess and target instruction • Student-owned learning piece: students track their own goal in fluency

Key Focus Area: Learning and Achievement – Mathematics

<p>Overarching Goal: 100% of our students will be on grade level mathematicians by the time they leave 3rd grade.</p>
<p>Grade Specific Goals:</p> <p>1st grade:</p> <ul style="list-style-type: none"> • Students will be able to increase their math proficiency on iReady from 2% of students working on grade level at the beginning of the year to 40% with special attention to our: <ul style="list-style-type: none"> ○ Currently, 100% of eco-dis students are one level below or two levels below in BOY iReady. <p>2nd grade:</p> <ul style="list-style-type: none"> • Students will be able to increase their math proficiency on iReady from 33% of students working on grade level to 60% with special attention to our: <ul style="list-style-type: none"> ○ Currently, 100% of Hispanic students are one level below or two levels below in BOY iReady. ○ Currently, 100% of eco-dis students are one level below or two levels below in BOY iReady. <p>3rd grade:</p>

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- Students will be able to increase their math proficiency on iReady from 5% of students working on grade level to 40% with special attention to our:
 - Currently, 94% of White students are one level below or two levels below in BOY iReady.
 - Currently, 100% of Female students are one level below or two levels below in BOY iReady.

<u>Action Steps and Strategies</u>	<u>Professional Learning</u>	<u>Evidence and Methods for Monitoring</u>
<ul style="list-style-type: none"> • Strengthening classroom use (including appropriate minutes per week) to provide differentiated practice for all students • Providing students with multiple opportunities to demonstrate their knowledge 	<ul style="list-style-type: none"> • Implicit Bias Training • Curriculum Audit for culturally relevant practices • Expanding knowledge of culturally relevant practices in mathematics 	<ul style="list-style-type: none"> • Frequent probing • January and May benchmark data (iReady and more) • Growth monitoring assessment

Key Focus Area: Social-Emotional Learning – Climate and Culture

Overarching Goal: to create a positive and safe environment where all students are academically, socially, and emotionally successful and contributing to a diverse school environment.		
<u>Action Steps and Strategies</u>	<u>Professional Learning</u>	<u>Evidence and Methods for Monitoring</u>
<ul style="list-style-type: none"> • Continued Integration of Culture and Climate through monthly Seesaw videos for students • Continued implementation and recognition of Colebrook Scoops over the morning announcements <ul style="list-style-type: none"> ○ Align classroom and hallways expectations the 	<ul style="list-style-type: none"> • Strong Voices Implementation through Faculty Meetings to assist students with a deeper appreciation for diverse cultures • Integration of social-emotional learning through faculty and grade level meetings 	<ul style="list-style-type: none"> • Student discipline referrals • Colebrook Scoops are recognized regularly and posted in the hallways • Students are able to own their behaviors and make choices that positively impact themselves and others

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<p>reasons why students are scooped up for recognition</p> <ul style="list-style-type: none"> • Leverage restorative language as students own their behavior and recognize the impact that their actions may have on others 	<ul style="list-style-type: none"> • Restorative Practice techniques through faculty meetings and embedded in disciplinary practices 	<ul style="list-style-type: none"> • Morning Community Meetings • Social-Emotional Learning is embedded throughout content-area instruction
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Key Focus Area: Social-Emotional Learning – Health, Safety, and Transitions

Overarching Goal: Students will understand the importance of being safe and healthy at school. Students will practice safe and healthy habits.

<u>Action Steps and Strategies</u>	<u>Professional Learning</u>	<u>Evidence and Methods for Monitoring</u>
<ul style="list-style-type: none"> • Model proper handwashing, hand sanitizing throughout the day • Encourage students and staff to employ community language to remind colleagues and students of proper mask wearing • Rely on morning routine (thermoscanner and hand sanitizer) before students enter the building • School Nurse will keep running records of COVID-related symptoms and communicate regularly with families 	<ul style="list-style-type: none"> • Weekly Friday emails from School Principal to provide updated guidance to staff regarding changes in CDC guidelines • Provide clarity of health and safety procedures through clear definitions and examples (i.e. close contact within a school setting) • Leverage parent communication to showcase proper mask wearing and provide gentle reminders for mask wearing at pick-up and drop-off 	<ul style="list-style-type: none"> • COVID cases that are transmitted in school • Students following health and safety protocols upon entering and exiting the building and across the instructional day • Proper Mask wearing • School Nurse Records and student and staff COVID-related symptoms