

Abram Lansing Elementary School



School Improvement Plan 2010-2012

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With the Regents changing the rules in the middle of the game, the Abram Lansing BLT decided this was the time to take a collective breath and focus on ideas and processes that will change the culture of our school.

We have asked our professional staff to consider the following:

✓ **Who owns the learner?**

With higher expectations and dwindling resources we need a clearer vision regarding to whom the learner belongs. If a child has special needs, who is ultimately responsible or accountable for his/her learning? As we focus on assisting the classroom teacher to improve, how might we evolve the roles of the supporting teachers from AIS providers to coaches?

✓ **What support would guide you to put the learner at the heart of instruction?**

Where is the learner currently?

What are the learner's needs?

Each individual professional must assess his/her needs and clearly define potential areas of growth.

✓ **What do we want our learners to be when they leave _____ ?**

✓ **Do we believe we have something to learn from one another?**

Our PLCs must become the basis of our professional development. Most of the BLT and an additional core group/critical mass of Abram Lansing teachers have been trained in Critical Friends Group (CFG) protocols. We must, by year's end, develop trusting groups of peers who can objectively look at students work and assist in changing instruction/teacher behavior.

In response to concerns on the various surveys, we have invited the folks from the University at Albany's Social Work program to assist us with inviting parents to become a part of our educational community.

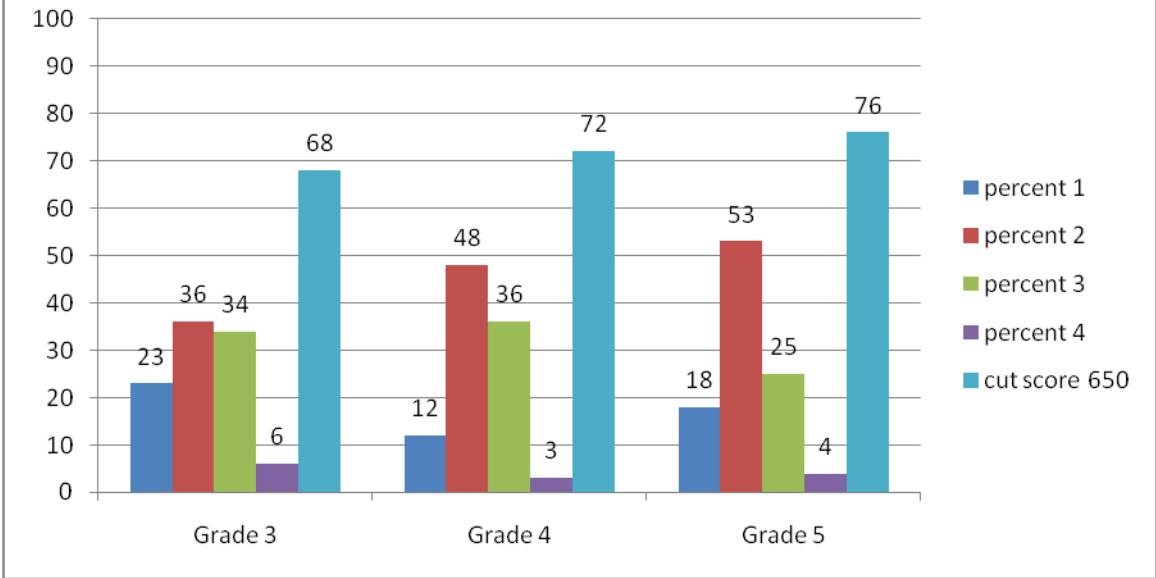
Abram Lansing Elementary School Student Achievement on NYS-ELA Assessments

| | |
|---|--|
| Key Indicator of Success | Student Achievement on NYS – ELA Exams |
| Desired Condition | 100% of 3 rd – 5 th grade students receiving a score of a 3 or 4 |
| Present Condition | See attached graph |
| Gap | Based on new cut scores: 59 % of third graders, 60 % of fourth graders and 71% of fifth graders received a level 1 or 2 on the ELA assessment. |
| Is This a Priority Issue? | Yes |
| “Ends Focused” Goals Statement | Increase % of students achieving a 3 or 4 on the NYS – ELA tests and have no students scoring a 1. |
| Search for Root Cause | Analyze data Determined most missed questions on ELA test |
| Selection of Strategies for Improvement | PLCs need to share formative assessment information and work toward improving instruction Continue to develop CFG coaches |
| Action Plan | Re-introduce CFG protocols at faculty meetings Create deeper purpose for CFGs |
| Monitoring and Evaluation | Fountas @ Pinnell assessments (K-5) Ongoing DIBELS/Benchmarks Writing probes State Exams |

**Abram Lansing Elementary School
Student Achievement on NYS-Math Assessments**

| | |
|---|--|
| Key Indicator of Success | Student Achievement on NYS – Math Exams |
| Desired Condition | 100% of 3 rd – 5 th grade students receiving a score of a 3 or 4 |
| Present Condition | See graph |
| Gap | Based on new cut scores, 49 % of third graders, 53 % of fourth graders and 63% of fifth graders received a level 1 or 2 on the ELA assessment. |
| Is This a Priority Issue? | Yes |
| “ Ends Focused” Goals Statement | Increase % of students achieving a 3 or 4 on the NYS – Math tests and have no students scoring a 1. |
| Search for Root Cause | Analyze data Determine most missed questions on math test Align curriculum toward standards/assessments |
| Selection of Strategies for Improvement | PLCs need to share formative assessment information and work toward improving instruction Continue to develop CFG coaches |
| Action Plan | Re-introduce CFG protocols at faculty meetings Create deeper purpose for CFGs |
| Monitoring and Evaluation | Formative assessments Math probes (K-5) NYS math assessment |

2010 Abram Lansing ELA



2010 Abram Lansing Math

