Cohoes City School District

Van Schaick Grade School

School Improvement Plan 2010-2012

The Leadership Team

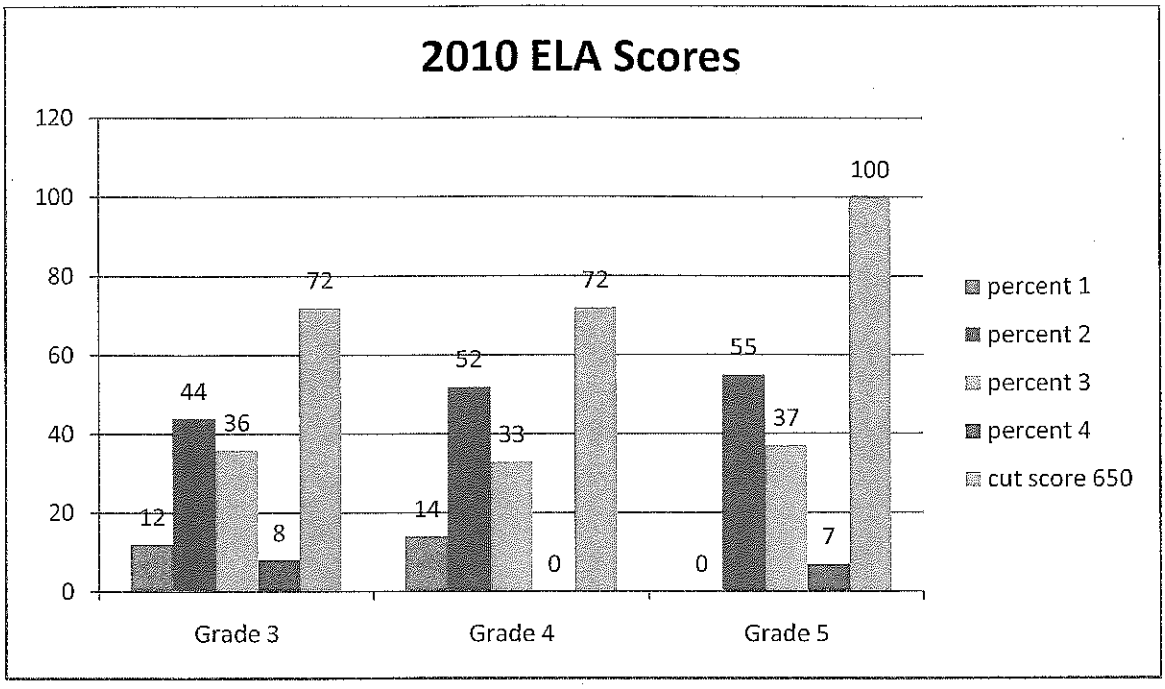
Amanda Dorr- Gr. 5 teacher, Jacqueline DeChiaro – Principal, Deb Fitzgerald – Multiage teacher, Christina Kellar- Gr. 3 teacher, Pam Krupski- CSEA, Anna Muscatello- Gr. 4 teacher, Katrina Keith- SpEd.

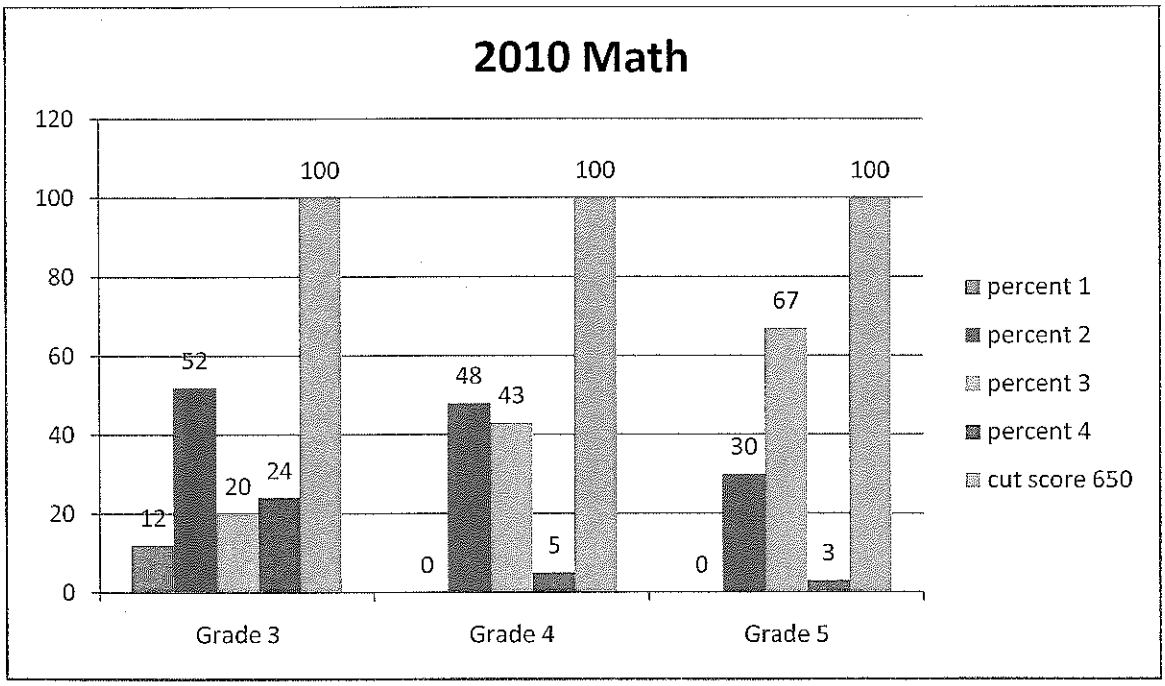
Van Schaick Grade School – Student Achievement on NYS-ELA Exams	
Key Indicator of Success	Student Achievement on NYS – ELA Exams
Desired Condition	• 100% of 3rd – 5th grade students receiving a score of a 3 or 4
Present Condition	< SEE TABLES AND GRAPHS >
Gap	Based on new cut scores, students are still scoring a 1 or 2 on the test.
Is This a Priority Issue?	Yes, VSGS continues to focus on improving test scores as a key indicator to academic success.
" Ends Focused" Goals Statement	• Increase % of students achieving a 3 or 4 on the NYS – ELA tests and have no students scoring a 1. • 2010-2011 English Language Arts annual measurable objective (PI) to 155
Search for Root Cause	• Analyzed BOCES data, NYSTART student results and content strands. • Determined most missed questions on ELA test • Lack of Stamina
Selection of Strategies for Improvement	• Constructed responses for k-5 in ELA • Increase stamina
Action Plan	• Administer practice ELA test in January.. • Informal Assessments aligned with standards and ELA exams • Through the guidance of a consultant refine literacy blocks. • Increase and vary types of constructed responses during ELA block and increase stamina. • PLC group focusing on constructed responses • AIS for all students receiving a 1 or 2 based on new cut scores • Continue Literacy By Design in grades 3-5
Monitoring and Evaluation	• Ongoing DIBELS/Benchmarks • Reanalyze State Exams • Analyze practice exam administered

Van Schaick Grade School – Student Achievement on NYS-MathExams	
Key Indicator of Success	Student Achievement on NYS – Math Exams
Desired Condition	• 100% of 3rd – 5th grade students receiving a score of a 3 or 4
Present Condition	< SEE TABLES AND GRAPHS > Of the most missed questions, 21 of them were constructed responses and 52% of the students did not receive full credit.
Gap	Based on new cut scores, students are still scoring a 1 or 2 on the test.
Is This a Priority Issue?	Yes, VSGS continues to focus on improving test scores as a key indicator to academic success.
" Ends Focused" Goals Statement	• Increase % of students achieving a 3 or 4 on the NYS – Math tests and have no students scoring a 1. • 2010-2011 NYS Math annual measurable objective (PI) to 155
Search for Root Cause	• Analyzed BOCES data, NYSTART student results and content strands. • Determined most missed questions on Math test • Lack of stamina
Selection of Strategies for Improvement	• Constructed responses for k-5 in Math • Increase stamina
Action Plan	• Administer practice Math test in March. • Informal Assessments aligned with standards and math exam • PLC group focusing on constructed responses
Monitoring and Evaluation	• Reanalyze State Exams • Analyze practice exam administered

Van Schaick Grade School – Positive School Climate	
Key Indicator of Success	Positive School Climate
Desired Condition	• Upbeat, open, respectful relations between administration, faculty, staff, students and parents. • 100% of staff surveyed feel that school morale is not an area of concern. • 100% of students, faculty and parents feel that bullying is not a concern at our school • 100% of teachers, parents and staff members feel that there is enough communication between each other in regards to the student's progress, school events and daily school happenings.
Present Condition	29% of 4th and 5th graders (13 out of 44) surveyed feel they are not safe from bullies 18% (5 out of 28) of parents who responded do not feel they are informed of their child's progress 35% (7 out of 20) of the professional staff surveyed feel they do not work with people who respect each other 25% (5 out of 20) of the professional staff surveyed feel the administrator in the building does not communicate effectively 33% (4 out of 12) of support staff surveyed do not feel they work with people who communicate effectively
Gap	N/A
Is This a Priority Issue?	Yes, VSGS will concentrate on creating a positive school climate.
" Ends Focused" Goals Statement	• Increase the number of all staff members that feel they work with people who respect each other • Increase the number of students that feel safe from bullies • Increase the number of parents and staff members that feel there is effective communication from the administrator and teachers.
Search for Root Cause	Analyzed surveys completed by professional staff, support staff, parents, and students.
Selection of Strategies for Improvement	• Publicize methods of communication available to school community. • Provide professional development opportunities focused

	on effective communication between peers • Direct instruction for students on bullying
Action Plan	• Monthly support staff meetings on the same day as the professional staff members • Notices will be sent home a week in advance of monthly celebrations • Weekly log sent out on Fridays to staff • Restructure faculty meetings • Suggestion box • Critical friends training • Apple-a-Day lessons to focus on bullying
Monitoring and Evaluation	• Results of survey


2010 ELA Scores
120
100
80
60
40
20
0
12
44
36
8
72
14
52
33
0
72
0
55
37
7
100
Grade 3
Grade 4
Grade 5
percent 1
percent 2
percent 3
percent 4
cut score 650


2010 Math
120
100
80
60
40
20
0
12
52
20
24
100
0
48
43
5
100
0
30
67
3
100
Grade 3
Grade 4
Grade 5
percent 1
percent 2
percent 3
percent 4
cut score 650

2009-2010 Guided Reading Levels

	December levels		March levels		June Levels	
K	A+ exceeds	5 students or 31%	C+ exceeds	8 students 53% above C 4 at C 27%	Above a C exceeds	13 students or 76% 5 – E,3-F,2-g, 2-I
	A meets	3 students or 18%	B meeting	1 student 6%	C meets	2 students or 12%
	Below A approaching	8 students or 50%	Below A approaching	2 students 13% A	B	2 students or 12%
1st	F+ exceeds	20 students or 83%	I+ exceeds	8 students 32% 5 I/J	K exceeds	6 students or 22%
	E meets		G /H meets	13 students 52% 6 students are G's	I/J meets	17 students or 63%
	D approaching	2 students or 8%	F approaching		H approaching	1 student or 4%
	Below D Needs intensive intervention	2 students or 8%	Below F intensive	2 students 8% (ESL) E's	G needs intensive	
2nd	K+ exceeds	8 students or 33% k and M	M+ exceeds	5 students 24% M 3 students 14% n	N+ exceeds	9 students or 38%
	J meets	12 students or 50%	L meets	4 students 19%	M meets	14 students or 58%
	I approaching		K approaching	7 students 33% k/l	L approaching	
	Below I intensive	4 students or 17%	Below K	1 students 4%	K intensive	1 student at J 4%

2009-2010 Guided Reading Levels

3rd	O+ exceeds	7 students or 30%	P+ exceeds	7 students 29%	Q+ exceeds	7 students 28%
	N meets	5 students or 21%	O meets	6 students25%	P meets	6 students 24%
	M approaching	11 students or 47%	N approaching	10 students 42%	O approaching	7 students 28%
	Below M intensive		Below N intensive	1 student 4%	N intensive	3 students at N 12% 1 L
4th	R+ exceeds	7 students or 33%	S+ exceeds	7 students 35%	T+ exceeds	8 students 38% t-3, U-1, V- 4
	Q meets	3 students or 14%	R meets	3 students 15%	S meets	3 students 14%
	P approaching	2 students or 10%	Q approaching	4 students 20%	R approaching	3 students 14%
	Below P intensive	9 students or 43% 2 @ k 1 @L	Below Q intensive	6 students 30% 1-p, 3-N, 1-M, 1-L	Below R intensive	6 students 29% 1-Q, 4-o, 1-L
5th	U+ exceeds	11 students or 41%	V+ exceeds	13 students or 50%	W+ exceeds	9 students @w 35% 5 students @ X 19%
	T meets	6 students or 22%	U meets	5 students or 19%	V meets	2 students or 8%
	S approaching	4 students or 15%	T approaching	3 students or 12%	U approaching	5 students or 19%
	Below S intensive	6 students or 22% 1@P 3 @Q	Below T intensive	5 students or 20% 3- S 1 –R 1- Q	Below U intensive	2 students @ S 8% 3 students @ t 12%

2010 ELA MMQ- Grade 3

Question	Type	Point	Standard	Performance Indicator	Correct Answer	% Incorrect
5	Multiple Choice	1	3	Evaluate the content by identifying whether events, actions, characters and/or settings are realistic	3	40%
8	Multiple Choice	1	1	Identify main ideas and supporting details in informational texts	4	56%
11	Multiple Choice	1	2	Use knowledge of story structure, story elements and key vocabulary to interpret stories	3	24%
14	Multiple Choice	1	2	Make predictions, draw conclusions and make inferences about events and characters	1	60%
15	Multiple Choice	1	3	Evaluate the content by identifying the author's purpose	4	32%
18	Multiple Choice	1	1	Read unfamiliar text to collect data, facts and ideas	1	32%
19	Multiple Choice	1	3	Evaluate the content by identifying important and unimportant details	2	40%
21	CR	2	1	Read unfamiliar text to collect data, facts and ideas	___	40%

2010 Math MMQ- Grade 3

Question	Type	Point	Standard	Performance Indicator	Correct Answer	% Incorrect
3	Multiple Choice	1	1	Use a variety of strategies to add and subtract 3 digit numbers (with and without regrouping)	4	44%
4	Multiple Choice	1	1	Identify odd and even numbers	3	28%
9	Multiple Choice	1	1	Develop fluency with single digit multiplication facts	3	32%
12	Multiple Choice	1	1	Check reasonableness of an answer by using estimation	3	52%
13	Multiple Choice	1	1	Develop strategies for selecting the appropriate , computational and operational method in problem solving situations	4	28%
29	CR	2	3	Define and use correct terminology when using shapes	_____	84%
30	CR	3	5	Read and interpret data in bar graphs and pictographs	_____	32%
31	CR	3	1	Use a variety of strategies to add and subtract 3 digit numbers(with and without regrouping)	_____	56%

2010 ELA MMQ- Grade 4

Question	Type	Point	Standard	Performance Indicator	Correct Answer	% Incorrect
1	Multiple Choice	1	2	Use specific evidence from stories to identify themes; describe characters, their actions, and their motivations; relate a sequence of events	1	34%
3	Multiple Choice	1	2	Use knowledge of story structure, story elements and key vocabulary to interpret stories	1	38%
5	Multiple Choice	1	3	Evaluate the content by identifying author's purpose	3	24%
8	Multiple Choice	1	1	Collect and interpret data, facts and ideas from unfamiliar texts	2	47%
9	Multiple Choice	1	1	Collect and interpret data, facts and ideas from unfamiliar texts	4	43%
12	Multiple Choice	1	1	Identify a conclusion that summarizes the main idea	1	43%
15	Multiple Choice	1	2	Use specific evidence from stories to identify themes; describe characters, their actions, and their motivations; relate a sequence of events	1	29%
17	Multiple Choice	1	2	Make predictions, draw conclusions and make inferences about events and characters	1	48%
18	Multiple Choice	1	2	Use specific evidence from stories to identify themes; describe characters, their actions, and their motivations; relate a sequence of events	3	29%
19	Multiple Choice	1	2	Use specific evidence from stories to identify themes; describe characters, their actions, and their motivations; relate a sequence of events	1	57%

2010 ELA MMQ- Grade 4

20	Multiple Choice	1	2	Use knowledge of story structure, story elements and key vocabulary to interpret stories	2	29%
21	Multiple Choice	1	2	Use specific evidence from stories to identify themes; describe characters, their actions, and their motivations; relate a sequence of events	2	53%
22	Multiple Choice	1	3	Evaluate the content by identifying important and unimportant details	4	29%
23	Multiple Choice	1	1	Identify main idea and supporting details in informational texts	4	60%
24	Multiple Choice	1	1	Understand written directions and procedures	3	30%
26	Multiple Choice	1	1	Understand written directions and procedures	1	65%
27	Multiple Choice	1	1	Recognize and use organizational features, such as table of contents, indexes, page numbers and chapter headings/ subheadings, to locate information	4	66%
29	CR	4	2	Listening/Writing cluster	_____	81%
30	CR	4	3	Reading/Writing Cluster	_____	86%
31	CR	3	4	Writing Mechanics Cluster	_____	76%

2010 Math MMQ- Grade 4

Question	Type	Point	Standard	Performance Indicator	Correct Answer	% Incorrect
5	Multiple Choice	1	1	Round numbers less than 1,000 to the nearest 10's and 100's	2	35%
8	Multiple Choice	1	1	Select appropriate computational and operational methods to solve problems	2	50%
10	Multiple Choice	1	1	Read and write decimals to hundredths, using money as a context	2	35%
16	Multiple Choice	1	1	Understand the place value structure of the base 10 number system	3	55%
18	Multiple Choice	1	1	Check reasonableness of an answer by using estimation	3	45%
21	Multiple Choice	1	1	Recognize and generate equivalent fractions using manipulatives, visual models, and illustrations	4	45%
24	Multiple Choice	1	2	Use the symbols <, >,= and ? to compare whole numbers and unit fractions and decimals (up to hundredths)	3	90%
25	Multiple Choice	1	1	Express decimals as an equivalent form of fractions to tenths and hundredths	4	70%
26	Multiple Choice	1	2	Find the value or values that will make an open sentence true, if it contains < or >	1	35%
29	Multiple Choice	1	4	Select tools and units appropriate to the mass of the object being measured	3	35%
31	CR	2	1	Use a variety of strategies to add and subtract numbers up to ten thousand	_____	35%
32	CR	2	2	Use the symbols <, >,= and ? to compare whole numbers and unit fractions and decimals (up to hundredths)	_____	65%

34	CR	2	1	Understand various meaning of multiplication and division	_____	60%
35	CR	2	1	Use multiplication and division as inverse operations to solve problems	_____	40%
38	CR	3	5	Represent data using tables, bar graphs and pictographs	_____	55%
39	CR	3	2	Describe, extend and make generalizations about numeric and geometric patterns	_____	60%
40	CR	2	1	Use a variety of strategies to solve multiplication problems with factors up to 12 x 12	_____	50%
41	CR	2	2	Evaluate and express relationships using open sentences with one operation	_____	30%
42	CR	2	4	Make change, using combined coins and dollar amounts	_____	40%
43	CR	2	1	Use a variety of strategies to divide 2 digit dividends by 1 digit divisors(with and without remainders)	_____	45%
44	CR	2	1	Develop fluency in multiplying and dividing multiples of 10 and 100 up to 1,000	_____	35%
45	CR	2	1	Understand, use, and explain the associative property of multiplication	_____	60%
46	CR	2	1	Interpret the meaning of remainders	_____	100%
47	CR	3	3	Find perimeter of polygons by adding sides	_____	55%
48	CR	3	1	Use a variety of strategies to multiply 2 digit numbers by 1 digit numbers(with and without regrouping)	_____	75%

2010 ELA MMQ- Grade 5

Question	Type	Point	Standard	Performance Indicator	Correct Answer	% Incorrect
5	Multiple Choice	1	1	Read to collect and interpret data, facts, and ideas from multiple sources	4	39%
8	Multiple Choice	1	2	Define characteristics of different genres	3	52%
11	Multiple Choice	1	1	Recognize organizational formats to assist in comprehension in informational text	1	34%
13	Multiple Choice	1	3	Evaluate information, ideas, opinions and themes in texts by identifying a central idea and supporting ideas	4	41%
16	Multiple Choice	1	2	Identify literary elements such as setting, plot and character, of different genres	2	30%
17	Multiple Choice	1	2	Identify literary elements such as setting, plot and character, of different genres	3	33%
19	Multiple Choice	1	2	Read, view and interpret literary texts from a variety of genres	3	37%
21	CR	2	3	Evaluate information, ideas, opinions, and themes in texts by identifying a central idea and supporting details	_____	81%
26	CR	2	3	Form an opinion on a subject on the basis of information, ideas, and themes expressed in presentations	_____	63%
27	CR	3	4	Observe the rules of punctuation, capitalization and spelling	_____	56%

2010 Math MMQ- Grade 5

Question	Type	Point	Standard	Performance Indicator	Correct Answer	% Incorrect
5	Multiple Choice	1	1	Use a variety of strategies to divide 3 digit numbers by 1 and 2 digit numbers	1	38%
7	Multiple Choice	1	1	Use a variety of strategies to multiply 3 digit by 3 digit numbers	3	30%
8	Multiple Choice	1	1	Convert improper fraction to mixed numbers and mixed numbers to improper fractions	2	33%
10	Multiple Choice	1	1	Find the common factors and the greatest common factor of two numbers	3	38%
15	Multiple Choice	1	2	Translate simple verbal expressions into algebraic expressions	4	38%
17	Multiple Choice	1	1	Add and subtract mixed numbers with like denominators	1	55%
20	Multiple Choice	1	2	Substitute assigned values into variable expressions and evaluate using order of operations	1	53%
24	Multiple Choice	1	1	Compare and order fractions including unlike denominators (with and without the use of a number line)	3	63%
29	CR	2	2	Create algebraic or geometric patterns using concrete objects or visual drawings	_____	37%
31	CR	3	1	Understand that percent means part of 100, and write percents as fraction and decimals	_____	48%
32	CR	3	3	Calculate the perimeter of regular and irregular polygons	_____	44%