

VALLEY STREAM UNION FREE SCHOOL DISTRICT THIRTY

2009-10 CIAC Goals Review Worksheet:

1. **Instructional practice in the District is guided by a common framework and language that supports unified practice and collaboration among all staff in improving student learning**

Smart Goal for 2009-10

- All District instructional initiatives, including mapping, staff development, new teacher orientation, and curriculum adoptions align with Charlotte Danielson's *Framework for Teaching*

Progress made:

This goal was met successfully by incorporating the key components of Danielson in the development of curriculum maps. In addition, new teacher orientation included two full days of professional development in Danielson. Also, professional development across the school year was aligned to Danielson. Curriculum choices were also aligned to Danielson and all teacher observation reports and summative evaluations are in this format. This year, all tenure and gate portfolios were prepared according to Danielson's four domains, as well.

2. **Improve student performance in ELA as measured on district and state assessments**

Smart Goals for 2009-10

- ELA reading benchmarks to correspond with report card periods grades K-6

Progress made:

This goal was met successfully by the aligning of the Fountas and Pinnell reading levels to the grading key on the new standards-based report cards. In addition, Foundations assessments and ELA mini-assessments were utilized to support report card grading.

- Implement one writing unit from Writing Fundamentals Kit in grades 3, 4 and 5

Progress made:

This goal was met successfully. Teachers across the district in grades 3-5 implemented a Writing Fundamentals unit.

- Map K-2 ELA Curriculum

Progress made:

This goal will be met successfully through summer curriculum work. The ELA curriculum circle met across the year and is close to completing the work. The additional time in the summer will result in a completed map for grades K-2.

- Implement Foundations in grade 2

Progress made:

This goal was met successfully. Second Grade teachers received intense training and support across the school year. Teachers are utilizing the full program daily.

- Teachers and principals in grades K-6 use data analysis to develop and implement individual action plans for students

Progress made:

This goal was met successfully. Building teams analyzed classroom data from Data Warehouse to develop instructional goals for the classroom in ELA in September. In addition, monthly meetings were held to review AIMSweb data on all red zone and yellow zone students to monitor and develop intervention plans. ELA mini-assessments were used to assess student growth and develop instruction. Data was collected from Fountas and Pinnell running records to monitor and develop instruction. Reading teachers using specific interventions utilized data collection tools for interventions to monitor growth. Classroom teachers used Foundations' assessment scores to develop individual plans for students.

- Consistent implementation of Foundations throughout the District

Progress made:

This goal was met successfully. Foundations is implemented daily to all students in grades K-2. K-2 teachers received intense training and support across the school year.

- Implement AIMSweb in grades 4-6

Progress made:

This goal was met successfully. All students in grades 4-6 received the fall, winter and spring screenings.

3. Ensure successful continuation of math learning for all students

Smart Goals for 2009-10

- Implement Math Connects in Grades K-6 with requisite professional development support

Progress made:

This goal was met successfully. Math Connects was implemented fully. Teachers received professional development in the use of the materials and technology resources

- Teachers and principals in grades K-6 use data analysis to develop and implement individual action plans for students.

Progress made:

This goal was met partially. Math AIS teachers used diagnostic testing and an analysis of NYS exams to develop individual student instruction.

4. Provide students with a high quality, up-to-date, rigorous Science education

Smart Goal for 2009-10

- By May 2010 Board Meeting, make recommendation for adoption of science materials/program

Progress made:

This goal was met successfully. A framework for program selection was adopted. In accordance with the strategic plan, a timeline was adopted to update

our science curriculum. The framework was used to support the selection of the STC science inquiry kits for grades 5-6 for the upcoming school year.

5. Maximize effectiveness of support programs to best meet the needs of students with specialized learning needs

Smart Goals for 2009-10

- All reading teachers have multi-sensory based instructional strategies as part of their toolkit

Progress made:

This goal was met successfully. Reading teachers have multi-sensory based instructional strategies as part of their toolkit (Wilson, Wilson Fluency, LLI, PAF). All of our reading teachers were trained in Wilson this year, and some were trained in LLI. PAF workshops were also conducted.

- Enhance scheduling so that AIS reading support consistently supplements classroom instruction

Progress made:

This goal was met successfully. A schedule has been developed that supports supplemental reading instruction. At-risk students now receive daily instruction from their classroom teacher in a small group, as well as the 4-5 day a week additional instruction from the reading teachers.

- Implement AIMSweb in grades 4-6 and ensure effectiveness of continuous progress monitoring in improving student learning

Progress made:

This goal was met successfully. All students in the red zone across the district are in the progress monitoring system. Their data is reviewed periodically to monitor the effectiveness of the interventions.

- Refine and implement Response To Intervention (RTI) plan

Progress made:

This goal was met successfully. Tier 1, 2 and 3 components were strengthened this year. Additional interventions have been added to Tier 2 and Tier 3. The system for monitoring students' responsiveness to intervention was improved through the implementation of red zone meetings and data collection forms. Tier 1 data was analyzed and used to improve program.

- Define and articulate current RTI interventions and add new resources to fill in any existing gaps

Progress made:

This goal was met successfully. Prior to this year, reading teachers were using test prep strategies, rewards, and guided reading to remediate reading. Two teachers were able to instruct students using Wilson. This year reading interventionists have added multi-sensory based instructional strategies as part of their toolkit (Wilson-all, Wilson Fluency-2, LLI-2, PAF-all). A meeting is scheduled for June to review the effectiveness of all interventions.

- Implement literacy support in K

Progress made:

This goal was met successfully. The literacy coach was targeted to support K teachers across the district in all areas of literacy instruction. Professional development was targeted to the individual needs of classroom teachers. In addition, Kindergarten students in the red zone were given targeted reading services this year.

- Complete a comprehensive needs assessment for the instruction of ELLs in the larger contexts of each participating school and district professional development needs of both ESL and mainstream faculty

Progress made:

This goal was met successfully. The need to improve instruction in the content areas was identified. As a result, SIOP was piloted as a collaborative model for ESL and classroom teachers.

- Alignment to school-wide and district-wide professional development activities

Progress made:

Professional development was aligned to the SIOP pilot. ESL teachers and their general education partners received professional development and collaborative time as a part of their professional development experiences.

- Map the K-6 taught ESL curriculum (backward mapping)

Progress made:

This goal is in progress. ESL and general education teachers developed backward design units as part of the SIOP pilot and training. In June, the ESL department will develop a mission and outcome statement to guide student growth and expectations for English language proficiency.

- Align the current ESL curriculum to mainstream literacy (reading) and/or content curricula (forward mapping)

Progress made:

This goal was met partially. The SIOP pilot afforded teachers the time to collaborate to make NYS content accessible to ESL students. The NYS content is the ESL curriculum, as well.

- Establish collaborative protocols/frameworks with general education classroom teachers

- Collaborative planning
- Collaborative curriculum development
- Co-teaching
- SWELL (Sampling Work by ELLs): an adaptation of the Looking at Student Work (LASW) protocol

Progress made:

This goal was met partially. This year SIOP partners established collaborative protocols/frameworks.

- Pilot SIOP implementation with one ESL and one mainstream teacher, one each grade level

Progress made:

This goal was met successfully. Each ESL teacher was partnered with a general education teacher to PILOT the SIOP model. This collaboration was supported by monthly professional development in the SIOP model.

6. Ensure a learning/school environment that meets the needs of the whole child

Smart Goals for 2009-10

- Complete a K-6 Framework for Art, Music and Physical Education

Progress made:

This goal was met partially. Special area teachers began the process of developing a framework for their special area during Curriculum Circle time.

- Create enhanced opportunities for students for physical education/health related activities

Progress made:

This goal was met partially. School clubs were developed as additional opportunities for physical education. In addition, physical education teachers offered additional physical education activities to groups of students during recess periods at Shaw and Clear Stream Avenue..

- Create monthly enrichment activities for all students through schedule enhancement

Progress made:

This goal was met successfully. Special area teachers periodically offered classes additional enrichment activities across the year.

- Establish and implement sustainable professional development opportunities that increase teachers' ability to integrate technology into the curriculum on a daily basis.

Progress made:

This goal was met successfully. Teachers were given sustainable professional development opportunities that included training in the use of ENO boards. As well, teacher- led technology professional development was facilitated by the technology curriculum circle on two district-wide staff development days.

- Pilot Integrated Sustainability Education Unit in at least one fifth grade classroom in each building

Progress made:

This goal was met successfully. Three grade five teachers and the gifted and talented teacher participated in a pilot of an Integrated Sustainability Education Unit.

- Support one differentiated instruction unit in one primary classroom in each building

Progress made:

This goal was partially met through the targeted support of the literacy coach in grades K-1 this year. The literacy coach supported classroom teachers in developing structures and pedagogy that allows for differentiation. In addition, the Quest teacher modeled differentiation in a primary classroom in each building.

- Create and implement a District-wide focus to PBIS

Progress made:

This goal was met successfully. Thematic units were developed and used in each building to support a District-wide PBIS focus.

- All staff have most up-to-date CPI training

Progress made:

This goal was met successfully. All relevant staff was trained in CPI.

- Continue implementation of Peer Mediation Program

Progress made:

This goal was met successfully. Peer mediation was conducted in all three buildings.