

Oak Street Elementary Goals 2016-2017

Long Term Goal 1: To continue to align and implement curriculum expectations for all students with the ELA Common Core learning standards.	Objective #1: -Implement a writing program for ELA that addresses the rigor of the Common Core
	Objective #2: -Works towards the integration of a balanced literacy approach in conjunction with McGraw Hill
	Objective #3: - Increase connections with classroom teachers with special education teachers, and special areas to create a more integrated approach.

Objective #1: - Implement a writing program for ELA that addresses the rigor of the Common Core					
Planned Work, Activities, and Tasks <i>(practices and policies, infrastructure, technology, staff buy-in, marketing, role of teachers, professional development, etc.)</i>	Resources Needed	Timeline	Person(s) Responsible	Evidence of Success	Progress Toward Goal
Provide Professional Development in the area of writing inclusive of the writing process, modeling of writing, and writing in the content area for all staff with Lauren Reynolds	Professional Development	On going	Director of Instruction	Written protocols for writing practices in district	
Review individual feedback and writing strategies through classroom visits, grade level meetings and community meetings.	Meeting time	Monthly	Building Principal	Written protocols for writing practices in district	

Objective #2: - Work towards the integration of a balanced literacy approach in conjunction with McGraw Hill					
Planned Work, Activities, and Tasks <i>(practices and policies, infrastructure, technology, staff buy-in, marketing, role of teachers, professional development, and so on)</i>	Resources Needed <i>(materials, time, partnerships, and so on)</i>	Timeline	Person(s) Responsible	Evidence of Success	Progress Toward Goal
100% of classroom teachers will utilize and instruct ELA using PCSD survival kit and McGraw Hill scope and Sequence	Super Core- by Mark Weakland Grade level conversations Instructional guidelines	On-going	Building Principal Curriculum Director Literacy	Walkthroughs and classroom visits	

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	<p>Written protocols for writing practices in district</p> <p>Literacy Survival Kit</p> <p>Sub coverage</p> <p>PD from Laureen Reynolds</p>		Advisors Faculty/Staff		
Objective #3: - Increase connections with classroom teachers with special education teachers, and special areas to create a more integrated approach.					
Planned Work, Activities, and Tasks <i>(practices and policies, infrastructure, technology, staff buy-in, marketing, role of teachers, professional development, etc.)</i>	Resources Needed <i>(budget, materials, time, partnerships, and so on)</i>	Timeline	Person(s) Responsible	Evidence of Success	Progress Toward Goal
Complete trimester questionnaires at monthly grade level meetings about curriculum content, communication, integration of students, etc.	Form	Trimester Nov., Mar., and June	Special and Related area people Building Principal Faculty/Staff	Trimester Report in newsletter form submitted via email and Community Meetings	

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Long Term Goal 2: Use quality benchmark assessments focused on literacy and math skills to inform instruction and monitor student progress	Objective #1: - Review school wide academic data to determine trends and focus areas to target
	Objective #2: - Review school wide behavioral data to determine trends and focus areas to target
	Objective #3: - Increase connections with classroom teachers with special education teachers, and special areas to create a more integrated approach.

Objective #1: - Review school wide academic data to determine trends and focus areas to target

Planned Work, Activities, and Tasks <i>(practices and policies, infrastructure, technology, staff buy-in, marketing, role of teachers, professional development, and so on)</i>	Resources Needed <i>(budget, materials, time, partnerships, and so on)</i>	Timeline	Person(s) Responsible	Evidence of Success	Progress Toward Goal
100% of classroom teachers will use district-adopted formative assessments to inform instruction	Classroom release time Sub coverage	Continue from (2015-2016) - to following school year.	RtI / Data Committee Building Principal Faculty/Staff	RtI / Data Day agendas/minutes CST minutes Assessment results	

Objective #2: - Review school wide behavioral data to determine trends and focus areas to target

Planned Work, Activities, and Tasks <i>(practices and policies, infrastructure, technology, staff buy-in, marketing, role of teachers, professional development, etc.)</i>	Resources Needed <i>(budget, materials, time, partnerships,</i>	Timeline	Person(s) Responsible	Evidence of Success	Progress Toward Goal
-Continue with clear procedures/expectations and protocols for Universal Behavior Plans and Interventions.	School Tool data, BHSN	Spring 2016- following school year.	CST Team BIC Building Principal Faculty/Staff	Decrease in behaviors Written protocols/plans for behavior	

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Objective #3: - Increase connections with classroom teachers with special education teachers, and special areas to create a more integrated approach.					
Planned Work, Activities, and Tasks <i>(practices and policies, infrastructure, technology, staff buy-in, marketing, role of teachers, professional development, etc.)</i>	Resources Needed <i>(budget, materials, time, partnerships, and so on)</i>	Timeline	Person(s) Responsible	Evidence of Success	Progress Toward Goal
Review intervention practices/strategies at monthly grade level meetings about curriculum content Monthly Special Education CST meetings	Program interventions	Monthly	Special Ed CST Team Special Ed Dept. (Meetings) Building Principal Faculty/Staff	Communication/Evidence of collaboration Integration of inclusion as stated on student IEPs	

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Long Term Goal 3: Improve Oak Street’s standing with NYS – Focus School	Objective #1: - Posting of student-friendly learning objectives as part of daily lesson planning and instructional practice.				
	Objective #2: - Need for binders (datafolios) to be created by all special education teachers with collaboration from the school building leader				
	Objective #3: - Recommended a review of implemented interventions, and their effectiveness, based on school-wide behavioral data (Office Disciplinary Referrals and Classroom Disciplinary Referrals). Oak Street Elementary has developed a team that will review the vision and strategy for positive behavioral interventions and supports.				
Objective #1: - Posting of student-friendly learning objectives as part of daily lesson planning and instructional practice.					
Planned Work, Activities, and Tasks <i>(practices and policies, infrastructure, technology, staff buy-in, marketing, role of teachers, professional development, and so on)</i>	Resources Needed <i>(budget, materials, time, partnerships, and so on)</i>	Timeline	Person(s) Responsible	Evidence of Success	Progress Toward Goal
During monthly Community Meetings, Building Principal will update Oak staff regarding: Monthly systemic feedback on the use of learning objectives will be provided by the principal. The impact of daily instruction and future planning will be provided to all instructional staff at monthly faculty/staff meetings.	Objective Charts Objective strips – “I can statements”	May 1, 2017	Building Principal Faculty/Staff	100% of the instructional staff will post and use daily learning objectives that are student-friendly	
Objective #2: - Need for binders (datafolios) to be created by all special education teachers with collaboration from the school building leader					
Planned Work, Activities, and Tasks <i>(practices and policies, infrastructure, technology, staff buy-in, marketing, role of teachers, professional development, etc.)</i>	Resources Needed	Timeline	Person(s) Responsible	Evidence of Success	Progress Toward Goal
Decision-making and professional discussion will occur based on data to address student gaps. Additionally, this data will be used to create plans of action to inform parents and students, and to track areas of deficit and learning. This goal will be monitored via student interviews and classroom walkthroughs.	Individual Student Binders Special Ed Teacher prep	May 1, 2017	Special Ed Teachers Building Principal	<ul style="list-style-type: none"> • Student daily attendance rate • Student suspension rate • Students discipline 	

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	time Building Principal regular visits		Faculty/ Staff	referrals • Student truancy rate • Students with IEP's datafolios	
Objective #3: - Recommended a review of implemented interventions, and their effectiveness, based on school-wide behavioral data (Office Disciplinary Referrals and Classroom Disciplinary Referrals). Oak Street Elementary has developed a team that will review the vision and strategy for positive behavioral interventions and supports.					
The Behavioral Intervention Committee will analyze building behavioral data on a monthly basis, using the current software program (School Tool). Data will be disaggregated using available fields, for example: infraction, location, time of day, etc. This information will be disseminated monthly to all staff with the intended impact of 10% decrease in Office Disciplinary Referrals.	School Business Days Emails from BIC Community Meetings – presented by Building Principal	9/6 – 6/23/17	BIC Building Principal Faculty/ Staff	• Student Average Daily Attendance • Student Suspension Rate (Short-Term / Long-Term) • Student Discipline Referrals • Student Truancy Rate	
By October 1, a universal behavioral data tracking sheet will be created, implemented, monitored and adjusted accordingly, by the Behavioral Intervention Committee. This resource will be used by the Behavioral Intervention Committee for the above activity.	School Business Days Emails from BIC Community Meetings – presented by Building Principal	10/1 – 6/23/17	BIC Building Principal Faculty/ Staff	• Student Average Daily Attendance • Student Suspension Rate (Short-Term / Long-Term) • Student Discipline Referrals • Student Truancy Rate	
Administration will identify a behavior advisor, as per the	School	9/6 –	PBIS	• Student	

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<p>district professional development plan, to take a lead role in plan implementation, throughout the school year. This person will provide guidance to the Behavioral Intervention Committee to achieve a 10% decrease in Office Disciplinary Referrals.</p>	<p>Business Days</p> <p>Emails from PBIS Advisor(s)</p> <p>Community Meetings – presented by PBIS Advisor(s)</p>	<p>6/23/17</p>	<p>Advisor(s) & District Committee</p> <p>Building Principal</p> <p>Faculty/ Staff</p>	<p>Average Daily Attendance</p> <ul style="list-style-type: none"> • Student Suspension Rate (Short-Term / Long-Term) • Student Discipline Referrals • Student Truancy Rate 	
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