

**Report of Strategic Plan Progress  
2007-2008**

<b>SCHOOL:</b>	<b>READING</b>	<b>2007-2008 REPORT</b>
<b>School Goal:</b> By 2008, 82.8% of FMS students will meet the standard in reading as measured by the WASL.		
<b>Strategies/Summary Statement</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>
<ul style="list-style-type: none"> <li>Teachers analyzed data to identify cohort student needs at each grade level</li> <li>Teachers worked in small groups to align teaching how to respond to prompt.</li> <li>Teachers modeled, taught, and reinforced specific written response to text students read, responding orally or in writing to text with evidence</li> </ul>	<ul style="list-style-type: none"> <li>Each grade level identified area of weakness for further investigation and focused sharing of practice</li> <li>Used student work to measure success and determine next steps</li> <li>During early release, small groups focused on prompts and alignment of teaching practice</li> <li>During early release, small groups brought specific responses and student work to develop lists of effective prompts; teachers shared practice for modeling, teaching, and responding.</li> </ul>	<ul style="list-style-type: none"> <li>Awaiting WASL data.</li> <li>At small group meetings, teachers used student data to measure success of previous steps</li> </ul>

<b>SCHOOL:</b>	<b>WRITING</b>	<b>2007-2008 REPORT</b>
<b>School Goal:</b> By 2008, 83.1% of FMS students will meet the standard in writing as measured by the WASL.		
<b>Strategies/Summary Statement</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>
<ul style="list-style-type: none"> <li>Teachers modeled frequent writing demonstrations, which include strategies for development of content, organization, and style.</li> <li>Teachers used student work samples to identify strategies to differentiate writing instruction</li> </ul>	<ul style="list-style-type: none"> <li>In small groups, LA teachers shared strategies for developing COS; teachers tried practice and then reported back on student gain</li> <li>Emphasis on looking for evidence in student work pervades group discussions.</li> </ul>	<ul style="list-style-type: none"> <li>Awaiting WASL data.</li> <li>At small group meetings, teachers used student data to measure success of previous steps</li> </ul>

<b>SCHOOL:</b>	<b>MATH</b>	<b>2007-2008 REPORT</b>
<b>School Goal:</b> By 2008, 75.3% of FMS students will meet the standard in math as measured by the WASL.		
<b>Strategies/Summary Statement</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>
<ul style="list-style-type: none"> <li>Teachers taught Algebra to at least 80% of eighth grade students.</li> </ul>	<ul style="list-style-type: none"> <li>Taught three 8<sup>th</sup> grade math classes and four Algebra classes. Met monthly to</li> </ul>	Awaiting WASL data

<ul style="list-style-type: none"> <li>Teachers identify effective resources and practices for supporting students who are not at standard.</li> </ul>	<p>analyze student progress and evaluate program.</p> <ul style="list-style-type: none"> <li>Teachers met monthly to look at work from students who were not at standard and collectively determine next steps and resources.</li> </ul>	
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SCHOOL:	LEARNING ENVIRONMENT	2007-2008 REPORT
<p><b>School Goal:</b> By 2008, students and staff will participate in creating and maintaining a safe and caring school environment with a 10% decrease in bullying incidents, using the 2005-06 base line.</p>		
Strategies/Summary Statement	Evidence of Implementation	Evidence of Impact
<ul style="list-style-type: none"> <li>Bullyproofing curriculum implemented at all grade levels.</li> <li>Teams identify students NYAS and at risk and determine interventions and differentiated instruction when needed</li> <li>Teachers individually improve practice</li> </ul>	<ul style="list-style-type: none"> <li>Taught 6<sup>th</sup> and 8<sup>th</sup> by December, and 7<sup>th</sup> in winter</li> <li>Teams met bi-weekly with this focus</li> <li>Teachers worked with coaches to improve practice</li> </ul>	<ul style="list-style-type: none"> <li>Bullying is minimal in our school based on building survey and discipline data (13 reported incidents).</li> <li>Minutes from team meetings show focus on supporting NYAS students.</li> <li>During observations and quick visits, I observed sophisticated levels of teaching</li> </ul>

SCHOOL:	TECHNOLOGY	2007-2008 REPORT
<p><b>School Goal:</b> By 2008, all students will use technology for research problem solving, and decision making.</p>		
Strategies/Summary Statement	Evaluation Strategies and/or Tools	
<ul style="list-style-type: none"> <li>Teachers become familiar with using new technology devices to interactively lead students in discourse (sharing ideas, evaluating student work).</li> <li>Staff build tier 2 resources through challenges.</li> </ul>	<ul style="list-style-type: none"> <li>Projection devices and document cameras all being used in classrooms. Student's sharing work and thinking processes were prevalent use. We need to buy more! Teachers demonstrated uses at faculty meetings. Received grant for further technology coach training. Interest grew from one to level of 5 participants in Activa Board training (the most in the district).</li> <li>Seven staff (or 33%, earned incentives through challenging Tier 2).</li> </ul>	