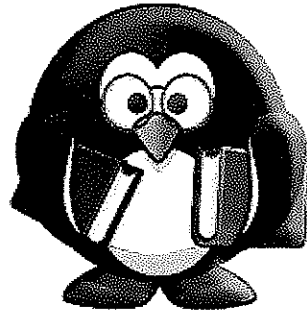


Loretta Park Elementary School
School Improvement Team



2018/19 Building Plan

Members

| | |
|---------------------------|----------------------------------------------------------|
| Shannon Ticali (Co-Chair) | Grade 2 |
| Kathy Petrucci (Co-Chair) | Grade 4 |
| Jennifer Moore | Support Teachers |
| Farrah Esposito | Grade 1/Bilingual |
| Kim Dominick | Grade 1 |
| Jessica Lucchese | Grade 1 |
| Jaclyn Wieczorek | Grade 1 |
| Yazmin Brenes | Grade 3 |
| Lisa Fishkind | Grade 3 |
| Diana Perez | Grade 3 |
| Jill Frezza | Grade 5 |
| Antonetta Lynn | Special Area Teacher and Teacher Union Representation |
| Christine Casey | Teacher Assistants/Monitors |
| Robert E. McCarthy | Principal |
| Karen Kregel | Asst. Principal |

Meetings

Meetings are held monthly beginning in September and continuing until the end of the school year. A summary of each meeting is recorded, approved and sent to all faculty and staff. A copy of the approved summary is sent to the Assistant Superintendent for Elementary Education.

The SIT has developed a plan for the 2018-2019 school year setting goals and planning strategies to reach those goals.

We continue to set goals that will improve our students' achievement. The four major goals are the following:

1. Provide multiple opportunities for teachers to engage in research based professional development and apply the learning to classroom instruction expecting improvement in students' progress in their academic development.
2. Teachers will work in professional learning communities to problem solve and answer the question, "What do we do when a student is not learning?"
3. Continue to implement a school to home connection providing multiple opportunities for a bridge in education from the learning community in school to the learning community at home to occur.
4. Maintain a reflective, instructional approach as we strive to reach our goals.

We think that the success of these goals will be revealed in the test scores of our students with NYS testing and local testing.

School wide Reform Strategies:

1. **Continued use of core resources, *Good Habits, Great Readers in reading and Words Their Way* in grades 1 through 5.**
Resources, such as our leveled book library available to all teachers, have been purchased to compliment the program and its philosophy of teaching reading.
2. **Writing Workshop (Teachers College model in conjunction with the writing component from GHGR) continues as the format for instruction in writing.**
Beginning this school year, we will utilize a district approved rubric from the text *Writing Pathways* for each genre of writing across the grade levels. Teachers are revisiting the sequence of units of study. Collins-SIOP integration is being utilized by our 5th grade teachers and ENL instructors. This year, we will be implementing this model with 4th grade and Bilingual staff.

3. **Use of Fountas and Pinnell’s Benchmark Assessment Kits to measure student strengths and weaknesses in reading including phonics, phonemic awareness, comprehension, fluency and vocabulary continues.**
Instructional decisions are driven by these results.
4. **RI/Read About Program/iReady:** (District-wide continuation)
Read About is a computer-based program that is an adaptive, leveled, non-fiction reading program for intermediate grades. This program is expected to help to strengthen students’ nonfiction reading comprehension skills and strategies. It will also build the students’ vocabulary and background knowledge. Differentiation is done automatically after placement testing (A Reading Inventory RI) and it offers continuous informative assessment reporting for the teacher. It is used by students in grades 3-5. Grades 1-5 use a similar reading program, iReady that includes phonics and reading comprehension. iReady also includes 3 assessments across the year which deliver personalized learning paths for the students.
5. **Before/After School Remediation:** (continuation) Offered to students who demonstrated deficiencies based on State Assessments, local assessments, and/or classroom performance. These children are recommended to attend this additional support in hopes of offering added academic assistance.

As per the data received from the district, the following areas will be the focus of remediation instruction:

- Align reading comprehension instruction with text dependent questions
- Focus on standards that cover details, main idea and theme

When we take the mid-year assessment, we will once again reflect on the areas of strengths and weaknesses to more closely align our teaching to our students’ needs.

6. **Assessment Workshop/ Staff Development:** (as needed)
 - a. District-wide Staff Development on Data Use for NYS Testing (turn-key training presented by building administrators)
 - b. Literacy intervention for primary grade students
 - c. BOCES Fall ’18 ELA Assessment analysis presented by the district to grades 3, 4 and 5 teachers
 - d. Implementing and integrating Science/Social Studies /ELA Curriculum BOCES workshop through grade level and district run meetings following district provided curriculum map
 - e. Fountas and Pinnell Benchmark Assessment and Guided Reading Training as needed

- f. Continued data analysis at grade level and faculty meetings ongoing
- g. CAM data analysis meetings with building administrators and math consultant
- h. Parent information night throughout the grades where curriculum and useful strategies are presented to parents in an open question/answer setting
- i. Pearson Elevate districtwide adoption in grade 1 and 2 classrooms. Classroom teachers in grades 3-5 have been provided access to the teacher resources and online application.
- j. Training and use of Office 365 and OneDrive to allow for easier collaboration and sharing of information
- k. Teachers participate in peer observations and common planning sessions to allow for collaboration and idea sharing
- l. Technology training for devices, such as the Aquos boards, as needed and requested by teachers.
- m. Setting and revisiting of individual teacher goals.

7. Home/School Connection Events

- a. Meet the Curriculum Night
- b. Craft Night
- c. Evening Literacy Events such as “Readers Theatre”
- d. Student Authors Event
- e. Math Night
- f. PARP

8. **Push-in/Pull-out approach for ENL classes:** This co-teaching model was designed to help to provide small group instruction in literacy and language. ENL services are conducted daily for a minimum of 72 minutes to teach ELA and provide appropriate services. This service has been expanded from 13 classrooms to 14 to offer smaller group instruction and a better teacher:student ratio.
9. **Leveled Literacy Intervention materials with Staff Development:** An approach to remedial reading that uses leveled text and multiple components of the teaching of reading including phonics, writing, reading, rereading and word work. The reading consultant is responsible for providing literacy services to grades 1 through 5 and received staff development in the 2011-12 school year. Our LRC teacher uses the program during her sessions, as well. Additional training will be offered to our support staff to enlarge the number of children capable of receiving this service. This year, training and usage is expanding to our ENL staff.

10. **Summer Reading Information and activities:** The reading consultant distributed summer reading projects that are returned in the fall and celebrated.
11. **Summer school:** Bilingual and ENL Enrichment program is promoted and attended at various locations about the district
12. **Online subscriptions:** Brain Pop, Castle Learning, Raz-Kids, iReady, School-Island, Book Flix, ABC Teach, Ed-Helper, Reading A-Z, Writing A-Z, Learning A-Z, Science A-Z, Vocabulary A-Z, BookFlix, Starfall, Read About, Fast Math, Rosetta Stone, Edline, Think Central, Newsela, Right Path, My Learning Plan, eschool Data, Eastern Suffolk Boces Virtual Reference Collection, Eastern Suffolk Boces Digital Media Library and Enchanted Learning, etc. Students and teachers are able to utilize technology to expand their knowledge.
13. **Response to Intervention (RTI):** District training took place through faculty meetings and RTI Committee meetings. Internal building-wide faculty meetings have taken place and this approach is being implemented since 2010-2011. An updated district approach will be shared this year to familiarize the staff with the e-school tracking system.

| RTI | 2013.14 | 2014.15 | 2015.16 | 2016.17 | 2017.18 |
|-----------------------------------------------------|---------|---------|---------------------------------|---------|---------|
| # of students reviewed | 27 | 29 | 24 | 30 | 60 |
| # of students referred to CSE | 11 | 10 | 16 | 16 | 20 |
| #of those referred given special education services | 7 | 10 | Data not available at this time | 14 | 17 |

14. **Family Literacy Project:** This project is focused on building a community of readers. Parental involvement is encouraged, in the learning of the reading process, at the primary level. Students and parents are encouraged to read for at least 15 minutes every day and complete one of a variety of reading logs and activities available to them. At the intermediate level, parents are encouraged to make sure their children read for an hour and they are asked to sign the reading activity as an acknowledgment. Teachers are asked to choose books to send home with students along with an activity. Spanish and English books in levels A-Z are available and located in the reading lab. Teachers have been sending home the reading books and reading activity every single day as part of the students' homework assignment. Participation in the program is on-going throughout the year.

School wide Culture:

1. Building wide signage and identification

Signs were created and placed outside all rooms. The signs indicate the classroom number, or specific location (e.g. computer lab or nurse) and the school personnel who work in the room.

2. Mission Statement

The team is working collaboratively to update and refine our school mission statement. Samples from other elementary schools are being considered for ideas.

3. Refreshments

As a part of our monthly meetings, we have decided to show appreciation to our members, by providing light refreshments to enjoy during our discussions.

4. Tokens of Appreciation

After several of our night time events, tokens of appreciation have been given out to participants in thanks for their attendance and involvement.

5. Teacher Reflection/Goal Setting

With the overall theme of “Creating a Legacy”, teachers were asked to reflect upon what they would like their legacy to be as an educator. Administrators also met with teachers at the start of the school year to discuss individual goals and how they can be accomplished.

Activities to Ensure that Students Who Experience Difficulty Attaining Proficiency Receive Effective and Timely Additional Assistance:

ELA: In all grades there is a push-in program where a teaching assistant works with groups of students under the direction of the classroom teacher. This allows for the classroom teacher to work more intensely with AIS students. There is also a reading specialist who pulls targeted students for more intense direct instruction. All students are serviced in small group instruction. Identified students in grades 3-5 are also given the opportunity to attend a before school remediation program. We measure students’ progress by using Fountas and Pinnell Benchmark Assessments, RI Data, formative assessments, and NYS assessments.

Math: In grades 1&2 there is a push-in program where a teaching assistant works with groups of students under the direction of the classroom teacher. Grades 3-5 have a push-pull program. Identified students are serviced by the math consultant in the math lab during the pull-out sessions and either by the classroom teacher, teaching assistant, or the math consultant during the

push-in time. A before school program is offered to all 3-5 students. Students are identified by either district or state assessments. Progress is measured using our Comprehensive Achievement System (CAM), NYS assessments, and formative assessments. All services provided are either small group within the whole class or pull-out program.

At-risk Services Provided for Behavior-Related Issues (Guidance, Psychologist, Social Worker): Individual and group counseling by guidance counselor, social worker, or psychologist scheduled regularly and on an as-needs basis.

Measures to Include Teachers in Decisions Regarding the Use of Academic Assessments:

The teachers at Loretta Park Elementary school, use local assessment results to identify student needs and modify instruction. The teachers will focus on measuring standards at different levels of rigor. They will then analyze student performance to identify skill gaps. Teachers will continue to receive Professional Development in learning how to implement these skills. Opportunities to collaborate with peers for analysis and planning/modifying instruction is provided during faculty and grade level meetings.

Strategies to Attract High Quality Highly Qualified Teachers to High Need Schools:

1. In conjunction with local teaching training institutions we accept student teachers and student observers.
2. Cooperating teachers and the school administrator observe student teachers and student observers in the classroom setting to evaluate their performance.
3. Permanent substitutes will be observed formally and informally in their current placements to determine if they are qualified to move into a regular teaching position.
4. Permanent substitutes are invited to attend professional development workshops.
5. Peer observations are encouraged throughout the year.

Coordination and Integration of Federal, State, and Local Services and Programs:

Coordination of funding for school improvement is done at the district-level, with input from a variety of stakeholders (administrators, teachers, parents, etc.).

| Funding Source | School Improvement Activity |
|-----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Title I, Part A | AIS instruction provided to high-need students. (Reading/Math Consultant Services) RI Data Analysis Training for administrators and staff Heinemann Guided Reading and Fountas & Pinnell Benchmark Assessment training for all new K-5 teachers Saturday Academy enrichment classes for parents and children. |

| | |
|-------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Title II, Part A</p> | <p>Partial Salary Support for Reading Consultants (.2 FTE) to provide peer coaching, in-house coordination of literacy initiatives, etc.</p> <p>Various PD opportunities for teachers and administrators (i.e., BOCES workshops, other opportunities TBD) through mylearning</p> |
| <p>Title III, Part A</p> | <p>Co-teaching workshops provided</p> <p>Before/After School Enrichment for ELL students in ELA and ESL.</p> <p>Community Plaza Presentations throughout the year</p> |
| <p>State Foundation Aid (i.e., BOCES)</p> | <p>Data Analysis Training using Webb's Depth of Knowledge to analyze ELA and Math assessment results).</p> <p>Learning A-Z(Grades 1-4), Virtual Reference Collection (Grades 1-4), Castle Learning (Grade 5)</p> |

Comprehensive Needs Assessment

New York State Mathematics Testing Across the Years

| | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 |
|---------|------|------|------|------|------|------|------|
| Grade 3 | 36% | 17% | 9% | 17% | 14% | 18% | 20% |
| Grade 4 | 66% | 24% | 13% | 17% | 15% | 15% | 20% |
| Grade 5 | 81 % | 28% | 16% | 41% | 34% | 28% | 23% |

Note that scoring criteria continuously changes

New State Testing aligned with Common Core State Standards that establishes a baseline

Larger numbers of test refusal for students in building, district and state

New York State English Language Arts Assessment Results Across the Years

| | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 |
|---------|------|------|------|------|------|------|------|
| Grade 3 | 52% | 13% | 19% | 13% | 20% | 17% | 21% |
| Grade 4 | 39% | 16% | 25% | 11% | 17% | 18% | 21% |
| Grade 5 | 49% | 19% | 35% | 22% | 18% | 13% | 9% |

***Note that scoring criteria continuously changes

* New State Testing aligned with Common Core State Standards that establishes a baseline

** Larger numbers of test refusal for students in building, district and state