

# *EAST COLDENHAM ELEMENTARY SCHOOL*

*"Believe, Achieve, Succeed"*



## *Strategic Improvement Plan*

*2015-2016*

*Marianne Serratore - Principal*

## Table of Contents

School/Division Profile	Pages 3-4
Accountability Team	Page 5
Comprehensive Needs Assessment	Pages 6-11
Reflections and Recommendations	Pages 12-14
Action and Monitoring Plan	Pages 15-17
Professional Development Plan	Pages 18-19
Ongoing Evaluation	Page 20
Annual Achievement Fair	Page 21-24
End-of-Year Reflections/Recommendations	Page 25

## School Profile

East Coldenham Elementary School is the smallest school in the District. East Coldenham Elementary School has approximately 310 students and is the only school in the District to reside in the Town of Newburgh. Its small size allows for a sense of community that is not always found in the larger buildings. The school is located on 40 acres, mostly which are wetlands, and is fully handicapped accessible.

East Coldenham is named after Jane Colden, the first female botanist in the United States. Between 1753 and 1758 Jane Colden collected and cataloged more than 300 plants found growing in the lower Hudson River Valley in. Her accomplishments were extraordinary, especially in the 1750s, when women were still considered incapable of studying subjects as complex as science. She is a true role model.

The mission statement at East Coldenham Elementary School reads:

*The mission of the East Coldenham School Community, where children are treasured, is to foster a love of learning in an innovative, collaborative environment which empowers all students to be competent, productive, caring and responsible students. At East Coldenham, we strive to believe, achieve and success in all that we do.*

East Coldenham is very proud of the relationship it has with the local community. East Coldenham Elementary is served by the Town of Newburgh Police Department. We are very fortunate for their involvement in our Grade 5 DARE program. The Coldenham Fire Department and the Orange Lake Fire Department support our school and provide our students with a Fire Safety Program. In addition, East Coldenham and the local Brudderhoff Community have formed a partnership in which we share programs and learning opportunities throughout the year. During the 2015-2015 school year, East Coldenham will participate in the Letters Project. Students will write to children who are diagnosed with a terminal illness. It is our hope that this involvement will bring joy to these children and build empathy in our students.

East Coldenham has a dedicated and talented staff that supports one another in order to provide students with the best possible learning experiences. All staff members are considered educators and play a vital role in educating our students. East Coldenham has an exceptional Parent Teacher Association. The PTA provides assembly programs, monthly activities for families, field trips, and many other activities to enhance learning.

The pilot program at East Coldenham Elementary for the 2015-2016 school year focuses on the use of data, obtained through the MAP assessments, in order to differentiate instruction and better meet the academic needs of our students. Our local and State assessment scores were quite disappointing for the 2014-2015 school year. We are confident that this Strategic Improvement Plan will assist us to improve instruction and assist our students in making academic gains.



## SECTION I – THE SCHOOL/DIVISION PROFILE

### School/Division Profile

School Year	2014-2015	2015-2016
<b>Demographics (Student)</b>		
Total Enrollment	323	307
Male	169	163
Female	154	144
School Attendance Rate	95%	95%
Retention Rate (% of Students) (# of Failed Students ÷ Total Enrolled)	0.92%	0.65%
School Graduation Rate (High School only)	NA	NA
School Drop Out Rate (7-12)	NA	NA
School Free/Reduced Lunch Rate	37%	38%
Mobility Rate (as reported in BEDS)	NA	NA
<b>Special Populations</b>		
ELL Students	7	8
Special Education Students	61	51
Gifted Students	0	0
Migrant Students	0	0
<b>Student Ethnicity</b>		
American Indian / Alaskan Native	0	0
Black or African American	20	14
Hispanic or Latino	79	75
Asian	2	1
Native Hawaiian or Other Pacific Islander	1	1
White	221	216
Total	323	307
<b>Staff Characteristics</b>		
Number of Administrators	1.0	1.0
Number of Other Professional Staff (Psychologists, SACs, OTs, PTs, PPS Staff)	4	4.5
Number of Teachers (including Guidance Counselors, Librarians, Speech Teachers)	34	37
Number of Teachers on Leave of Absence	0	1
Number of Teachers Part-Time in Building	10	9
Number of Paraprofessionals (including Special Education, Speech, Kindergarten, etc.)	18	17
<b>Teacher Education (% of Staff)</b>		
Percentage of Highly Qualified Teachers (Effective 2004)	100%	100%
Bachelors	100%	100%
Masters	100%	100%
Doctorate	0%	0%
Other	0%	0%
<b>Teacher Experience (% of Staff) – All Full-Time Experience In &amp; Out of District</b>		
3 years or less	0%	0%
4 to 9 years	22%	9%
10 years or more	78%	91%

## SECTION II - ACCOUNTABILITY TEAM

### School Accountability Team/Division Accountability Team

Name	Ethnicity	Address	Phone	E-Mail
Marianne Serratore	White	Pine Bush, NY	457-2400	<a href="mailto:marianne.serratore@valleycentralschools.org">marianne.serratore@valleycentralschools.org</a>
Carla Zappone	White	Wallkill, NY	457-2400	<a href="mailto:carla.zappone@valleycentralschools.org">carla.zappone@valleycentralschools.org</a>
Mary Ann Norman	White	Wallkill, NY	457-2400	<a href="mailto:maryann.norman@valleycentralschools.org">maryann.norman@valleycentralschools.org</a>
Elizabeth Como	White	New Windsor, NY	457-2400	<a href="mailto:elizabeth.como@valleycentralschools.org">elizabeth.como@valleycentralschools.org</a>
Launa Kruithof	White	Wallkill, NY	457-2400	<a href="mailto:launa.kruithof@valleycentralschools.org">launa.kruithof@valleycentralschools.org</a>
Dawn Verini	White	Walden, NY	457-2400	<a href="mailto:dawn.verini@valleycentralschools.org">dawn.verini@valleycentralschools.org</a>
Samantha Michaelson	White	Wallkill, NY	457-2400	<a href="mailto:samantha.michaelson@valleycentralschools.org">samantha.michaelson@valleycentralschools.org</a>
Doreen McGrath	White	Carmel, NY	457-2400	<a href="mailto:doreen.mcgrath@valleycentralschools.org">doreen.mcgrath@valleycentralschools.org</a>
Alicia Roberts	White	Highland, NY	457-2400	<a href="mailto:alicia.roberts@valleycentralschools.org">alicia.roberts@valleycentralschools.org</a>
Amanda Borle	White	Montgomery, NY	457-2400	<a href="mailto:amanda.borle@valleycentralschools.org">amanda.borle@valleycentralschools.org</a>
Denise Bromm	White	Newburgh, NY	457-2400	<a href="mailto:densise.bromm@valleycentralschools.org">densise.bromm@valleycentralschools.org</a>

### Committee Meetings

Date	Time
September 29, 2015	8:00 a.m.
October 21, 2015	8:00 a.m.
November 18, 2015	8:00 a.m.
December 14, 2015	8:00 a.m.
January 20, 2016	8:00 a.m.
February 24, 2016	8:00 a.m.
March 30, 2016	8:00 a.m.
April 27, 2016	8:00 a.m.
May 23, 2016	8:00 a.m.

## SECTION III - COMPREHENSIVE NEEDS ASSESSMENT

Please complete this summary of strengths and concerns after you have completed your Data Analysis. Refer to specific data as you are reflecting on your areas of strength and concern.

### GRADE LEVEL:

#### AREAS of STRENGTH

##### Grade K

**ELA:** 28 out of 43 students benchmarked at level D or higher in June, 2015. As per the Valley Central Kindergarten benchmark goal, of reading at level C in June, only 3 out of our 43 students were benchmarked below level C.

**Math:** The areas of strength, according to the Fall 2015 NWEA's, are the areas of "Measurement and Data" and "Geometry"

##### Grade 1

###### **ELA:**

- Benchmark Scores- 70% of students were reading above reading level (with a level C expectation). 23% were at reading level. 7% were below reading level.
- Letter/Sound ID: 89% were proficient with at least 52/54 on letter ID. 76% were proficient with at least 52/54 on sound ID.

Current 1<sup>st</sup> grade strengths:

- Sight word reading: 71% were proficient with at least 23/25 sight words read correctly.
- Benchmark Scores - 86% were proficient reading at the previous expectation of level C.

**MATH:** 81% of first graders are proficient in finding partners to 5.

##### Grade 2

###### **ELA:**

- According to Observation Survey HF Word Reading, students are proficient in reading 100 HF Words.
- According to Benchmark Data, students can bring background knowledge to the understanding of a text before, during and after reading.

###### **Math:**

- Operations and algebraic thinking

### **Grade 3**

#### **ELA:**

- Answering explicit questions found within the text
- Sequence events by retelling details

#### **Math:**

- Use of visual manipulatives to solve a mathematical problem (drawing an array, number bonds)
- Able to read bar graphs/data
- Understanding the meaning of place value to the 100s.

### **Grade 4**

#### **ELA:**

According to the benchmark levels, the 3rd grade coming into 4th grade students are able to understand and discuss stories on grade level.

3<sup>rd</sup> graders coming into 4<sup>th</sup> this year

- Determining main idea of text and recounting details of events to explain main idea
- Determine meaning of words and phrases in text (literal and nonliteral)

4<sup>th</sup> going into 5<sup>th</sup> this year

- Using context clues
- Referring to details and examples when explaining what text says explicitly and drawing inferences from text
- Determining main idea of a text and explaining support with details; summarizing text
- Explain events, procedures, ideas, and concepts in historical, scientific, or technical text based on specific information in text
- Describe in depth a character, setting, or event in the story drawing on specific details in text (character thoughts and actions)

#### **Math:**

3<sup>rd</sup> coming into 4<sup>th</sup> grade

- Partitioning into unit fractions
- Drawing pictographs or bar graphs

4<sup>th</sup> going into 5<sup>th</sup>

- Draw points, lines, segments, perpendicular, parallel, and knowledge of 2D figures
- Using rulers and showing data in a line plot
- Decomposing angles
- Adding/Subtracting fractions and separating parts in the same whole
- Multiplying fractions

- Division of up to 4 digit dividends
- Completing patterns
- Multiplying up to 4 digits by 1 digit number
- In the area of math, our 4th grade at East Coldenham outperformed the rest of the 4th grade in our district.

### **Grade 5**

#### **ELA:**

At the end of 5th grade last year, 64% were at or above grade level according to benchmarks.

- Using context clues
- Determining main idea from a text
- In the area of math, our 4th grade at East Coldenham outperformed the rest of the 4th grade in our district.

#### **Math:**

At the end of 5th grade last year, students were able to show strength in skills that included operations and algebraic thinking.

- Multiplying fractions
- Adding and subtracting fractions and separating parts in the same whole
- Division of up to 4-digit dividends
- Multiplying up to 4-digit by 1-digit numbers

## **AREAS of CONCERN**

### **Grade K**

**ELA:** 15 out of 43 Kindergarten students benchmarked below level D in June, 2015. Since the expected benchmark level has increased from level C to D, we'll need to work on strategies to strengthen our students' reading skills.

**Math:** The areas of concerns, according to the Fall 2015 NWEA's, are "Operations and Algebraic Thinking" and "Numbers and Operations." This correlates with what we've observed in our classrooms.

### **Grade 1**

#### **ELA:**

- Benchmark Scores- 67% were proficient reading at a level D or higher.

#### **Math::**

- 53% did not meet the cutoff RIT score of 162.5 on the NWEA testing.



## **Grade 2**

### **ELA:**

1<sup>st</sup> graders coming into 2<sup>nd</sup> grade this year

#### Synthesizing

- differentiate between what is known and new information
- demonstrate learning new content from reading
- express changes in ideas after reading a text

#### Infering

- demonstrate through talk or writing understandings of characters, using evidence from text to support statements
- infer characters' feelings and motivations through reading their dialogue
- show understandings of characters and their traits
- infer cause and effect in influencing characters' feelings or underlying motives
- infer the big ideas or message of a text
- infer causes of problems or of outcomes in fiction and nonfiction texts

At the end year of 1<sup>st</sup> grade last year, 58% were below grade level according to benchmarks.

### **Math:**

#### Numbers and Operations

- Use place value understanding and properties of operations to add and subtract.

#### Measurement and Data

- Represent and interpret data from graphs (bar graphs, pictographs, etc.)

## **Grade 3**

### **ELA:**

At the end of the second grade year, 62% of students were at or above grade level according to the benchmarks. However, 38% of students were below grade level expectations.

- Locating and writing evidence from the text to answer a short response
- Inferencing - character traits, emotions, setting, drawing conclusions
- About/Beyond text questioning

### **MATH:**

- "Test talk"- understanding the wording and multi-step problems
- Understanding math vocabulary
- Solving multiple step word problems

## **Grade 4**

### **ELA:**

3<sup>rd</sup> graders coming into 4<sup>th</sup> this year

- Use sentence level context as clues to word meaning and phrases
- Determining meaning of academic and domain specific words and phrases
- Answering text based questions
- Text structures of chronology and cause/effect
- Distinguishing literal and nonliteral language
- Describe characters in a story through traits, motivation, and feelings/explain how actions contribute to sequence of events

At the end of third grade last year

- 82% were at or above grade level according to benchmarks...however
- Only 7.8% scored a 3 and 0% scored a 4 on NYS ELA.

4<sup>th</sup> graders going into 5<sup>th</sup>

- Using context clues/restating meanings of words and phrases
- Describing overall text structures (chronology, comparison, cause/effect, problem/solution)
- Explaining how authors use reasons/events to support points and ideas
- Determining main idea of a text and explaining support with details; summarizing text
- Describe in depth a character, setting, or event in the story drawing on specific details in text (character thoughts and actions)

### **Math:**

3<sup>rd</sup> coming into 4<sup>th</sup>

- Use tiling to show area of rectangle
- Area models for distributive property
- Time to the nearest minute
- Measuring/estimating/calculating liquid volumes and masses using grams, liters
- Fractions as an equal part of a whole
- Id. patterns and properties of operations
- Use properties of multiplication/dividing as strategies (inverse, associative, distributive)

4<sup>th</sup> going into 5<sup>th</sup>

- Measuring angles using a protractor/sketch
- Interpret multiplication as a comparison

## **Grade 5**

### **ELA:**

- According to the 4th grade state test scores, 65% of the students received a one or a two on the state test.
- Only 2.78% of the students increased a level on the state ELA assessment, and 41.67% decreased a level. 55.56% showed no change in level.
- Referring to details and examples when explaining what text says explicitly and drawing inferences from text.
- Describing overall text structures
- Explaining how authors use reasons/events to support points and ideas

**MATH:-**Based on fall RIT score, 45% of students were low on measurement and data. 40% of students were low on number and operations.

### Measurement and Data

- Draw and identify lines and angles, and classify shapes of properties of the lines and angles
- Understand concept of angles and measured angles

### Number Sense

- Add and subtract mixed numbers with like denominators
- Solve word problems involving multiplication of a fraction of a whole number
- Explain why a fraction is equivalent to a fraction by using visual fraction models
- Measuring angles using a protractor

## SECTION IV – REFLECTIONS AND RECOMMENDATIONS

Respond to the information included in the Comprehensive Needs Assessment in order to provide an accurate context for the data analysis.

### Grade Level: KINDERGARTEN

**ELA-** After looking at last year's data, we realized that students need to perform at a higher level in their reading benchmark assessments. Although almost 75% read at a level D or higher, approx. 25% benchmarked at level C or below. Therefore, students who benchmark below level B in January will participate in daily reading groups, work in a small group with the classroom teacher 2 times a week during recess, and attend AIS with Mrs. Zappone 5x a week. Those who benchmark at level B or higher will participate in guided reading groups 5x per week. All students will have RAZ reading accounts to use in class, during computer lab and at home. Students will use a reading center on the computer at least 4 times a week during the guided reading/center time. Students will be given leveled take home books to support daily reading at home. We will confer and team teach with the literacy consultant, Ms. Kruithof weekly.

**Math-** After examining our NWEA reports from the Fall of 2015 (this year), we concluded that our Kindergarten students scored lower in "Operations and Algebraic Thinking" and "Numbers and Operations" than in the "Geometry" and "Measurement" areas. We will investigate the NWEA information to see what we, as teachers, can do to increase the scores in these areas. We will follow the math modules, spending more time on the Counting and Cardinality, Numbers and Operations and Operations and Algebraic Thinking standards. We will send home math homework from 4 math lessons that are in the modules, every week. We will confer and team teach with the math consultant, Mrs. Lettieri every week. We'll teach the Grade K Math Modules daily.

### Grade Level: FIRST

**ELA:** Our data shows that the current group of first graders has largely maintained the reading skills they learned in Kindergarten since 93% were proficient according to June benchmarks and 86% were proficient according to September benchmarks. Our concern is that the expected level of proficiency for the June benchmarks has increased to a level K. In order to meet this increased expectation we will focus on consistently engaging students in guided reading groups. We will also focus on monitoring their progress through running records in order to determine what areas of weakness need to be addressed during future instruction.

**Math:** Our data shows that first grade students had difficulty meeting the cutoff RIT score for the NWEA math exam in September. We will be focusing on this area by incorporating Compass Learning into our weekly instruction. We will also be using ten minutes of our weekly scheduled computer time to use Compass Learning to ensure all students have had the opportunity to practice the skills that are weakest for them.

### **Grade Level: SECOND**

**ELA:** Looking at the first grade Spring Benchmark data from last school year and the second grade Fall Benchmark data, the students were weak in several areas of the testing. We have chosen to focus on the areas where we saw the greatest weaknesses; comprehension – specifically that pertain to Beyond the Text. We are also going to focus on the strategic actions of inferring (what is implied, but not stated) and synthesizing information.

**Math:** Looking at the data from last school year, the students were weak in several areas. We will utilize math consultants with regard to planning, researching and team teaching. We will focus on Sprints at least two times a week to build mathematical fluency. We will use concrete models or drawings and strategies based on place value. We will also focus on organizing, representing and interpreting data. We will have students ask and answer questions regarding the data.

### **Grade Level: THIRD**

**ELA:** Looking at the previous grade level data (2014-2015), the students were weak in several areas. Our focus this year will be locating and writing evidence from the text to answer a short response. We will also be strengthening their inferencing skills such as character traits, emotions, setting, and drawing conclusions. During reading, we will also be applying questioning techniques that focus on beyond and about the text. These strategies will strengthen their writing responses to reading by the end of the year.

**Math:** Looking at the previous grade level data (2014-2015), the students were weak in several areas. Our focus this year will be incorporating math vocabulary in our instruction to develop the students' understanding of multi-step problems. These strategies will strengthen their ability to solve word problems.

### **Grade Level: FOURTH**

**ELA:** Looking at the fourth grade data from last school year and the third grade data (2014-2015), the students were weak in several areas. We have chosen to focus on the areas where we saw the greatest gaps compared to the district and national region. We are going to focus on vocabulary development/using context clues to restate meanings of words and phrases. We are also going to focus on identifying text structure. Since 4th grade is heavily assessed on providing support from the text we are going to continue to make that a major focus of our instruction.

**Math:** Looking at the fourth grade data from last school year and the third grade data (2014-2015), the students were weak in several areas. We have chosen to focus on the areas where we saw the greatest gaps compared to the district and national region. We are going to focus on measuring angles and using protractors. We are also focusing on fractions as an equal part of a whole. A big focus will be on using properties of multiplication/division as strategies (inverse, associative, distributive) as it relates to calculating larger numbers.

### **Grade Level: FIFTH**

**ELA:** While looking at the fifth grade data from last school year (2014-2015) and the fourth grade data from last year, several areas of weakness were noted. These areas of weakness were based on the gaps between the overall district performance and the overall regional performance. We will focus on the area that refers to using details and examples when explaining what text says explicitly and drawing inferences from the text. We will also focus on the area of identifying text structure. A major aspect of fifth grade includes using the evidence from the text and applying that information in order to infer, so that will continue to be a significant focus of our instruction.

**Math:** While looking at the fifth grade data from last school year (2014-2015) and the fourth grade data from last year, several areas of weakness were noted. These areas of weakness were based on the gaps between the overall district performance and the overall regional performance. We will focus on measuring skills such as volume and area. We will also review measuring angles with a protractor and understanding the concept of measured angles. A major focus of fifth grade will be adding and subtracting mixed numbers and solving word problems that focus on fraction skills.

### **Grade Level: Self Contained Special Education**

**ELA:** Looking at the overall special education data and knowing the strengths and weaknesses of our students, they fall well below reading benchmark proficiency levels and NWEA RIT scores in several areas. We have chosen to focus on the areas where our students have the most difficulty. We are going to read dialogue with phrasing and expression that reflects understanding of characters and events, demonstrate understanding of characters using evidence from text to support statements and use multiple sources to gather information.

**Math:** Looking at the overall special education data and knowing the strengths and weaknesses of our students, they fall well below grade level expectations and NWEA RIT scores in several areas. We have chosen to focus on the areas where our students have the most difficulty. We are going to work on increasing fluency of math facts for all operations; reading, solving, and identifying the steps for one-step and multi-step word problems; apply their knowledge of math facts to identify and calculate equivalent fractions.

## SECTION V - ACTION AND MONITORING PLAN

**DISTRICT STRATEGIC GOAL:** Prioritize continuous improvement for all students at all levels.

**DISTRICT-WIDE INDICATOR:** Percentage of students scoring proficient or higher on the NYS ELA Assessment.

STRATEGY # 1

*K-5 teachers will implement the Literacy Collaborative Framework with more fidelity. We will utilize agreed upon research based strategies in Grades K-5.*

SCHOOL//DIVISION INDICATOR # 1

- ✓ **ALL K-5 students will increase their F&P Benchmark Level by at "least" 2 levels.**
- ✓ **80% of K-5 students will be proficient according to District Benchmark cut-offs.**
- ✓ **20% of K-5 students will test at least 1 benchmark levels above proficiency.**
- ✓ **80% of K-2 students will receive at least a 3 on an end of the year writing task, involving text based evidence, determined by the grade level.**
- ✓ **50% of students will reach their projected RIT score**
- ✓ **NYS ELA proficiency scores will increase as follows: Based on cohort performance**
  - **Grade 3: From 7.8% to 35%**
  - **Grade 4: From 34.4 percent to 35%**
  - **Grade 5: From 22.2% passing to 35% passing**
- ✓ **Our Building Growth Score will increase from a 1 to a 12**

<b>ACTIVITY (Action Steps)</b>	<b>TIMELINE</b>	<b>ROLES &amp; RESPONSIBILITIES</b>	<b>MEASURES FOR THE ACTIVITY</b>	<b>RESOURCES FOR ACTIVITY</b>
<b>Activity #1 Professional Learning Communities</b>	September – June (monthly)	Teachers/Principal will sign up monthly to deliver a presentation on a topic that interests them	Attendance at Meetings Number of Teachers who implement topic	Varied depending on topic
<b>Activity #2 Grade Level Planning</b>	September – June (weekly)	All teachers agree to meet at least once a week to plan	Plan books reviewed by Principal	Multiple
<b>Activity #3 Team Analysis of Local Data/NWEA Data</b>	September – June (monthly)	Teacher will meet once a month to review data of their choice to drive instruction	Data Forms will be handed in to Ms. Serratore	Multiple Data Sources Learning Continuum F and P Materials
<b>Activity #4 Consistent Use of Running Records</b>	September – June (1-2 x daily)	Teacher will administer 1-2 per day	Collection of Running Records by Principal	Literacy Consultant F and P Resources
<b>Activity #5 Use of Writing on All Assessment – Use 2 point and 4 point rubrics</b>	September – June (when tests are given)	Teachers will add a writing piece to all assessments	Teacher Created Assessments	Previous Assessments
<b>Activity #6 Focus on using Text Based Evidence using: Ed Vista Training – Rubrics Provided RACER Anchor Statement Charts Oral Use of Text Based Evidence in K-2 Interactive Writing</b>	September – June (daily)	Teachers will collaborate to ensure consistency in instruction. Principal will observe classes regularly	Writing Assessments	Rubrics RACER Charts Anchor Charts Literacy Consultant
<b>Activity #7 ReadWorks</b>	September – June (2 x weekly)	Teachers will use ReadWorks Passages 2 times per week as Do-Now, Homework etc...	Performance on ReadWorks Benchmarks	ReadWorks
<b>Activity #8 Focus on Fidelity in Guided Reading</b>	September – June (weekly)	Literacy Consultant will model and then teachers will teach and there will be open feedback	Benchmarks Running Records Observations from Principal	Literacy Consultant Prompting Guides Continuum F & P Resources



**DISTRICT STRATEGIC GOAL:** Prioritize continuous improvement for all students at all levels.

**DISTRICT-WIDE INDICATOR:** Percentage of students scoring proficient or higher on the NYS Math Assessment.

**STRATEGY # 2**

**SCHOOL//DIVISION INDICATOR # 1**

*K-5 Teachers will use NWEA Data to Differentiate Math Instruction*

- ✓ **NYS ELA proficiency scores will increase as follows: Based on cohort performance**
  - *Grade 3: From 37.8% to 50%*
  - *Grade 4: Remain at 55%*
  - *Grade 5: From 30.5. passing to 50% passing*
- ✓ **Our Building Growth Score will increase from a 1 to a 12**
- ✓ **50% of students will reach their projected RIT score**

ACTIVITY (Action Steps)	TIMELINE	ROLES & RESPONSIBILITIES	MEASURES FOR THE ACTIVITY	RESOURCES FOR ACTIVITY
Activity #1 All Teachers will Utilize the Math Consultant to Assist in Differentiation	September -June (monthly)	Teachers will seek out consultant to assist in classroom where specifically needed	Consultant's Plan Book	Math Consultant
Activity #2 All Teachers will Utilize Compass Learning in Their Classroom	September -June (2x week)	Teachers will be trained and will make Compass Learning available in school and at home	Compass Learning Data NWEA Data	Jim Treloar Chris Malley Compass Learning
Activity #3 All Teachers will use Sprints to Improve Fluency	September -June (2x week)	Teachers will administer 2x week	Sprint Improvement	Sprints

## SECTION VI – PROFESSIONAL DEVELOPMENT PLAN

Since Professional Development is mainly managed by the District, please list below what training your faculty and staff is involved with.

NAME OF PD	RATIONALE/RELEVANCE	
<b>DUAL LITERACY COLLABORATIVE TRAINING</b>	In the Literacy Collaborative model, the role of the literacy coach is a teacher, staff developer, coach, participant in the professional learning community, and a learner. The school-based literacy coach teaches children, provides professional development for teachers, coaches teachers in the language and literacy framework, and monitors the data that provides evidence of literacy achievement. Launa K. attended this training.	August 3 -7
<b>SINGAPORE MATH SUMMER INSTITUTE AT FORDHAM UNIVERSITY GRADES 3-5</b>	Instructional Practice: Linda L. attended	August 24-25
<b>IMBEDDED PROFESSIONAL DEVELOPMENT</b>	The District has moved toward imbedded professional development to be provided by the Consultants based on teacher need.	September 2015-June 2016
<b>LC/MATH CONSULTANT WORKSHOP</b>	The Transformational Conversation: Building Professional Relationships through Invitational Collaboration. Both Consultants attended.	September 16, 2015
<b>NWEA TRAINING (1)</b>	This is the pilot for East Coldenham. All students will be administered this assessment three times per year. The teachers need to know how to read the various reports and to use the Learning Continuum provided by NWEA.	September 22, 2015
<b>DUAL LITERACY COLLABORATIVE TRAINING</b>	<a href="http://www.lesley.edu/literacy-collaborative/coach-training/">http://www.lesley.edu/literacy-collaborative/coach-training/</a>	September 25-28, 2015

<b>ONGOING INTERMEDIATE LC TRAINING</b>	Literacy Leadership Teams, Ongoing Teacher Development, Genre Study, Engagement and Motivation, Revision Decisions, and Coaching Data: Launa K. attended	September 27-October 2, 2015
<b>BENCHMARK OVERVIEW</b>	In order to assist teachers in analyzing benchmarks to drive instruction, the principal, with the assistance of the reading teachers did an overview. Teachers analyzed benchmarks in small groups.	September 28, 2015
<b>NCTM REGIONAL CONFERENCE</b>	Instructional Practice: Linda L. attended	October 21-23, 2015
<b>COMPASS LEARNING TRAINING (1)</b>	Teachers were given a basic overview and learned how to get their students on the system.	October 27, 2015
<b>ED VISTAS TRAINING</b>	Test taking strategies were provided. Two point and four point rubrics were reviewed.	Nov. 3-5, 2015
<b>DASA DIGNITY FOR ALL STUDENTS ACT</b>	This workshop addressed the social patterns of harassment, bullying, and discrimination	November 14, 2015
<b>LITERACY FOR ALL</b>	<a href="http://www.lesley.edu/literacy-for-all-conference/">http://www.lesley.edu/literacy-for-all-conference/</a> Launa K. attended.	November 15-17, 2015
<b>BEST PRACTICES IN CONTENT AREA LITERACY FOR ELLS - GRADES K-12</b>	Literacy for ELLs in all content areas will take participants through analyzing modules and lessons to determine the best embedded practices that support diverse English language learners in their classrooms.	November 17, 2015
<b>NWEA TRAINING (2)</b>	Teacher needed further training on making the reports worthwhile and setting student goals.	December 2, 2015
<b>COMPASS LEARNING TRAINING (2)</b>	Teachers needed further training on how to use Compass in the classroom, how to modify assignments and how to use reports provided.	December 2, 2015
<b>GREG TANG-CLEVER CONNECTIONS</b>	Instructional Support: Learners will acquire a deeper, more connected understanding of important concepts, strategies and teaching methods. Jay M., Amada B. and Tara B. attended. They will turnkey at faculty meeting.	December 4, 2015
<b>LLI TRAINING</b>	Special Education Teachers will receive a 2 hour PD by Literacy Consultant to strengthen LLI Instruction	December 8, 2015
<b>SOCIAL WORK SERIES: CRITICAL INCIDENT STRESS MANAGEMENT TRAINING</b>	The training will provide participants with basic information about suicide, as well as help participants develop practical skills for prevention, intervention and postvention.	December 10-11, 2015

## SECTION VII - ONGOING EVALUATION

School Accountability Teams (SATs) and Division Accountability Teams (DATs) will meet to **evaluate their progress** on their selected indicators each semester. These evaluations will be discussed during faculty and staff meetings as well as during Accountability Task Force meetings. A new Ongoing Evaluation form should be completed for each evaluation



Date: \_\_\_\_\_

STRATEGY (Include strategy #)	REFLECTIONS & RECOMMENDATIONS (Refer to each strategy and include modifications if warranted)	
Activity #2	<u>Performance Indicator Results -</u>	<input type="checkbox"/> Maintain <input type="checkbox"/> Modify
	<u>Reflections on Implementation of Strategy (Include specific cause data and modifications if warranted)</u>	
Activity #2	<u>Performance Indicator Results -</u>	<input type="checkbox"/> Maintain <input type="checkbox"/> Modify
	<u>Reflections on Implementation of Strategy (Include specific cause data and modifications if warranted)</u>	

## SECTION VIII - ANNUAL ACHIEVEMENT FAIR



### Challenges and Celebrations

- 
- Weak First Grade Cohort
  - High Percentage of Students Reading Below Proficiency According to F and P Benchmarks in Grades 1, 2, 4 and 5
  - LC Coaches had Limited Time in the Building
  - Limited Professional Development Opportunities
  - High Percentage of Refusals for State Testing
  - Decrease in NYS ELA and Math Assessment Proficiency and Building Score
- 
- Goals were Met for Common Formative Assessments
  - Grade 4 Outperformed the District and the State in Mathematics
  - Successful Partnership with the School Community and Children in Hungary
  - Increased Collaboration with the Fox Hill Community

## EAST COLDENHAM'S ELA GOALS FOR 2014-2015

Increase the number of students scoring proficient or higher in reading comprehension on common formative assessments, benchmark assessments, and the NYS ELA Assessments.

### Analysis of various forms of data indicated:

- Students did not successfully use evidence from the text to support their answers.
- Although EC teachers had been instructing students to use evidence from the text, these strategies were not used successfully by students on the assessments.

### The goal was determined based on the following:

- The fourth instructional shift in ELA reads: Reading, writing, and speaking grounded in evidence from texts, both literacy and informational.
- The first three standards in grades 3-5 all include this shift with the expectation that students will use text-based evidence to support their answers.

## STRATEGIES TO ADDRESS 2014-2015 ELA GOAL

- Continue to support the Literacy Collaborative framework through coaching sessions and professional development opportunities.
- Create a greater focus on the students' ability to use evidence from the text to answer questions in regard to setting, plot, and character development.
- Continue to increase stamina, motivation, oral language, and questioning techniques to improve student performance and proficiency.



## STRATEGIES TO ADDRESS 2014-2015 NON-ACADEMIC GOAL

Goal: Decrease the Number of Bus Referrals

- **Bus of the Month** - Incentive for Students to Behave and for Drivers to Maintain Control: Bus of the Month Photo and Brag Tags to Students/Dunkin Donut Certificates to Drivers
- **Bus Duty Personnel** - In Charge of Speaking to Students Regularly about Rules and Appropriate Behaviors



## RESULTS OF IMPLEMENTING THE STRATEGIES FOR THE ELA ACHIEVEMENT GOAL

### CFA Proficiency

All Grade Levels Met Their

SMART Goals on Common Formative Assessments

### Benchmark Proficiency (On and Above Level)

K: 93%	3: 82%
1: 43%	4: 65%
2: 62%	5: 66%

### NYS ELA Assessment Proficiency (Score of 3 or 4)

Grade 3: 7.8%
Grade 4: 34.4%
Grade 5: 22.2%

## FOCUS FOR THE NEW YEAR IN ELA

- **Increase the Use of Data to Drive Instruction and Differentiate Based on Academic Needs**
  - Team Analysis of Benchmarks, Running Records, Writing Prompts and NWEA Data
- **Increase Collaboration Amongst Teachers**
  - Professional Learning Communities (Monthly)
  - Grade Level Planning (Weekly)
  - Imbedded Professional Development Utilizing the ELA and Math Consultants
- **Focus on Improving Guided Reading and LLI Instruction**
  - Modeling from Literacy Consultant
  - Improve our Questioning Through the Use of the Continuum and the Prompting Guides
  - Consistent Use of Running Records (1-2 students per day)
- **Focus on Using Text Based Evidence K-5**
  - Utilizing Reader's Workshop and Consistent Use of R.A.C.E.R.
  - A Writing Component will be Incorporated on all Assessments, Grades 2-5.
  - Use of ReadWorks at Least Once a Week in Grades 1-5 and Quarterly Constructed Responses using Storyworks and/or Time for Kids
- **Increase Parent Involvement**
  - 2 ELA and 2 Math Parent Workshops
  - Information Sent Home Quarterly About Academic Expectations
- **Implement an Anti-Bullying Program**
- **Create and Utilize a Specific Plan for Reducing Bus Referrals**



## SECTION IX - END-OF-YEAR REFLECTIONS / RECOMMENDATIONS

REFLECTIONS/RECOMMENDATIONS:

(Each year, School/Division Teams will complete a one-page document reflecting on their yearly progress as measured by their School/Division Indicators and