



SCHOOL IMPROVEMENT PLAN

Hemlock Park Elementary School



NOVEMBER 1, 2018
BRENTWOOD UNION FREE SCHOOL DISTRICT

Brentwood Union Free School District

Mission Statement

The Brentwood School District, in partnership with our community, will provide an exceptional education, build character, and empower all students to reach their full potential as life-long learners in a diverse, global society.

Vision Statement

With an unwavering commitment, the Brentwood School District's vision is to provide an inviting, innovative and inspiring learning community. Stakeholders will work collaboratively to create a nurturing environment in which all dare to dream and aspire to achieve greatness.

The goals stated in the plan were developed based on the goals set forth by the Superintendent of Schools and the Board of Education, in addition, they support the mission and vision statement of the district.

The Hemlock Park School Improvement Team consists of the following members representing various areas within the school community:

Christopher Dalley Ed.D., Principal
Lisa Rivera, Grade 5 (**Co-Chair**)
Courtney Boucher, Music Teacher(**Co-Chair**)
Karen Batinsey, Grade 2 (**Co-Chair**)
Mia Vogt, Reading Consultant
Eileen Imhoff, Math Consultant
Giselle Flores, Grade 4 (Bil)
Andrea Swift Grade 4
Linda Romeo, ENL Teacher
Ann Marie Goren Grade 2
Marcela Falcone Grade 3
Nancy Marroquin, Grade 4/5 (Combo)
Doug Borsuk, Grade 5
Samantha Berkman, Grade 5
Caryn Paniccia Grade 1/2
Dorette Brown Teacher Assistant
Diane Horvath, Grade 1
Marge Reilly, Grade 1

Staff and community input is crucial to the team's success. It is the responsibility of the S.I.T. members to share relevant information with others and to get feedback from the grade level/teams they represent.

This year's goals (2018-19) were based on student performance and reflective instructional outcomes from the previous school year.

Student Achievement READING:

To have 75% of our Kindergarten students master all 108 Brentwood kindergarten curriculum sight words.

To have grades 1 and 2 show at least one year's growth using the Fountas and Pinnell benchmark assessment and for students to meet or exceed their i-Ready growth goal.

To have 70% of grades 3-5 students meeting or exceeding expected Lexile growth on their Spring Reading Inventory (RI) assessment.

Grade Level		Mastery of 108 Brentwood Kindergarten Sight Words	
Kindergarten		Number of Students Tested 100	Percentage of Students Mastering Words 2018-19
(EXCEL Data Table Chart Enclosed)			
Grade Level	Number of Students Tested	Percentage of Students meeting of exceeding expected growth	
Grade 1	119	Current Year	
Grade 2	116	Current Year	
Grade 3	102	46.08% 2017/18	
Grade 4	103	50.49% 2017/18	
Grade 5	117	56.41% 2017/18	
RI Data Reports Enclosed			

Students Achievement MATH:

To increase scores on the CAM 3 Assessment by 5% with a focus on the following:

Grade Level	Focus Area	Cam 3 Y-O-Y comparison 16-17	CAM 3 Y-O-Y Comparison 17-18	Performance Outcome	CAM 3 18-19 Target
Kindergarten	Numbers in Base Ten	See notes below	See notes below		
Grade 1	Numbers in Base Ten	76.04%	65.95%	-10.09	70.95%
Grade 2	Numbers in Base Ten	72.03%	71.80%	-0.23	76.80%
Grade 3	Operations and Algebraic Thinking	66.83%	72..25%	5.43	77.25%

Grade 4	Numbers and Operations with Fractions	74.11%	68.76%	5.53	73.76%
Grade 5	Numbers and Operations with Fractions	42.85%	55.44%	12.59	60.44%
DATA MATE CAM REPORTS ENCLOSED					

*** Kindergarten data was reported in DATAMATE is district data, not Hemlock alone.****

Comprehensive Needs Assessment	<p>Based on the School Improvement Teams review of pre/post assessments data for IREAD and the Reading Inventory, as well as year of over year CAM 3 assessment data, the following goals for ELA and MATH student performance have been formulated. Standard-aligned CAM data was also reviewed and considered for goal setting purposes.</p> <p><u>English Language Arts Strategies /Activities</u></p> <ol style="list-style-type: none"> 1. Before/Afterschool Enrichment 2. Analyze Revised Standards 3. Assessment Information Night for parents. 4. Fountas and Pinnell Benchmark Assessment 5. Fountas and Pinnell Leveled Literacy Intervention with AIS students 6. Leveled classroom libraries 7. Words their Way grade 1-5 8. Access to teacher Resource Center for professional resources. 9. Technology integration using Razkids.com, Starfall.com, Learning A to Z, i-Ready, i-Read, and Think Central. 10. Utilization of community resources such as donorchoose.org to build classroom libraries. 11. Book It- Reading Incentive 12. Fluency grade 2 13. Continuation of district ELA Interim Assessment grades 3-5 14. Continuation of the Modules in grades 1-5 15. NEWSLA 16. K-2 Standard Heading, Structured Rubric for sentence structure. 17. Test Dependent Strategies 18. Doggie reading Program 19. RSVP- Retired Senior Volunteer Program 20. Snuggle Up and Read Event 21. ELA/Social Studies Binder 22. RI Graphing 23. Increase Guided Reading Resources 24. Elevate Science grades K-2 25. Title III NYSESLAT before school program 26. PARP
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	<p><u>Math</u></p> <p><u>Strategies/Activities</u></p> <ol style="list-style-type: none"> 1. Math Madness Week 2. FASTTMATH 3. Before school enrichment 4. Technology integration using Think Central .com 5. Math Carnival 6. Castle Learning 7. Weekend Warrior Math Program 8. Grade 4 Math Fluency Packets 9. STEM K -5 Learning Lab 10. Xtra- Math 11. Math Prodigy 12. ICSP- Skills Program
<p>School Reform Strategies</p> <p>Title I, Part A</p> <p>Title II Part A</p> <p>Title III Part A</p>	<ul style="list-style-type: none"> • Our <i>before and after school</i> enrichment/ remediation program is offered to students in grades K-5. Student selection is based on teacher recommendation and multiple assessment data points. • There is a continuation of strategies used in the classroom explicitly based on Reader's/Writer's workshop from Columbia Teacher's College professional development. Teacher continue deliver instruction using Guided Reading, Shared Reading, and Mentored Text etc. • The Words Their Way word study program as developed by researcher (Bear, Invernizzi, Johnston, and Templeton) teaches students to look closely at words to discover regularities and conventions of English orthography needed to read and spell. Words Their Way provides differentiated resources specifically for English Language Learners • Leveled Literacy Intervention (LLI) developed by <i>Fountas and Pinnell</i> is offered to students identified as in need of Academic Intervention Services. Students receiving LLI are provided this services by a certified reading specialist in a reading lab setting. <i>LLI</i> is designed to be used with small groups of students who need intensive support to achieve grade-level competency. The data generated from consistent running records is ideal for monitoring students in the Tier III phase of Response to Intervention. • Raz Kids developed by Learning A-Z is an adaptive reading program offered to all grades K-5 students. The on-line program is designed to automatically adapt to the specific needs and

	learning pace of every student and begin instruction appropriate to their current reading level. <ul style="list-style-type: none">• Technology integration has continued as a viable support of curriculum and instruction through the use of computer based application such as Razkids and Starfall. Providing computer based learning experiences has shown to be an effective motivator for 21st Century learners.• Co-Teacher and Collaboration strategies for English Learners as developed by researchers (Honigsfeld and Dove), is the instructional model for English as a New Language (ENL) classrooms. These strategies provided a framework for integrated ESL practices to accommodate the academic, sociocultural and linguistic needs of diverse English language learners (Honigsfeld & Dove, 2010).					
Strategies to Attract High Quality Highly Qualified Teacher in High Needs Schools	<u>Substitute Teachers</u> – Substitute teacher assigned to long-terms leaves (example; maternity leave) are often evaluated based on the teaching standards embedded in the 2014 NYSUT Teacher Rubric. Human Resources requires that building administration make a recommendation on such personnel regarding potential employment status for the upcoming school year. Substitute teachers are further evaluated based on walk-throughs, submitted lesson plans, and participation in the school community as a whole. Substitute teacher are required to attend professional development and faculty meetings. <u>Student Teachers</u> - Student Teachers are typically evaluated by their cooperating teacher and their supervising teacher. Both cooperating teachers and supervising teachers with building administration as to the progress of the student teacher. Upon request, student teachers have been observed by building administration based on the standards set forth in the Teacher Standards.					
High-quality and ongoing professional development	Professional development opportunities are made available to our teachers and staff that help improve instruction. Among the professional development offered includes but is not limited to; <table><tr><td>Professional Development</td><td>Attended by</td><td>Provided by</td></tr></table>			Professional Development	Attended by	Provided by
Professional Development	Attended by	Provided by				

	GHGR for Kindergarten	All Kindergarten teachers and an administrator	District
	Grades K-2and Grades 3 & 5 Science Elevate	Teachers in grades K-2	District
	Third grade level meeting focus: "Writing"	Third grade teachers	Building
	ELA Data Meeting for Elementary	Grade level reps. and an administrator	District
	Implementing the Integrated SS/ELA Curriculum grades K-5 teachers	Grade level reps. and an administrator	BOCES
	Defining Rigor and Relevance	All faculty and administrators	Building
	Refining the “new” Kindergarten Balanced Literacy Program	Kindergarten teachers, reading consultant and an administrator	District
	Kindergarten mathematics curriculum and assessment overview and resources	Kindergarten teachers, math consultant and administrators	Building
	F & P Benchmark Assessment and Guided Reading Training	New teachers and administrator	Building
	Part I: Co-Teaching and Co-Planning for Teachers	Co-teachers and administrator	District
	How to Use Classroom Data to Set Goals and Monitor Student Progress: Classroom First Responder Series	Special Education teachers	BOCES
	Math Data Meeting grades 2-5 teachers	Teachers from grades 2-5, math consultant and administrators	Building
	Review of 1st CAM data	Math consultant and an administrator	District
	Unpacking Next Generation Science Standards	One teacher and an administrator	Building
	Pearson Elevate Science Webinar	Grades K-2 Teachers	District
	I Ready	Teachers from all Grades	District
	Words Their Way	Teachers from all grades	District
	Putnam Boces Online Resources	Teachers from all grades	District
	Lucy Culkins Writing Pathways grade K-2	Teachers from all grades	District
Strategies to increase parental involvement	A Parent Involvement Plan will be developed with the input of parent community members. The Parent Involvement Plan will serve as a guide to continually including the parent community in activities that support and reinforce the learning process for themselves and for their children.		

	<p><i>**Below is a list of Parent Involvement opportunities scheduled for the 2018-2019 school where parents are encouraged to establish and active voice and be part of the information/education process:</i></p> <ul style="list-style-type: none"> • Kindergarten Grade Orientation • NYS Assessment Information Night • NYSESLAT Information Night • Title I Information Night • Title III Community Plaza co-sponsored events • Parent Teacher Association Meetings (Sep, Oct, Nov, March, Apr, June) <p><i>**Below is a list of Parent Involvement opportunities scheduled for the 2018-2019 school year for parents and students to build the home-school connection in a structured, culturally appropriate, family oriented setting:</i></p> <ul style="list-style-type: none"> • BINGO Night • Cookies and Milk with Santa • Parent Mystery Reader Day • Kindergarten Harvest Celebration • Kindergarten Charlie Brown Thanksgiving • Primary Snuggle-up and Read Event • Math Carnival • PARP/Reading Stampede Week • ZUMBA Night • Gingerbread House making 2nd grade • Informational Parent Workshop about Raz Kids, Think Central and ALEKS
Measures to include teachers in decisions regarding the use of academic assessments	Teachers use data from academic assessments to drive instruction in their classroom. Standardized tests such as the ELA, Math, Science and NYSESLAT gauge overall learning and identify knowledge gaps. Data from those assessments help determine learning groups and instructional gaps that need to be addressed. Summative assessments catch learning roadblocks. The district provided CAM and ELA interim assessments indicate standard proficiency. Benchmark assessments like Fountas and Pinnell support a guided reading method which allows for more individualized and differentiated instruction. Formative assessments provide immediate feedback on lesson plans. The following forms of formative assessments are being used in Hemlock Park including; observing, questioning, exit tickets and logs. All assessments ensure teachers have the tools necessary to plan, group students and teach.
Activities to ensure that students who experience difficulty attaining proficiency receive	Students in need of Academic Intervention Services (AIS) were initially identified based of cut scores associated the NYS Assessment data. When the most recent NYS Assessment data is not available, the previous year's data has been considered, as well as, CAM assessment data.

<p>effective and timely additional assistance</p> <p>Title I, Part A</p>	<p>Students, based on cut scores, can receive AIS in the classroom setting under “progress monitoring” status. These students are supported academically through small group instruction and teacher assistant support whenever possible.</p> <p>Students below a specified cut-score receive pull-out lab services in ELA and MATH from a reading and/or math lab consultant. Each student receiving math lab services is further supported by receiving access to Scholastic’s FAST MATH fact fluency program.</p> <p>Our <i>before and after school</i> enrichment/ remediation program is offered to students in grades 3, 4, and 5. Student selection is based on teacher recommendation and multiple assessment data points.</p>
<p>Coordination and integration of Federal, State and Local Services and Programs</p>	<p>Coordination of funding for school improvement is done at the district-level, with input from a variety of stakeholders (administrators, teachers, parents, etc.).</p> <p>Federal, State and local funds pay for school improvement activities, such as supplementary instruction for high-need students (i.e., AIS), professional development and parent involvement activities.</p>