

Gail Kirkham Northeast School Improvement Team

Title I Schoolwide Program Plan

2018/19

Gail Kirkham Northeast Elementary School is considered a Title I Schoolwide Program (SWP) school. The SWP designation means that our school engages in a variety of practices to ensure optimal outcomes for students. These practices include: the regular review of formative and summative data on student performance, the implementation of research-based instructional practices, high quality professional development, and the strategic use of funding to support school improvement. Descriptions of SWP practices are provided below.

The Gail Kirkham Northeast School Improvement Team is a shared decision making team. Members meet regularly to establish goals and evaluate progress toward meeting those goals. Meetings are open to all staff members. This year the School Improvement Team has an active parent participating member.

The team sets up sub-committees for each of its initiatives. Faculty members sign up for the program of their choice. These sub-committees set up, implement, and evaluate the programs reporting to the Teacher Chair of the School Improvement Team.

1. Comprehensive Needs Assessment:

In the past, the School Improvement Team used the State English Language Arts Assessment as a tool to measure student growth for the building. Unfortunately, the Opt-Out Movement has impacted our ability to use this tool to measure the growth of all of our students. In years past, the School Improvement Team used the Reading Inventory to as a measurement tool for student growth. One difficulty with using the Reading Inventory was that primary grade students weren't assessed. Additionally, since the data provided by the RI are not available until August, the team will be using the Fountas and Pinnell Benchmark assessment to monitor student growth. **This year we are setting a goal that the percentage of students making a year's worth of growth is 75% or more.** Furthermore, we will analyze different subgroups of students and their achievement of this goal.

Review of student data regarding growth within the area of English Language Arts and Mathematics will also include the following sources:

- Fountas & Pinnell Benchmark Assessments
- I-Ready
- Reading Inventory
- Write on-demand

- New York State Assessment results
- BARS reports
- Other local assessments
- -I-Read
- Comprehensive Achievement Monitoring (CAM program)

Data from these assessments will be maintained by every teacher and submitted to administrators 3 times a year.

2. Schoolwide reform strategies:

Below is a description of the research-based instructional strategies that Gail Kirkham Northeast will implement to improve student achievement.

- a. With the adoption of the Next Generation Standards, the District has faced many challenges with the updating and alignment of our curriculum. The Good Habits Great Readers program is designed to support the Next Generation Standards for Reading. Whole group instruction is presented in a focus lesson/mini-lesson format. Support is provided to students at their “just right” reading levels through the delivery of guided reading in small groups.
- b. Monitor student growth in grades 1-5 using summative and data including the Fountas & Pinnell Benchmark Assessment, Reading Inventory, I-Ready and refined formative assessment tools such as reading and writing conference logs.
- c. Continue our focus on developing student discourse in Mathematics as described in the text Principles to Action, Ensuring Mathematical Success for All, published by the National Council of Teachers of Mathematics.

Social Development Initiatives Supporting D.A.S.A

Second Step Anti-Violence Curriculum

The Second Step Program, produced by the Committee for Children, combines academics with social-emotional learning. Lessons in Empathy, Impulse Control, and Anger Management are taught throughout the year across all grade levels. The program is research based. When compared with children in control groups, those who participated in the Second Step program:

- Minor conflicts required 41% less adult intervention;
- 42% of students showed less aggression;
- Low socioeconomic students reported greater improvement in social competence and school performance.

Steps to Respect Program

In conjunction with this structured program, the Committee for Children produced the Steps to Respect program. The program's dual focus on bullying and friendship is based on research showing that friendship protects children from the harmful effects of bullying. The Steps to Respect program teaches children skills for coping with bullying, recognizing bullying, using assertive behaviors to respond to bullying and reporting bullying to adults. Gail Kirkham Northeast will use the School-wide Implementation Support Kit as a supplement to the Second Step program.

SCPD Great Program

The Suffolk County Police Department visits Gail Kirkham Northeast and presents a series of lessons to 4th grade classes on topics surrounding bullying, and gang prevention. This year the program will take place starting in October and continue into November.

Safety Committee

This sub-committee will meet to discuss safety concerns with regard to the building. These concerns include procedures for lock-downs, lock-outs, etc. The Safety Committee will meet with the District Director of School Safety, Carlos Sanchez. Mr. Sanchez will review our safety plans and assist in the development of the Safety Plan.

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

The District collaborates with local teacher training institutions (e.g., Stony Brook, SUNY Cortland, Old Westbury, and St. Joseph's) to place teacher candidates in our schools. Currently the district is seeking individuals with dual certifications, specifically those with the ability to teach ENL students. Permanent substitutes are hired at each school. At Gail Kirkham Northeast Elementary school, permanent substitutes participate in staff development and are well practiced with the implementation of the district adopted curriculum.

Teacher interviews are conducted each year by a panel that includes administrators, teachers, a Union representative and parents.

4. Instruction by highly qualified teachers:

Refer to district attestation form.

5. High-quality and ongoing professional development:

The following staff development activities are planned for Northeast this year:

-Growth Mindset and Self Reflection, presented by Ann Palmer, Coordinator of English Language Arts and Social Studies.

-Tying Next Generation Standards to the Good Habits, Great Readers Program.

*-The staff at Northeast will be studying the text, *Writing Pathways, Performance Assessment and Learning Progressions* by Lucy Calkins (2015) to provide teachers with the ability to identify the grade level best represented by student work product as well as the steps necessary for moving the child's paper forward on a continuum of growth. The staff will also be developing a school wide student monitoring system for writing.*

-Science Workshops presented by: Houghton Mifflin and Carolina

-Tower Gardens: Northeast will continue to utilize the Hydroponic Tower Gardens at each grade level. Students will be involved in growing vegetation from seed to plant.

-Article Studies:

“Giving Feedback: Preparing Students for Peer Review and Self-Evaluation” by Zoi A. Philippakos (Reading Teacher 2017)

“Instructional Interactions: Supporting Student Reading Development through Interactive Read-Alouds of Informational Texts” by Erin L. McClure and Susan King Fullerton (Reading Teacher 2017)

“Supporting Disciplinary Talk From the Start of School: Teaching Students to Think and Talk Like Scientists” by Tanya S. Wright and Amelia Wenk Gotwals (Reading Teacher 2017)

6. Strategies to increase parental involvement

Parents can contribute to the academic success of their child in a variety of ways. Joyce Epstein (2002), of Johns Hopkins University has developed a framework for defining six different types of parental involvement: parenting, communicating, volunteering, learning at home, decision making and collaborating with community. This framework assists educators in developing school and family partnership programs. There are many reasons for developing family, school, and community relationships but the main reason is to help all children succeed in school and later in life. With this in mind our School Improvement Team has developed the following to enhance parent involvement:

Fall Family Day Color Run:

This year, students at Gail Kirkham Northeast will have the opportunity to participate in a Color Run. Students and their participating family members will run along a predetermined course as they are sprayed with different colors. After the Color Run, families are invited to picnic at the school and enjoy music from the group The Hip Pickles.

Northeast Family Weekend Book Bag Program:

A literary environment for children is one that initiates interest and fosters curiosity about written language. It supports the effort to become a reader and writer. Early, emergent readers excel when parents and other significant people make reading a priority. Four home factors that are important to reading and writing are: access to print and books, adult demonstrations of literary behavior, supportive families and adults, and storybook reading (Vukelich and Christine, 2004). Students at Gail Kirkham Northeast have an opportunity to take home a book bag over the weekend and immerse themselves and family members in the genre contained in each bag. Each bag contains a reader’s response journal for families to write their thoughts and evaluations of the books read. A folder containing helpful reading strategies and follow-up family activities related to the genre are available in each bag.

Reading Incentive: Northeast Elementary, The Greatest School On Earth

At Gail Kirkham Northeast, we utilize the Good Habits, Great Readers program. We have also had the opportunity to be trained in strategies embedded in the Columbia Reader's Workshop approach in literacy instruction. Both of these programs encourage the use of Reading Logs at home in order to promote good reading habits at home and as a monitoring tool for teachers. Our Reading sub-committee developed a log to use throughout the school. This log is used by every teacher. Students who complete a Reading Log every month receive a special incentive. The theme for this year's log is the circus.

Story Night:

This year, students and their families will be invited back to school one evening in December. While at school, students will have the opportunity to listen to a story and share a special snack with fellow students.

Science Fair:

This event will take place in March 2019. Display boards are purchased and sent home with students who select a topic and create a presentation based on the guidelines provided by teachers. These projects are displayed and viewed by parents, students and staff throughout the day and evening. First and second grades will create class projects rather than individual.

Publisher's Night:

A major academic focus at Gail Kirkham Northeast has been the implementation of Writer's Workshop. In an effort to showcase our student's work, an evening event called "Publisher's Night" will be held. Student work, spanning the grade levels, will be published in a variety of formats with a "Museum Share" response log for parent and community feedback. Students will share their writing to parents in several classrooms throughout the building.

Fitness and Wellness Night:

The purpose of this night is to provide families with important information as related to healthy lifestyles. Participants will have the opportunity to take part in a Zumba class, meet with professionals in the health care field, and learn about healthy eating habits.

Kindness Committee:

This committee will meet to design activities and initiatives to take place during the school year that focus on kindness. Programs will be examined and discussed that can be brought to the school that would most benefit the students of Gail Kirkham Northeast Elementary.

PTA Family Involvement Initiatives:

Breakfast with Frosty

Skate Night

Movie Night

Book Fair

7. Measures to include teachers in decisions regarding the use of academic assessments:

Randy Simmons, data analysis expert, provides teachers with data regarding individual student performance on State Assessments and practice assessments. Class results are also provided and allow teachers to identify weakness trends within their class allowing them to design instruction to meet the individual needs of their students.

8. Activities to ensure that students who experience difficulty attaining proficiency receive effective and timely additional assistance:

A.I.S:

Academic Intervention Services are provided by the classroom teachers for all students who qualify. Teachers create their Teacher Assistant schedules. Teacher Assistants work with small groups of students or provide general supervision to the class while the classroom teacher meets with AIS students. Some students may receive additional academic support in the Reading or Math Labs. Students attending the Lab Program will be placed on 6-8 week cycles to maximize the number of students seen by specialists. Students who continue to experience difficulty meeting the goals of the grade level may be brought to the Response to Intervention Team (RTI) for individualized assistance.

Enrichment Programs:

Northeast teachers will provide academic enrichment in the areas of reading, writing, and mathematics before and after school. Assessment data will be used to identify students who are in need of these services. Data will also drive the instructional focus of the programs. Other enrichment programs will focus on support for the Arts. Course offerings include:

ELA Enrichment Grades 3-4
ELA Enrichment Grades 4-5
Reader's Theatre Grades 4-5
Math Basic Facts Grades 3-5
Math Basic Facts Plus Grades 3-5
Book Club Grade 3
Book Club Grade 4
Book Club Grade 5
Reader's Theater

9. 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	<p>AIS instruction provided to high-need students. (Reading/Math Consultant Services)</p> <p>RI Data Analysis Training for administrators (Dr. Karen Burke)</p> <p>Supplies purchased for Title I Workshops and Meetings with Parents</p> <p>Parent Involvement Funds will be addressed by the Parent Advisory Committee.</p>
Title II, Part A	<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)</p>
Title III, Part A	Community Plaza Programs and Parent Workshops
State Foundation Aid (i.e., BOCES)	Data Analysis Training by Dr. Randy Simmons (i.e., using Webb's Depth of Knowledge to analyze ELA and assessment results).