VALLEY STREAM DISTRICT 30
the friendly schools

BOARD OF EDUCATION ANNUAL UPDATE
2016-17

Equity

Excellence

Technology

SCHOOL

Curriculum
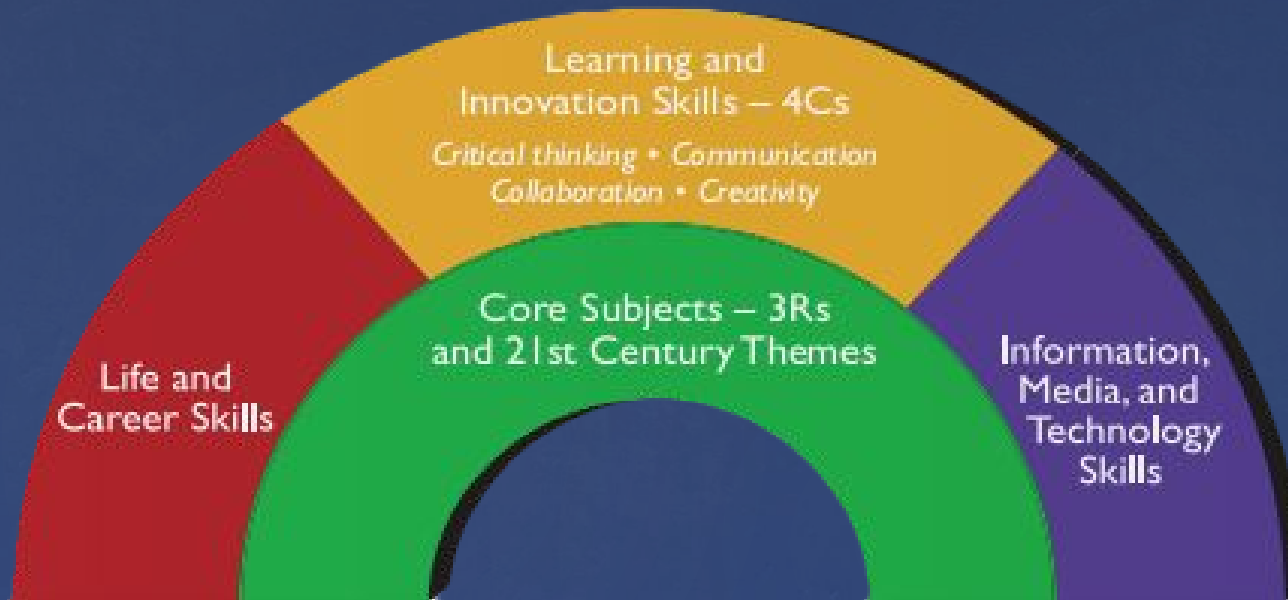
Capital

Communication

STRATEGIC PLAN, 2015-2020
ADOPTED JUNE 15, 2015

CURRICULUM: English Language Arts
Presented by: Dr. RG France and Alejandro Rivera

GOAL 1: "To enhance our core curriculum, enabling Valley Stream #30 students to develop 21st century skills that promote lifelong learning."

21st Century Learning Objectives Area:
Core Subjects & 21st Century Themes

Students will receive instruction and show grade appropriate growth in the following core subjects: English Language Arts, Arts, Mathematics, Science, and Social Studies as measured by local assessments.

In addition, students will extend their understanding of core subjects at much higher levels by weaving 21st century interdisciplinary themes (i.e., Global Awareness, Financial, Economic, Business, and Entrepreneurial Literacy, Civic Literacy, Health Literacy, Environmental Literacy into core subjects.

CORE SUBJECTS AND 21st CENTURY THEMES

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy

- Assistant Superintendent for C&I redesigned the _Literacy Coach_ model to provide targeted teacher support with a focus on deepening understanding of _Balanced Literacy framework_ and data driven instruction using the Instructional Rounds framework
- Teachers continued the implementation of the _Journeys Reading Program_ with a focus on:
  - Pacing guide fidelity
  - Increase progress monitoring using Journeys' assessments (i.e., weekly vs. benchmark) and create an annual assessment schedule
- Teachers continued instructional focus on _vocabulary_ (i.e., Tier I, II, III words) using Journeys Curious About Words Kits

Identify and monitor K-2 ELA core-curriculum implementation of the _balanced literacy framework_ with district-wide fidelity. (_Implementing Year 2_)

BALANCED LITERACY
WHAT IS IT? HOW DO I DO IT?

Literacy Coach
"Guided Reading Lesson"

- Teachers continued implementation of the _EL Reading Program_ with a focus on:
  - Pacing guide fidelity: to include pacing of ELA Ready to expose students to various genres as well as reading and writing prompts, and continue use of Brain Honey for teacher editions, modified student workbooks distributed by Grade-Level Leaders, and administration of mid- and end-of-unit assessments
  - Increased integration of technology to access module's central text using iPads & Google Platform
- Teachers continued instructional focus on _vocabulary_ (i.e., Tier I, II, III words) with the use of Sadlier Vocabulary Workshop mini lessons and assessments
- Teachers increased use of _progress monitoring_ and benchmark measures (i.e., Learning A-Z, Achieve 3000, eSpark)

EXPEDITIONARY LEARNING

Identify and monitor 3-6 ELA core-curriculum implementation of the _balanced literacy framework_ with district-wide fidelity. (_Implementing Year_ 2)

Progress Monitoring: Running Records

- RtI Committee *reviewed & updated plan for biannual* BOE approval at the annual Reorganization Meeting
- School Administrators strengthened supervision & monitoring of RtI program implementation (i.e., day and academy) by utilizing *RtIm Direct* (*Implementation Plan Year 2*):
    - School Administrators improved *Data Teams' meeting protocols* using system to schedule meetings & record minutes
    - *Reading Teachers* continued to use system for entire caseload and Classroom Teachers will utilize system to track RtI Tier I services for identified students in their class
    - *ESOL Teachers* increased use of RtIm Direct (i.e., LAS Links Placement Test, LAS Links Benchmarks)
    - Assistant Superintendent for C&I arranged various PD provided opportunities
    - *Classroom Teachers* and Providers increased *progress monitoring* of students' proficiency and program responsiveness
- Assistant Superintendent for C&I continuously *evaluated* the effectiveness of RtI services (i.e., proficiency gap analysis, number of IST referrals).

Monitor implementation of before, during, and after school ELA *Response to Intervention/ Academic Intervention Services*. (*Evaluating Year 2*)

.:: Related Areas and Assessments

.:: RTI Status

Test #	Date	Assessment	Actual Score	Amount of Change	Target Score
Baseline	10/17/2016	aims web PLUS ORF	98	-	98
1	10/24/2016	aims web PLUS ORF	128	30	98.77
2	10/31/2016	aims web PLUS ORF	97	-31	99.54
3	11/14/2016	aims web PLUS ORF	101	4	100.31
4	11/22/2016	aims web PLUS ORF	106	5	101.08
5	12/2/2016	aims web PLUS ORF	100	-6	101.85
6	12/13/2016	aims web PLUS ORF	106	6	102.62
7	12/19/2016	aims web PLUS ORF	114	8	103.39
8	1/9/2017	aims web PLUS ORF	93	-21	104.16
9	1/17/2017	aims web PLUS ORF	108	15	104.93
10	1/27/2017	aims web PLUS ORF	101	-7	105.7
11	2/2/2017	aims web PLUS ORF	102	1	106.47
12	2/14/2017	aims web PLUS ORF	92	-10	107.24
13	3/1/2017	aims web PLUS ORF	102	10	108.01
14	3/9/2017	aims web PLUS ORF	101	-1	108.78
15	3/17/2017	aims web PLUS ORF	98	-3	109.55
16	4/20/2017	aims web PLUS ORF	108	10	110.32
17	5/11/2017	aims web PLUS ORF	121	13	111.09
18	6/1/2017	aims web PLUS ORF	108	-13	111.86

Target Score   Actual Score   Estimated Score

Click here to enlarge graph
Click here for long term goal graph

Number of Weeks: 30   **Target Slope:** 0.77
Frequency of Progress Monitoring: 1.00   **Slope:** -0.72
Number of Tests: 30   **RTI Status:** Non-Responsive

A tolerance factor may be applied when determining the RTI Status
RTI Status is based on the actual/estimated score line vs. the target score line

frontline
education

Frontline RTI
Formerly RTIm Direct

TRACK   ANALYZE   RTI   MANAGE

|	
Reasons/Criteria for Services:	Math State Assessment Proficiency Ranges between Levels 1-2
	NWEA RIT Score Below End-Year Range
Consequences of Not Achieving:	If an elementary school student does not achieve the expected performance level in English/Language Arts, Math, Science or Social Studies and does not participate in additional recommended service such as the Academy and summer school, the student will be in danger of not meeting CCLS grade-level proficiency.
Intervention Curriculum (Goal and Intervention Strategy):	My Math Response to Intervention: EACH CHAPTER INCLUDES:
	• Prescriptive targeted strategic intervention charts.
	• Student activity pages aligned to the Common Core State Standards.
	• Complete lesson plan pages with lesson objectives, getting started activities, teaching suggestions, and questions to check student understanding.
	Math IXL: . As the world's most comprehensive math practice program, IXL covers more than 3,500 distinct math topics in a progression from pre-kindergarten to high school. All questions—even word problems—are algorithmically generated, meaning that every question is unique, and students never see repeats no matter how long they practice.
Planned Assessment to Monitor Progress Method:	
Reasons/Criteria for Discontinuance:	
Internal Comments:	Math Present Level of Performance: Describe student's growth in specific reading skills based on observations and results of formative assessments (include all assessment scores and other relevant data available based on interventions):
Report Comments:	Comments: Please note any additional information that would be helpful in understanding the student's functioning, and including the student's strengths:

.:: Related Areas and Assessments

.:: RTI Status

Test #	Date	Assessment	Actual Score	Amount of Change	Target Score
Baseline	10/10/2016	aimsweb PLUS NSF	11	-	11
1	10/25/2016	aimsweb PLUS NSF	8	-3	13.25
2	11/1/2016	aimsweb PLUS NSF	16	8	15.5
3	12/19/2016	aimsweb PLUS NSF	20	4	17.75
4	1/3/2017	aimsweb PLUS NSF	19	-1	20
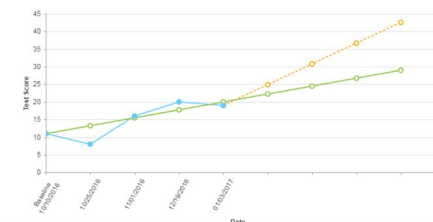
RtI Tracking & Progress Monitoring

NYS ELA Assessment Spring
Level 1 & 2 (N=285)

Grade	2014-15	Grade	2015-16	+/-
3	65%	4	49%	-16%
4	47%	5	47%	0%
5	62%	6	51%	-11%
Average:	58%		49%	-9%

On average **9%** of students (n=29) receiving RtI Services demonstrated an *increase* in proficiency level.

NWEA ELA Fall - Spring
Did Not Met Growth Projections (N=509)

Grade	2014-15	Grade	2015-16	+/-
K	51%	1	41%	-10%
1	48%	2	39%	-9%
2	48%	3	46%	-2%
3	41%	4	44%	3%
4	44%	5	36%	-8%
5	42%	6	30%	-12%
Average:	46%		39%	-6%

On average **6%** of students (n=31) receiving RtI Services demonstrated an *increase* in meeting growth projections.

RtI Services Proficiency & Growth Evaluation

	Not Started	In Progress	Achieved	Maintaining	Achieved & Maintained
Not Started (i.e., occurs less than 24% of the time)	**In Progress** (i.e., occurs approximately 25% to 74% of the time)	**Achieved** (i.e., occurs approximately 75% to 100% of the time)	**Maintaining** (i.e., occur approximately 75% to 100% of the time		

	Not Started	In Progress	Achieved	Maintaining	Achieved & Maintained
Consensus: Comprehensive Commitment & Support	6%	45%	8%	34%	**42%**
Development: Data Collection & Team Structure	9%	44%	22%	19%	**41%**
Implementation: 3-Tiered Intervention System & Problem-Solving Process	5%	32%	28%	30%	**58%**
Implementation: Monitoring & Action Planning Status Comments/Evidence	0%	33%	31%	31%	**62%**
AVERAGE:	**5%**	**39%**	**22%**	**29%**	**51%**

Note: N=17   Response Rate=93%

RtI Committee Program Evaluation
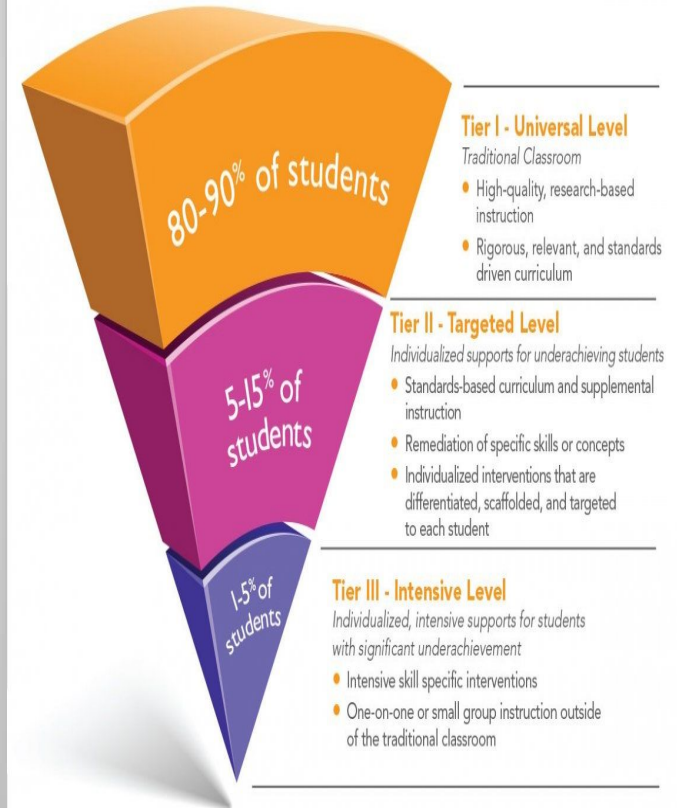
IST Referral Evaluation

- School Administrators monitored the implementation of integrated _**ENL Integrated and Stand-Alone model**_ with a focus on:
  - Journeys Reading Program (Grades K-2) and the EL Curriculum (Grades 3-6)
  - Learning A-Z & Raz Kids with a focus on the language component
  - Getting Ready for NYSESLAT progress monitoring for Entering and Emerging using the placement & benchmark assessments
- School Administrators and ESOL Teachers increased _**parent preferred translations**_ (i.e., written documents and oral) using current District resources (i.e., Let's Talk, Pen Pal, _**Parent Language Ambassador,**_ etc.)
- School Administrators increased collaboration time between TESOL and assigned teacher (i.e., Wednesday PD and Common Planning Periods).

Implement & monitor services provided to ELLs in compliance with State mandates (i.e., CR Part 154 Amendments. _**Evaluating Year 1)**_
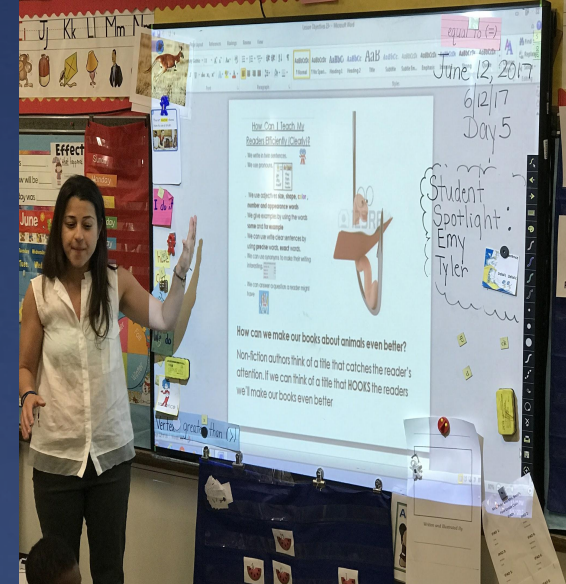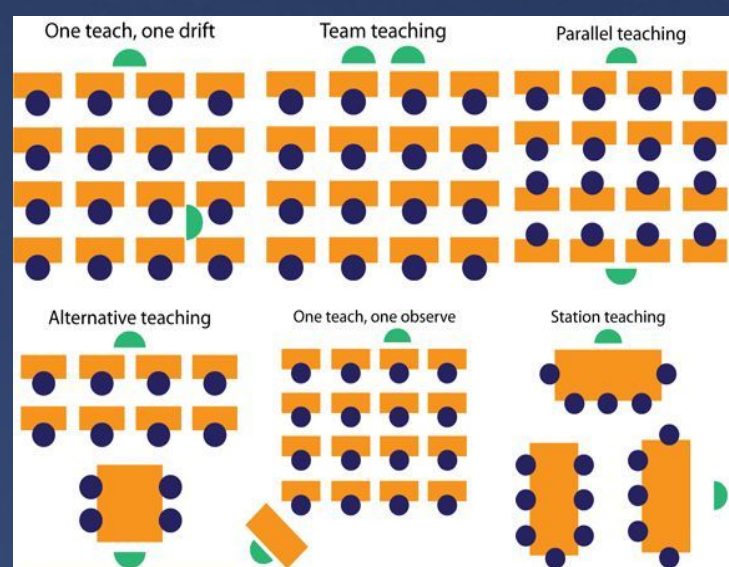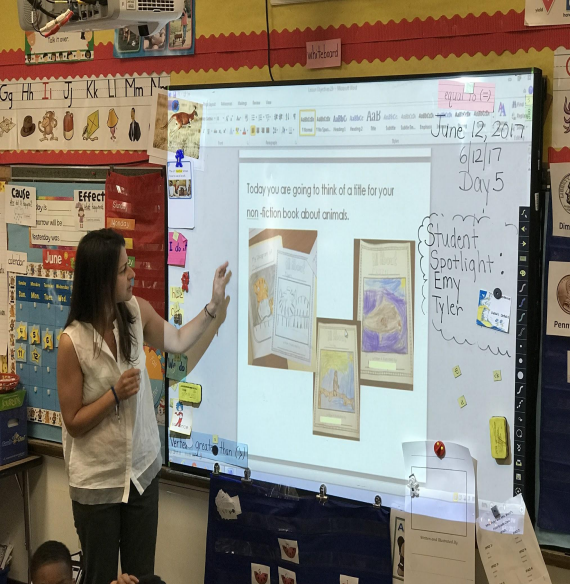
Integrated ENL Service

2015-16 NYSESLAT Grades K-6 Proficiency Levels
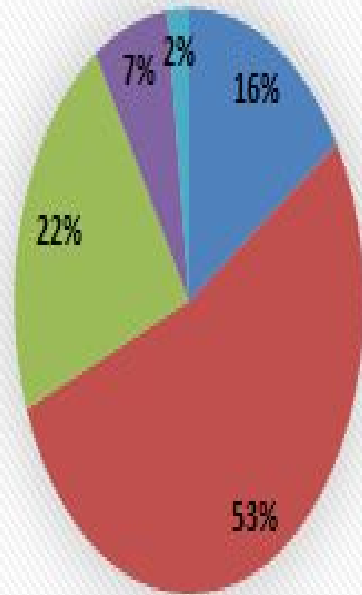
- Commanding — 16%
- Expanding — 53%
- Transitioning — 22%
- Emerging — 7%
- Entering — 2%

Comparison 2015-16 to the Previous Year

	Regressed	Maintain	Increased	New Entrant
K	0%	0%	0%	100%
1	14%	50%	15%	21%
2	40%	42%	0%	18%
3	18%	64%	10%	8%
4	0%	21%	52%	27%
5	11%	17%	47%	25%
6	17%	45%	25%	13%
Total	**14%**	**34%**	**21%**	**30%**

On average **21%** of students receiving ENL Services demonstrated an *increase* in language proficiency.

NYSESLAT Longitudinal Evaluation

- Literacy Coach e**valuated the success of the 2015-16 classroom library update** using MyLearning Plan
- Literacy Coach continued purchasing supplemental resources to increase students' exposure to different genres (i.e., World History Newspaper)
- Library Media Specialists *increased usage or exposure of online databases* to both teachers and students:
  - Journeys
  - Ready New York CCLS ELA Practice

Update & monitor *classroom libraries*.
(Evaluating Year2)

- **95%** teachers have clearly designated library space in their classroom
- **81%** of the classroom library include an adequate number of books (at least 10-15 books per student)
- **61%** of the books are appealing and in good condition
- **40% of the classroom libraries are weeded of old, tattered, and worn out books**
- **70%** of the materials reflect various reading levels (i.e., instructional and independent levels)
- **48% of the classroom libraries have 5 0%informational text**
- Book(s) least represented: **55%** audio; **53%** eBooks; **41% magazines**
- **Genres needs: 45% series; 42% multicultural; 39% non-fiction**
- **77%** of books are categorized & arranged in a logical and clear manner: authors, genre, themes, series, topics, new books, read-alouds, award winners, reading levels, etc.

Classroom Libraries Survey Results

How are we doing? ↗

ENGLISH LANGUAGE ARTS			
Process Objectives	**Met**	**Partially Met**	**Did Not Meet**
Identify and monitor K-2 ELA core-curriculum implementation of the balanced literacy framework with district-wide fidelity *(5 Strategies).*	**100%**		
Identify and monitor 3-6 ELA core-curriculum implementation of the balanced literacy framework with district-wide fidelity.*(5 Strategies).*	**100%**		
Monitor implementation of before, during, and after school ELA Response to Intervention/ Academic Intervention Services *(8 Strategies)*	**100%**		
Implement and monitor services provided to ENLs in compliance with State mandates (i.e., CR Part 154 Amendments). *(6 Strategies)*	**100%**		
Update and monitor classroom libraries. *(3 Strategies)*	**100%**		