



Oak Park Elementary School's staff, parents, and community are dedicated to the intellectual, personal, social, and physical growth of students. Our highly qualified staff recognizes the value of professional development in order to rigorously challenge students. Our teaching practices are both reflective and responsive to the needs of our students. Through diversified experiences, our students discover their potential, achieve readiness for college and careers, and succeed in a safe and caring environment.

The vision at Oak Park Elementary School is to prepare and motivate our students for a rapidly changing world by instilling in them critical thinking skills, a global perspective, and a respect for core values of honesty, loyalty, perseverance, and compassion. Students will have success for today and be prepared for tomorrow.

Oak Park School Action Plan

Title I Compliance

2018-19

Oak Park Elementary serves students in Grades 1-5. Our average class size is 21 for the primary grades and 27 for the intermediate grades. Our staff includes 57 certified instruction staff. We service 779 students, 315 ELL Students (40%), 103 Students with Disabilities (15%).

OAK PARK S.I.T. ACTION PLAN 2018-2019

This plan also satisfies the Title I School-wide Planning requirements as specified in the Every Student Succeeds Act. It includes the following elements:

REQUIRED COMPONENTS OF THE TITLE I SCHOOL-WIDE PROGRAM (SWP) PLAN:

All Title I School-wide Program (SWP) schools are required to prepare an annual school improvement plan that includes the following components:

➤ **COMPREHENSIVE NEEDS ASSESSMENT:**

The School Improvement Team in conjunction with administration analyzed data obtained from local and state assessments to inform instructional goals for school-wide improvement. We analyzed New York State ELA and Math assessments, NYSESLAT, CAM, English Language Art Interim Assessments, Reading Inventory, iReady, F & P, classroom formative and summative assessments. As a result, we decided to focus our professional development on providing valuable feedback and having students self-assess their work to increase academic output. Our goal is to incorporate social emotional learning to help students reach their growth goals in iReady and increase their District Math pre and post-tests by 1 level.

1. **NEW COMERS CLUB:** We have had an increased number of General Ed., Special Ed, and Bilingual students separated from family and/or new to country who are having a difficult time transitioning to school. Students will be identified by classroom teachers and/or administrators.
2. **SOCIAL EMOTIONAL LEARNING:** Many of our General Ed., Special Ed, Homeless and Bilingual students experience stress, anxiety, and depression, amongst other issues. With the increased number of referrals to the guidance counselor, social worker, and administrators, we have identified this as an area to address.
3. **HOMELESS COUNSELING:** Our General Ed., Special Ed, and Bilingual homeless students are amongst our most needy students. They lack the consistency of a stationary residence and very often are without basic needs.
4. **PARENT OUTREACH:** Home/School connection is imperative for our students' academic success. Parents need to feel welcome and comfortable in our school. They need to be able to network and build relationships with the faculty and staff.
5. **BEFORE SCHOOL ENRICHMENT** Many parents have requested before school programs for General Ed., Special Ed, Homeless, and Bilingual students who need enrichment. Also, working families need earlier drop off times.
6. **ENL INSTRUCTION:** In order to serve the needs of our growing ELL population, bi-monthly Bilingual and ENL meetings need to be scheduled to ensure best practices with ENL instruction.
7. **DIAGNOSTIC READING PROGRAM:** In order to determine literacy growth with our General Ed., Special Ed, and Bilingual students, iReady will be utilized in Grades 1-5.
8. **SCIENCE PROFESSIONAL DEVELOPMENT:** The district adopted science framework and curriculum needs to be implemented.
9. **AIS:** Our most needy students will receive Academic Intervention Services from our Reading and Math Consultants and their teacher assistants. At the beginning of the school year 39% of our students were in need of AIS in ELA and 23% in Math.

10. SELF-ASSESSMENT AND FEEDBACK: To improve academic success, students need to think meta-cognitively and utilize feedback for better understanding.

➤ **SCHOOL-WIDE REFORM STRATEGIES**

1. **NEW COMERS CLUB:** General Ed., Special Ed, and Bilingual students separated from family and/or new to country who are having a difficult time transitioning to school. Our social worker will meet bi-weekly in a group with all new comers.
2. **SOCIAL EMOTIONAL LEARNING:** Many of our General Ed., Special Ed, and Bilingual students experience stress, anxiety, and depression, amongst other issues. Teachers will attend **Social Emotional Learning (SEL)** training provided by Project Presence. In addition, they will have small group reflection on the observations. Teachers and students will participate in check-ins, breathing and movement exercises, and narrative practices that focus on emotions, empathy, and self-reflective practices.
3. **HOMELESS COUNSELING:** Our General Ed., Special Ed, and Bilingual homeless students are amongst our most needy students. They lack the consistency of a stationary residence and very often are without basic needs. McKinney Vento students will be monitored by our guidance counselor and social worker. Items in need will be purchased from Kohls.
4. **PARENT OUTREACH:** Home/School connection is imperative. Parents need to feel welcome and comfortable. They need to be able to network and building relationships. PTO meetings, events, classroom activities, building events and first grade arrival and dismissal will bring parents to school. Additionally, parents will be invited to participate in fundraising, and charity collections.
5. **BEFORE SCHOOL ENRICHMENT** General Ed., Special Ed, and Bilingual students arrive to school early due to working families. Before school programs will provide whole child enrichment every day of the week from 8:10-9:10.
6. **ENL INSTRUCTION:** In order to serve the needs of our growing ELL population, bi-monthly BIL/ENL meetings need to be scheduled to ensure best practices with ENL instruction. SIOP/Collins writing workshops will be provided.
7. **DIAGNOSTIC READING PROGRAM:** In order to determine literacy growth of our General Ed., Special Ed, and Bilingual students and diagnose remediation or intervention, iReady will be utilized in Grades 1-5 . iReady diagnostic tests will be used each semester.
8. **SCIENCE PROFESSIONAL DEVELOPMENT:** The district adopted science framework and curriculum needs to be implemented. Teachers will attend Elevate and framework training. They will also have opportunities to collaborate with their grade levels during school level professional development.
9. **AIS:** Academic Intervention Services will be extended to students in the primary grades, not just testing grades. Lab services and/or small group instruction or Leveled Learning Intervention will be provided by classroom teachers, Reading and Math consultants and/or their teacher assistants.
10. **SELF-ASSESSMENT AND FEEDBACK:** General Ed., Special Ed, and Bilingual students need to think meta-cognitively and utilize feedback for better understanding. Teachers will learn how to teach students to **self-assess their understanding (metacognition) and utilize feedback techniques** through PD during faculty meetings.

➤ **SCHOOL WIDE ANNUAL REFLECTION**

1. **NEW COMERS CLUB:** This club included new students in fourth and fifth grade who arrived from other countries. Some of the newcomers who were part of the group had the potential to demonstrate at risk behaviors initially. Participating in this club, helped those students understand expectations culturally and academically. Going forward the club will be expanded to include all grades.
2. **SOCIAL EMOTIONAL LEARNING:** Through coaching provided by Josh Hendrickson teachers had the opportunity to utilize strategies that provided students an outlet for recognizing their feelings and how to handle those feelings. Check-ins, breathing and movement exercises as well as positive affirmations, and empathy ambassadors, helped at risk students be ready to learn and participate in class. 24 teachers and classes participated in the initial training. Outcomes from this year include, less disciplinary concerns, increased self-confidence. Next school year, the remaining teachers will be trained and begin the strategies with their students. Follow up and continued workshops will be provided to the teachers from this years' group.
3. **HOMELESS COUNSELING:** The homeless population at Oak Park fluctuates between 13-18 students. Our Guidance Counselor meets with these students on a regular basis. She provides counseling, and ensures their basic needs are met with assistance from the district homeless Liaison Michele Stylianos, and Title I Funds. Efforts will continue in the 19-20 school year.
4. **PARENT OUTREACH:** A concerted effort to build up our OP PTO was made by having regular meetings, and providing support, as well as suggesting new ways parents could be involved. Parents volunteered at events and fairs, classroom activities, and the countless building events provided including; our Title I and Title III night events, How to Help Your Child Succeed Academically, Literature Night and Family STEAM Night.
5. **BEFORE SCHOOL ENRICHMENT:** Parents who needed to get to work early in the morning would drop their students off very early in the day. Before school enrichment provided students 15 different before school clubs they could participate in during those morning hours. Approximately 300 students participated in our clubs. Next year, we hope to continue providing this opportunity for our families.
6. **ENL INSTRUCTION:** In order to improve instruction, regular data meetings were held to discuss best practices, find trends and reflect. Meetings will continue in the 19-20 school year.
7. **DIAGNOSTIC READING PROGRAM:** Results of the utilization of iReady show growth in literacy. iReady will continue to be our go to diagnostic program for the 19-20 school year.
8. **SCIENCE PROFESSIONAL DEVELOPMENT:** Along with the District provided Pearson Elevate training for our first and second grade teachers, Oak Park focused on creating a SIT science committee. The science committee coordinated meetings with grade level representatives. The objective of the meetings was to discuss pacing, concerns and supplies. The outcome of meetings included more hands on projects, better organization and actual science instruction. Going forward an interdisciplinary approach will be the focus.
9. **AIS:** Our most at risk AIS students and our RTI students were serviced by our Reading and Math Consultants. Our Reading consultant utilized Leveled Literacy Intervention. Most students showed growth.
10. **SELF-ASSESSMENT AND FEEDBACK:** Through classroom observations, the utilization of self-assessment was frequently observed as a tool to help children reflect on their understanding of their learning. Feedback included written and verbal between student to teacher, teacher to student and peer to peer.

INDIVIDUAL GRADE LEVEL GOALS:

Grade 1 ELA	Grade 1 Strategies	Grade 1 Assessments	Connection to OP SMART Goal	End of Year Evaluation
<p><u>ELA</u>: Identify key ideas and detail in a story.</p>	<p>Retell the main idea and give the supporting details of a fiction piece using a graphic organizer.</p> <p>Label text features of nonfiction texts.</p>	<p>Fountas and Pinnell benchmarks</p> <p>Fall/Spring Writing Sample</p>	<p>Students will be aware of their Fountas & Pinnell level from the previous assessment. Students will be shown the graph of their progress in their blue folder.</p>	<p>Students were made aware of their Fountas and Pinnell level and shown their graph of their progress in their blue folder.</p>
<p>90% of students will improve their phonemic awareness skills to collectively increase two Fountas & Pinnell benchmark levels from September to May.</p>	<p>IReady Raz-Kids Words Their Way</p>	<p>Spelling Inventory</p> <p>Fountas and Pinnell benchmarks</p>	<p>Students will be aware of their Fountas & Pinnell level from the previous assessment. Students will be shown the graph of their progress in their blue folder.</p>	<p>99% of students increased two Fountas and Pinnell benchmark levels from September to May.</p>
<p>80 % of students will increase one level on their Writing Sample from the Fall to the Spring sample (narrative content).</p>	<p>Scan text for transition words, such as, first, next, however.</p>	<p>Spring Writing Sample</p>		<p>92% of students increase by one level or more from their Fall writing sample to their spring writing sample.</p>
Grade 1 Math	Grade 1 Strategies	Grade 1 Assessments	Connection to OP SMART Goal	End of Year Evaluation
<p>Math: Students will be fluent in addition facts with sums to 20.</p>	<p>Sprints</p>	<p>Monthly Fluency Sprints</p>	<p>Student will be aware of their previous score and encouraged to beat that score.</p>	<p>80% of the students improved their scores by 50% or more.</p> <p>60% of the students had final scores of 90-100%</p> <p>20% of the students had final scores of 80-89%</p> <p>14% of the students had final scores of 70-79%</p>

				4% of the students had final scores of 60-69% 2% of the students had final scores below 59%
Objective: 75% or more of the students will improvement in their addition fluency by 50% or more between the pre/post tests.	Addition Games Skip counting Drawing models Number Lines Bar Models Flash Cards	Pre/Post Test	Student will be aware of their previous score and encouraged to beat that score.	
Grade 2 ELA	Grade 2 Strategies	Grade 2 Assessments	Connection to OP SMART Goal	
<p>NY-2R1 Develop and answer questions to demonstrate an understanding of key ideas and details in a text using who, what, where, when why and how questions to start.</p> <p>Objective-1 80% of students will increase two levels on the Fountas and Pinnell Benchmark.</p>	<p>Using Good Habits Great Readers books students will formulate questions and answers using “wh questions” to help with understanding of the story. Students will use iReady for 20 minutes two times per week. Have students restate verbally and in writing.</p>	<p>Fountas and Pinnell benchmarks 2nd Grade Interim Assessment iReady</p>	<p>Students will track their own reading growth using graphs. Students will retell to answer the “wh questions. Classmates will then give feedback about how they were successful and/or tips for improvement.</p>	<p><u>Review of Outcomes</u> ELA- Our students met the goal of 80% of students will increase two levels on the Fountas and Pinnell Benchmark. Our overall grade average of students who met the goal is 93%.</p> <p><u>Areas in Need of Improvement</u> ELA- Students entering with weak phonemic awareness.</p>
Grade 2 Math	Grade 2 Strategies	Grade 2 Assessments	Connection to OP SMART Goal	End of Year Evaluation

<p>NY-2.OA Add and subtract fluently within 20.</p> <p>Objective-2 80% of students in each class will increase their scores by 20 points. Students who scored 80 or above will maintain their score.</p>	<p>Sprints Addition Games Bar models Number lines Addition homework Flash Cards</p>	<p>Go Math Chapter Tests CAM Tests Sprint Pre and Post tests</p>	<p>Students will self-reflect by maintaining a graph of their scores, adjusting their ways of practicing, and celebrating their increased automaticity. They will also ask their classmates for feedback for strategies to help improve their scores.</p>	<p>Math- NY-2.OA Add and subtract fluently within 20. Our students met the goal of 80% of students in each class will increase their scores by 20 points. Students who scored 80 or above will maintain their score. Our overall grade average of students who met the goal is 94%.</p> <p>Math- Students would benefit from not being taught counting back strategy due to the fact that it creates conflicting understanding of math strategies.</p>
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Grade 3 ELA	Grade 3 Strategies	Grade 3 Assessments	Connection to OP SMART Goal	End of Year Evaluation
<p>75% or more of the students in 3rd grade will show at least a one level F & P growth between pre-test and post-test.</p>	<p>Using Good Habits Great Readers books students will formulate questions and answers using “wh questions” to help with understanding of the story.</p>	<p>Fountas and Pinnell benchmarks</p>	<p>Students will track their own reading growth using graphs.</p>	<p><u>ELA:</u> Grade level Goal: 85% or more of the 3rd Grade students will show at least a one level increase in their Fountas & Pinnell Benchmark Test between the Fall and Spring. Results: 94% of the 3rd Grade displayed at least one level of growth in Fountas & Pinnell from the Fall to the Spring.</p>

				<p><u>Suggestions for 2019-2020</u></p> <p><u>Areas of Improvement:</u></p> <p>The data should be based on students enrolled from BEDS day to the final Fountas & Pinnell test date.</p> <p>Percentages and Goals can be split into sub categories (General Education, Special Education, and ENL)</p> <p>An alternate tool of measurement might need to be used since the last Fountas & Pinnell tests are usually not administered prior to the SIT Goal due dates.</p>
<p>Revised as of 3/19</p> <p>85% or more of the students in 3rd grade will show at least a one level F & P growth between pre-test and post-test.</p>	<p>Students will use the book Words Their Way to sort and classify words of the week to help with understanding spelling patterns.</p>	<p>Revised as of 3/19</p> <p>Administer iReady in September, January, and June.</p>	<p>Students will retell to answer the “wh questions”.</p> <p>Classmates will then give feedback about how they were successful and/or tips for improvement.</p>	
	<p>Students will use iReady at least 2 times per week to help with decoding skills.</p>			

Grade 3 Math	Grade 3 Strategies	Grade 3 Assessments	Connection to OP SMART Goal	End of Year Evaluation
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Math: Students will be fluent in multiplication 0-12	Sprints	Weekly Fluency Sprints	Students will plot their score monthly on a grid to keep track of their own progress	
	Multiplication Games	Pretest/Post test		
Objective-1	Fast Math			
75% or more of the students in 3th grade will show at least a 30-point growth between pre-test and post-test.	Skip counting			<p><u>Math:</u> <u>Multiplication Fluency with facts 0-12</u> Grade level Goal: 75% or more of the 3rd Grade students will show at least a 40 point increase between the Fall Pre-Test and Spring Post-Test. Results: 94% of the 3rd Grade students increased their score by at least 40 points between the Pre-Test and Post-Test.</p> <p><u>Suggestions for 2019-2020</u> Areas of Improvement: Data should be based on students enrolled from BEDS day to Post-test date. Percentages and Goals can be split into sub categories (General Education, Special Education, and ENL) Students that score 61% or better on the Pre-Test will need to score between 95% and 100% by the Post-Test. Students that have not shown at least a 20 point increase by February 1st will be offered intervention services. <u>Possible Services:</u></p>

				<ul style="list-style-type: none"> • Math Consultant intervention • Small groups from multiple classes will work with Teacher Assistants on Multiplication • Before or after school “Multiplication Boot Camp” • Teachers will share strategies • Small group work with teacher
Revised 3/19 75% or more of the students in 3th grade will show at least a 40-point growth between pre-test and post-test.	Drawing models, arrays			
	Number lines and Bar models			
	Multiplication boot-camp			
	Multiplication homework			
	Flash Cards			
Grade 4 ELA	Grade 4 Strategies	Grade 4 Assessments	Connection to OP SMART Goal	End of Year Evaluation
By the end of the year, 50% of the students in ENL classes will meet or exceed their expected goal on the Growth Goals Report for the RI.	Students will refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text (Standard RI.1).	Fountas and Pinnell Benchmark Testing Running Records Anecdotes Formative and Summative Assessments i-Ready	Students will graph their reading growth on the RI and iReady and set goals.	At the end of the year, 57% of the students in ENL classes met or exceeded their growth goal on the RI.

	Teach students how to document and use two text based details when responding to short answer questions.	i-Ready Diagnostic Assessment		
By the end of the year, 25 % of the students in Bilingual and Special Education classes will meet or exceed their expected goal on the Growth Goals Report for the RI.	Students will use post-its to mark where details and examples are found within the text. Teach students how to document and use two text based details when responding to short answer questions.	Fountas and Pinnell Benchmark Testing Reading Inventory Running Records Anecdotes Formative and Summative Assessments i-Ready i-Ready Diagnostic Assessment	Students will provide feedback using a rubric when evaluating written responses. Students will graph their reading growth on the RI and set goals.	At the end of the year, 64% of the students in Bilingual and Special Education classes met or exceeded their growth goal on the RI.
By the end of the year, 75 % of the students in Regular classes will meet or exceed their expected goal on the Growth Goals Report for the RI.	Teach students strategies for drawing inferences from the text. Teach students how to document and use two text based details when responding to short answer questions. It is intended that students will use i-Ready, at least 2x's a week for 20 minutes.	Fountas and Pinnell Benchmark Testing Interim Based Assessments Running Records Anecdotes Formative and Summative Assessments i-Ready i-Ready Diagnostic Assessment		At the end of the year, 77% of the students in the gen education classes met or exceeded their growth goal on the RI.
Grade 4 Math	Grade 4 Strategies	Grade 4 Assessments	Connection to OP SMART Goal	End of Year Evaluation
75% of the students will show a 20% growth in standard CC.4.NBT.5 (multi-digit multiplication) based upon a Pre and Post Test in GoMath.	Students will practice multiplication using timed assessments. Fast Math for AIS Students will be encouraged to use the "Growth Mindset" strategies when problem solving.	Pre and Post Test (students in highest band will maintain the level) Go Math Chapter Assessments & Performance Assessments Exit cards Go Math Chapter Assessments &	Students will use self -assessment rubrics weekly.	71% of the Gen. Ed. students showed a 20% growth in standard CC.4.NBT.5 based upon a Pre and Post Test in GoMath. 71% of the ENL students showed a 20% growth in standard CC.4.NBT.5

	Fast Math for AIS Students	Performance Assessments Sprints		based upon a Pre and Post Test in GoMath 83 % of the Bilingual and Sp. Ed students showed a 20% growth in standard CC.4.NBT.5 based upon a Pre and Post Test in GoMath
75% of students will show at least one band's worth of growth on a multiplication one-minute timed test with 20 questions on Pre & Post- Tests. (Bands: 0-5; 6-10, 11-15, 16-20)	Students will be able to use the "8 Mathematical Practices" when solving problems. Fast Math for AIS Students Students will be encouraged to use the "Growth Mindset" strategies when problem solving. Fast Math for AIS Students	Formative and Summative Assessments Go Math Chapter Assessments & Performance Assessments Exit cards Go Math Chapter Assessments & Performance Assessments Sprints	Students will correct their sprints and set goals for subsequent sprints until mastery for 50% of the class.	70% of Gen. Ed. students showed at least one band's worth of growth on a multiplication one minute timed test with 20 questions on Pre & Post- Tests.(Bands: 0-5; 6-10, 11-15, 16-20 80% of ENL students showed at least one band's worth of growth on a multiplication one minute timed test with 20 questions on Pre & Post- Tests.(Bands: 0-5; 6-10, 11-15, 16-20 83% of Bilingual and Sp Ed students showed at least one band's worth of growth on a multiplication one minute timed test with 20 questions on Pre & Post- Tests.(Bands: 0-5; 6-10, 11-15, 16-20
*Special Education Classes will have extended time.	Students will turn and talk to their partners or in small groups and work on solving problems collaboratively.	Classroom observation and anecdotal notes Go Math Chapter Assessments & Performance Assessments	Students working in pairs or groups will provide feedback on strategies when problem solving.	

	Students will be encouraged to use the “Growth Mindset” strategies when problem solving. Fast Math for AIS Students	Exit cards Go Math Chapter Assessments & Performance Assessments Sprints		
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Grade 5 ELA	Grade 5 Strategies	Grade 5 Assessments	Connection to OP SMART Goal	End of Year Evaluation
Objective 1- 75% or more of the students in 5 th grade will show at least a 20-point growth between their September RI (Reading Inventory) (formally known as SRI - Scholastic Reading Inventory) and their June SRI.	Close Reading method *Growth Mindset connection: Class discussions/reading/and writing about the Growth Mindset. Good Habit Great Readers Program. Leveled Readers, small reading groups and individualized differentiated instruction. Class magazines such as: Scholastic News, Time for Kids, and Storyworks. Web sites such as Raz-kids, Castle Learning, Readworks, NYSELA etc... Reading response logs.	IReady assorted progress reports, several RI reports from RI’s given several times throughout the school year, and the final June RI (Reading Inventory), student self-assessment graphs for progress tracking and goal making.	The students will read and become familiar with several reports and data generated through their use of the iReady program. The students will then self-assess/reflect upon the areas in which they are either proficient, approaching proficiency, or in need of improvement. They will graph their progress towards their “standard” goal as well as their “stretch” goal.	During this 2018 – 2019 school 91.4% of the 5 th grade students showed at least a 20-point growth between their September and May RI’s. Areas for improvement: Building vocabulary, and comprehension skills
			Students and teachers will provide feedback to each other during discussion of both written and verbal responses.	
Objective 2- 75% or more of the students in 5 th grade will increase their Fountas and Pinnell reading levels by 1-2 levels.	Close Reading method *Growth Mindset connection: Class discussions/reading/and writing about the Growth Mindset. Good Habit Great Readers Program. Leveled Readers, small reading groups (Including	Fountas and Pinnell reading level assessments, iReady diagnostic reading assessments, and formative assessment throughout the year.		During the 2018 – 2019 school year 87.6% of the 5 th grade students increased their Fountas and Pinnell reading level by 1-2 levels.

	<p>specific goals for each reading group, individualized differentiated instruction. Student will be aware of their previous score and encouraged to beat that score.</p> <p>and a time line of expected student growth. Class magazines such as Scholastic News, Time for Kids, and Storyworks. Web sites such as Raz-kids, Castle Learning, etc. Reading response logs. The district's iReady computer program.</p>			<p>Areas for improvement: Building vocabulary, and comprehension skills</p>
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Grade 5 Math	Grade 5 Strategies	Grade 5 Assessments	Connection to OP SMART Goal	End of Year Evaluation
<p>Objective -1 75% of the students in fifth grade will be able to complete 100 one-digit by one-digit (ex. 8 x 6) multiplication problems with 90% accuracy in five minutes or less.</p>	<p>Strategies-1 Multiplication sprints (Growth Mindset connection)/Multiplication drills/Multiplication games/Multiplication homework/Peer Multiplication groups/Multiplication Flashcards, and the use of the district's Fast math computer program. In addition, the students will strengthen their multiplication skills at various Internet sites, such as Xtra math, Mobymax, and Soar to Success (ThinkCentral.)</p>	<p>Assessment 1: A timed pretest containing 100 one-digit by one-digit multiplication equations. Observations of classwork, quizzes, and assessments (by teacher and self-assessment by students) of their growth during "5-Minute 100 Question Drills."</p>	<p>Students will use self -assessment rubrics (teacher/student created). Students will self-correct their multiplication "100" sheets and set goals for subsequent sprints, drills, etc. Students and teachers will provide feedback to each other during small group work, and whole class problem discussions.</p>	<p>During the 2018 – 2019 school year 90.1% of the 5th grade students were able to complete 100 one-digit by one-digit multiplication problems with an accuracy rate of 90%</p> <p>Area(s) for Improvement: Identify students who are having difficulty with their multiplication facts and provide them with more intensive practice. Focus on the 6, 7, 8, 9 times tables.</p>

<p>Objective-2 75% of the students will be able to fluently divide two to three-digit dividends by one to two-digit divisors, with an accuracy rate of 75% or better.</p>	<p>Strategies-2 The “Division Rap.” Use the mnemonic device (DMSB) and video. Daddy/Mother/Sister/Brother, Division Sprints (Growth Mindset connection)/Division drills/Division games/Division homework/Peer division groups/division flashcards, and the use of the district’s Fast math computer program. In addition, the students will strengthen their multiplication skills at various Internet sites, such as Xtra math, and Soar to Success (ThinkCentral.)</p>	<p>Assessments-2 The students’ performance on the Math Standard 5.NBT.2 questions contained in CAM 1 and CAM 4 will be compared. Observations of classwork and weekly/bi-weekly quizzes</p>	<p>Students will plot their score monthly on a graph to keep track of their own progress. Students will use self -assessment rubrics (teacher/student created). Students will self-correct their division activity sheets for subsequent sprints, drills, etc. Students and teachers will provide feedback to each other during small group work, and whole class problem discussions.</p>	<p>During the 2018 – 2019 school year, 87.4% of the 5th grade students were able to fluently divide three-digit dividends by one to two-digit divisors, with an accuracy rate of higher than 75%.</p> <p>Area for improvement. Focus on helping the students to become more fluent with their subtraction facts, including specific “zero-regrouping practice.”</p>
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➤ **HIGHLY QUALIFIED:**

- Instruction by highly qualified teachers: ESSA requires that all teachers of core academic subjects (and instructional paraprofessionals) are “highly qualified.”
- Signed attestation form submitted to the Human Resources Dept. in November 2018.
- Strategies to Attract High Quality Highly Qualified Teachers to High Need Schools:
 - The BUFSD collaborates with local teacher training institutions such as Stony Brook, Cortland, St. Joseph’s, SUNY New Paltz, LIU and Westbury, to place teacher candidates in our schools. Meetings are held with their college supervisors and their cooperating teachers to discuss how the student teacher is performing.
 - Additionally, permanent substitutes are assigned to our schools by the Assistant Superintendent for Elementary Instruction. These permanent substitutes are evaluated using the format negotiated by the Brentwood Teachers’ Association and the District’s Administration. They are formally evaluated during the school year. They are evaluated on the implementation of district approved programs as they are included in all professional development. Additionally, their attendance, participation in extra-curricular building level activities and rapport with the students, parents and staff are taken into account when providing an overall evaluation. Recommendations for continuation in current placement or in probationary teaching positions, if available, are made on the basis of their evaluations.

HIGHLY QUALIFIED TEACHERS

Room	First	Last	H Q	Room	First	Last	H Q	Room	First	Last	HQ
1	Tecla	Medrano	Y	27	Robin	Holdorf	Y	Math	Kristine	Chrappa	Y
2	Tracey	Brennan	Y	28	Nancy	Miraglia	Y	LRC	Jessica	Brock	Y
3	Teresa	Pinner	Y	29	ENL Lab			ENL	Dawn	Welch	Y
4	Nelly	Brenner	Y	30	R+M Lab		Y	ENL	Karen	Tolsdorf	Y
5	Mary	Amodemo	Y	52	Kim	Swedborg	Y	Reading	Brigid	Lovitto	Y
6	Lori	Martiny	Y	53	Cathy	Caramico	Y	Guidance	Jessica	Price	Y
7	Kelly	Morris	Y	54	Anita	Krumholz	Y	Psych.	Nancy	Tully	Y
8	Lisa	Meo	Y	55	Kim	Moreau	Y	PE	Keenan	Beach	Y
9	Nicole	Crowe	Y	56	Lynda	Brophy	Y	PE	Danielle	Lillis	Y
10	Susan	Carretta	Y	57	Lisa	Mead	Y	PE	Martino	Sotille	Y
11	Soraya	Bravo	Y	58	Mary	Judge	Y	Music	Paul	Johnson	Y
12	Pillar	Erdmann	Y	59	Samantha	Miller	Y	Music	Justin	Littman	Y
13	Computer Lab			60	Dan	Meo	Y				

14	Grace	Murray	Y	61	Marie	Sanfratello	Y				
15	Melissa	Mazzola	Y	62	Sarah	Dookram	Y				
16	Mary Jo	Murphy	Y	63	Leora	McGuinness	Y				
17	Library			64	OT	PT					
18	Marilyn	Portillo	Y	65	Nancy	Petschauer	Y				
20	Christine	Bouchard	Y	66	David	Brenner	Y				
21	Nick	Kaminsky	Y	67	Roxanna	Melendez	Y				
22	Bill	Abair	Y	68	Denise	Lorefice	Y				
23	Deana	Giroux	Y	69	Kellie	Nachmias	Y				
24	Maria	Carballude	Y	ENL	Val	Manganiello	Y				
25	Michele	Bodanza	Y	ENL	Christine	Seebach	Y				
26	Michele	Morris	Y	ENL	Jessica	Weiss	Y				

HIGHLY QUALIFIED TEACHER ASSISTANTS

Teacher Assistants				Teacher Assistants			
First	Last	Teacher	HQ	Faith	Lowe	Moreau	HQ
Susan	Aziz	Math/Reading	HQ	Jospehine	McCormick	Moreau	HQ
Araceli	Lampa	Math/Reading	HQ	Joe	Stroh	Moreau	HQ
Almas	Parvez	Math/Reading	HQ	Cindy	Newkirk	Swedborg	HQ
Salma	Begum	Math/Reading	HQ	Lucero	Muriel	Swedborg	HQ
Nini	Acevedo	Math/Reading	HQ	Sibel	Gulman	Caramico	HQ
Lillian	DiMegglgio	Chrappa	HQ	Marilyn	Darmanie	Caramico	HQ
Katrina	Debardelaben	Lovito	HQ	Saba	Ijaz	Caramico	HQ
Catalina	Restrepo	SIFE	HQ				
Ana	Ribotta	Welch	HQ				
Gladys	Jaurapoma	Manganiello	HQ	Monitors			
Naheed	Akhter	Weiss	HQ	Beth	O'Brien		
Margarita	Nunez	Tolsdorf	HQ	Connie	Groth		
Emma	Reyes	Seebach	HQ	Lori	Sweeney		
Joe	Stroh	Moreau	HQ	Rose	Hernandez		
Alba	Torres	Krumholz	HQ	Mindy	Cruz		
Augustina	Kadir	Krumholz	HQ	Nicolette	Oropallo		
Sue	Zeffer	Mead/Miller	HQ				
Mirelle	Dewan	Judge/Brophy	HQ				
Elizabeth	Ewards	Swedborg	HQ				

➤ HIGH-QUALITY AND ONGOING PROFESSIONAL DEVELOPMENT

Professional development for teachers will be facilitated using workshops, collegial sharing, and faculty meetings.

- 1. SOCIAL EMOTIONAL LEARNING:** Many of our General Ed., Special Ed, and Bilingual students are experiencing stress, anxiety, and depression, amongst other issues. Teachers will attend **Social Emotional Learning (SEL)** training provided by Project Presence. In addition, they will have small group reflection on the observations. Teachers and students will participate in check-ins, breathing and

movement exercises, and narrative practices that focus on emotions, empathy, and self-reflective practices.

2. **ENL INSTRUCTION:** In order to serve the needs of our growing ELL population, monthly ENL meetings need to be scheduled to ensure best practices with ENL instruction. SIOP/Collins writing workshops will be provided.
 3. **SCIENCE PROFESSIONAL DEVELOPMENT:** The district adopted science framework and curriculum needs to be implemented. Teachers will attend Elevate and framework training/
 4. **SELF-ASSESSMENT AND FEEDBACK:** General Ed., Special Ed, and Bilingual students need to think meta-cognitively and utilize feedback for better understanding. Teachers will learn how to teach students to **self-assess their understanding (metacognition) and feedback techniques** through PD during faculty meetings.
- **BUILDING WIDE PROFESSIONAL DEVELOPMENT FOR TEACHER’S ASSISTANTS** will include but not be limited to;
 - ENL Strategies for ENL TA’s
 - Special Ed strategies for Special Ed TA’s
 - ELA and Math strategies for Math and Reading Lab TAs
 - SEL training and mindfulness
 - First Aid, AED, CPR and Heimlich Technique

➤ **NEW TEACHER OFFERINGS**

First year teacher Jessica Weiss, is being mentored by Karen Tolsdorf. She is also attending New Teacher workshops at the BTC.

➤ **EVENTS/ACTIVITIES TO INCREASE PARENTAL INVOLVEMENT:**

3 rd grade concert	Title I Program: Mini Mighty Milers	PTO Holiday Fair
5 th Grade field trip to NYC	Title I Program: Movement and Music	PTO Registration
5 th Grade Graduation	Title I Program: Phonics	PTO Winter Snowflake Soiree/Dance w/DJ (grades 3-5)
5 th Grade Picnic	Title I Program: Reader's Theater	Remind App
Award Ceremony	Title I Program: Talent Show	S.T.E.A.M. Family Night
Breast Cancer Awareness Fundraising	Title I Program: Yearbooks	Say Something Initiative
Child Play Touring Theatre	Hispanic Heritage Celebration	Solar System Presentation
Class Parent involvement	Hydroponic Garden parent presentation with First Grade	Souper bowl for Caring food drive
Collect and distribute baskets for Thanksgiving	Island Cares Food Bank last Friday of every month	Spelling Bee
School-wide Student of the Month	Literacy Night	Spring Concert
Field Day	Make Believe Day and food drive for Thanksgiving	STEAM Club for 4 th and 5 th graders
First Grade Dismissal Parent Unification in the Gym	Meet the Teacher Night	Student of the Month
First Grade Orientation	Mindfulness	Superhero Day-food and toiletries collection for those in need

Food and Toiletries collection for those in need Thanksgiving	Monthly Parent Advisory Committee (PAC) meetings	Talent Show fundraiser
Title I Program: Art	Mother's Day Plant Sale	Title 1 Presentation
Title I Program: Friendship	Nutcracker Presentation for 2 nd graders	Title III Presentation
Title I Program: Book Club	OP Talent Show-proceeds go to charity	Toy Drive
Title I Program: ENL	PS I Love You Initiative	Unity Day Anti-Bullying Rally
Title I Program: Garden	PTO Book Fair Fall and Spring	Various Classroom Activities
Title I Program: Homework Intermediate	PTO EOY faculty BBQ	Vocabulary Bee
Title I Program: Homework Primary	PTO Fall Movie Night	Winter Concert
Title I Program: Mighty Milers	PTO Holiday Craft Day	5th Grade Dance

➤ **STRATEGIES TO INCREASE HOME TO SCHOOL/SCHOOL TO HOME COMMUNICATION:**

- Remind
- Twitter
- Oak Park website
- Monthly Health and Wellness Newsletter
- School Messenger
- Back pack notices

➤ **Measures to include teachers in decisions regarding the use of academic assessments.** In addition to state assessment results, teachers access current and ongoing assessment data (i.e., Interim Assessments, formative assessments, F & P benchmarking, iReady, Reading Inventory, CAM, Performance Assessments.) Teachers will use assessment results by forming groups according to levels, using teacher's assistants and student teachers to work with small groups to address needs of the students.

➤ **Integrated Service Delivery (ISD) for ENL** instruction is provided daily up to 90 minutes via three literacy groups based on ability and English language needs for every grade level utilizing ENL teacher, classroom teacher and teacher assistant.

➤ **Activities to ensure that students who experience difficulty attaining proficiency receive effective and timely additional assistance.** Our AIS team, which includes, classroom teachers, ENL teachers, reading and math consultants and teacher assistants, meets with students daily either one-on-one or in small groups to ensure that we are meeting the needs of those students. Differentiated and modified instruction is being provided. Some targeted students, based on teacher recommendation, receiving morning enrichment classes in areas of need. We educate the whole child so in addition to academic support we utilize our guidance counselor, speech teachers, social worker and occupational therapist to ensure that other issues that may interfere with learning are addressed.

➤ **Coordination and integration of Federal, State, and Local Services and Programs:** All major instructional initiatives in our school is supported through a combination of federal, state and local monies. Some of these instructional initiatives are Title I funded and include Read 180, iReady, Good Habits Great Readers, Words Their Way, and Fountas & Pinnell, GoMath, Putnam BOCES, Science A-Z, Think Central, and Elevate Science

- AIS instruction provided to students by the Reading and Math Consultant along with the classroom teacher
- Electronic filing of Rtl data on eschool
- Saturday Academy enrichment classes for parents and children

- BSP/ASP Before School Program/After School Program providing guidance for students with everyday challenges (homework, home issues, bullying, self-esteem, etc.)

➤ **INVOLVEMENT ON THE SCHOOL IMPROVEMENT TEAM:** Representatives PAC/PTO are invited to attend every meeting.

CORE SIT TEAM

Administrator: Lisa Catandella (Principal)

Administrator: Rosa Nieves (Assistant Principal)

Co-Chair: Kristine Chrappa (Math Consultant)

Co-Chair: Brigid Lovito (Reading Consultant)

Co-Chair: Sue Carretta (Grade 2 Teacher)

Grade 1: Mary Amodemo

Grade 2: Graceann Murray

Grade 3: Christine Bouchard, Deana Giroux

Grade 4: Michele Bodanza, Michele Morris, Nancy Miraglia, Robin Holdorf

Grade 5: David Brenner, Kellie Nachmias, Roxanna Melendez

ENL: Christine Seebach

Special Education: Anita Krumholz

Parents: Heather Campbell, Elena Diaz, Laura D'Abbraccio

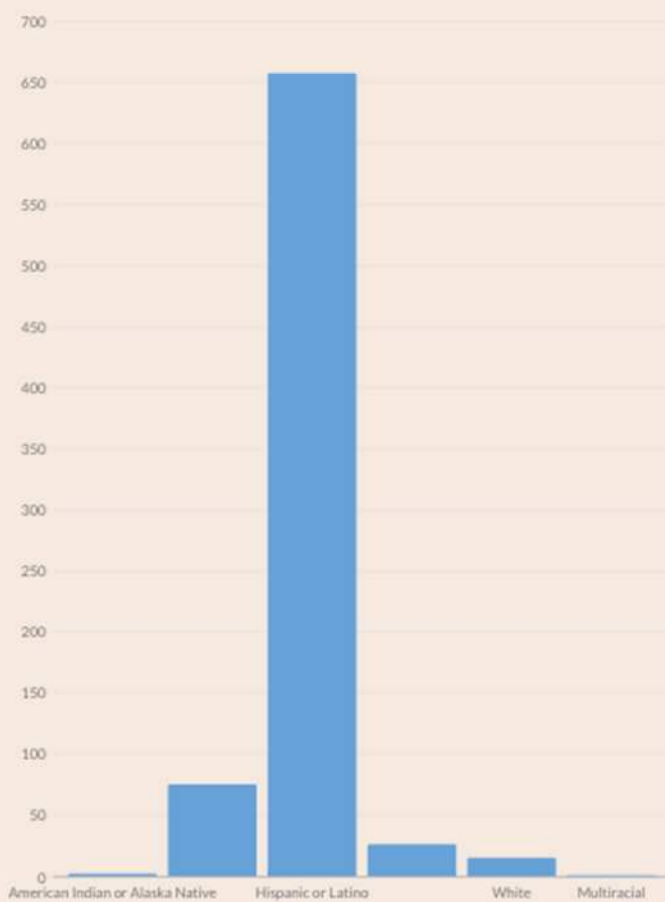
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ENROLLMENT BY GENDER

MALE	
398	51%
FEMALE	
383	49%

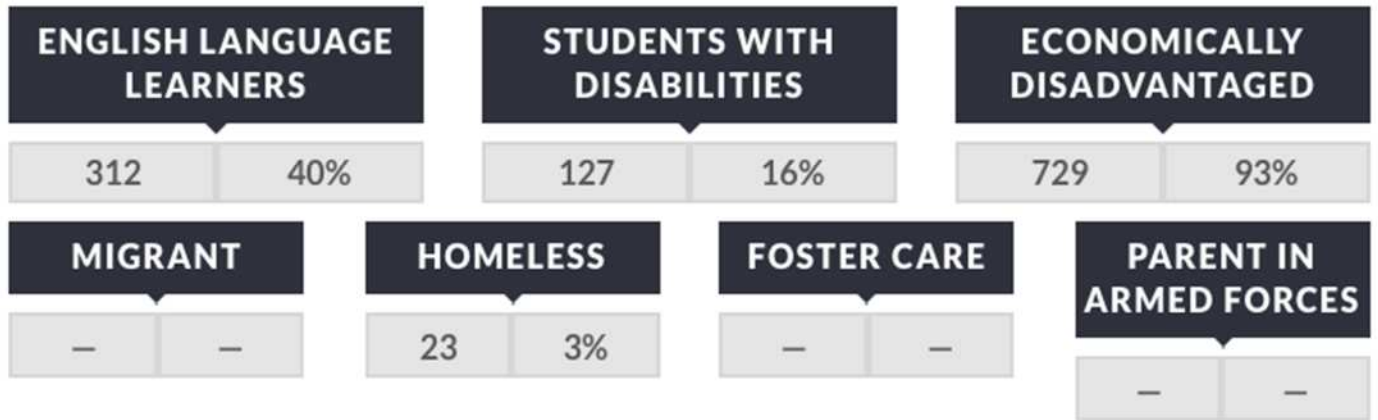


ENROLLMENT BY ETHNICITY



AMERICAN INDIAN OR ALASKA NATIVE	
3	0%
BLACK OR AFRICAN AMERICAN	
76	10%
HISPANIC OR LATINO	
658	84%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER	
27	3%
WHITE	
16	2%
MULTIRACIAL	
1	0%

OTHER GROUPS



ENROLLMENT BY GRADE

