



2018-19 Year-end Elementary Update

May 14, 2019



A K-12 Focus for Excellence

The District has maintained a K-12 focus to enhance learning experiences for all students. The focus has included:

- Development and implementation of District Theories of Action
- Targeted efforts on instructional design and curriculum development
- Department and program-specific professional learning
- Program growth and expansion



Planning Strategically

To achieve its mission and vision, and to provide for the future of its students, the Irvington Union Free School District will:

1. Provide students with a rigorous, comprehensive, enriched and diversified curricula that will prepare students to achieve their personal best, and will integrate technology in their learning.
2. Encourage innovation, creativity and risk-taking to inspire a dynamic learning environment.
3. Foster the social and emotional growth of all students and promote a culture where students are active participants in society.
4. Support educators through targeted professional learning and opportunities for collaboration.
5. Strengthen local connections to and ownership of our schools.
6. Ensure the fiscal health of the district and provide for a high quality learning environment.



Goal Alignment

Goals are:

- Aligned with the Strategic Objectives & Theories of Action
- Defined through a series of District, School, and Department Goals
- Evolving to be evidenced based to identify successful attainment



2017-18 Overarching Goals

Curriculum and Instruction:

- Implement instructional practices that elevate student thinking and understanding (ongoing goal)
- Develop a balanced assessment system that measures students' content knowledge, skills, and dispositional thinking (ongoing goal)
- Increase the use of data to inform instruction and planning



The Foundation is Our Beliefs - Theories of Action

Theory of Action I

If we provide students with rigorous, authentic learning experiences rooted in a comprehensive curriculum, then they will acquire the knowledge, skills and dispositions of successful 21st Century learners that will prepare them to thrive in a rapidly evolving global society.

Goal:

In order to develop successful 21st Century learners that will be prepared to thrive in a rapidly evolving global society, the Irvington School District will:

- provide students with rigorous authentic, learning experiences
- develop a comprehensive curriculum that includes:
 - aligned and articulated content
 - defined learning outcomes
 - a balanced and systematic approach to assessment
 - 21st Century skills and dispositions - problem solver, flexible thinker, collaborative learner, effective communicator, empathetic citizen, and self-reliant, reflective, creative risk-taker



The Foundation is Our Beliefs - Theories of Action

Theory of Action II

If we value and foster the professional learning and growth of all members of our school community, then we will build our collective capacity to support student success.

Goal:

In order to build our collective capacity to support student success, the Irvington School District will:

- engage all members of our school community in the process of continuous improvement through the articulation of District goals
- involve all members of the school community in learning and developing the knowledge and skills to support student success
- provide educators with professional learning designed to support student growth
- provide all staff with professional learning to develop the skills necessary to meet District needs



The Foundation is Our Beliefs - Theories of Action

Theory of Action III

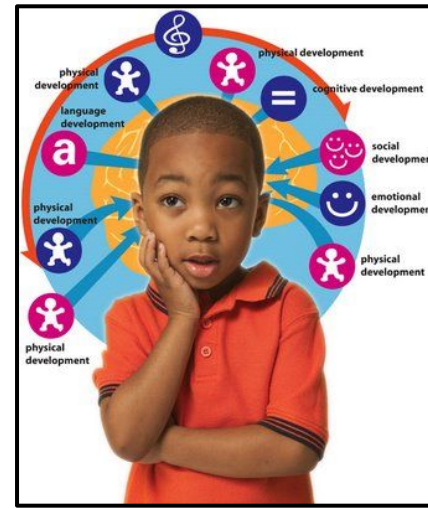
If we engage in a systematic approach of classroom observation, collecting data and offering feedback to one another, then evidence-based decisions will promote reflective practice, inform instructional design and guide professional learning in order to continuously improve/advance student achievement.

Goal

In order to continuously improve student achievement through professional learning, reflective practice, and instructional design, the District will:

- engage all K-12 instructional leaders in various approaches to classroom visitation to collect evidence of teaching and learning
- utilize the Instructional Rounds protocol as a tool to assess our progress toward our relevant Theories of Action and in addressing instructional goals
- use the Framework for Teaching as the benchmark for instructional best practices
- use the Annual Professional Performance Review as one indicator of student performance and teacher effectiveness

A Well Developed Brain



- ★ **Thinking** - the process of using one's mind to consider or reason about something.
- ★ **Metacognition** - awareness and understanding of one's own thought processes.
- ★ **Automaticity** - ability to do things without occupying the mind with the low-level details required, allowing it to become an automatic response pattern or habit.



Instruction

Implement instructional practices that elevate student thinking and understanding

The Four Learning Goals

Knowledge, Skill, Making-Meaning, and Transfer

Stage 1 Goals

- **T** = Genuine, long-term accomplishments that we want students to achieve autonomously (i.e. transfer goals)
- **M** = Important ideas that we want students to come to understand by drawing inferences: the meanings that we want students to make
- **K** = Knowledge of facts, definitions, and basic concepts that students will acquire (i.e. declarative knowledge goals)
- **S** = Discrete skills that students will learn to do (procedural knowledge goals)



Assessment

Develop a balanced assessment system that measures students' content knowledge, skills, and dispositional thinking

Irvington UFSD is working towards developing a balanced assessment system based on instructional goals that assesses knowledge, skill and thinking; that is standards and performance based and measures learning through both qualitative and quantitative data; is examined both horizontally and longitudinally based on common criteria and assessments.

Assessments will be varied in design, purpose and differentiated to ensure expectations for metacognition, meaning-making and transfer.

Expectations for this system include accurate assessment of students' knowledge, skill and thinking, that reflects a method for evaluation of efficacy of practices to meet our goals including high levels of student engagement.



Using Data

Increase the use of data to inform instruction and planning

Creating a Foundation: Administration and faculty will have a deeper understanding of data to inform instruction and planning.

- Examine existing data
 - Building level review of available data
- Identify new data
 - Development of new instructional programs with consideration to data collection and analysis as standard practice
 - Focus on instructional leaders and professional learning that reflects data identification, collection and analysis
- Plan for future data
 - Standardized approach and set of practices for examining defined data sets on a yearly basis

Looking at 2018-2019

Dows Lane

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Main Street School

Program Assessment K-5

Action Plan Program: K-5 Counseling Goal: To expand the social emotional learning (SEL) and support of students			
Year	Approach	Implementation	Results
2018-2019	<ul style="list-style-type: none"> ● Create the position of school counselor 	<ul style="list-style-type: none"> ● Identify a candidate to be part of the development of a K-12 Counseling Plan ● Develop goals for K-5 ● Develop and implement lessons for each grade based on each school's area of focus and the ASCA Standards ● Include the Counselor in the RTI process ● Provide individual support to students as needed ● Create small group as an intervention ● Through the RTI process, identify students to receive Tier 2 services 	<ul style="list-style-type: none"> ● Counselor implements lessons in all classrooms ● Tier 2 Data that drives support and group development ● Students using explicitly taught strategies to manage their emotions and actions in school ● Tier 2 interventions that transitioned to Tier 1 plans for the classroom teacher to monitor and support
2019-2020	<ul style="list-style-type: none"> ● Align grade level expectations with K-12 Counseling Plan 	<ul style="list-style-type: none"> ● Use the K-5 Counseling Plan goals to develop lessons and assessments for each grade level ● Develop intervention groups based on RTI data ● Deliver individual support to identified students 	<ul style="list-style-type: none"> ● Lessons developed that reflect ASCA Standards ● Measures developed ● RTI Data

Looking at 2018-2019

Dows Lane

Goal: To implement **instructional practices** that elevate student thinking and understanding

<p>2016-17 Outcome</p> <p>Clearly articulated alignment between the EQ and other parts of Stage 1 in the unit planner.</p>	<p>2017-18 Outcome</p> <p>EQs will be actively integrated into planning for instruction that reflects thinking.</p>	<p>2018-19 Outcome</p> <p>Teaching thinking drives instruction.</p>
<p>Evidence</p> <p>Unit scope and sequence completed in Rubicon Atlas</p> <p>Stage 1 completed in Rubicon Atlas</p> <p>UBD units for Reading, Writing and Math units K-3</p>	<p>Evidence</p> <p>EQs posted in all classrooms</p> <p>Individual and whole class responses to essential questions</p> <p>Exit tickets reflecting student thinking in response to unit EQs</p> <p>Pre and Post observation discussion of EQ and evidence of student thinking</p>	<p>Evidence</p> <p>Revised literacy and math unit planners based on evidence of student thinking and data</p> <p>Pre & Post observation planning forms and articulating integration 4 Learning Goals</p> <p>Completed “Year at a Glance” documents K-3</p> <p>ELA and Math learning sessions with coaches focused on instructional practices with lab site classrooms and coaching to support those practices</p>

Goal: To develop a balanced assessment system that **measures students' content knowledge, skills and dispositional thinking** . . . in other words, how will we know?

2016-17 Outcome	2017-18 Outcome	2018-19 Outcome
<p>A common understanding of a balanced system of assessment</p> <p>Evidence</p> <p>Shared definition</p> <p>Inclusion of balanced assessment opportunities as part of Stage 2: Formative and Summative</p>	<p>Clear articulation of the relationship between Stage 1 and Stage 2 of the unit planner</p> <p>Evidence</p> <p>Revised Assessments in Stage 2 of unit planners to demonstrate aligned and balanced assessment</p> <p>Continued development of common rubrics</p> <p>Use of student work exemplars to support consistency</p>	<p>Assessment data informs instruction, student learning needs and curricular revisions</p> <p>Evidence</p> <p>Assessments provide an accurate picture of the thinking that has taken place during the unit of study</p> <p>Revised unit planners that demonstrates alignment between Stage 1 and Stage 2</p> <p>F&P consistency training</p>

Using Data to Make Decisions

- Aimsweb Benchmark Data
- Aimsweb Progress Monitoring Data
- F&P
- Mid and End of Unit Math Module
- Foundations
- Student Management “Stop & Think” Forms and Reports
- Report Cards - Academic and Behaviors that Promote Learning
- Anecdotal Data: Conferencing Notes, Exit Tickets, Student Self-Reflections

RTI Reading Data 2018-2019

	Fall # students in RTI reading Tier 2	Winter # students in RTI reading Tier 2		Fall # students in RTI reading Tier 3	Winter # students in RTI reading Tier 3
K	0	24		0	2
1	20	13		4	7
2	10	4		8	9
3	9	9		6	7
Total 1st-3rd grade total fall (57) to total spring (49): 14% fewer students					

RTI Math Data 2018-2019

	Fall # students in RTI math Tier 2	Winter # students in RTI math Tier 2		Fall # students in RTI math Tier 3	Winter # students in RTI math Tier 3
K	0	7		0	0
1	19	8		2	4
2	4	5		2	2
3	5	4		7	5
Total 1st-3rd grade total fall (39) to total spring (28): 28% fewer students					

RTI Counseling Data 2018-2019

Fall # students with Tier 2 School Counseling Intervention Plans	Winter # students with Tier 2 School Counseling Intervention Plans
9	3
Total fall (9) to total spring (3): 67% fewer students	

Report

Group Tier Transition

School

Dows Lane Elementary School

Grade

2

Battery

Reading

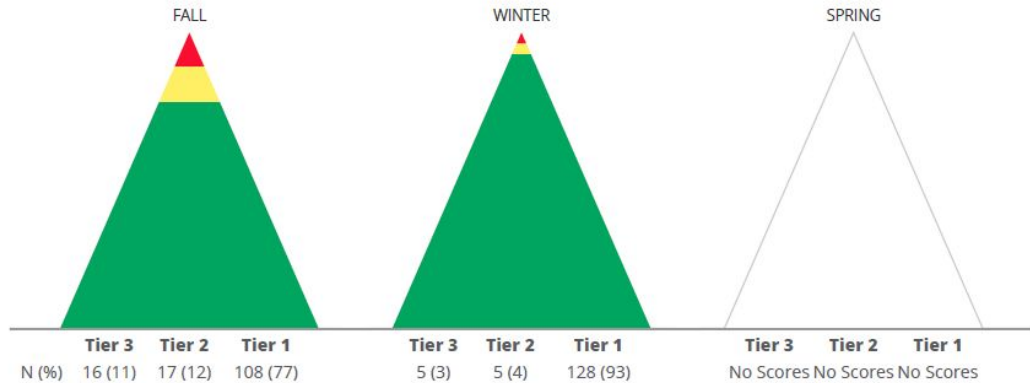
School Year

2018-2019

 Tier: ■ 1 Low Risk ■ 2 Moderate Risk ■ 3 High Risk

Tier Transition Summary

AimswEB Plus Tier Transition Report 2nd grade Reading


Transition Details

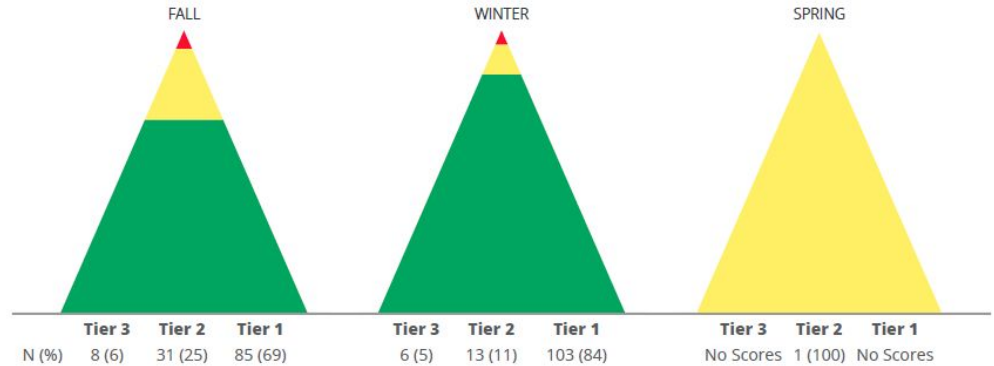
Fall to Winter Transition			
Fall	Winter Tier for Fall Students		
Tier N (%)	■	■	■
■ 16 (11)	5	2	8
■ 17 (12)		2	15
■ 108 (77)		1	104
141	5	5	127

Report Group Tier Transition **School** Dows Lane Elementary School **Grade** K **Battery** Early Numeracy **School Year** 2018-2019

Tier: 1 Low Risk 2 Moderate Risk 3 High Risk

Aimsweb Plus Tier Transition Report- Kindergarten Math

Tier Transition Summary



Transition Details

Fall to Winter Transition				
Fall	Winter Tier for Fall Students			
Tier N (%)	1	2	3	
8 (6)	5	2	1	
31 (25)	1	7	22	
85 (69)		4	80	
	6	13	103	

Sample 3rd grade class-

Mid Module 3 progression to
End Module 3 Math scores

mid mod 3, rubric score ___/16	end mod 3, rubric score ___/16	
16	15	-6%
13	15	15%
9	14	56%
16	13	-19%
8	11	38%
4	5	25%
12	14	17%
11	13	18%
14	13	-7%
13	12	-8%
10	11	10%
12	14	17%
16	14	-13%
11	14	27%
12	14	17%
10	11	10%
13	13	0%
14	12	-14%
average increase		10%

Snapshot of a 1st Grade Student

Fundations Unit assessments

Name	Unit 1 Letters	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9
Student A	76%	100%	88%	80%	56%	72%	76%	80%	88%

Aimswest progress monitoring (ORF) Oral Reading



F&P reading assessment

F&P FALL	F&P WINTER	March
Independent	Independent	Independent
D	E	H

Program Assessment K-2

Action Plan Program: PLTW K-2 Goal: To expand STEM based opportunities for K-2 students.			
Year	Approach	Implementation	Results
2018-2019	<ul style="list-style-type: none"> ● Increase learning opportunities for students ● Create a continuum of learning in STEM based instruction ● Create a teaching position at the K-2 level 	<ul style="list-style-type: none"> ● Offer 2 units of study to grades K-2 <ul style="list-style-type: none"> ○ K - Engineering: Structure and function: Exploring Design, Computer Science: Animals & Algorithms ○ 1 - Engineering: Light & Sound, Computer Science: Animated Storytelling ○ 2 - Engineering: Materials Science: Properties of Matter, Computer Science: Grids & Games ● Provide PLTW training for new training ● Include PLTW teachers in decisions related to NYSSLS 	<ul style="list-style-type: none"> ● Feedback from teachers ● Increase of 1 additional unit in K - Pushes and Pulls
2019-2020	<ul style="list-style-type: none"> ● Implement the same units as 2018-2019 ● Consider alignment with NYSSLS 	<ul style="list-style-type: none"> ● Include PLTW teachers in alignment and curriculum decisions ● Assess for the addition of other units of study 	<ul style="list-style-type: none"> ● Decision making process for additional units

Looking at 2018-2019 Main Street School

Goal: To implement **instructional practices** that elevate student thinking and understanding

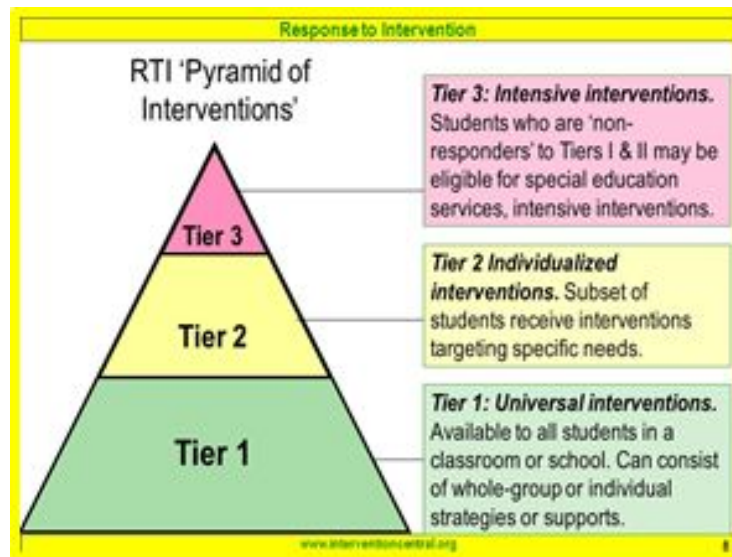
<p>2016-17 Outcome</p> <p>EQs will be actively integrated into instruction in all classrooms</p>	<p>2017-18 Outcome</p> <p>EQs will be actively integrated into planning for instruction that reflects thinking.</p>	<p>2018-19 Outcome</p> <p>EQs will be actively integrated into planning for instruction that reflects thinking.</p>
<p>Evidence</p> <p>EQs posted in classroom</p> <p>EQs included in observation process</p>	<p>Evidence</p> <p>Unit planners with EQs- articulation of using EQ</p> <p>EQs posted in all classrooms</p> <p>NB responses to essential question</p> <p>Exit tickets reflecting EQs</p> <p>Exit tickets assessed for student understanding of essential question</p>	<p>Evidence</p> <p>Pre & Post observation planning forms articulating integration of EQs</p> <p>Completed YAG</p> <p>Teacher's analysis of student notebook entries and exit tickets to measure the effectiveness of EQ</p>

Goal: To develop a balanced assessment system that **measures students' content knowledge, skills and dispositional thinking** . . . in other words, how will we know?

<p>2016-17 Outcome</p> <p>Teachers can articulate the relationship between stage 1 and stage 2 of the unit planner</p>	<p>2017-18 Outcome</p> <p>A common understanding of a balanced system of assessment</p>	<p>2018-19 Outcome</p> <p>Assessments provide an accurate picture of the thinking that has taken place during the unit of study and reflect a balanced assessment system</p>
<p>Evidence</p> <p>Accurate planning during the observation process</p>	<p>Evidence</p> <p>Faculty meeting agenda and exit tickets</p> <p>Shared definition</p>	<p>Evidence</p> <p>Aligned unit planners that include multiple types of assessments that reflect student learning</p>

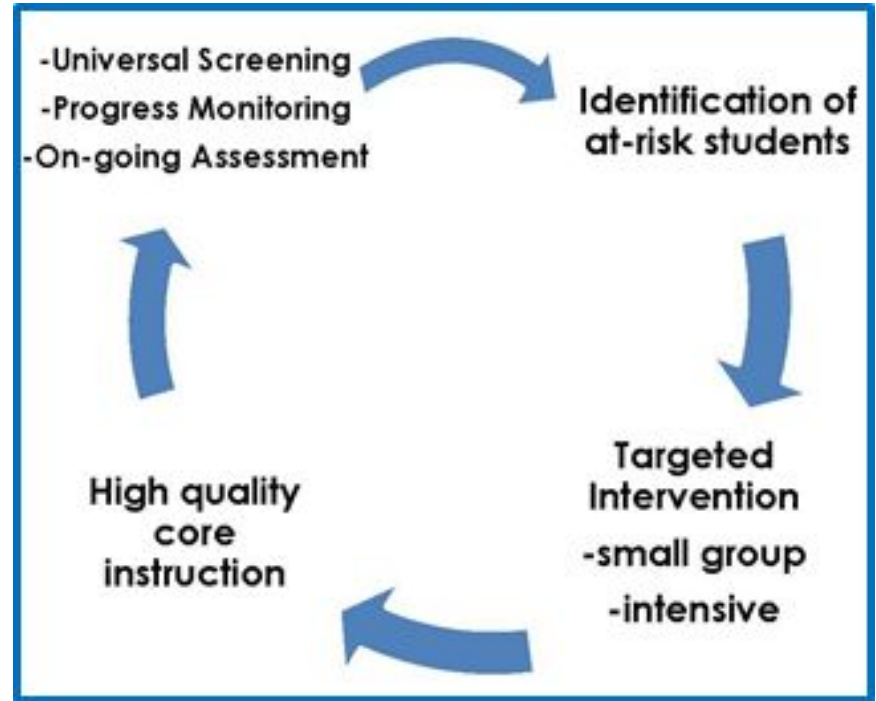
Response to Intervention (RTI)

- Response to Intervention (RTI) is the practice of providing high-quality instruction and intervention matched to student needs and using learning rate over time and level of performance to make important educational decisions about individual students.
- RTI represents an important educational strategy to close achievement gaps for all students by preventing smaller learning problems from becoming insurmountable gaps.
- Multiple Data Points
 - ◆ NY State Test (AIS)
 - ◆ AIMSWeb Plus Universal Screener
 - Fall, Winter, Spring
 - ◆ Math Module Data
 - ◆ F & P
- Tiered – 1, 2 and 3
 - ◆ Academic
 - ◆ Behavioral



Using Data to Make Decisions

- Aimsweb
- F&P
- Math Module
- Attendance
- Report Cards
- Behavior Reflection Sheets
- Social Skills Rating Scales
- Qualitative Feedback



RTI Reading, Math, Counseling

	READING RTI		Math RTI		RTI Counseling School Counselor		RTI Counseling Psychologist	
September	Total	26	Total	23	Total	0	Total	19
	Tier 2	12	Tier 2	15	Tier 2	0	Tier 2	18
	Tier 3	14	Tier 3	8	Tier 3	0	Tier 3	1
January	Total	27	Total	19	Total	9	Total	15
	Tier 2	18	Tier 2	13	Tier 2	9	Tier 2	14
	Tier 3	9	Tier 3	6	Tier 3	0	Tier 3	1
Notes	<ul style="list-style-type: none"> • 5 Students had a reduction in services • 2 students exited • 3 students entered 		<ul style="list-style-type: none"> • 3 Students had a reduction in services • 4 students exited • 1 student entered 		<ul style="list-style-type: none"> • 9 students entered • 7 students participated in the intervention • 6 students met goal 		<ul style="list-style-type: none"> • RTI counseling • Behavior Intervention • Executive Functioning Group 	

Attendance

School attendance is vital to student academic success at all levels. Research suggests that students with good attendance records are more likely to improve academically and to graduate, compared to their peers with poor attendance records.

→ Reporting absences

Good practice is to get a note and submit each time your child visits the doctor

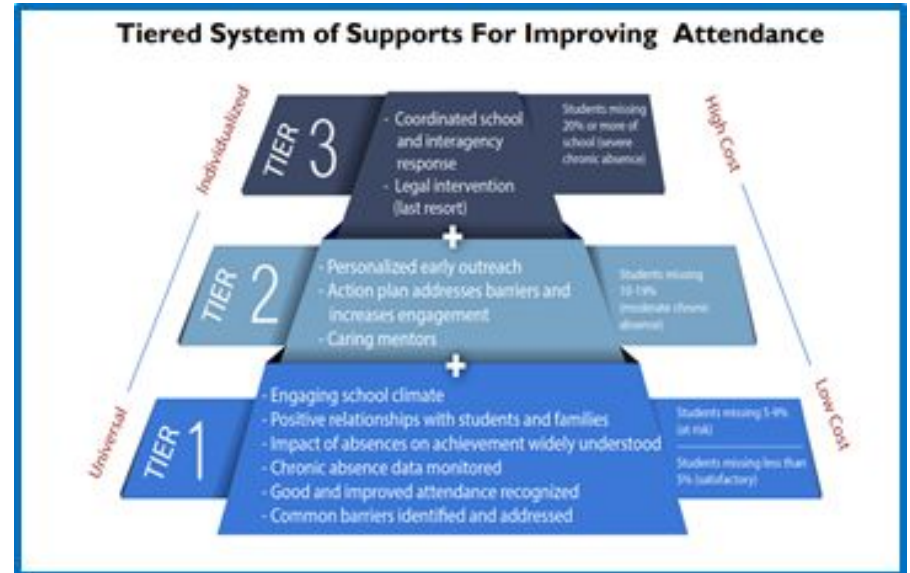
→ Arriving to school on time

→ Attendance Response System

- ◆ Begins with the classroom teacher
- ◆ Teacher email/phone call
- ◆ Social worker and principal involved

→ Attendance Review

- ◆ Letter home
 - Attendance Contract
 - Home visit
 - Outside supports
- ◆ Social worker and principal involved



Marking Period 1: September 4-November 28

Total number of students who activated the ARS- 22

12 students activated system and received email from teacher

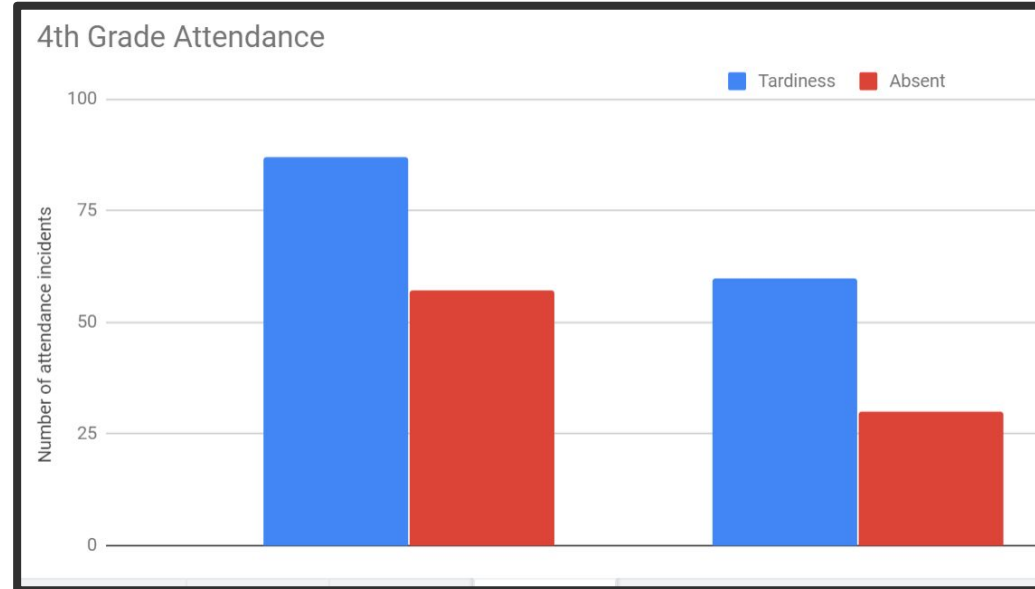
- 6 students met with the social worker and completed BTA
- 2 students received a letter #1
- Total Number of Tardy-87
- Total Number of Absent- 57

Marking Period 2: November 29-March 6

Total number of students who activated the ARS- 14

- 11 students activated system and received email from teacher
- 3 Students met with the social worker and completed BTA
- 2 students received letter #1
- 1 student received letter #2
- 1 student had a parent meeting with the principal
- Total Number of Tardy- 60
- Total Number of Absent- 30

Attendance - Grade 4



Marking Period 1: September 4-November 28

Total number of students who activated the ARS- 22

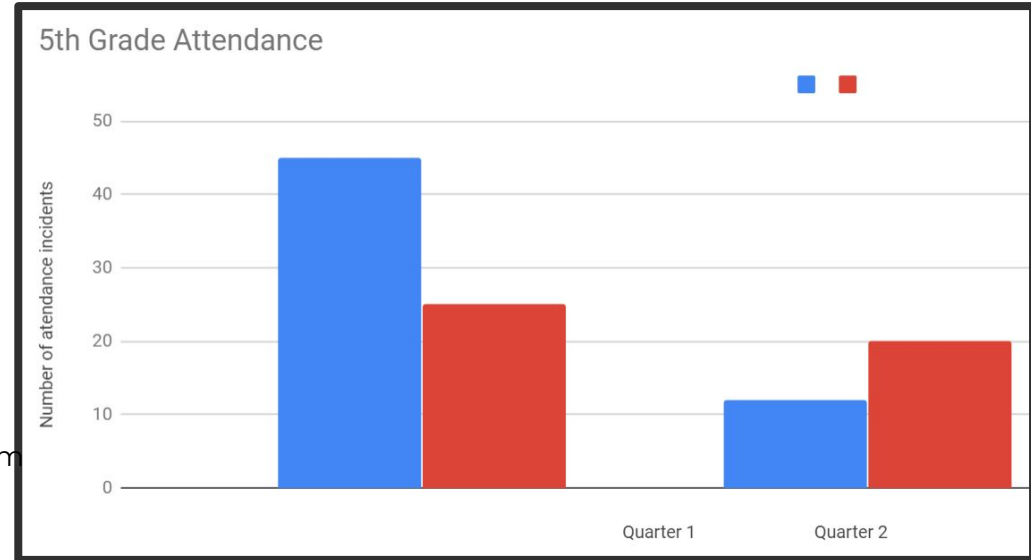
- 10 students activated system and received an email from teacher
- 4 students met with the social worker to complete BTA
- 2 students received letter #1
- 2 students received letter #2
- 1 student had a meeting with parent and principal and SW to complete an attendance contract
- Total Number of Tardy- 45
- Total Number of Absent- 25

Marking Period 2: November 29-March 6

Total number of students who activated the ARS- 14

- 4 students activated system and received email from teacher
- 1 students met with the social worker and completed BTA
- 0 students received Letter #1
- 0 student received Letter #2
- 0 student had a parent meeting with the principal
- Total Number of Tardy- 12
- Total Number of Absent- 20

Attendance - Grade 5





Goal Progress

This year, across the District:

- All staff was dedicated to and focused upon goal attainment;
- Goals were adapted, as necessary, to accommodate needs;
- Teaching and learning continued to become deeper and more targeted; and
- Staff members remained committed to their own growth and development.

This year's work will inform future planning and goals.



Discussion