

Strategies for Improvement

South Shore Union Free School District

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Part 1

K–8 ELA Improvement Plan

Summary of 2009–10 District Performance

Performance on the State assessments in English language arts, mathematics, and science at the elementary and middle levels is reported in terms of mean scores and the percentage of tested students scoring at or above Level 2, Level 3, and Level 4. Performance on the State assessments in ELA and mathematics at the secondary level is reported in terms of the percentage of students in a cohort scoring at these levels.

| | Percentage of students that scored at or above Level 3 | | Total Tested |
|------------------------------|--------------------------------------------------------|--------------------------------------------------------------------------------------|--------------|
| | 0% | 50% | 100% |
| English Language Arts | | | |
| Grade 3 | 51% |  | 195 |
| Grade 4 | 41% |  | 194 |
| Grade 5 | 33% |  | 214 |
| Grade 6 | 53% |  | 209 |
| Grade 7 | 34% |  | 210 |
| Grade 8 | 36% |  | 198 |
| Mathematics | | | |
| Grade 3 | 45% |  | 198 |
| Grade 4 | 37% |  | 198 |
| Grade 5 | 53% |  | 219 |
| Grade 6 | 54% |  | 217 |
| Grade 7 | 44% |  | 211 |
| Grade 8 | 40% |  | 202 |
| Science | | | |
| Grade 4 | 81% |  | 197 |
| Grade 8 | 51% |  | 183 |

| | Percentage of students that scored at or above Level 3 | | 2006 Total Cohort |
|------------------------|--------------------------------------------------------|--------------------------------------------------------------------------------------|-------------------|
| | 0% | 50% | 100% |
| Secondary Level | | | |
| English | 76% |  | 267 |
| Mathematics | 76% |  | 267 |

Demographic Factors

| | 2007-08 | | 2008-09 | | 2009-10 | |
|----------------------------------|---------|-----|---------|-----|---------|-----|
| | # | % | # | % | # | % |
| Eligible for Free Lunch | 1168 | 43% | 1182 | 45% | 1369 | 51% |
| Reduced-Price Lunch | 346 | 13% | 383 | 15% | 282 | 10% |
| Student Stability* | | N/A | | N/A | | N/A |
| Limited English Proficient | 292 | 11% | 289 | 11% | 322 | 12% |
| Racial/Ethnic Origin | | | | | | |
| American Indian or Alaska Native | 1 | 0% | 2 | 0% | 7 | 0% |
| Black or African American | 1624 | 60% | 1557 | 59% | 1514 | 56% |
| Hispanic or Latino | 768 | 28% | 764 | 29% | 852 | 32% |
| Asian or Native | 27 | 1% | 23 | 1% | 26 | 1% |
| Hawaiian/Other Pacific Islander | | | | | | |
| White | 283 | 10% | 260 | 10% | 234 | 9% |
| Multiracial | 13 | 0% | 16 | 1% | 63 | 2% |

* Available only at the school level.

Enrollment

| | 2007-08 | 2008-09 | 2009-10 |
|---------------------|-------------|-------------|-------------|
| Pre-K | 95 | 115 | 130 |
| Kindergarten | 186 | 171 | 211 |
| Grade 1 | 185 | 201 | 171 |
| Grade 2 | 186 | 183 | 204 |
| Grade 3 | 213 | 192 | 195 |
| Grade 4 | 204 | 208 | 196 |
| Grade 5 | 192 | 205 | 220 |
| Grade 6 | 213 | 196 | 208 |
| Ungraded Elementary | 0 | 0 | 0 |
| Grade 7 | 210 | 212 | 220 |
| Grade 8 | 226 | 215 | 197 |
| Grade 9 | 281 | 259 | 230 |
| Grade 10 | 218 | 207 | 242 |
| Grade 11 | 219 | 193 | 198 |
| Grade 12 | 183 | 180 | 204 |
| Ungraded Secondary | 0 | 0 | 0 |
| Total K-12 | 2716 | 2622 | 2696 |

Teacher Qualifications

| | 2007-08 | 2008-09 | 2009-10 |
|--------------------------------------------------------------------------|---------|---------|---------|
| Total Number of Teachers | 261 | 274 | 263 |
| Percent with No Valid Teaching Certificate | 1% | 0% | 0% |
| Percent Teaching Out of Certification | 2% | 1% | 0% |
| Percent with Fewer Than Three Years of Experience | 9% | 9% | 6% |
| Percentage with Master's Degree Plus 30 Hours or Doctorate | 41% | 41% | 46% |
| Total Number of Core Classes | 826 | 762 | 665 |
| Percent Not Taught by Highly Qualified Teachers in This District | 1% | 0% | 1% |
| Percent Not Taught by Highly Qualified in High-Poverty Schools Statewide | 10% | 8% | 6% |
| Percent Not Taught by Highly Qualified in Low-Poverty Schools Statewide | 1% | 1% | 1% |
| Total Number of Classes | 974 | 980 | 903 |
| Percent Taught by Teachers Without Appropriate Certification | 3% | 1% | 2% |

Teacher Turnover Rate

| | 2006-07 | 2007-08 | 2008-09 |
|--------------------------------------------------------------------|---------|---------|---------|
| Turnover Rate of Teachers with Fewer than Five Years of Experience | 17% | 17% | 33% |
| Turnover Rate of All Teachers | 20% | 18% | 27% |

K-8 Improvement Plan

Three -Year Action Plan

Year 1

Vision – Instructional practices will be driven by the belief that all students can learn and that all teaching staff will address the individual needs of every student.

All teachers of English Language Arts in grades K – 8 will become part of a focused learning community—where the same language is spoken and the same professional literature read and discussed.

Understanding the same philosophy and taking ownership—empowering teaching staff.

Reading assignments – Principals as facilitators

Pre-K – 8 Principals – Going Public by Shelley Harwayne

K – 5 Teaching Staff – In the Company of Children by Joanne Hindley

6 – 8 Teachers of ELA – Mosaic of Thought by Ellin Oliver Keene & Susan Zimmerman

In the wings – all K – 8 staff – Strategies That Work by Stephanie Harvey and Anne Goudvis

Underlying Construct

By developing intrinsic motivation in all key stakeholders (administrators, teachers, support staff, and students) through collegial practices and professional development, it's our goal to change the mindset of our school district community to increase student achievement in ELA.

Year 1 Plan (con't)

- Two hour literacy blocks in each elementary classroom
- A.U.S.S.I.E. (Australian United States Services in Education Corporation) Staff Developers – Classroom-Based Staff Development Model (K – 5)
- Monthly Administrative Professional Development by A.U.S.S.I.E. staff developers. Each principal will bring a lead reading teacher who can eventually serve as a building resource person.
- Literacy Team in each school that will meet weekly to discuss progress – A.U.S.S.I.E. Staff Developers will run meetings until principals are comfortable taking over.

Resources

- Leveled book rooms – guiding reading materials
- Increased classroom libraries (one third leveled, two thirds by genre)
- Increase in Big Books – fiction and non-fiction
- Increase amount of magazine subscriptions for close reading

Assessment – Year 1

Benchmarking/Growth-model assessment (three times per year)

- AimsWeb – K - 2
- NWEA – 3 - 5

On-going daily assessment

- Qualitative data
- Formative Assessment
- Exit cards/student reflection

New York State Testing

- Grades 3 – 5 ELA Assessments

Teacher surveys

Literacy Teams' on-going review of data and teacher surveys to gage what worked and what didn't

Using data to drive and plan instruction

Action Plan – Year 2

- Block-scheduling at EMMS
- Increase use of A.U.S.S.I.E. staff developers – EMMS
- Continue Administrator’s Professional Development
- A.U.S.S.I.E.’s will continue work in the elementary schools
- NWEA Assessments begin in September at EMMS (three formal benchmarks for the year)
- Formative assessments begin at EMMS
- Lead reading teachers at the elementary schools have one period a day free for shadowing the A.U.S.S.I.E.’s

Assessment – same as Year 1

Action Plan - Year 3

- Gradual release of A.U.S.S.I.E staff developers in grades pre-kindergarten, kindergarten and grade 1
- Elementary coaches begin classroom-based staff development
- Principal staff development continues
- Increase staff developers at EMMS
- On-going literacy team meetings and literacy team articulations (monitoring)
- Continue to increase the amount of guided reading books, shared reading books, and classroom libraries
- Begin K – 5 ELA curriculum writing project

Assessment is on-going

Financial Obligation

- Building allotments for materials (next three years) - \$10,000.00 per elementary building - \$15,000.00 for EMMS
- A.U.S.S.I.E. Staff Developers – 60 days for each elementary building – Year 1
 $\$1,300 \text{ per day} = \$1,300 \times 180 = \$234,000$ (will revisit contract after Year 1)
- Title 1, Title 3, Reading First Grants will cover costs