

Conway Elementary School

- In the 2017-2018 school year the Conway Elementary School will continue with its schoolwide program

Components of a schoolwide program

1. Comprehensive Needs Assessment-

Conway Elementary School conducts an annual needs assessment in the Spring with all relevant stakeholders (teachers, parents, Title I staff, Administration) to evaluate the program. Data (LLI-Everyday Math, Teacher surveys, parent surveys) is presented and discussed. The participants then make decisions on what needs to be improved for the following year. During the school year, intervention teams meet every 6-8 weeks to gauge student progress using triangulated and evidenced based assessments. Evidence that is collected to document and assess improved student achievement in language arts includes:

- The Fountas and Pinnell Benchmark Assessment system will be used twice a year for Primary and intermediate level students
- K-6 writing sample scored with District writing rubric.
- Aimsweb progress monitoring every 2 weeks for intensive and strategic groups.
- Aimsweb is used whole school twice a year for LA.
- Parts of Marie Clay Observation Survey at K-1 including ongoing running records
- Common Core Smarter Balanced testing
- NWEA testing
- MAP testing

Gains were noted in reading levels, but there remains room for growth in the goal of having all students reading at or above grade level with fluency and comprehension.

Evidence that is collected to document and assess improved student achievement in mathematics includes:

- TEMA may be used for grades 1-2 when more in depth information is needed
- Everyday Math Unit Assessments
- NWEA
- Smarter Balanced
- Aimsweb

The results of smarter balanced tests will be published in the Conway Elementary School Annual Report Card and may be discussed at staff or grade level collaboration meetings throughout the school year.

Evidence that is collected and analyzed to reduce behavior problems is documented in a CES discipline report, which includes:

- Numbers of attendance issues
- Collaboration meeting notes
- Student support room records
- Behavior issues in school
- Criminal offences
- Bus behavior issues

Mindful Practices will be used to decrease disruptive behaviors and decrease discipline referrals.

*Based upon the CORE study (Collaborative School Districts, California), January 2016, Dr. Catherine Cook Cottone (SUNY, 2015) & CASEL recommendations.

Evidence that is collected by Title I and the Family Liaison to document parent involvement includes:

- Parent participation in annual Title I evaluation
- Monthly Conway Elementary School calendars of events
- Parent Surveys
- Number of parents who attend literacy/math nights
- Number of parents who attend parent/teacher conferences

2. Identify the Research Proven Instructional Strategies
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Following strategies identified in Focus by Mike Schmoker and Leaders of their Own Learning, teachers will be identifying learning targets and communicating them to students using “I can…” statements. Teachers will provide focused instruction, incorporate choice and personalization into learning opportunities. They will use formative assessment data to determine instructional grouping and individual student needs. They will engage in student-led conferences to provide students opportunities to reflect on their learning and share their successes and challenges with their families.

Conway Elementary School is implementing Reader’s and Writer’s Workshops based upon Lucy Caulkin’s Units of Study. This model is based upon the work that comes from the Teachers’ College Reading and Writing Project. Their research shows that “kids need to read a lot of texts, with high comprehension, in order to move up levels of text complexity. TCRWP reading workshops are structured to allow for students to read (eyes on print) every day for 35-45 minutes in the reading workshop. Volume is vigilantly watched.”

There is not the only significant research that supports the importance of engaging in a high volume of reading in increasing reading achievement (Allington, 2012; Brozo et al, 2008, Cipielewski & Stanovich, 1992). Cullinan (2000) reviewed the research on the effects of independent reading and concluded that independent reading, supports learning and school achievement. The Reader’s Workshop model also aligns with the research that shows students should be reading texts they can read independently, with at least 96% fluency, accuracy, and comprehension. In this model teachers confer with students, taking data in the form of conferring notes and running records. We then use the Fountas and Pinnell Benchmark Assessment System to conduct more formal assessments three times each year. For students who need more frequent monitoring we use tools from TCRWP as well as LLI. An efficacy study

was conducted by CREP (Center for Research in Public Schools) in 2010 and in 2012 and found that students using LLI had greater reading gains than those who did not. Our District Literacy Committee continues to meet, update and revise the literacy curriculum guide. It has created a scope and sequence for instruction to ensure all standards are addressed and to clearly identify what students must know and be able to do at each grade level.

Having the Common Core State Standards at the heart of our curriculum, Conway Elementary School is currently implementing EveryDay Mathematics 4 in kindergarten through grade two, and the 2007 version in grades three through six. Everyday MathWe are expanding the use of EDM4 to grades three to six for the 2015-2016 school year. As a District, we are providing professional development for our mathematics curriculum team this summer and then expanding to training for all teachers this year. As a result, grade level instructional teams will unpack common core standards, and identify 'power standards' within each unit. They will determine a scope and sequence by trimester as well as common assessments to be used each trimester.

The grade level instructional teams (comprised of the grade level teachers, a special educator, a Title 1 teacher, and the Guidance Counselor) will develop instructional strategies aligned to the standards-based curriculum and monitor the progress of student achievement. Within their PLCs, the instructional teams will meet weekly to review student work. They meet monthly to review overall progress of each student.

Conway Elementary School will use a variety of assessments to monitor the progress of students. We will use common unit assessments, NWEA, F&P Benchmark Assessment System, and the Smarter Balanced Assessment. We review benchmark data three times a year for all students, looking at common assessments.

Mindful Practices will be used to decrease disruptive behaviors and decrease discipline referrals. Evidence below-

- *Based upon the CORE study (Collaborative School Districts, California), January 2016, Dr. Catherine Cook Cottone (SUNY, 2015) & CASEL recommendations

3. Instructional Support for Children Experiencing Difficulties Mastering the Standards

As part of the Continuous Improvement process, test data is continually monitored from Smarter Balanced, NWEA and MAP computer testing. Literacy profiles in reading and writing are continually updated by classroom teachers to monitor and assess students' progress in language arts. An assessment driven tiered model of instruction and intervention will be implemented in 2017-2018. Formative assessments at all tiers will drive instruction. Children identified by the teacher as having difficulty meeting the standards are moved through the tiers as appropriate. Other important aspects of our program include: RTI core team, guidance, and kindergarten screening. Children who are found to be having difficulties have a full range of services available to them. These include: Special education, Title I math and Title I reading help (refer to component #2), Reading Recovery for first graders, Read Naturally, exemplary classroom instruction consistent with the NH Literacy Action plan. For Math they include Number World and Do the Math Interventions. Summer of Learning Program (k-1) and Extended School year (spec. ed.) program and Cougar Camp (3-5) all provide instructional support. Currently there are no migrant children, but if through this process any are identified those children will be serviced as necessary.

4. Parent Involvement

The CES parent compact helps establish the importance of a partnership between home and school to ensure a students' success. Parents will be contacted via take home packets, phone calls, newsletters, conferences and parent nights.

5. Professional Development

At least five percent of the allocation money available through Title I is for Title I staff, and classroom teachers, to attend staff development activities, in and out of the district. Activities relate to the District PD goals, their teaching assignments, their three-year individual and school-wide professional development goals and their continuous improvement targets as outlined in the SAU #9 Professional Development Master Plan (2016-2021). There are also staff development activities in-district. Teachers will select conferences and workshops to attend based on their needs and their school's improvement plan. The requests to attend will need to be approved by a staff development committee to assure that they align with district and school goals. Title I professional development activities will be based on the ongoing collection of the District's Title II needs assessment data. Since the Title II needs assessment is ongoing we will further develop the activities as we learn more about the District's needs. We have worked with Cyhtia Merrill on the Reader's Workshop model for the last 4 years and will continue to do so. She will continue to offer professional development programs for teachers within the school, including: study-groups, in-class demonstration lessons, observations and literacy coaching.

6. Preschool Transition

A district-wide Preschool screening takes place in the Spring. An early literacy screening takes place in the fall. A census is taken in existing preschools and the list of incoming kindergarteners is generated from this. Kindergarten registration is advertised in local papers and in school newsletters. Coded in-coming kindergarteners have a profile including: background information, picture of student, and sections for statements from the preschool teacher, specialists, and parents.

7. Instruction By Highly Qualified Staff-

Currently all Conway Elementary School Title I staff meet the requirements for Highly Qualified Teachers and paraprofessionals. It is district policy not to hire any teachers or paraprofessionals who are not highly qualified. The administration is working with the staff in order to ensure that all Conway School District teachers and paraprofessionals meet the Highly Qualified requirements

8. Extended Learning Opportunities

A district-wide extended learning opportunity is available in the summer, a grade K-2 transition program called "Summer of Learning". The purpose of the summer program is to ease the transition between grades for targeted students. This program is designed to reinforce reading and math skills through lively and interactive theme based activities. Cougar Camp is for all K-6 students in the summer who need help closing the summer learning loss gap.

There is also before and after school programming through Project SUCCEED, a 21CCLC program that includes homework club, games/activities, computer lab and academic enrichment.