

KENMORE-TONAWANDA UFSD



INSTRUCTIONAL IMPROVEMENT PLAN

2013-2015

School: Benjamin Franklin Elementary School

Principal: Patricia Kosis

PLAN OUTLINE

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SCHOOL INFORMATION

SCHOOL: Benjamin Franklin Elementary **DISTRICT:** Kenmore-Town of Tonawanda USFD

SCHOOL ADDRESS: 500 Parkhurst Boulevard Buffalo, NY 14223

TELEPHONE: 716-874-8415 **FAX:** 716-874-8520

SCHOOL CONTACT PERSON: Patricia Kosis

<u>POSITION/TITLE</u>	<u>PRINT/TYPE NAME</u>	<u>SIGNATURE*</u>
PRINCIPAL:	Patricia Kosis	
KTA BUILDING REPRESENTATIVE:	Debra Kucinski	
PARENTS' ORGANIZATION REPRESENTATIVE:	Kelly Hrab	
STUDENT REPRESENTATIVE: <i>(Encouraged for middle schools, recommended for high schools)</i>		
CURRICULUM LEARNING SPECIALIST:		
ASSISTANT SUPERINTENDENT:	Janet Gillmeister	

** Indicates that the person has reviewed this document. Comments may be attached to this plan*

TEAM MEMBERSHIP TABLE:

Name	Position / Constituency Represented	Signature**
*Patricia Kosis	Principal	
*Jennifer Gerland	Kindergarten Teacher	
*Dolores O'Malley	Kindergarten Teacher	
*Tracy Wilson	Kindergarten Teacher	
*Kim Ingerson	Kindergarten Teacher	
*Jessica Kelly	Kindergarten/First Grade Teacher	
*Lynne Akin	First Grade Teacher	
*Betsy Smith	First Grade Teacher	
*Katie Sacco	First Grade Teacher	
*Danielle Kessler	Second Grade Teacher	
*Diane Meacham	Second Grade Teacher	
*Dorothy Pope	Second Grade Teacher	
*April LoTempio	Second Grade Teacher	
*Jennifer Zebulske	Third Grade Teacher	
*Jennifer Burns	Third Grade Teacher	
*Jill Mattea	Third Grade Teacher	
*Heidi Sorel	Fourth Grade Teacher	
*Greg Johel	Fourth Grade Teacher	
*Mike Kluge	Fourth Grade Teacher	
*Ruthanne Daly	Fifth Grade Teacher	
*John Rojek	Fifth Grade Teacher	

*Lara McDonald	Fifth Grade Teacher	
*Robert Gauld	Fifth Grade Teacher	
*Samantha Rajski	Teacher Assistant	
*Nicole Vento	Teacher Assistant	
*Elaine Smith	Special Education Teacher	
*Diane Hyzy	Special Education Teacher	
*Mary Russell	Speech Therapist	
*Michele Cammarata	Reading Specialist	
*Debra Kucinski	Reading Specialist	
*Erica Schubring	Reading Specialist	
*Lisa Wdowka	Math Specialist	
*Kathleen Flynn	ESL Teacher	
*Mike Ihde	Instrumental Music Teacher	
*Erin Lancer	Vocal & Recorder Music Teacher	
*Jon Bender	Art Teacher	
*Mike Veronica	Physical Education Teacher	
*Lori Murphy	Physical Education Teacher	
*Cheryl Hubert	School Counselor	

*** Indicates participation in the development of the Instructional Improvement Plan.*

PART I: DISTRICT FOUR-PART VISION AND SCHOOL MISSION

<u>Core Values</u>	<u>District Goal</u>
<ul style="list-style-type: none"> ▪ Passion for excellence ▪ Respect for all ▪ Trust ▪ Empathy ▪ Integrity ▪ Team work 	Be the premier school district in New York State by 2020!
	<u>Vivid Descriptions</u>
<u>Purpose</u>	<p>The Ken-Ton School District will hold instant name recognition as the premier leader in education...Our alumni will share with us that their education successfully prepared them for all future endeavors...The best and the brightest educators will be attracted to our district...the high quality of Ken-Ton education, and what we value, will continually attract families to our community...We will have first class facilities that are a model for other districts...By virtue of our success we will have an extreme sense of pride within our community.</p>
We educate, prepare, and inspire all students to achieve their highest potential.	

Benjamin Franklin Elementary School Mission: Quality education at Franklin Elementary School provides all students the opportunity to learn to the best of their ability in a respectful, responsible, safe, and caring environment with high academic expectations for all.

PART II: NARRATIVE DESCRIPTION OF THE SCHOOL:

Franklin Overview

Franklin Elementary School consists of grades Pre-K through 5 with a yearly enrollment of approximately 500 students. The area surrounding the school is a mix of economic and ethnic populations. Franklin Elementary has English Language Learner students – 24 out of 478 students. Our English Language Learners speak a variety of languages including Korean, Arabic, Spanish, Urdu, and Portuguese. Our English Language Learners come from Korea, Iraq, Angola, Yemen, Jordan, Puerto Rico, Nepal and Haiti. Based upon our enrollment data, we would not be considered an extremely diverse school with the majority of students coming from a white ethnic background – 77%. Our homeless population is 3 students. Our current poverty level is at 52%. Franklin student attendance remains steady at 95.7%.

Academic Achievement

Franklin Elementary School is maintaining academic achievement as measured by the 2011-2012 grades 3, 4, and 5 New York State ELA and Mathematics assessments, NYS grade 4 Science assessments, district common formative assessments, and program summative assessments. Fourth grade 2011-2012 NYS Science scores consistently remain above 90% for students who are achieving proficiency. Students achieving proficiency in 2011-2012 English Language Arts in grades 3, 4, & 5 is 56%. Students achieving proficiency in 2011-2012 Mathematics in grades 3, 4, & 5 is 71%.

Academic Services

Franklin offers students the following services based on academic need: Co-teaching at 4th and 5th grades, READ 180 (a computer based reading intervention program) for 4th & 5th grades, Reading Recovery (intervention program for at risk students) for first grade students, at risk students in ELA (grades 1 through 5) and/or Mathematics (grades 2 through 5) participate in academic intervention services. At risk students in Math participate in Lunch Bunch (intensive math assistance). Those who qualify receive services through our gifted and talented teacher and are enrolled in the C.L.A.S.S. (Creative Learning Applied to Special Strengths) program. Franklin’s speech therapist pushes in to each kindergarten classroom to provide early intervention in phonemic awareness (a reading readiness skill). Franklin’s occupational therapist also pushes into each kindergarten classroom to work with students on fine motor skills. Franklin offers a variety of BASE (Before and After School Experience) classes. Some classes are designed to promote academic enrichment and some classes are developed around student interest. Franklin provides our English Language Learners with an after school language enrichment program.

All students in grades kindergarten through fifth receive physical education, art, and vocal music lessons. **Physical education** provides students in grades 4 and 5 the opportunity to participate in after school P.E., and district play days. All

kindergarten students participate in Totally Fit Thursdays – instruction focusing on identifying and strengthening the major muscle groups of the body. All students and families are given the opportunity to attend physical education family wellness and family swim nights.

In addition to **Vocal Music** students in grades 4 and 5 participate in chorus. Our chorus students perform in both a winter and spring concert. Students in grade 3 receive instruction in recorders which is introductory instruction for playing an instrument. All students in grades 4 and 5 are given the opportunity to play a musical instrument. Each **Instrumental Music** student attends a weekly 30 minute lesson and performs in either the school band or orchestra which rehearses for an additional 45 minutes weekly. Band and orchestra concerts are also held at least one time per year.

All students receive **Art** education for 35-45 minutes once per week. All receive instruction that addresses the NYS Standards for Visual Art. They learn to create, interpret, analyze, and locate art that surrounds them in their everyday lives. In addition, they learn to use a wide variety of materials, and discover how other cultures do, and have done the same thing, throughout history. All students are encouraged to display their best artwork for the school wide art show in late spring. Each year pieces are digitally copied to be framed as part of the school's displayed collection. During the year, student work is also displayed in a variety of locations outside of school.

The **Library** operates on a flexible schedule, which allows Franklin students and teachers to visit the library at any time during the school day to exchange books. Teachers may schedule library classes for their classrooms as often as needed. The library media specialist works collaboratively with teachers to plan literacy and information skills instruction that connects to the classroom curriculum. Most classes visit the library for research projects or other collaborative lessons which often utilize technology. Students and their parents are given the opportunity to borrow books for school projects and recreational reading.

School Initiatives

Two of Franklin's school initiatives are **Strive for 25** (student/parent reading incentive program) and **Counting on You** (student/parent math incentive program). The students also take part in a **Fact Masters Math** incentive program. **Family Math Night** is held each year – parents, students, and teachers come to school to learn about the math program and to participate in hands-on activities. To reinforce math skills we have packaged math games and stored them in the library to give the students the opportunity to check them out and take them home to play. **Read Aloud Night** is also held each year – parents, students, and teachers attend in the evening to take part in a variety of literacy activities. Franklin is focused on building character in our students. Each month we focus on a different **character trait** within the building. We celebrate those students who display selected traits on the morning announcements and also at a monthly assembly. Franklin is heavily involved in the **Response to Intervention** concept which helps us identify those students who are having academic, behavioral, or emotional difficulties and provides the teachers with intervention strategies to help move the students in a positive direction. Franklin holds a partnership with **Buffalo State College** and a student teaching cohort is based here during the fall semester. Teachers in the classrooms provide the interns with real life teaching experience and it provides our teachers and students with extra classroom support. Franklin's teaching staff is participating in the district's **Literacy Cohort** in which district teachers are taught strategies to increase the knowledge, skills, and abilities of their students in the area of English Language Arts. As part of the literacy initiative classroom teachers visit each other's classrooms to learn from one another. They also visit teachers in other district elementary buildings. The teachers are involved in **Technology** integration. Laptops overhead projectors are available in all grades K through 5 classrooms for teacher instruction and student use. Some classrooms have SmartBoards and document cameras. Computers are in the computer lab and the library. All parents can access math games and science textbooks online with passwords provided by the school. **EPIC – Every Person Influences Children** presented on the Ready, Set, Read program which teaches parents of students in grades K – 2 about literacy skills. EPIC also presented at Kindergarten orientation.

Community Involvement

Franklin has a very dedicated group of parents who run a successful **PTA**. The PTA provides a variety of school activities including field trips, roller skating parties, Spring Carnival, and Book Fairs. Yearly, the **Elks** provide dictionaries to each third grade student. Our fifth grade students and teachers participate in community service projects through their association with the **Kiwanis "K-Kids"** program. They have provided services and goods to homeless shelters, the SPCA, and the community surrounding the school. Some of their successful projects this year included school-wide safety patrol and recycling programs and fifth grade peer tutors for first grade students. In addition, students brought in their pennies which are then donated to **Pennies for Patients** at Roswell Park Cancer Institute. Our students donated their Halloween candy to the **Winning Smiles** program which sent the candy to our military personnel overseas. Our students raise funds for the Heart Association through the Jump Rope for Heart program during physical education classes. Our students are actively involved in a partnership with **Sheridan Manor Nursing Home**. Students visited the nursing home to read to the clients and to present a holiday show to them. Faculty and staff "dress down" on Fridays for a donation of \$1.00. The donated money is used to provide **Franklin families in need** with food and clothing during the holiday season. Franklin has begun a clothing closet – families and staff can donate gently used clothing which is then distributed to families in need throughout the school year. **Colvin Cleaners** has generously donated their cleaning services to the school. The **Kenmore Fire Department Ladies Auxiliary** along with the **Kenmore Lion's Club** donates school supplies

which are given to students in need. **Blessed Sacrament Church** donates school supplies and holiday gifts to those students in need. The **YMCA** is based here at Franklin. Parents can drop off students in kindergarten through fifth grade as early as 6:00 am and pick them up as late as 6:00 pm if they are in need of daycare.

Honors

Franklin received the Gold Award in the Healthier US School Challenge. This Challenge is a cornerstone of the Let's Move! initiative, an ambitious initiative to solve the childhood obesity epidemic within a generation. The award is based on nutrition education, nutritious food and beverage choices, and opportunities for physical activity to help our students learn how to make healthy choices. Franklin received a letter of commendation from Mrs. Michelle Obama.

Fidelity and Efficacy of 2012-2013 IIP

Action plan #1: ELA - K – 2 Vocabulary Development

Classroom teachers, special education teachers, and reading AIS teachers were successful in identifying tier II vocabulary words that aligned with some units of instruction and the Common Core Learning Standards. The words were written on sentence strips and displayed in hallways on “word trees”. In addition to explicitly teaching these words in the classroom the teachers would reinforce them as the students were walking through the hallways. The teachers did develop many developmentally appropriate activities to teach the identified words. Students were exposed to stories, songs, games, and field trips which enhanced their background knowledge, therefore, increasing their vocabulary skills. Our speech therapist, who pushes into the kindergarten classrooms, reinforced vocabulary as well. Teachers were able to pre-assess the students before units of instruction to determine their base knowledge of vocabulary.

As determined by our conclusion statements based on student achievement data (Part IV – Needs Assessment – Conclusion statement #1) we are continuing this action plan. Although students demonstrated some progress in transferring their learned vocabulary into their writing pieces – as identified through rubrics – they still needed additional vocabulary development. In addition, we are adding 3rd grade to this action plan as vocabulary development and, therefore, comprehension were an area of weakness demonstrated by the 3rd grade students. The teachers also need more time to identify vocabulary and activities for additional units of study.

Action plan #2: ELA - 3-5 Main Idea and Character Development

Classroom teachers, special education teachers, and reading AIS teachers were successful at reviewing and administering the district on demand writing prompts. The scoring and analyzing of the district writing prompts were done collaboratively during team meetings and on Looking at Student Work days. Students were taught the components of the district writing rubric and consumed exemplars. Main idea and character development were taught explicitly to the students as evidenced through lesson planning and administrative observations.

As determined by our conclusion statements based on student achievement data (Part IV – Needs Assessment – Conclusion statement #2) we are continuing this action plan for grades 4 & 5. Although the 4th and 5th grade students demonstrated progress in transferring their knowledge regarding main idea and character development in their narrative on demand writing prompts they still demonstrated this as an area of weakness in both opinion and informational writing. This area was no longer determined to be a main area of weakness for 3rd grade students.

Action plan #3 – Math - Fact Fluency

Classroom teachers, special education teachers, and the math AIS teacher were successful in ensuring consistent implementation of instruction that focused on increasing math fact fluency. Primary teachers focused on the fluency of addition and subtraction facts and the intermediate teachers focused mainly on the fluency of multiplication and division facts. Intermediate teachers also retaught and reinforced addition and subtraction facts so that student learning would not regress. These activities were evidenced through lesson planning, administrative observations, and administrative review of FastMath reports. The teachers used FastMath with fidelity – identifying those students in need and ensuring that their time on the program was consistent. Teachers were able to collect and analyze student data from FastMath reports and HMX unit assessments to determine growth. Our math AIS teacher did develop and implement a Fact Masters school wide recognition program for students achieving fluency. Student names were posted in the hallway as being a “fact master.”

As determined by our conclusion statements based on student achievement data (Part IV – Needs Assessment – Conclusion statement #3) we are continuing this action plan. Students are demonstrating progress in this area but the majority of students have not achieved fluency in addition, subtraction, multiplication, and division facts.

Action plan #4 – ELA – Differentiated Instruction & Higher Order Thinking Skills

Teachers were able to identify students who received a level 4 on the 2011 NYS ELA assessment and identify skills that these students demonstrated including rereading, reading closely, reading at or above grade level, high level of vocabulary development and background knowledge. Differentiation of instruction was utilized to improve these skills in all students, in particular, those achieving a level 3 with the expectation that they achieve a level 4 the following year. Professional development in the area of differentiated instruction was provided – all teachers participated in a full day workshop provided by the director of the district’s Staff Development Center. In addition, our monthly literacy meetings focused on district literacy initiatives in alignment with differentiated instruction. These meetings were led by our Building Literacy Facilitators.

As determined by our conclusion statements based on student achievement data (Part IV – Needs Assessment – Conclusion statement #4) we are continuing this action plan. Students achieving a level 4 have actually decreased. Although teachers did participate in a workshop and literacy meetings in differentiated instruction only some materials and some groupings were differentiated as evidenced by lesson planning and administrative observations. Teachers stated they needed additional time to plan for differentiated instruction. Additional follow-up training was planned however, due to unexpected circumstances with the trainer, the sessions were canceled. These sessions will be planned for and implemented this upcoming school year. Students were not given ample opportunities to develop higher order thinking skills through teacher questioning and discussion techniques as evidenced by administrative observations.

PART III - SECTION A: School Demographic Data

STUDENT INFORMATION		PERCENT OR NUMBER
Grades served		PreK - 5
Enrollment (total number of students served)		478 K – 5 542 PreK - 5
Mobility Rate (%) Percentage of students who have moved in/out of bldg		4%
Attendance Rate (%)		95.7%
Suspensions		16
Percent of economically disadvantaged/ low-income students (eligible for free or reduced lunch)		52%
Total number of general education students		396 K-5
Total number of students with disabilities (receiving IEP-mandated services)		82 K-5
Number of self-contained special education classes (For high schools: total number, in all subject areas, of special education self-contained classes)		1
Number of students in general education classes receiving IEP-mandated services		82
Number of special education students declassified this year		2
Number of recent immigrants (One year or less in United States)		0
Total number of students receiving ESL services		24
Number of ELL/LEP students identified for special education		2
Number of students in alternative programs ALP/GED		0
Number of homeless students or students in temporary housing		3
Ethnic and gender data: Please use the following equation...Number in subgroup/TOTAL number of students= %		
<i>White: 366/478=77%</i>	<i>Asian or Pacific Islander: 6/478=0.01%</i>	<i>Male: 247/478=52%</i>
<i>Black: 53/478=11%</i>	<i>American Indian / Alaskan Native: 5/478=0.01%</i>	<i>Female: 231/478=48%</i>
<i>Hispanic:26/478=0.05%</i>		

STAFF INFORMATION	PERCENT OR NUMBER
Total number of full time teachers assigned to your building	33
Percent of part time teachers fully licensed and permanently assigned to this building	100%
Percent of full or part time teachers with more than 2 years teaching in this building	95%
Percent of full or part time teachers with more than 5 years teaching anywhere	95%
Percent of full or part time teachers with Master's Degree or higher	100%
Number of administrators	1.2
Number of counselors	1
Number of school psychologists	.6
Number of social workers	0
Number of speech therapists	1
Number of school nurses	1
Number of teaching assistants	1.5
Number of teacher aides	12
Number of school safety agents (ie; security personnel, SROs, etc)	0

PART III - SECTION B: School Achievement Data

Student achievement data sets include New York State English Language Arts and Mathematics assessments – Grades 3, 4, & 5, DIBELS assessments (Dynamic Indicators of Basic Early Literacy Skills) – Grades K through 5, Marie Clay assessments (Literacy skills) – Grades K & 1, Writing Common Formative Assessments – Grades K through 5, Fountas and Pinnell assessments (Literacy skills) – Grades 1 through 5, READ 180 performances (Literacy skills) – Grades 4 & 5, FasttMath (Math fact fluency) – Grades 2 through 5 and Fraction Nation – Grades 4 & 5.

ELA Assessment Data

Franklin Elementary Performance Levels
Grade 3 ELA

Number of Assessments as values		2011-12			2010-11			2009-10		
		Erie 1 BOCES			Erie 1 BOCES			Erie 1 BOCES		
		Kenmore		Erie 1 BOCES	Kenmore		Erie 1 BOCES	Kenmore		Erie 1 BOCES
		Ben Franklin ES - 142601030023	Kenmore		Ben Franklin ES - 142601030023	Kenmore		Ben Franklin ES - 142601030023	Kenmore	
Grade 3 ELA	Absent, not tested	1	1	7	0	0	7	0	0	3
	Administrative error	0	0	0	0	0	0	0	0	0
	Level 1	9	52	343	6	77	407	8	51	334
	Level 2	26	176	1273	32	182	1267	14	172	1383
	Level 3	33	307	3035	56	290	3113	33	236	2406
	Level 4	4	34	476	5	29	336	27	100	1119
	Students Tested	72	569	5127	99	578	5123	82	559	5242
	% at Level 1	12.50%	9.14%	6.69%	6.06%	13.32%	7.94%	9.76%	9.12%	6.37%
	% at Level 2	36.11%	30.93%	24.83%	32.32%	31.49%	24.73%	17.07%	30.77%	26.38%
	% at Level 3	45.83%	53.95%	59.20%	56.57%	50.17%	60.77%	40.24%	42.22%	45.90%
	% at Level 4	5.56%	5.98%	9.28%	5.05%	5.02%	6.56%	32.93%	17.89%	21.35%
	% at Levels 3 and 4	51.39%	59.93%	68.48%	61.62%	55.19%	67.32%	73.17%	60.11%	67.25%
	2+3+4+3+4	138.89%	150.79%	161.79%	155.56%	141.87%	159.38%	163.41%	150.98%	160.87%
	Medically excused	0	1	3	0	0	3	0	0	3
	Not available	0	0	0	0	0	0	0	0	0
	All Standards Met	73	571	5137	99	578	5133	82	559	5248
Grade 3 ELA		73	571	5137	99	578	5133	82	559	5248

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Performance Levels: Education Types
Franklin Elementary Grade 3 ELA

Number of Assessments as values		2011-12				2010-11				2009-10			
		Ben Franklin ES - 142601030023				Ben Franklin ES - 142601030023				Ben Franklin ES - 142601030023			
		General Education	Special Education	All Education Types	Kenmore	General Education	Special Education	All Education Types	Kenmore	General Education	Special Education	All Education Types	Kenmore
		Grade 3 ELA	Absent, not tested	1	0	1	1	0	0	0	0	0	0
	Administrative error	0	0	0	0	0	0	0	0	0	0	0	0
	Level 1	5	4	9	52	5	1	6	77	6	2	8	51
	Level 2	19	7	26	176	23	9	32	182	11	3	14	172
	Level 3	33	0	33	307	50	6	56	290	30	3	33	236
	Level 4	4	0	4	34	4	1	5	29	26	1	27	100
	Students Tested	61	11	72	569	82	17	99	578	73	9	82	559
	% at Level 1	8.20%	36.36%	12.50%	9.14%	6.10%	5.88%	6.06%	13.32%	8.22%	22.22%	9.76%	9.12%
	% at Level 2	31.15%	63.64%	26.11%	30.93%	28.05%	52.94%	22.22%	21.49%	15.07%	33.33%	17.07%	26.37%
	% at Level 3	54.10%	0.00%	45.83%	53.95%	60.98%	35.29%	56.57%	50.17%	41.10%	33.33%	40.24%	42.22%
	% at Level 4	6.56%	0.00%	5.56%	5.98%	4.88%	5.88%	5.05%	5.02%	35.62%	11.11%	32.93%	17.89%
	% at Levels 3 and 4	60.66%	0.00%	51.39%	59.93%	65.85%	41.18%	61.62%	55.19%	76.71%	44.44%	73.17%	60.11%
	2+3+4+3+4	152.46%	63.64%	138.89%	150.79%	159.76%	135.29%	155.98%	141.87%	168.49%	122.22%	163.41%	150.98%
	Medically excused	0	0	0	1	0	0	0	0	0	0	0	0
	All Standards Met	62	11	73	571	82	17	99	578	73	9	82	559
Grade 3 ELA		62	11	73	571	82	17	99	578	73	9	82	559

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Franklin Elementary Performance Levels

Grade 4 ELA

Number of Assessments as values		2011-12			2010-11			2009-10		
		Erie 1 BOCES			Erie 1 BOCES			Erie 1 BOCES		
		Kenmore		Erie 1 BOCES	Kenmore		Erie 1 BOCES	Kenmore		Erie 1 BOCES
		Ben Franklin ES - 142601030023	Kenmore		Ben Franklin ES - 142601030023	Kenmore		Ben Franklin ES - 142601030023	Kenmore	
Grade 4 ELA	Absent, not tested	0	0	16	0	0	4	0	0	9
	Administrative error	0	0	2	0	1	2	0	0	1
	Level 1	4	58	300	3	32	199	0	25	183
	Level 2	32	185	1267	31	193	1500	28	183	1388
	Level 3	52	305	3269	48	315	3384	46	330	3395
	Level 4	4	23	307	0	11	171	3	24	417
	Students Tested	92	571	5343	82	551	5254	77	562	5383
	% at Level 1	4.35%	10.16%	5.83%	3.66%	5.81%	3.79%	0.00%	4.45%	3.40%
	% at Level 2	34.78%	32.40%	24.64%	37.80%	35.03%	28.55%	36.36%	32.56%	25.78%
	% at Level 3	56.52%	53.42%	63.56%	58.54%	57.17%	64.41%	59.74%	58.72%	63.07%
	% at Level 4	4.35%	4.03%	5.97%	0.00%	2.00%	3.25%	3.90%	4.27%	7.75%
	% at Levels 3 and 4	60.87%	57.44%	69.53%	58.54%	59.17%	67.66%	63.64%	62.99%	70.82%
	2+3+4+3+4	156.52%	147.29%	163.70%	154.88%	153.36%	163.88%	163.64%	158.54%	167.42%
	Medically excused	0	0	1	0	1	1	0	0	1
	No valid score	0	0	0	0	0	0	0	0	0
	Not available	0	0	0	0	0	0	0	0	0
	All Standards Met	92	571	5162	82	553	5261	77	562	5394
Grade 4 ELA		92	571	5162	82	553	5261	77	562	5394

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Performance Levels: Education Types Franklin Elementary Grade 4 ELA

Number of Assessments as values		2011-12				2010-11				2009-10			
		Ben Franklin ES - 142601030023				Ben Franklin ES - 142601030023				Ben Franklin ES - 142601030023			
		General Education		Special Education		General Education		Special Education		General Education		Special Education	
		Kenmore	All Education Types	Kenmore	All Education Types	Kenmore	All Education Types	Kenmore	All Education Types				
Grade 4 ELA	Administrative errors	0	0	0	0	0	0	1	0	0	0	0	
	Level 1	1	3	4	58	2	3	32	0	0	0	25	
	Level 2	23	9	32	185	25	6	31	193	20	8	28	
	Level 3	46	6	52	305	42	6	48	315	44	2	46	
	Level 4	3	1	4	23	0	0	0	11	3	0	3	
	Students Tested	73	19	92	571	69	13	82	551	67	10	77	
	% at Level 1	1.37%	15.79%	4.35%	10.16%	2.90%	7.69%	3.66%	5.81%	0.00%	0.00%	0.00%	
	% at Level 2	31.51%	47.37%	34.78%	32.40%	36.23%	46.15%	37.80%	35.03%	29.85%	80.00%	36.36%	
	% at Level 3	63.01%	31.58%	56.52%	53.42%	60.87%	46.15%	58.54%	57.17%	65.67%	20.00%	59.74%	
	% at Level 4	4.11%	5.26%	4.35%	4.03%	0.00%	0.00%	0.00%	2.00%	4.48%	0.00%	3.90%	
	% at Levels 3 and 4	67.12%	36.84%	60.87%	57.44%	60.87%	46.15%	58.54%	59.17%	70.15%	20.00%	63.64%	
	2+3+4+3+4	165.75%	121.05%	156.52%	147.29%	157.97%	138.46%	154.88%	153.36%	170.15%	120.00%	163.64%	
	Medically excused	0	0	0	0	0	0	1	0	0	0	0	
	All Standards Met	73	19	92	571	69	13	82	553	67	10	77	
Grade 4 ELA		73	19	92	571	69	13	82	553	67	10	77	

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Franklin Elementary Performance Levels

Grade 5 ELA

Number of Assessments as values		2011-12			2010-11			2009-10		
		Erie 1 BOCES			Erie 1 BOCES			Erie 1 BOCES		
		Kenmore		Erie 1 BOCES	Kenmore		Erie 1 BOCES	Kenmore		Erie 1 BOCES
		Ben Franklin ES - 142601030023	Kenmore		Ben Franklin ES - 142601030023	Kenmore		Ben Franklin ES - 142601030023	Kenmore	
Grade 5 ELA	Absent, not tested	0	0	12	0	1	10	0	1	2
	Administrative error	1	2	3	0	1	1	0	0	0
	Level 1	9	57	266	5	36	299	5	42	313
	Level 2	33	194	1396	36	221	1679	49	232	1639
	Level 3	41	303	3294	36	306	3219	42	253	2430
	Level 4	2	16	328	1	11	259	9	78	906
	Students Tested	85	570	5284	78	574	5456	105	605	5288
	% at Level 1	10.59%	10.00%	5.03%	6.41%	6.27%	5.48%	4.76%	6.94%	5.92%
	% at Level 2	38.82%	34.04%	26.42%	46.15%	38.50%	30.77%	46.67%	38.35%	30.99%
	% at Level 3	48.24%	53.16%	62.34%	46.15%	53.31%	59.00%	40.00%	41.82%	45.95%
	% at Level 4	2.35%	2.81%	6.21%	1.28%	1.92%	4.75%	8.57%	12.89%	17.13%
	% at Levels 3 and 4	50.59%	55.96%	68.55%	47.44%	55.23%	63.75%	48.57%	54.71%	63.09%
	2+3+4+3+4	140.00%	145.96%	163.51%	141.03%	148.95%	158.27%	143.81%	147.77%	157.17%
	Medically excused	0	1	7	0	0	1	0	0	1
No valid score	0	0	0	0	0	0	0	0	0	
Not available	0	0	0	0	0	0	0	0	0	
All Standards Met	86	573	5306	78	576	5468	105	606	5291	
Grade 5 ELA	86	573	5306	78	576	5468	105	606	5291	

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Performance Levels: Education Types Franklin Elementary Grade 5 ELA

Number of Assessments as values		2011-12				2010-11				2009-10			
		Ben Franklin ES - 142601030023			Kenmore	Ben Franklin ES - 142601030023			Kenmore	Ben Franklin ES - 142601030023			Kenmore
		General Education	Special Education	All Education Types		General Education	Special Education	All Education Types		General Education	Special Education	All Education Types	
Grade 5 ELA	Absent, not tested	0	0	0	0	0	0	0	1	0	0	0	1
	Administrative error	0	1	1	2	0	0	0	1	0	0	0	0
	Level 1	3	6	9	57	1	4	5	36	1	4	5	42
	Level 2	25	8	33	194	30	6	36	221	36	13	49	232
	Level 3	38	3	41	303	35	1	36	306	41	1	42	253
	Level 4	2	0	2	16	1	0	1	11	9	0	9	78
	Students Tested	68	17	85	570	67	11	78	574	87	18	105	605
	% at Level 1	4.41%	35.29%	10.59%	10.00%	1.49%	36.36%	6.41%	6.27%	1.15%	22.22%	4.76%	6.94%
	% at Level 2	36.76%	47.06%	38.82%	34.04%	44.78%	54.55%	46.15%	38.50%	41.38%	72.22%	46.67%	38.35%
	% at Level 3	55.88%	17.65%	48.24%	53.16%	52.24%	9.09%	46.15%	53.31%	47.13%	5.56%	40.00%	41.82%
	% at Level 4	2.94%	0.00%	2.35%	2.81%	1.49%	0.00%	1.28%	1.92%	10.34%	0.00%	8.57%	12.89%
	% at Levels 3 and 4	58.82%	17.65%	50.59%	55.96%	53.73%	9.09%	47.44%	55.23%	57.47%	5.56%	48.57%	54.71%
	2+3+4+3+4	154.41%	82.35%	140.00%	145.96%	152.24%	72.73%	141.03%	148.95%	156.32%	83.33%	143.81%	147.77%
	Medically excused	0	0	0	1	0	0	0	0	0	0	0	0
All Standards Met	68	18	86	573	67	11	78	576	87	18	105	606	
Grade 5 ELA	68	18	86	573	67	11	78	576	87	18	105	606	

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ELA Common Formative Assessment Data

FOUNTAS AND PINNELL – Comprehensive assessment to determine independent and instructional reading levels:

GRADE LEVEL	September, 2011 READING LEVELS % at grade level	February, 2012 READING LEVELS % at grade level	June, 2012 READING LEVELS % at grade level
FIRST GRADE	D/E or above 53%	F/G or above 71%	I/J or above 75%
SECOND GRADE	I/J or Above 61%	K/L or above 60%	M or above 63%
THIRD GRADE	M or above 61%	O or above 65%	P or above 62%
FOURTH GRADE	P/Q or above 53%	R or above 52%	S/T or above 52%
FIFTH GRADE	S/T or above 61%	W or above 63%	U/V or above 51%

GRADE LEVEL	September, 2012 READING LEVELS % at grade level	February, 2013 READING LEVELS % at grade level	June, 2013 READING LEVELS % at grade level
FIRST GRADE	D/E or above 60%	F/G or above 64%	I/J or above 76%
SECOND GRADE	I/J or Above 61%	K/L or above 59%	M or above 65%
THIRD GRADE	M or above 57%	O or above 61%	P or above 62%
FOURTH GRADE	P/Q or above 36%	R or above 36%	S/T or above 37%
FIFTH GRADE	S/T or above 44%	W or above 40%	U/V or above 46%

***Colors signify cohort groups moving from 2011/12 to 2012/13

READ 180 – Reading intervention program which includes a comprehensive system of curriculum, instruction, and assessment:

Fourth Grade

	Proficient	Basic Level	Below Level
Fall 2008	0% (0 students)	40% (18 students)	60% (27 students)
Spring 2009	11% (5 students)	51% (23 students)	38% (17 students)
Fall 2009	22% (6 students)	41% (11 students)	37% (10 students)
Spring 2010	37% (10 students)	41% (11 students)	22% (6 students)
Fall 2010	37% (10 students)	41% (11 students)	22% (6 students)
Spring 2011	37% (10 students)	41% (11 students)	22% (6 students)
Fall 2011	0% (12 students)	50% (6 students)	50% (6 students)
Spring 2012	17% (2 students)	83% (10 students)	0% (0 students)
Fall 2012	0% (0 students)	62% (8 students)	38% (5 students)
Spring 2012	38% (5 students)	54% (7 students)	8% (1 student)

Fifth Grade

	Proficient	Basic Level	Below Level
Fall 2008	0% (0 students)	33% (6 students)	67% (12 students)
Spring 2009	17% (3 students)	50% (9 students)	33% (6 students)
Fall 2009	0% (0 students)	32% (8 students)	68% (17 students)
Spring 2010	8% (2 students)	48% (12 students)	44% (11 students)
Fall 2010	10% (2 students)	30% (8 students)	16% (3 students)
Spring 2011	8% (2 students)	48% (12 students)	44% (11 students)
Fall 2011	20% (2 students)	80% (8 students)	0% (0 students)
Spring 2012	89% (8 students)	11% (1 student)	0% (0 students)
Fall 2012	0% (0 students)	47% (7 students)	53% (8 students)
Spring 2013	44% (7 students)	44% (7 students)	12% (2 students)

DIBELS – Dynamic Indicators of Basic Early Literacy Skills – Assesses phonemic awareness, alphabetic principle, accuracy/fluency, vocabulary, and comprehension:

Kindergarten - 85 students

	September 2012	January 2013	May 2013
Intensive	12%	10%	11%
Strategic	30%	35%	25%
Benchmark	58%	55%	64%

First Grade - 66 students

	September 2012	January 2013	May 2013
Intensive	9%	17%	13%
Strategic	16%	24%	15%
Benchmark	67%	59%	72%

Second Grade - 79 students

	September 2012	January 2013	May 2013
Intensive	18%	26%	29%
Strategic	23%	17%	29%
Benchmark	59%	57%	42%

Third Grade- 64 students

	September 2012	January 2013	May 2013
Intensive	15%	18%	20%
Strategic	30%	27%	28%
Benchmark	55%	55%	52%

Fourth Grade - 75 students

	September 2012	January 2013	May 2013
Intensive	25%	21%	20%
Strategic	25%	21%	14%
Benchmark	50%	58%	66%

Fifth Grade - 87 students

	September 2012	January 2013	May 2013
Intensive	13%	18%	8%
Strategic	24%	18%	11%
Benchmark	63%	64%	81%

Math Assessment Data

**Grade 3 Franklin Elementary
Math Performance Levels**

Number of Assessments as values		2011-12		2010-11			2009-10			
		Erie 1 BOCES		Erie 1 BOCES			Erie 1 BOCES			
		Kenmore		Kenmore			Kenmore			
		Ben Franklin ES - 142601030023	Kenmore	Erie 1 BOCES	Ben Franklin ES - 142601030023	Kenmore	Erie 1 BOCES	Ben Franklin ES - 142601030023	Kenmore	Erie 1 BOCES
Grade 3 Math	Absent, not tested	0	1	16	0	0	9	0	0	3
	Administrative error	0	0	1	1	11	0	0	0	2
	Level 1	1	18	204	6	48	249	3	30	211
	Level 2	24	131	1124	30	177	1331	16	135	1346
	Level 3	41	348	2850	49	255	2580	33	243	2112
	Level 4	8	75	953	15	89	975	30	151	1586
	Students Tested	74	572	5131	100	569	5135	82	559	5255
	% at Level 1	1.35%	3.15%	3.98%	6.00%	8.44%	4.85%	3.66%	5.37%	4.02%
	% at Level 2	32.43%	22.90%	21.91%	30.00%	31.11%	25.92%	19.51%	24.15%	25.61%
	% at Level 3	55.41%	60.84%	55.54%	49.00%	44.82%	50.24%	40.24%	43.47%	40.19%
	% at Level 4	10.81%	13.11%	18.57%	15.00%	15.64%	18.99%	36.59%	27.01%	30.18%
	% at Levels 3 and 4	66.22%	73.95%	74.12%	64.00%	60.46%	69.23%	76.83%	70.48%	70.37%
	2+3+4+3+4	164.86%	170.80%	170.14%	158.00%	152.02%	164.38%	173.17%	165.12%	166.36%
	Medically excused	0	1	1	0	0	4	0	0	2
	No valid score	0	0	0	0	0	0	0	0	0
	Not available	0	0	0	0	0	0	0	0	0
	All Standards Met	74	574	5149	101	580	5159	82	559	5262
Grade 3 Math		74	574	5149	101	580	5159	82	559	5262

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Performance Levels: Education Types

Franklin Elementary Grade 3 Math

Number of Assessments as values		2011-12				2010-11				2009-10			
		Ben Franklin ES - 142601030023			Kenmore	Ben Franklin ES - 142601030023			Kenmore	Ben Franklin ES - 142601030023			Kenmore
		General Education	Special Education	All Education Types	Kenmore	General Education	Special Education	All Education Types	Kenmore	General Education	Special Education	All Education Types	Kenmore
Grade 3 Math	Absent, not tested	0	0	0	1	0	0	0	0	0	0	0	0
	Administrative error	0	0	0	0	1	0	1	11	0	0	0	0
	Level 1	0	1	1	18	5	1	6	48	2	1	3	30
	Level 2	16	8	24	131	24	6	30	177	13	3	16	135
	Level 3	39	2	41	348	39	10	49	255	31	2	33	243
	Level 4	8	0	8	75	15	0	15	89	27	3	30	151
	Students Tested	63	11	74	572	83	17	100	569	73	9	82	559
	% at Level 1	0.00%	9.09%	1.35%	3.15%	6.02%	5.88%	6.00%	8.44%	2.74%	11.11%	3.66%	5.37%
	% at Level 2	25.40%	72.73%	32.43%	22.90%	28.92%	35.29%	30.00%	31.11%	17.81%	33.33%	19.51%	24.15%
	% at Level 3	61.90%	18.18%	55.41%	60.84%	46.99%	58.82%	49.00%	44.82%	42.47%	22.22%	40.24%	43.47%
	% at Level 4	12.70%	0.00%	10.81%	13.11%	18.07%	0.00%	15.00%	15.64%	36.99%	33.33%	36.59%	27.01%
	% at Levels 3 and 4	74.60%	18.18%	66.22%	73.95%	65.06%	58.82%	64.00%	60.46%	79.45%	55.56%	76.83%	70.48%
	2+3+4+3+4	174.60%	109.09%	164.86%	170.80%	159.04%	152.94%	158.00%	152.02%	176.71%	144.44%	173.17%	165.12%
	Medically excused	0	0	0	1	0	0	0	0	0	0	0	0
	All Standards Met	63	11	74	574	84	17	101	580	73	9	82	559
Grade 3 Math		63	11	74	574	84	17	101	580	73	9	82	559

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Grade 4 Math Franklin Elementary

Math Performance Levels

Number of Assessments as values		2011-12			2010-11			2009-10		
		Erie 1 BOCES			Erie 1 BOCES			Erie 1 BOCES		
		Kenmore			Kenmore			Kenmore		
		Ben Franklin ES - 142601030023	Kenmore	Erie 1 BOCES	Ben Franklin ES - 142601030023	Kenmore	Erie 1 BOCES	Ben Franklin ES - 142601030023	Kenmore	Erie 1 BOCES
Grade 4 Math	Absent, not tested	1	3	18	0	0	4	0	0	2
	Administrative error	0	0	2	0	0	0	0	0	0
	Level 1	1	22	161	0	14	119	0	17	112
	Level 2	20	138	979	18	105	959	17	121	1178
	Level 3	39	239	2196	42	260	2268	32	244	2311
	Level 4	31	168	1815	23	174	1923	28	179	1802
	Students Tested	92	567	5151	83	553	5269	77	561	5403
	% of Level 1	1.10%	3.88%	3.13%	0.00%	2.53%	2.26%	0.00%	3.03%	2.07%
	% of Level 2	21.98%	24.34%	19.01%	21.69%	18.99%	18.20%	22.08%	21.57%	21.80%
	% of Level 3	42.86%	42.15%	42.63%	50.60%	47.02%	43.04%	41.56%	43.49%	42.77%
	% of Level 4	34.07%	29.63%	35.24%	27.71%	31.46%	36.50%	36.36%	31.91%	33.35%
	% of Levels 3 and 4	76.92%	71.78%	77.87%	78.31%	78.48%	79.54%	77.92%	75.40%	76.12%
	2+3+4+3+4	175.82%	167.90%	174.74%	178.31%	175.95%	177.28%	177.92%	172.37%	174.05%
	Medically excused	0	0	1	0	1	1	0	1	3
No valid score	0	0	0	0	0	0	0	0	0	
Not available	0	0	0	0	0	0	0	0	0	
All Standards Met	92	570	5172	83	554	5274	77	562	5408	
Grade 4 Math		92	570	5172	83	554	5274	77	562	5408

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Performance Levels: Education Types

Franklin Elementary Grade 4 Math

Number of Assessments as values		2011-12				2010-11				2009-10			
		Ben Franklin ES - 142601030023				Ben Franklin ES - 142601030023				Ben Franklin ES - 142601030023			
		General Education		Special Education		General Education		Special Education		General Education		Special Education	
		General Education	Special Education	All Education Types	Kenmore	General Education	Special Education	All Education Types	Kenmore	General Education	Special Education	All Education Types	Kenmore
Grade 4 Math	Absent, not tested	1	0	1	3	0	0	0	0	0	0	0	0
	Level 1	0	1	1	22	0	0	0	14	0	0	0	17
	Level 2	12	8	20	138	12	6	18	105	12	5	17	121
	Level 3	34	5	39	239	37	5	42	260	30	2	32	244
	Level 4	26	5	31	168	21	2	23	174	25	3	28	179
	Students Tested	72	19	92	567	70	13	83	553	67	10	77	561
	% of Level 1	0.00%	5.26%	1.10%	3.88%	0.00%	0.00%	0.00%	2.53%	0.00%	0.00%	0.00%	3.03%
	% of Level 2	16.67%	42.11%	21.98%	24.34%	17.14%	46.15%	21.69%	18.99%	17.91%	50.00%	22.08%	21.57%
	% of Level 3	47.22%	26.32%	42.86%	42.15%	52.86%	38.46%	50.60%	47.02%	44.78%	20.00%	43.49%	42.77%
	% of Level 4	36.11%	26.32%	34.07%	29.63%	30.00%	15.38%	27.71%	31.46%	37.31%	30.00%	36.36%	31.91%
	% of Levels 3 and 4	83.33%	52.63%	76.92%	71.78%	82.86%	53.85%	78.31%	78.48%	82.09%	50.00%	77.92%	75.40%
	2+3+4+3+4	183.33%	147.37%	175.82%	167.90%	182.86%	153.85%	178.31%	175.95%	182.09%	150.00%	177.92%	172.37%
	Medically excused	0	0	0	0	0	0	0	1	0	0	0	1
	Not available	0	0	0	0	0	0	0	0	0	0	0	0
All Standards Met	73	19	92	570	70	13	83	554	67	10	77	562	
Grade 4 Math	73	19	92	570	70	13	83	554	67	10	77	562	

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Grade 5 Franklin Elementary Math Performance Levels

Number of Assessments as values		2011-12			2010-11			2009-10		
		Erie 1 BOCES			Erie 1 BOCES			Erie 1 BOCES		
		Kenmore		Erie 1 BOCES	Kenmore		Erie 1 BOCES	Kenmore		Erie 1 BOCES
		Ben Franklin ES - 142601030023	Kenmore		Ben Franklin ES - 142601030023	Kenmore		Ben Franklin ES - 142601030023	Kenmore	
Grade 5 Math	Absent, not tested	0	0	7	0	0	5	0	1	3
	Administrative error	0	0	0	0	0	0	0	1	1
	Level 1	4	29	183	4	20	140	0	15	116
	Level 2	23	137	1071	17	122	1052	29	127	1022
	Level 3	41	242	2203	41	287	2653	52	282	2430
	Level 4	18	165	1839	16	147	1630	24	182	1723
	Students Tested	86	573	5296	78	576	5475	105	606	5291
	% at Level 1	4.65%	5.06%	3.46%	5.13%	3.47%	2.56%	0.00%	2.48%	2.19%
	% at Level 2	26.74%	23.91%	20.22%	21.79%	21.18%	19.21%	27.62%	20.96%	19.32%
	% at Level 3	47.67%	42.23%	41.60%	52.56%	49.83%	48.46%	49.52%	46.53%	45.93%
	% at Level 4	20.93%	28.80%	34.72%	20.51%	25.52%	29.77%	22.86%	30.03%	32.56%
	% at Levels 3 and 4	68.60%	71.03%	76.32%	73.08%	75.35%	78.23%	72.38%	76.57%	78.49%
	2+3+4+3+4	163.95%	165.97%	172.87%	167.95%	171.88%	175.67%	172.38%	174.09%	176.30%
	Medically excused	0	1	4	0	0	1	0	0	2
	No valid score	0	0	0	0	0	0	0	0	0
Not available	0	0	0	0	0	0	0	0	0	
All Standards Met	86	574	5307	78	576	5481	105	608	5297	
Grade 5 Math	86	574	5307	78	576	5481	105	608	5297	

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Performance Levels: Education Types Franklin Elementary Grade 5 Math

Number of Assessments as values		2011-12			2010-11			2009-10					
		Ben Franklin ES - 142601030023			Ben Franklin ES - 142601030023			Ben Franklin ES - 142601030023					
		General Education	Special Education	All Education Types	Kenmore	General Education	Special Education	All Education Types	Kenmore	General Education	Special Education	All Education Types	Kenmore
Grade 5 Math	Absent, not tested	0	0	0	0	0	0	0	0	0	0	1	
	Administrative error	0	0	0	0	0	0	0	0	0	0	1	
	Level 1	0	4	4	29	1	3	4	20	0	0	15	
	Level 2	15	8	23	137	16	1	17	122	17	12	127	
	Level 3	36	5	41	242	35	6	41	287	46	6	282	
	Level 4	17	1	18	165	15	1	16	147	24	0	182	
	Students Tested	68	18	86	573	67	11	78	576	87	18	606	
	% at Level 1	0.00%	22.22%	4.65%	5.06%	1.49%	27.27%	5.13%	3.47%	0.00%	0.00%	2.48%	
	% at Level 2	22.06%	44.44%	26.74%	23.91%	23.88%	9.09%	21.79%	21.18%	19.54%	66.67%	20.96%	
	% at Level 3	52.94%	27.78%	47.67%	42.23%	52.24%	54.55%	52.56%	49.83%	52.87%	31.33%	46.53%	
	% at Level 4	25.00%	5.56%	20.93%	28.80%	22.39%	9.09%	20.51%	25.52%	27.59%	0.00%	30.03%	
	% at Levels 3 and 4	77.94%	33.33%	68.60%	71.03%	74.63%	63.64%	73.08%	75.35%	80.46%	33.33%	72.38%	
	2+3+4+3+4	177.94%	111.11%	163.95%	165.97%	173.13%	136.36%	167.95%	171.88%	180.46%	133.33%	174.09%	
	Medically excused	0	0	0	1	0	0	0	0	0	0	0	
	All Standards Met	68	18	86	574	67	11	78	576	87	18	608	
Grade 5 Math	68	18	86	574	67	11	78	576	87	18	608		

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Fact Fluency Data (FASTT Math)

This intervention program helps struggling students develop fluency with basic math facts in addition, subtraction, multiplication, and division. Using the FASTT system (Fluency and Automaticity through Systematic Teaching with Technology), the software provides a continuously adaptive program that efficiently increases math fact fluency in customized, 10-minute daily sessions.

Developing automatic recall of basic facts enables students to focus on higher-order math skills such as advanced computation, problem solving, and algebra. **FASTT Math** also includes prescribed print activities for those students who need additional instruction in the conceptual foundation of numbers and operations.



Summary Progress Report

SCHOOL: FRANKLIN ELEMENTARY



Time Period: 09/04/12 – 08/31/13

GRADE	ADDITION		SUBTRACTION		MULTIPLICATION		DIVISION	
	ASSIGNED STUDENTS	FLUENT STUDENTS	ASSIGNED STUDENTS	FLUENT STUDENTS	ASSIGNED STUDENTS	FLUENT STUDENTS	ASSIGNED STUDENTS	FLUENT STUDENTS
Grade 1	63	0% (0)	0	0% (0)	0	0% (0)	0	0% (0)
Grade 2	88	8% (7)	44	0% (0)	2	0% (0)	0	0% (0)
Grade 3	75	1% (1)	22	0% (0)	73	4% (3)	2	50% (1)
Grade 4	81	1% (1)	23	13% (3)	80	34% (27)	31	19% (6)
Grade 5	90	8% (7)	11	36% (4)	90	52% (47)	61	26% (16)
TOTAL	397	4% (16)	100	7% (7)	245	31% (77)	94	24% (23)

Fraction Nation

Fraction Nation is a research based program used in grades 4 and 5 to develop the critical foundations of fraction fluency – conceptual understanding and procedural knowledge. Fraction Nation focuses on fractions and decimals. The program delivers fraction fluency through explicit instruction, extensive practice, and ongoing assessments. Fraction Nation guides students through 64 carefully crafted lessons to build a strong foundation in fractions and decimals. Fraction nation is a web based program.



Fraction Proficiency Growth Report

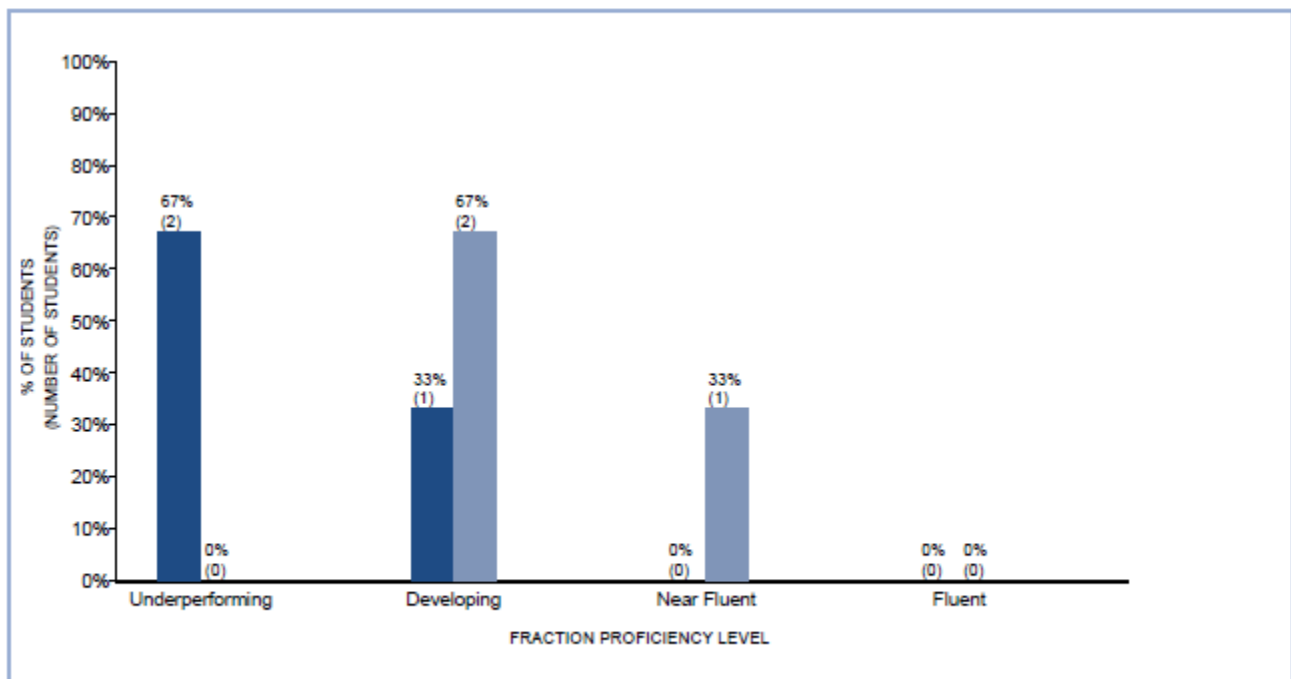
GRADE: 4

School: Franklin Elementary



Time Period: 09/04/12 – 08/31/13

Total Students Enrolled in Program: 81
Total Students with Completed Placement Assessment: 76
Total Students with Completed Final Assessment: 3





Fraction Proficiency Growth Report

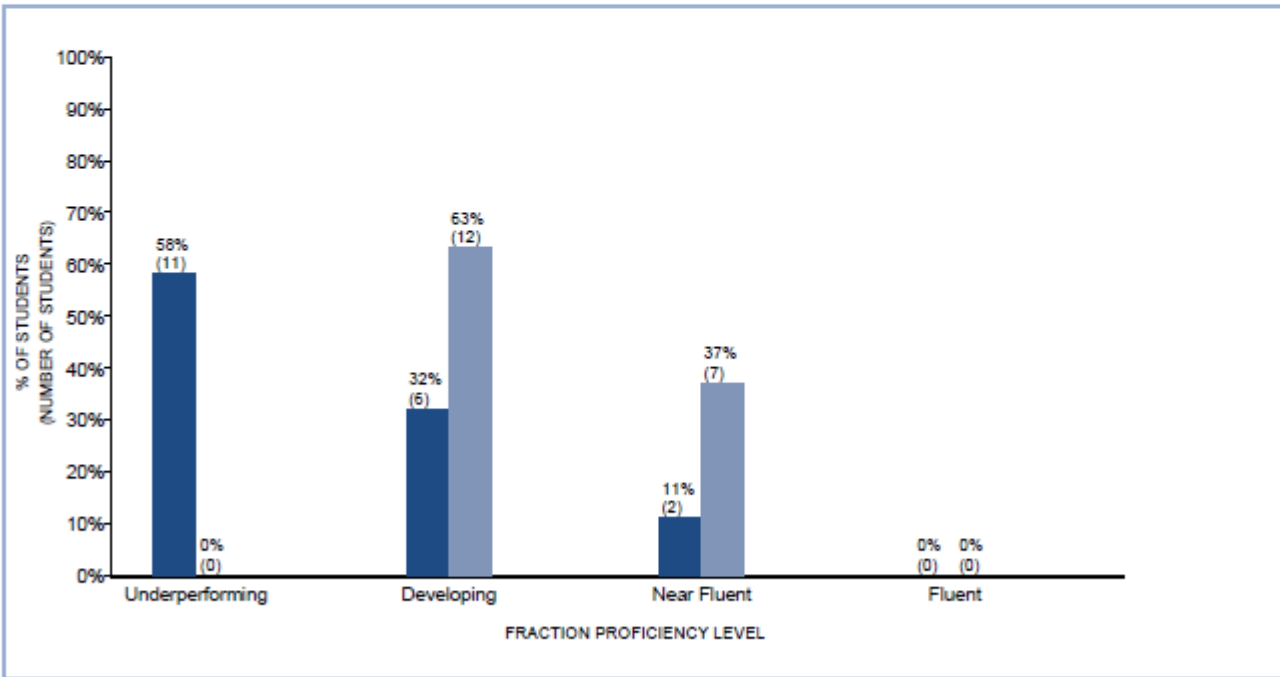
GRADE: 5

School: Franklin Elementary



Time Period: 09/04/12 – 08/31/13

Total Students Enrolled in Program: 90
Total Students with Completed Placement Assessment: 90
Total Students with Completed Final Assessment: 19



PART III - SECTION C: Other Pertinent Data Related to Student Achievement

School Process Data

- School Planning Team Meetings – focusing on ELA and Math data
- Faculty Book Clubs – focusing on literacy instruction, instructional best practices, & character education
 - Better Answers
 - The Leader in Me
 - Mindset
- Grade level meetings – team meetings and cross grade level meetings (aligned vertically and horizontally) meeting weekly including special area teachers for integration of curriculum in the areas of ELA and Math
- Literacy meetings – monthly – led by Building Literacy Facilitators
- Faculty meetings – monthly meetings devoted to work on ELA and Math instruction
- District staff development days
- In-school professional development on Differentiating Instruction
- Looking at Student Work sessions in the areas of ELA and Math - ongoing

Parent Involvement Data

- **Attendance of parents for curriculum night:**
 - Pre-K 45%
 - K 56%
 - 1st 33%
 - 2nd 57%
 - 3rd 34%
 - 4th 45%
 - 5th 51%
 - **Overall school average of parent participation in curriculum night: 46%**

- **Attendance of parents for parent teacher conferences:**

	Fall	Spring
○ Pre-K	86%	68%
○ K	91%	90%
○ 1 st	77%	78%
○ 2 nd	76%	79%
○ 3 rd	90%	72%
○ 4 th	82%	75%
○ 5 th	86 %	81%
○ Overall school average of parent participation in parent teacher conferences:	Fall 84%	Spring 76%

Parent Participation:

- Participation of families for Family Math Night: 13%
- Participation of families at Kindergarten Orientation: 86%
- Participation of families for EPIC Ready, Set, Read program – 6 or 0.01%
- Participation of families for DASA presentation by counselor – 9 or 0.02%

PART IV: NEEDS ASSESSMENT: Analysis of Student Achievement and Program Effectiveness

ELA – K - 3

Conclusion Statement #1

Given the June 2013 DIBELS benchmark assessment 35% of kindergarten students at Benjamin Franklin Elementary School did not meet benchmark.

Given the June, 2013 Fountas and Pinnell assessment 18% of 1st grade students at Benjamin Franklin Elementary School are performing below grade level expectations in the area of comprehension.

Given the June, 2013 Opinion Post CFA 30% of 1st grade students at Benjamin Franklin Elementary School are performing at levels 1 & 2.

Given the June, 2013 Informational Post CFA 27% of 1st grade students at Benjamin Franklin Elementary School are performing at levels 1 & 2.

Given the June, 2013 Fountas and Pinnell assessment % of 2nd grade students at Benjamin Franklin Elementary School are performing below grade level expectations in the area of comprehension.

Given the June, 2013 Opinion Post CFA 10% of 2nd grade students at Benjamin Franklin elementary School are performing at levels 1 & 2.

Given the June, 2013 Informational Post CFA 15% of 2nd grade students at Benjamin Franklin Elementary School are performing at levels 1 & 2.

Given the June, 2013 DIBELS assessment 48% of 3rd grade students at Benjamin Franklin Elementary School are at risk status when reading with sufficient accuracy and fluency to support comprehension.

Root Cause (s) for Conclusion Statement #1

- Students have limited vocabulary to support comprehension
- Students do not have the background knowledge experiences to support vocabulary development and comprehension
- Students are not exposed to the various types of enrichment activities needed to support vocabulary development and comprehension

- Students have not mastered sight words
- Students are not receiving enough practice in sight word recognition
- Not a class priority
- Limited time for sight word instruction

- ❖ Students have lack of independent reading practice
- ❖ Students are not given enough time in class to read
- ❖ Academic classroom demands limits time for reading

Implications for Instructional Programming for Conclusion Statement #1

- Ensure consistent implementation of vocabulary instruction in grades K – 3
- Ensure consistent implementation of sight word instruction in grades K – 3
- Ensure consistent implementation of independent reading practice in grades K - 3

Based on the above analysis, the following ELA priorities have been identified for the 2013-14 school year:

Ensure consistent implementation of vocabulary instruction in grades K – 3

ELA 4 - 5

Conclusion Statement #2

Given the grade 4 NYS ELA assessment students at Benjamin Franklin Elementary School demonstrated the following success rates from 2006-2012 on the performance indicator: Describe in depth the character, setting, or event in a story or drama, drawing on specific details in the text to find the main idea and describe characters.

Year	
2006-2007	62%
2008-2009	44%
2010-2011	76%
2011-2012	48%

Given the grade 5 NYS ELA assessment students at Benjamin Franklin Elementary School demonstrated the following success rates from 2006-2012 on the performance indicator: Identify literary elements such as setting, plot, and main idea and characters of different genres.

Year	
2006-2007	77%
2008-2009	93%
2009-2010	95%
2010-2011	63%
2011-2012	36%

Root Cause (s) for Conclusion Statement #2

- Students do not fully understand character development
- Teachers are not modeling, through a variety of ways, a conclusion that summarizes the main idea
- Teachers are modeling very limited ways to summarize the main idea
- Teachers are not familiar with different instructional strategies for summarizing the main idea
- Lack of professional development

- Students do not fully understand character development
- Teachers do not spend enough time teaching character development
- Teachers spend more time on other story elements
- Teachers believe that students understand character development
- Character development has been taught since Pre-K

Implications for Instructional Programming for Conclusion Statement #2

- Ensure consistent implementation of character development instruction in grades 4 & 5
- Ensure consistent implementation of main idea instruction in grades 4 & 5

Based on the above analysis, the following ELA priorities have been identified for the 2013-14 school year:

Ensure consistent implementation of character development instruction in grades 4 & 5

PART IV: NEEDS ASSESSMENT:

Math

Conclusion Statement #3

Given the November Math SLO pre-assessment (49%) and the May, 2013 Math SLO post-assessment (79%) 40% of students in grade 1 demonstrated growth on Math standard 1.OA.6 – add and subtract within 20, demonstrating fluency for addition and subtraction within 10.

Given the June, 2013 FasttMath progress report 4% of assigned students in grades 2 – 5 at Benjamin Franklin Elementary School are fluent in addition facts and 7% are fluent in subtraction facts.

Given the May, 2013 Math Benchmark 3 assessment 63% students in grade 2 are fluent in addition and subtraction facts fluency.

Given the June, 2013 FasttMath progress report 77% of assigned students in grades 3 – 5 at Benjamin Franklin Elementary School are fluent in multiplication facts and 24% are fluent in division facts.

Given the 2011-12 NYS Math assessment 82% of 4th grade students use a variety of strategies to add and subtract numbers up to 1,000,000 quickly and accurately.

Given the 2011-12 NYS Math assessment 38% of 5th grade students had success for the performance indicator of evaluating and arithmetic expression using order of operations including multiplication, division, addition, and subtraction.

Root Cause (s) for Conclusion Statement #3

- Students do not have fluency with basic math facts
- Students do not have enough practice for mastery
- Teachers do not practice both addition/subtraction and multiplication/division facts daily
- Teachers do not have enough time in the math block for math fact practice

- Students do not have fluency with basic math facts
- Students do not have enough practice for mastery
- Teachers at grades 3 & 4 no longer focus on addition/subtraction facts
- Teachers at grades 3 & 4 switch to practice with multiplication/division facts

- ❖ Students were not successful with the use of the order of operations
- ❖ Students did not get enough exposure to the use of the order of operations
- ❖ Teachers did not spend enough time on the order of operations
- ❖ Everyday math program did not address the concept fully

Implications for Instructional Programming for Conclusion Statement #3

- Ensure consistent implementation of instruction that focuses on math facts and fluency
- Ensure consistent implementation of time spent on instruction that focuses on math facts and fluency
- Ensure consistent implementation of the HMX program which addresses order of operation

Based on the above analysis, the following Math priorities have been identified for the 2013-14 school year:

Ensure consistent implementation of instruction that focuses on facts and math fluency

PART IV: NEEDS ASSESSMENT:

Distinction Level ELA

Conclusion Statement #4

Given the 2011-2012 NYS ELA assessment 56% of students at Benjamin Franklin Elementary School scored at levels 3 & 4

Grade 3: 46% of students scored at level 3
6% of students scored at level 4

Grade 4: 57% of students scored at level 3
4% of students scored at level 4

Grade 5: 48% of students scored at level 3
2% of students scored at level 4

Root Cause (s) for Conclusion Statement #4

- Analysis of level 3 & 4 student work shows lack of differentiated strategies
- Lack of differentiating instruction
- Inconsistent modeling and teaching of differentiated instructional strategies
- Lack of differentiated instruction skills training

- Analysis of level 3 & 4 student work shows lack of higher order thinking strategies
- Lack of higher order thinking demands on students
- Inconsistent modeling and teaching of higher order thinking questions and discussion techniques
- Lack of higher order thinking skills training

Implications for Instructional Programming for Conclusion Statement #4

- Ensure consistent implementation of differentiated instruction
- Ensure consistent implementation of higher order thinking instruction

Based on the above analysis, the following ELA priority has been identified for the 2013-14 school year:

Ensure consistent implementation of differentiated instruction

PART V: PROCESS FOR DEVELOPING AND REPORTING NEEDS ASSESSMENT FINDINGS

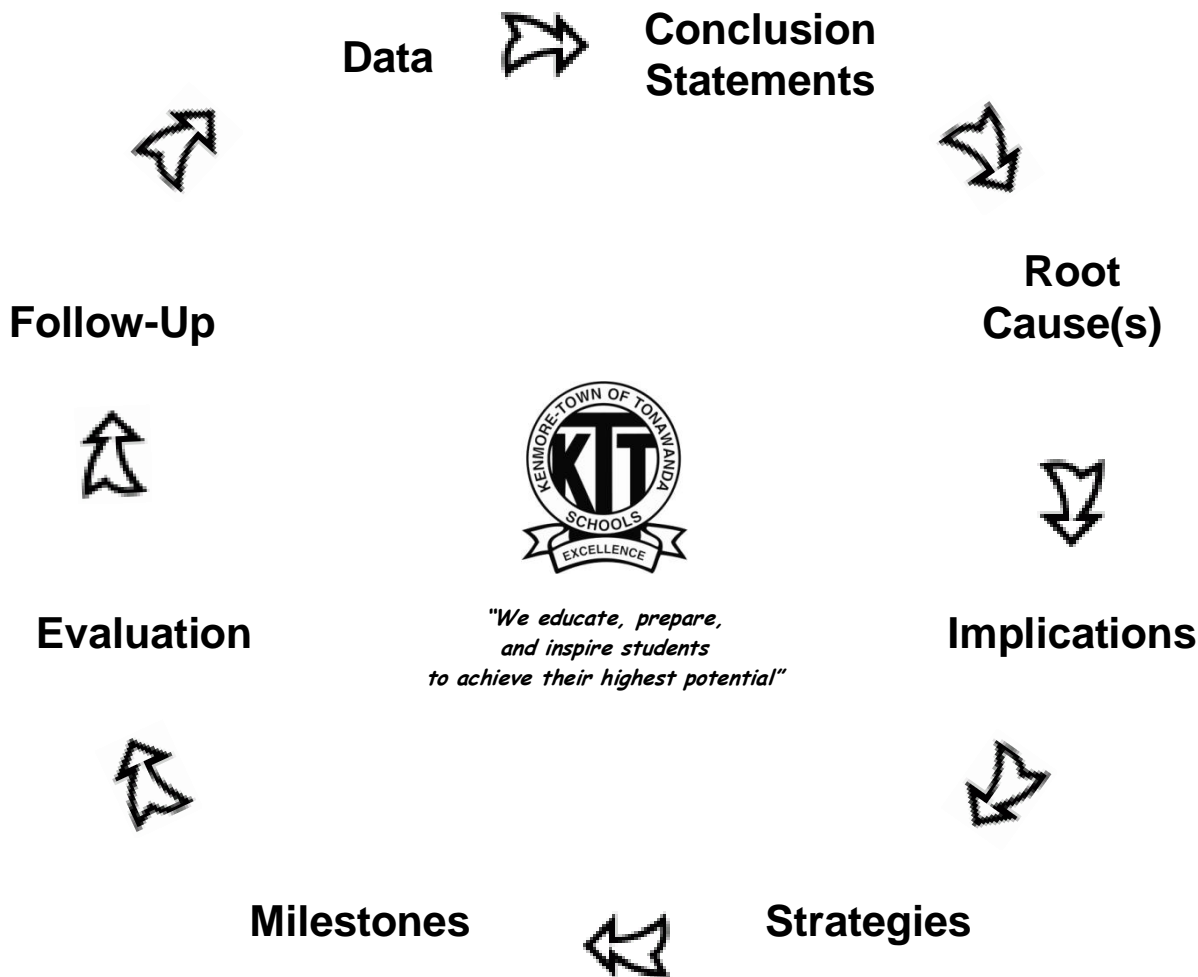
Franklin’s faculty and staff analyze student assessment data during faculty meetings, grade level meetings, and Looking at Student Work sessions. Our school planning team meets monthly and the focus is on student achievement. In addition, the Instructional Improvement Plan team meets to identify areas of strengths and those areas in need of improvement for our students.

The members of these teams gather together with student data from Reading Recovery, FasttMath, Fraction Nation, NYS Assessments, Infinite Campus, DIBELS, Fountas and Pinnell, Instructional Support Teams, Academic Intervention Services, Special Education, English Language Learners, Math and ELA common formative assessments, and Gifted and Talented.

The members look at the data and identify individual student profiles, trends over time, strengths of the students/school, and areas in need of improvement. The groups then generate conclusion statements based upon their findings. Root causes are then identified and the teams work to create action plans that will enable student achievement to move in a positive direction.

School/student data reporting is embedded in our school processes as mentioned above. All assessment data is shared at PTA meetings. The IIP is also shared at PTA meetings and the IIP is posted on the school website for parents to access. Information regarding student achievement is shared during parent teacher conferences, through report cards, daily notes home as needed, e-mails, and telephone calls.

ACTION PLAN CYCLE



VI: SCHOOL GOALS, OBJECTIVES, AND ACTION PLAN

Goal: By 2016, 100% of students in grades three through five at Benjamin Franklin Elementary will achieve Performance Levels 3 or 4 on the NYS ELA Assessment.

Objective: By 2014, 86 % of students in grades three through five at Benjamin Franklin Elementary will achieve Performance Levels 3 or 4 on the NYS ELA Assessment

Strategy: Ensure consistent implementation of vocabulary instruction in grades K - 3

Targeted Audience: Identified students in grades K – 3 lacking vocabulary development

Root Causes Addressed:

- Students have limited vocabulary to support comprehension
- Students do not have the background knowledge experiences to support vocabulary development & comprehension
- Students are not exposed to the various types of enrichment activities needed to support vocabulary development & comprehension

Activities List these sequentially	Timeframe	Participants	Lead Person	Resources	Measurable Evidence of Success
Pre-assess students to determine which students are lacking specific vocabulary before each unit of instruction – aligned to the Common Core. (Identified vocabulary determined from previous IIP work)	Sept - June	K – 3 Classroom teachers Special education teachers AIS providers Students in grades K - 3	K – 3 Classroom teachers Special education teachers AIS providers	Teacher made student pre-assessments	Student scores
Plan for a variety of vocabulary building activities that are developmentally appropriate including vocabulary word card games, songs, outdoor activities and virtual field trips – aligned to the Common Core.	Sept - June	K – 3 Classroom teachers Special education teachers AIS providers	K – 3 Classroom teachers Special education teachers AIS providers		Lesson plans Administrative observation
Instruction and implementation of a variety of vocabulary building activities that are developmentally appropriate including word card games, songs, and outdoor activities – aligned to the Common Core.	Sept - June	K – 3 Classroom teachers Special education teachers AIS providers Identified students	K – 3 Classroom teachers Special education teachers AIS providers	Various materials/supplies	Lesson plans Administrative observation
Provide ongoing assessment and analysis to determine student growth/success rates in vocabulary usage and comprehension development.	Sept-June	K – 3 Classroom teachers Special education teachers AIS providers Identified students	K – 3 Classroom teachers Special education teachers AIS providers	Formative vocabulary assessments	Student assessment scores

Adjust and monitor activities/instruction as per student assessment data – aligned to the Common Core.	Sept-June	K – 3 Classroom teachers Special education teachers AIS providers Identified students	K – 3 Classroom teachers Special education teachers AIS providers	Student assessment data	Lesson plans Flexible groups Administrative observation
Provide ongoing formative assessment of vocabulary development student achievement	Sept-June	K – 3 Classroom teachers Special education teachers AIS providers Identified students	K – 3 Classroom teachers Special education teachers AIS providers	F&P assessments	Completed F&P assessments

Milestone: DIBELS, F&P assessments, and Writing CFA’s

Evaluation: DIBELS, F&P assessments, and Writing CFA’s will reflect student achievement increases of an additional 10% of students performing at or above grade level per assessment administration.

Follow-up: Progress monitoring of students’ performance on DIBELS, F&P assessments and district Writing CFA’s will drive adjustment of instruction.

PART VI: SCHOOL GOALS, OBJECTIVES, AND ACTION PLAN

Goal: By 2016, 100% of students in grades three through five at Benjamin Franklin Elementary will achieve Performance Levels 3 or 4 on the NYS ELA Assessment.

Objective: By 2014, 86 % of students in grades three through five at Benjamin Franklin Elementary will achieve Performance Levels 3 or 4 on the NYS ELA Assessment

Strategy: Ensure consistent implementation of character development instruction in grades 4 & 5

Targeted Audience: Identified students in grades 4 & 5 who are lacking achievement in character development

Root Causes Addressed:

- Students do not understand character development
- Teachers do not spend enough time teaching character development

Activities List these sequentially	Timeframe	Participants	Lead Person	Resources	Measurable Evidence of Success
Teachers in grades K through 5 will review district Writing CFA prompts.	Sept – Oct	K-5 Classroom Teachers Reading AIS teachers	Building Administrator Reading AIS provider ELA CLS	District CFA Writing Prompts Technology support	Faculty meeting minutes given to administration Scheduled date
Teachers in grades K through 5 will review Ken-Ton Writing Common Formative Assessment Rubric.	Sept – Oct	K-5 Classroom Teachers Reading AIS teachers	Building Administrator Reading AIS provider ELA CLS	District CFA Writing Rubrics	Faculty meeting minutes given to administration Scheduled date
Teachers will identify, list, and teach instructional strategies to support writing deficits, and character development, as a result of reviewing CFA’s through the use of non-fiction texts – aligned to the Common Core.	Sept – Nov	K-5 Classroom Teachers Reading AIS teachers Identified students	Building Administrator Reading AIS provider ELA CLS	Chart paper for brainstorming	Clearly articulated vision written to express how to teach writing prompts as a genre Anchor chart created by teachers and given to administration
Teachers in grades K through 5 will administer Kenton CFA Writing prompts to students.	Sept / Oct Jan and May	K-5 Classroom Teachers Identified students	K through 5 Teachers	District CFA Writing Prompts	Completed student response to writing prompt

Teachers in grades K through 5 will collaboratively score Kenton CFA Writing prompts in K-5 using district rubric.	Sept / Oct Jan and May	K-5 Classroom Teachers	K through 5 Teachers	District CFA Writing Prompts District CFA Writing Rubric	Data collection from completed student response to writing prompt Writing checklist
Teachers will provide feedback to students in grades K through 5 based on Kenton CFA Writing prompts.	October February June	K-5 Classroom Teachers Identified students	K through 5 Teachers	District CFA Writing Results CFA Writing Checklist	Student conference template
Teachers in grades 1 through 5 will analyze the strengths and limitations of students K-5 – character development, based on Kenton CFA Writing prompts – aligned to the Common Core, identifying those students to target who are lacking these skills.	November	K-5 Classroom Teachers	K through 5 Teachers	District CFA Writing Results CFA Writing Checklist	Data collection of individual students
Teachers will meet in grade level meeting and in cross grade level meetings to discuss the analysis of student performance on district CFA writing prompts.	Sept-June	K-5 Classroom Teachers Reading AIS teachers	K through 5 Teachers	District CFA Writing Results CFA writing checklist	Meeting minutes sent electronically to the administration Writing prompts List of instructional strategies to meet student needs
Teachers will identify and embed instructional strategies for writing in daily lesson planning with a focus on character development – aligned to the Common Core.	Sept-June	K-5 Classroom Teachers Reading AIS teachers	K through 5 Teachers	Instructional strategy resources – professional books, technology	Grade level minutes sent to administration Evidence in lesson planning
Teachers will directly teach identified instructional strategies to support character development – aligned to the Common Core.	Sept-June	K-5 Classroom Teachers Reading AIS teachers	K through 5 Teachers	Lesson plans, lesson specific materials	Grade level minutes sent to administration Evidence in lesson planning
Utilize Collaborative Inquiry Cycle to monitor, adjust and evaluate the fidelity of implemented writing prompts as a genre strategy with focus on character development.	Sept-June	K through 5 Teachers	Principals Teachers AIS Teachers Special Education Teachers	DIBELS data, F&P Data, Marie Clay observation survey and running records, CFA – writing data NYS ELA assessment data	Meeting minutes sent electronically to the administration

Milestone: Writing CFA’s, Grade Level Writing Rubrics, and F & P assessments

Evaluation: Students will be evaluated quarterly through the writing CFA’s and F&P assessments for proficiency in identifying main idea and in character development.

Follow-up: Progress monitoring of students performance on district CFA writing prompts and F & P assessments will drive adjustment in instruction.

PART VI: SCHOOL GOALS, OBJECTIVES, AND ACTION PLAN

Goal: By 2016, 100% of students in grades three through five at Franklin Elementary will achieve Performance Levels 3 or 4 on the NYS Math Assessment.

Objective: By 2014, 86% of students in grades one through five at Benjamin Franklin elementary will achieve Performance Levels 3 or 4 on the NYS Math Assessment.

Strategy: Ensure consistent implementation of instruction that focuses on facts and math fluency

Targeted Audience: Identified students in grades 1 through 5 who have are not achieving in math facts knowledge and fluency

Root Causes Addressed:

- Students do not have fluency with basic math facts
- Teachers do not practice both addition/subtraction and multiplication/division facts daily
- Teachers at grades 3, 4, & 5 no longer focus on addition/subtraction facts
- Teachers at grades 3, 4, & 5 switch to practice with multiplication/division facts

Activities List these sequentially	Timeframe	Participants	Lead Person	Resources	Measurable Evidence of Success
Administer Fastt Math placement assessment.	September	1 st through 5 th grade students	1 st through 5 th grade teachers	Fastt Math	Completed Assessment Report
Identified targeted students will use Fastt Math 4-5 times per week in school.	September - June	Identified students	1 st through 5 th grade teachers AIS Math Provider Special Education Teachers	Fastt Math AIS Providers	Completed Assessment Report
Monitor fact fluency data using Scholastic Achievement Manager for students using Fastt Math	September - June	Identified students	1 st through 5 th grade teachers AIS Math Provider Special Education Teachers	Scholastic Achievement Manager (SAM)	Fastt Math RTI Report
Implement & Monitor Research-Based Intervention Strategies through RTI and DI to Target Students within classroom.	After Data Team Meetings	Classroom teachers in Grades 3 through 5, AIS reading teacher, Special Education Teachers	Teachers (Regular and Special Education Teachers)	Fastt Math, Fact masters, Study Island, Math Expressions, etc.	Intervention strategies embedded in daily lesson planning. Document, Chart and Log Interventions
Provide targeted instruction for students who are not progressing in Fastt Math or on HMX unit assessments.	September - June	Teachers, AIS Provider & Identified students	Teachers, AIS Provider, Special Education Teachers	Fastt Math, Math Boxes, and Fact masters	Student Fact Master results
Create and implement a school wide recognition <i>Fact Master's</i> program for students achieving fact fluency.	October - June	Teachers, Support Staff, IST Team	Teachers, AIS Provider, Special Education Teachers	School Displayed Bulletin Board / Data Wall of Fact Masters students in K through 5	Student Fact Master results, Students identified, school recognition and posted
Monitor CFA data using math checklists and HMX unit assessments to identify to monitor student proficiency of common core standards.	September - June	1 st through 5 th grade Teachers	1 st through 5 th grade teachers AIS Math Provider Special Education Teachers	CFA's, Mid-year assessments, Math Expressions	Grade Level Minutes electronically sent to administration.

Analyze individual student data to differentiate instruction to target specific skills.	October - June	1 st through 5 th grade Teachers	1 st through 5 th grade teachers AIS Math Provider Special Education Teachers	CFA's, Mid-year assessments, Math Expressions	Grade Level Minutes electronically sent to administration.
Identify instructional strategies and embed strategies in lesson plan.	October - June	1 st through 5 th grade Teachers	1 st through 5 th grade teachers AIS Math Provider Special Education Teachers	CFA's, Mid-year assessments, Math Expressions	Evidence in lesson planning Student data tracked and shared Grade Level Minutes electronically sent to administration.
Teach specific skills related to student deficit areas.	October - June	1 st through 5 th grade Teachers Identified students	1st through 5th grade teachers AIS Math Provider Special Education Teachers	CFA's, Mid-year assessments, Math Expressions	Evidence in lesson planning Student data tracked and shared Grade Level Minutes electronically sent to administration.
Monitor student achievement and adjust instructional strategies.	October - June	1st through 5th grade Teachers	1st through 5th grade teachers AIS Math Provider Special Education Teachers	CFA's, Mid-year assessments, Math Expressions	Math checklists, Mid-Year CFA, timed tests, math computer program reports/data.

Milestone: Fastt Math reports, Fraction Nation data, and HMX unit assessments.

Evaluation: 90% of students will improve fact fluency to the appropriate level of proficiency for their grade (grades 1-5).

The Fastt Math reports, fact master graphs and CFA data listed above will be checked either monthly/quarterly at grade level meetings or data team meetings. Fastt Math students should move to the next intervention level (underperforming to developing, developing to near fluent, near fluent to fluent) 90% of students will meet proficiency (above the cut-off) on the Mid-Year and 96% of students will meet proficiency on the end-of-year assessments.

Follow-up: Differentiate and target instruction based on data team conclusions. Students will be monitored quarterly to drive instruction that will be embedded in daily lesson planning.

PART VI: SCHOOL GOALS, OBJECTIVES, AND ACTION PLAN

Goal: By 2016, 100% of students in Grades 3 - 5 will be performing at Level 4 on the NYS ELA Assessment.

Objective: By June 2014, 33% of students in Grades 3 - 5 will be performing at Level 4 on the NYS ELA assessment.

Strategy: Ensure consistent implementation of differentiated instruction

Targeted Audience: Students in grades 3, 4 and 5 performing at a Level 3

- **Root Causes Addressed:**
- Lack of differentiating instruction strategies
- Inconsistent modeling and teaching of differentiated instructional strategies
- Lack of differentiated instruction skills training

Activities List these sequentially	Timeframe	Participants	Lead Person	Resources	Measurable Evidence of Success
Share error analysis of 2012 ELA level 3 with K-5 teachers. Analyze what students achieving at level 4 are doing well in order to replicate it with those at level 3.	Sept – June Ongoing	Classroom teachers in Grades K through 5, AIS reading teacher, Special Education Teachers	Principal AIS Providers Grade Level Reps Special Education Teachers	Prior ELA Assessments ELA Rubric	Faculty meeting sign in sheet
Continue professional development on differentiated instruction in grades K through 5 with an emphasis placed on the use of Depth of Knowledge – aligned to the Common Core.	November – June Ongoing	Classroom teachers in Grades K through 5, AIS reading teacher, Special Education Teachers	Principal AIS Providers Grade Level Reps Special Education Teachers	Prior ELA Assessments ELA Rubrics Depth of Knowledge Chart	Scheduled presentation with DI presenter
All classroom teachers will engage in monthly meetings with a focus on accessing, disaggregating, and using the results of varied data to inform instruction – aligned to the Common Core.	Sept – June Ongoing	Classroom teachers in Grades K through 5, AIS reading teacher, Special Education Teachers	Principal AIS Providers Grade Level Reps Special Education Teachers	ELA Item analysis report ELA Rubrics from CFA data	Monthly meeting minutes
All classroom teachers will meet once per month during team meetings / collaborative planning time to plan differentiated instruction strategies – aligned to the Common Core.	November – June Ongoing	Classroom teachers in Grades K through 5, AIS reading teacher, Special Education Teachers	K through 5 Teachers Special Education Teachers AIS Providers	ELA Item analysis report ELA Rubrics from CFA data Teacher-made materials	Meeting minutes Review of lesson plans

All classroom teachers will identify differentiated instruction strategies to incorporate into lesson planning – aligned to the Common Core.	November – June Ongoing	Classroom teachers in Grades K through 5, AIS reading teacher, Special Education Teachers	K through 5 Teachers Special Education Teachers AIS Providers	Bloom’s Taxonomy Chart	Created list of DI strategies Lesson planning
Teachers will create rubrics/checklists to support and monitor differentiated instruction strategies.	November – June Ongoing	Classroom teachers in Grades K through 5, AIS reading teacher, Special Education Teachers	K through 5 Teachers Special Education Teachers AIS Providers	ELA Rubric	Created rubrics
Teachers will provide immediate feedback to students utilizing district Writing prompts and F&P assessments.	November – June Ongoing	Classroom teachers in Grades K through 5, AIS reading teacher, Special Education Teachers Identified students	3 through 5 Teachers Special Education Teachers AIS Providers	ELA Rubric	Completed student conference forms including student driven goals Completed/scored writing prompts
Teachers will analyze data from multiple data sources to make instructional decisions and identify and implement additional strategies to support DI aligned to the Common Core.	November – June Ongoing	Classroom teachers in Grades K through 5, AIS reading teacher, Special Education Teachers	Principal AIS Providers Grade Level Reps Special Education Teachers	Prior ELA assessments ELA Rubric ELA CFA’s	Lesson plans Student Work Rubrics and Checklists

Milestone:

- ELA CFA Rubrics and F & P assessments.

Evaluation:

- Identified students will demonstrate a 10% increase in student achievement with each administration – quarterly.

Follow-up:

Progress monitoring of individual student achievement over time, based on CFA’s - writing, will be completed.

- Data will be collected, distributed, analyzed and discussed by AIS reading teacher and classroom teachers
- Documentation will be easily accessed by staff to continue the conversations on student learning
- Additional rubrics and checklists will be created
- Research-Based strategies will be implemented and monitored by the classroom teachers via rubrics and checklists

Additional Conclusion Statements

Kindergarten

Given the June 2013 HMX progress report data 21% of kindergarten students do not meet the proficiency standard for writing numbers 0 – 20.

First Grade

Given the June narrative writing post-assessment 13% of 1st grade students were performing at levels 1 & 2.

Second Grade

Second grade students improved from 3.47% proficiency on the narrative pre-assessment writing prompt to 3.94% proficiency on the narrative post-assessment writing prompt.

Second grade students improved from 2.77% proficiency on the opinion pre-assessment writing prompt to 3.77% proficiency on the opinion post-assessment writing prompt.

36% of the students performing at the Intensive level on the fall DIBELS assessment were English Language Learners as compared to 29% on the winter assessment.

9% of the 2nd grade AIS students performed at the benchmark level on the fall DIBELS assessment as compared to 23% on the winter assessment.

33% of the 2nd grade special education students performed at the benchmark level on the fall DIBELS assessment as compared to 100% on the winter assessment.

Given the June narrative writing post-assessment 3% of 2nd grade students were performing at levels 1 & 2.

Third Grade

Given the fall 2012 DIBELS assessment 100% of the 15% of students at third grade identified as intensive are receiving AIS, ESL, or Special Education services as compared to 100% of the 15% of students at third grade on the spring assessment.

Given the fall 2012 DIBELS assessment 53% of the 29% of the students at third grade identified as strategic are receiving AIS, ESL, or Special Education services as compared to 37% of the 29% of students at third grade on the spring assessment.

Fourth Grade

Given the 2011-2012 NYS ELA assessment 98% of 4th grade students demonstrated success on the standard of Literary Response and Expression – using specific evidence to identify actions and motives.

Given the 2011-2012 NYS ELA assessment 52% of 4th grade students demonstrated weakness on the standard of Information and Understanding – locate information in a text that is needed to solve a problem.

Given the 2011-2012 NYS Math assessment 99% of 4th grade students demonstrated success on the standard of Number Sense/Operations – read and write whole numbers up to 10,000.

Given the 2011-2012 NYS Math assessment 55% of 4th grade students demonstrated weakness on the standard of Number Sense/Operations – develop an understanding of the properties of odd/even numbers as a result of multiplication.

Fifth Grade

Given the 2011-2012 NYS ELA assessment 93% of the 5th grade students demonstrated success on the standard of Information and Understanding – determine the meaning of unfamiliar words by using context clues, a dictionary, or a glossary.

Given the 2011-2012 NYS ELA assessment 83% of the 5th grade students demonstrated weakness on the standard of Literary Response and Expression – recognize how the author uses literary devices, such as simile, metaphor and personification.

Given the 2011-2012 NYS Math assessment 97% of the 5th grade students demonstrated success on the standard of Geometry – identify pairs of congruent triangles.

Given the 2011-2012 NYS Math assessment 71% of the 5th grade students demonstrated weakness on the standard of Measurement – convert measurement within a given system.