

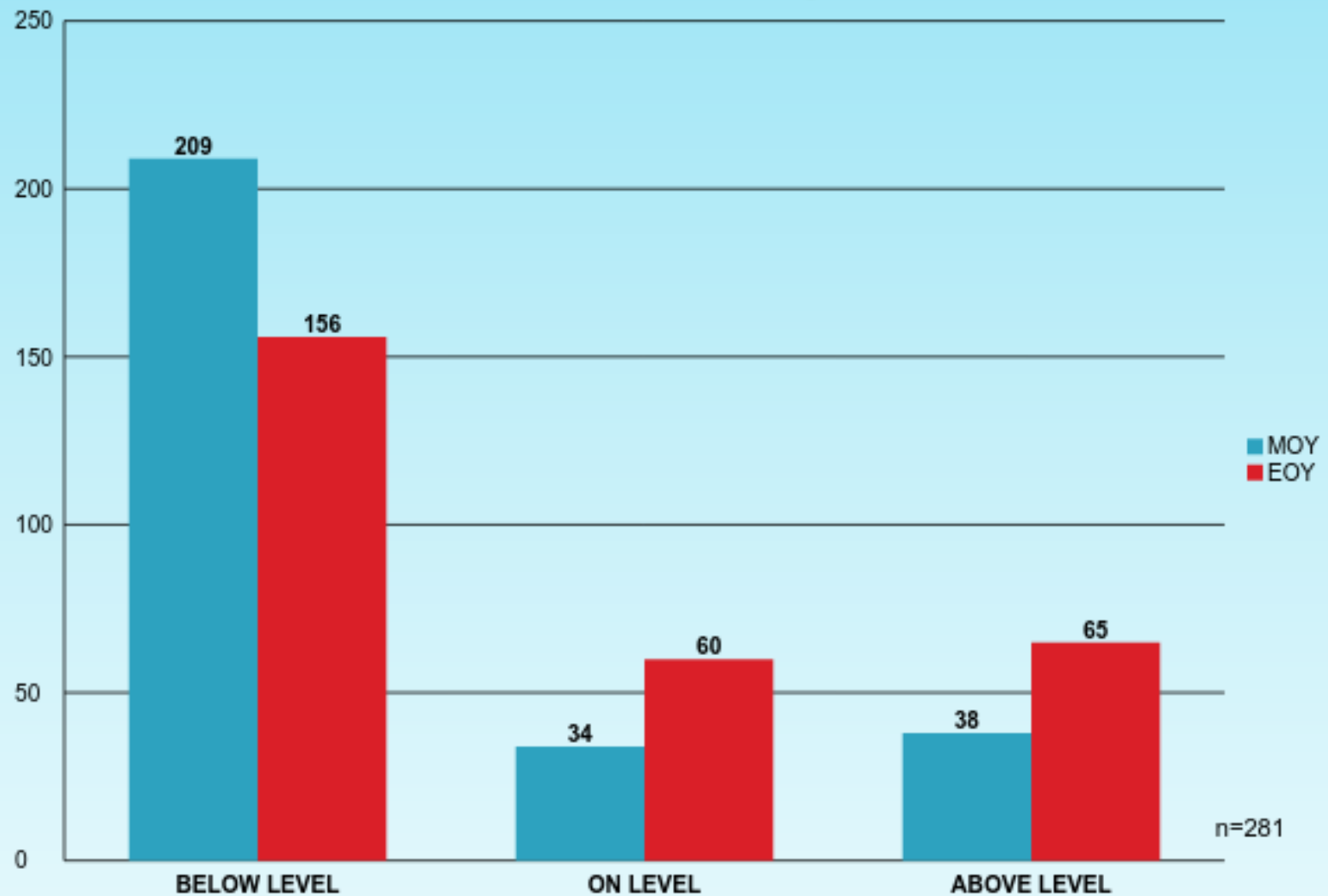
End of Year Report: August 2015

Review, Reflect, Share, Learn, Action

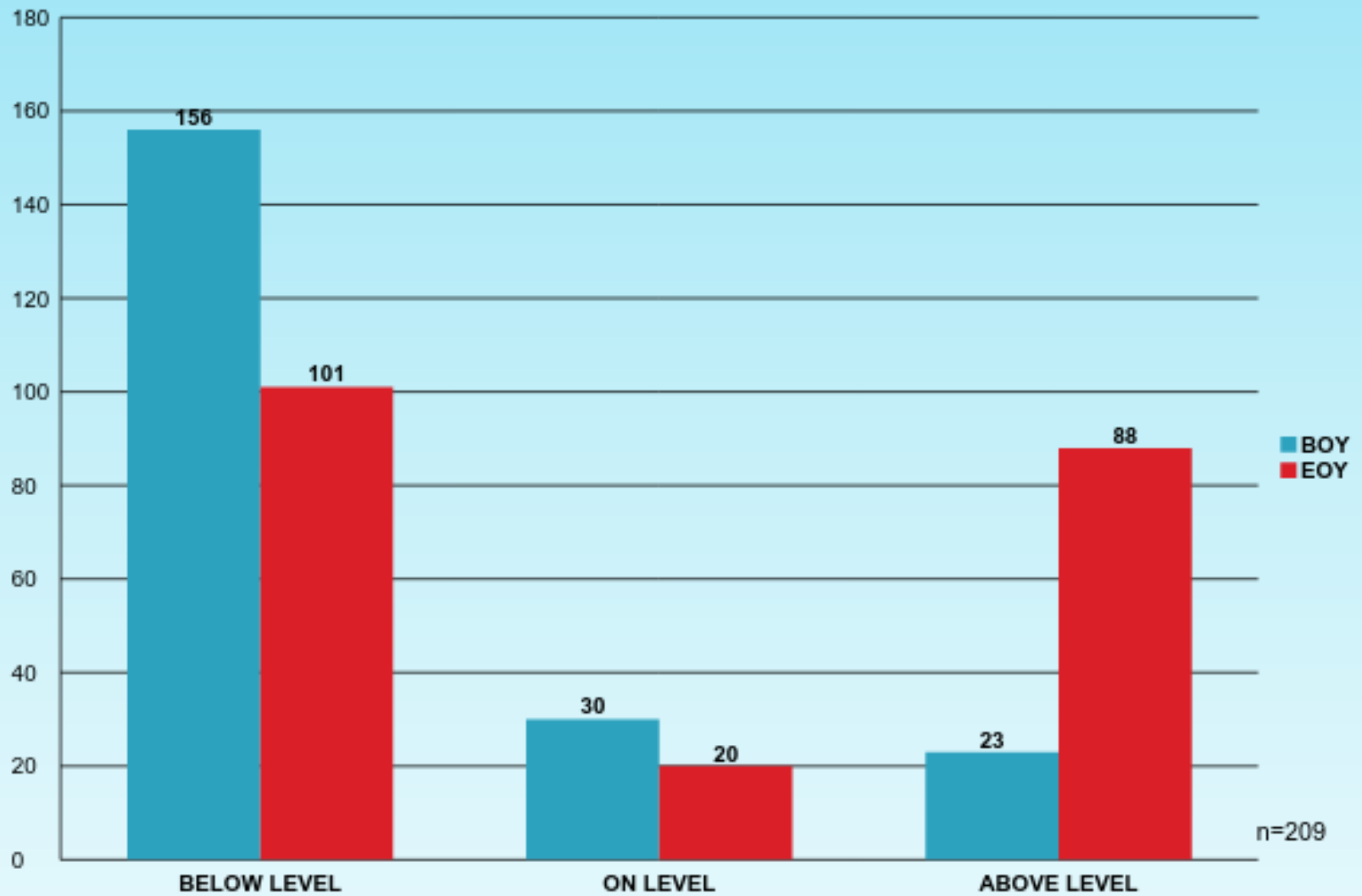
Tuesday the 25th

An abstract geometric design at the bottom of the slide, featuring overlapping layers of light blue, dark grey, and white. The layers are separated by thin, wavy lines, creating a sense of depth and movement. The design is composed of several distinct shapes, including a large light blue area on the left, a dark grey band across the middle, and a white area on the right, all with wavy, undulating borders.

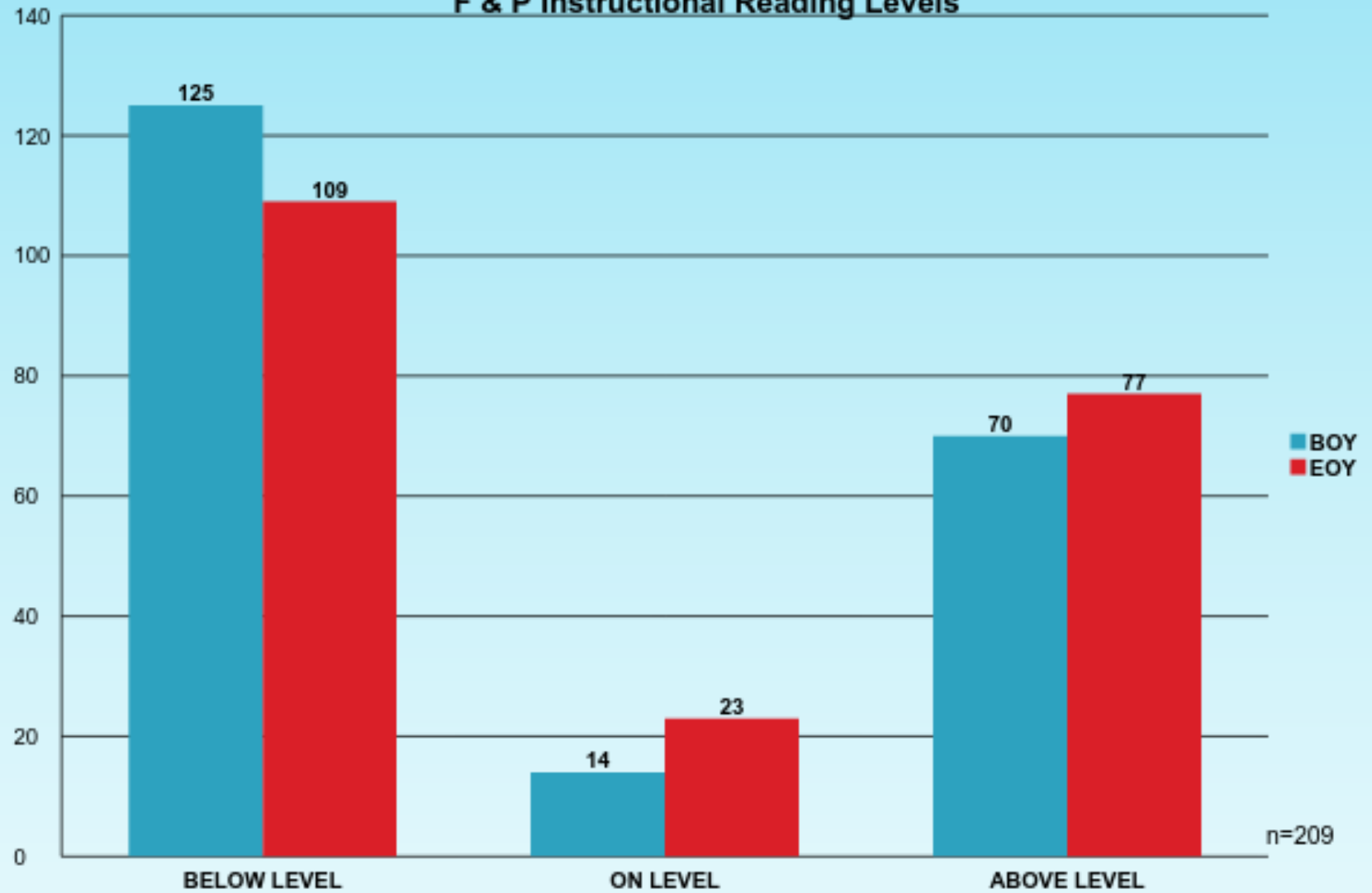
Woodside - Kindergarten F & P Instructional Reading Levels



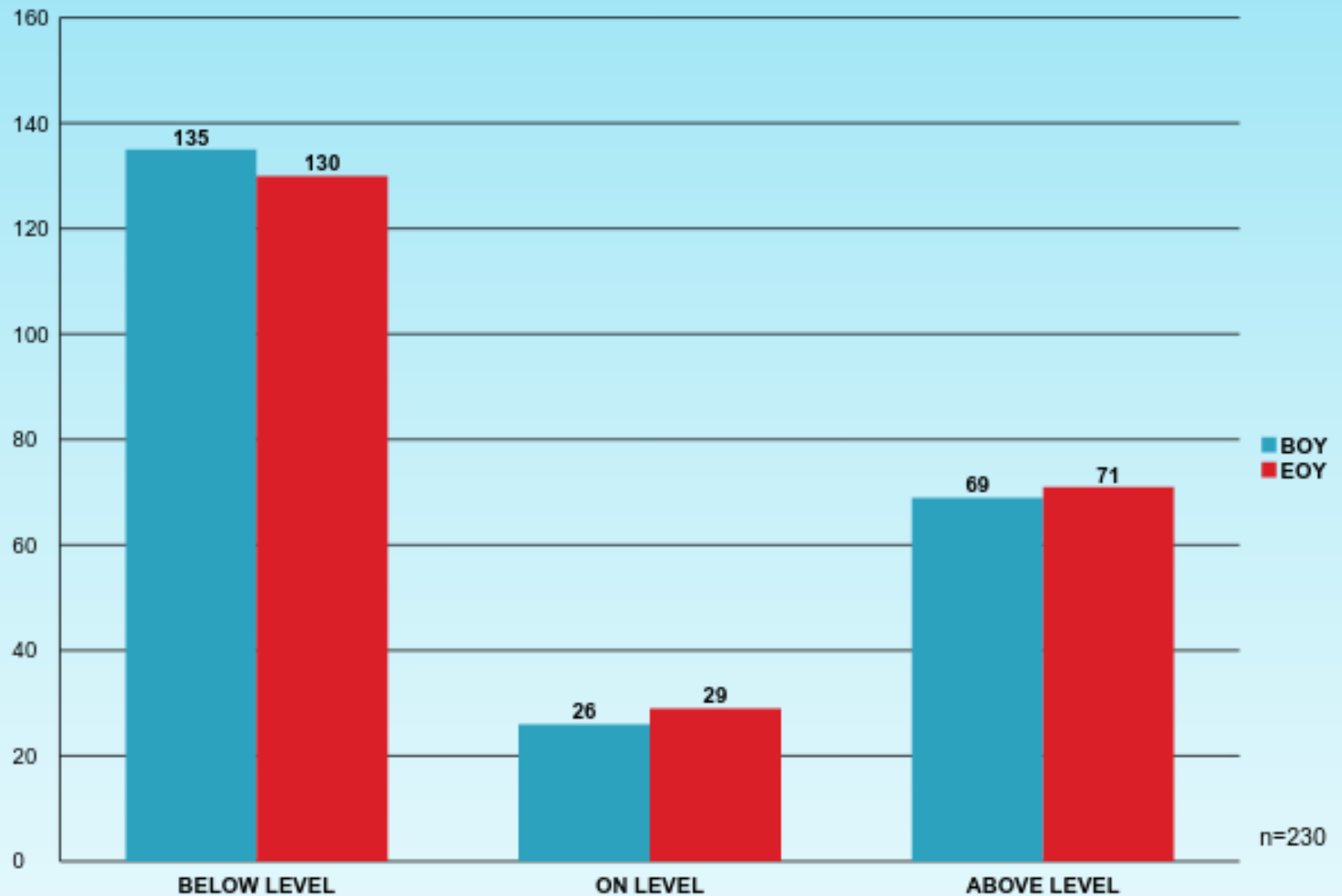
Woodside- Grade 1 F & P Instructional Reading Levels



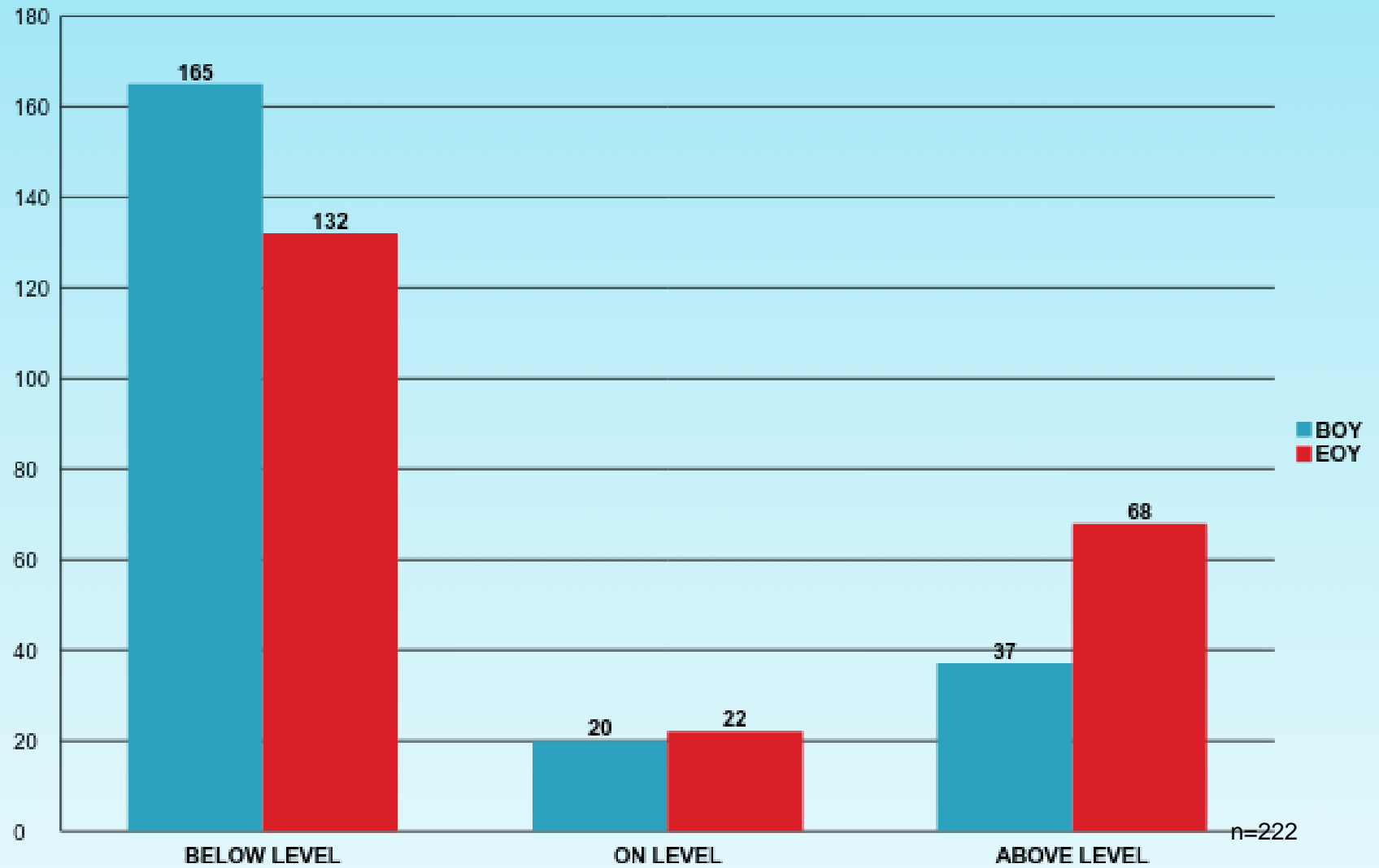
Oakside - Grade 2 F & P Instructional Reading Levels



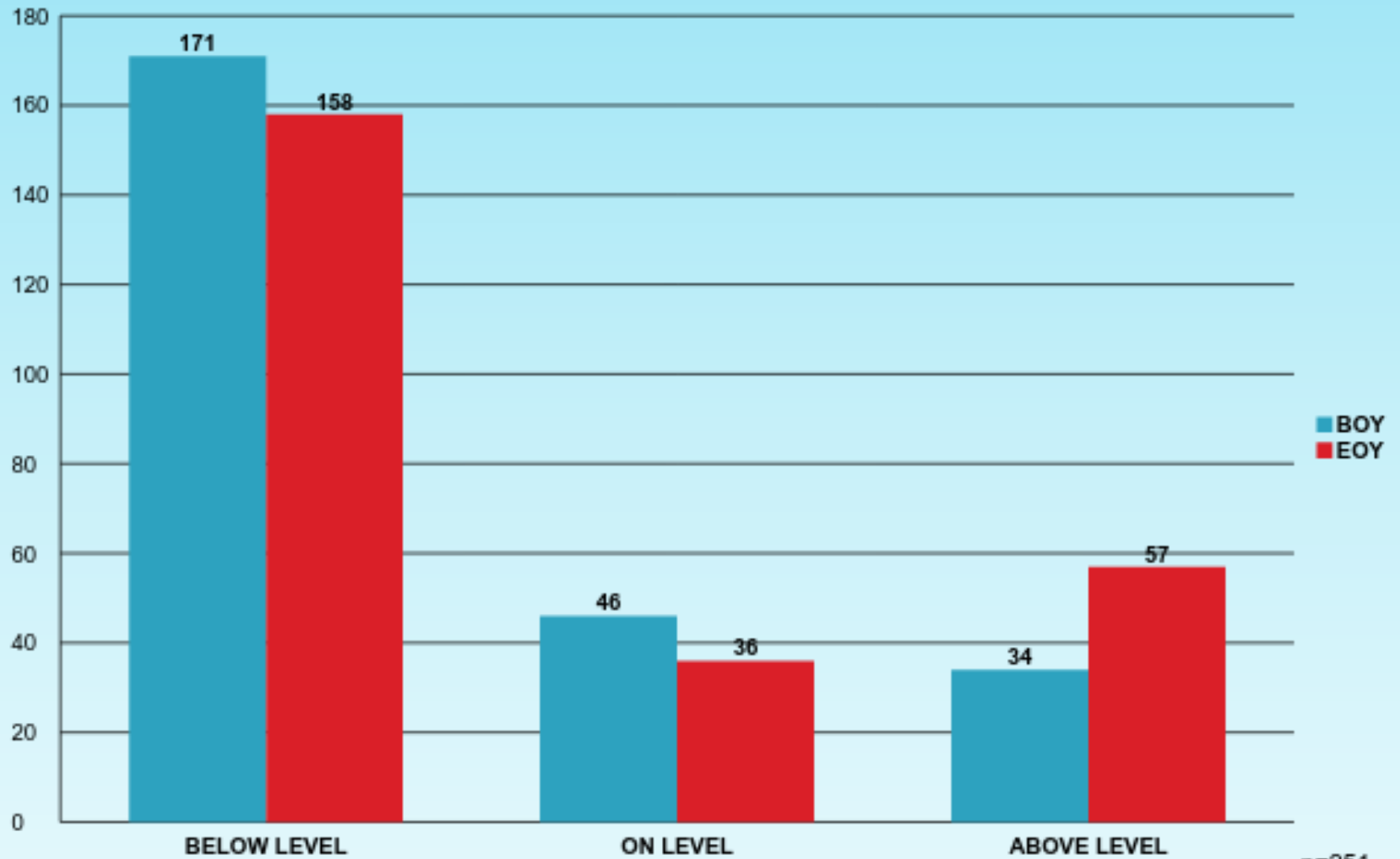
Oakside - Grade 3 F & P Instructional Reading Levels



Hillcrest - Grade 4 F & P Instructional Reading Levels



Hillcrest - Grade 5 F & P Instructional Reading Levels



n=251

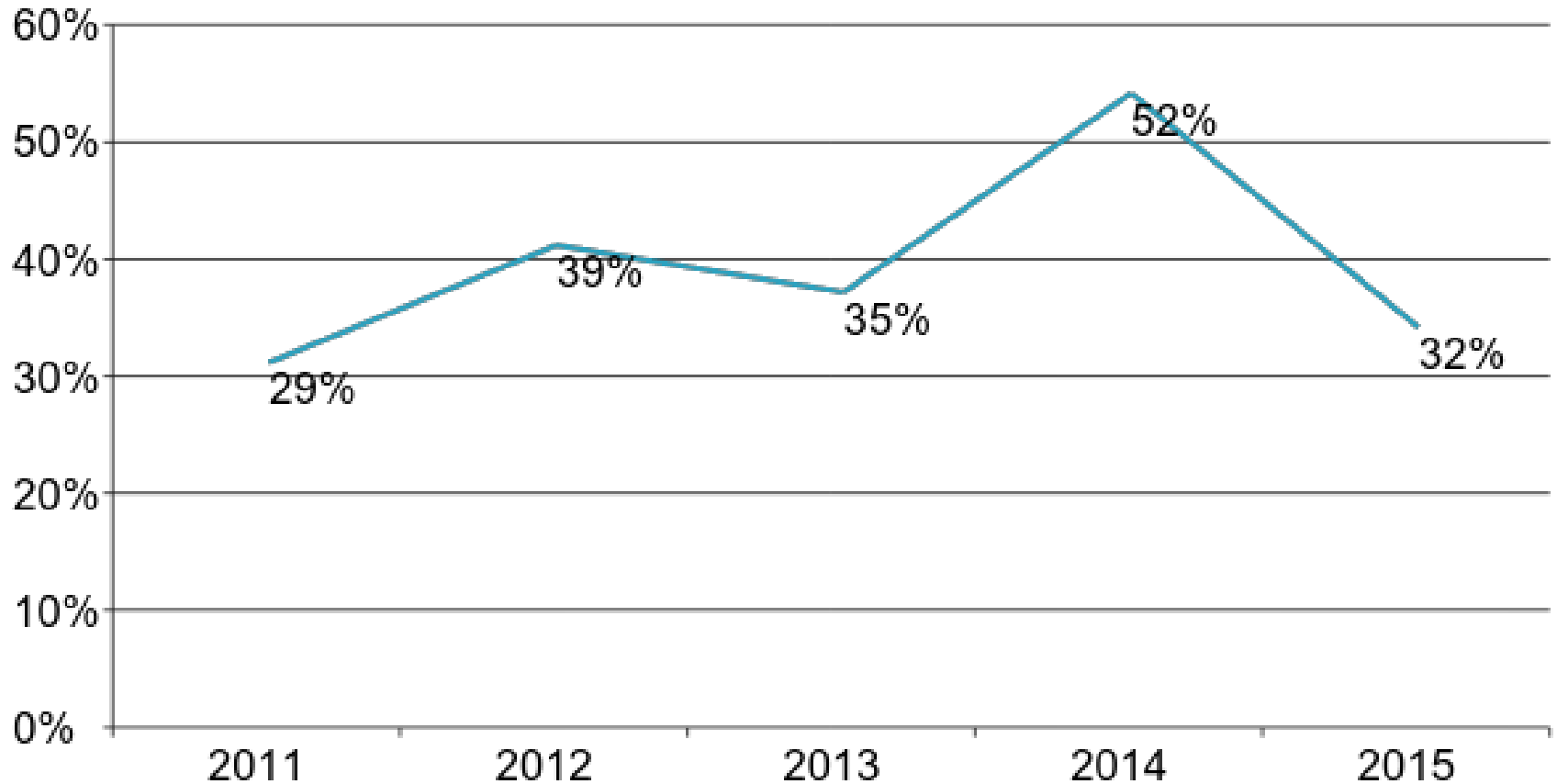
Math Scores 3 to 8

MATH	2013	2014	2015
Grade 3	17%	28%	27.4%
Grade 4	15%	12%	26.0%
Grade 5	8%	9%	13.0%
Grade 6	22%	15%	14.0%
Grade 7	14%	20%	18.0%
Grade 8	21%	27%	23.0%
TOTAL 3-8	16%	19%	18%

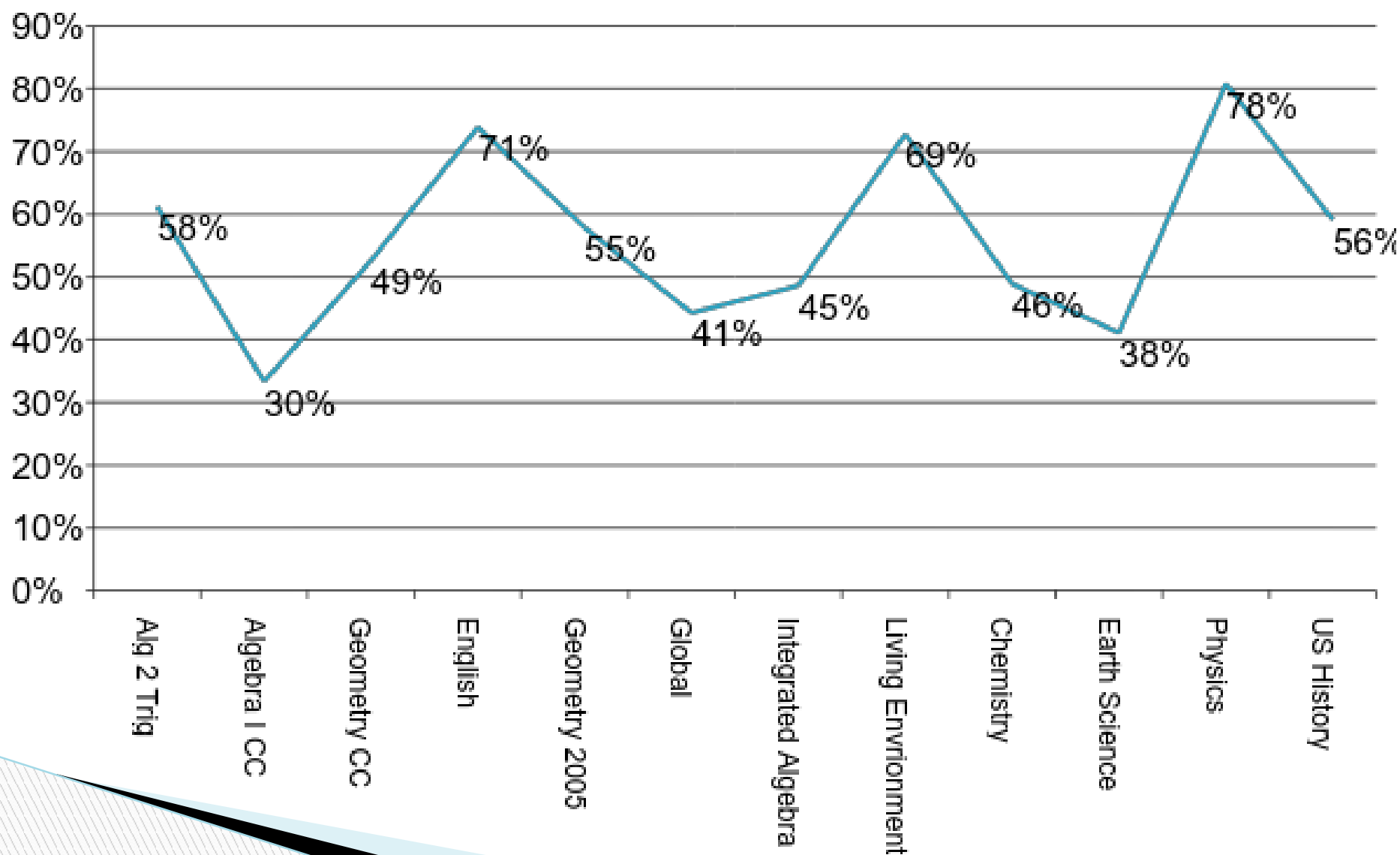
ELA Scores 3 to 8

ELA	2013	2014	2015
Grade 3	17.0%	18.0%	16.4%
Grade 4	15.0%	8.0%	16.2%
Grade 5	9.0%	11.0%	8.5%
Grade 6	14.0%	5.0%	8.0%
Grade 7	10.0%	6.0%	8.0%
Grade 8	13.0%	15.0%	16.0%
TOTAL 3-8	13%	11%	10%

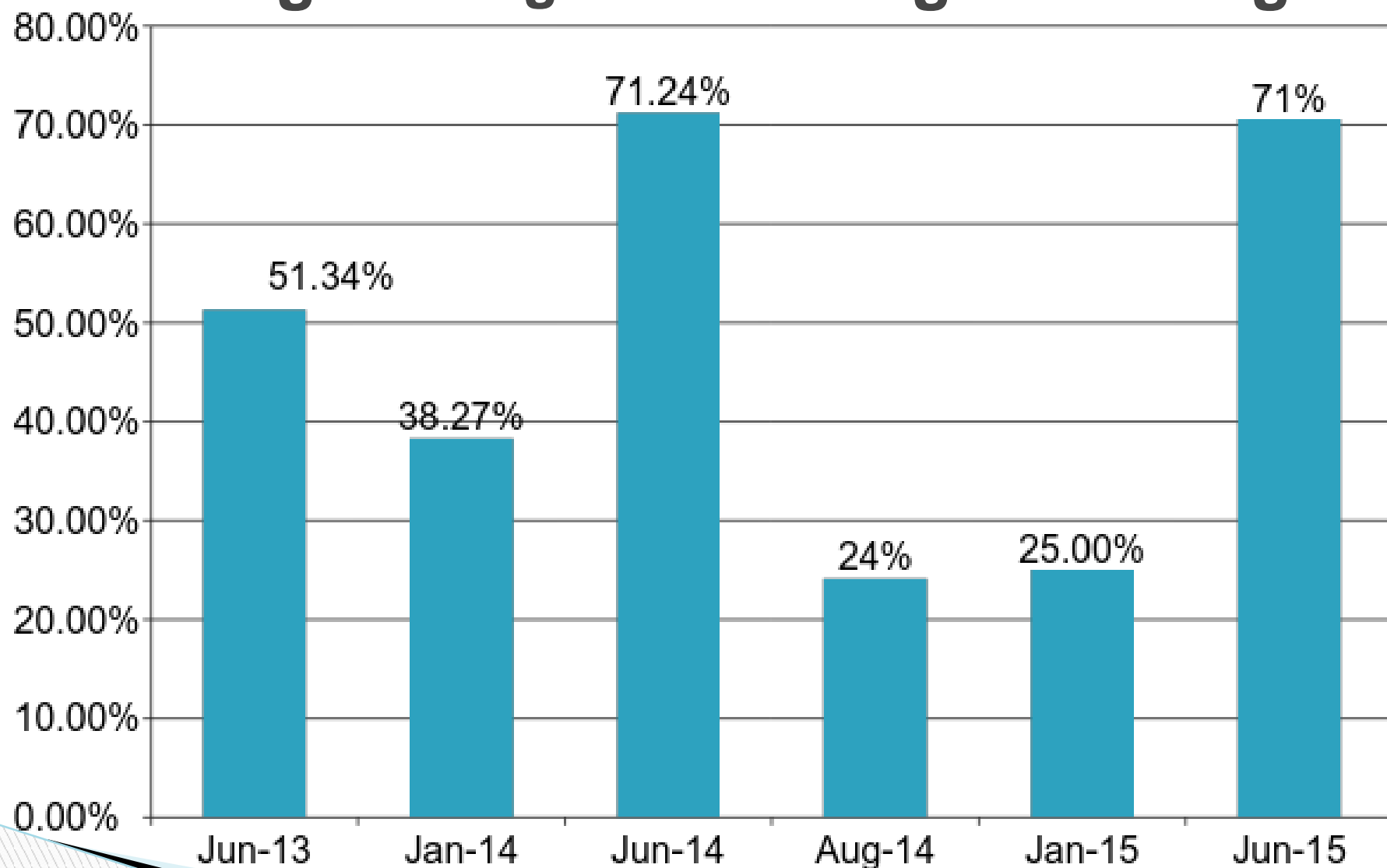
HS AP DATA: Students getting a 3 or better



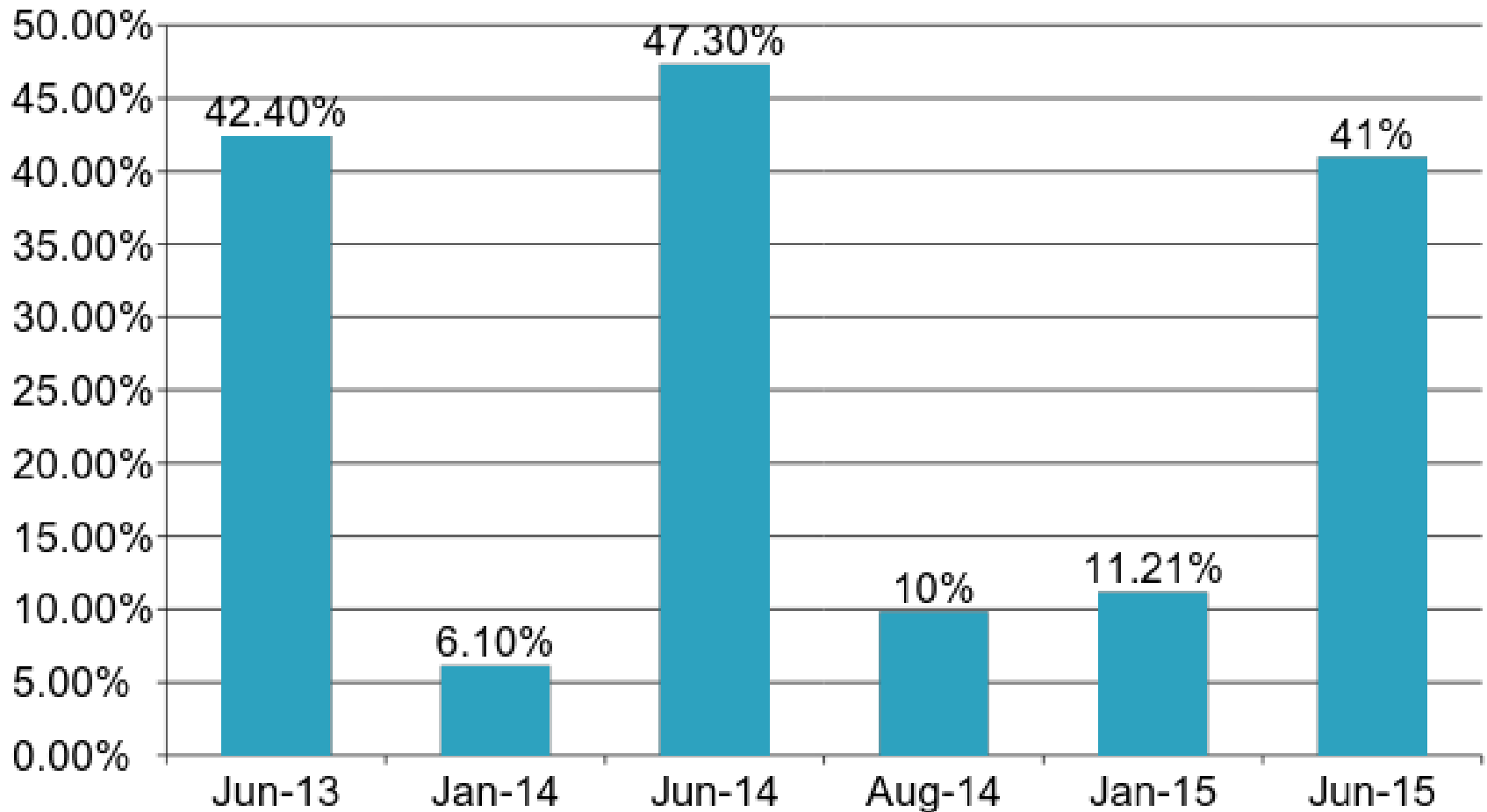
HS June 2015 Regents Passing Percentages



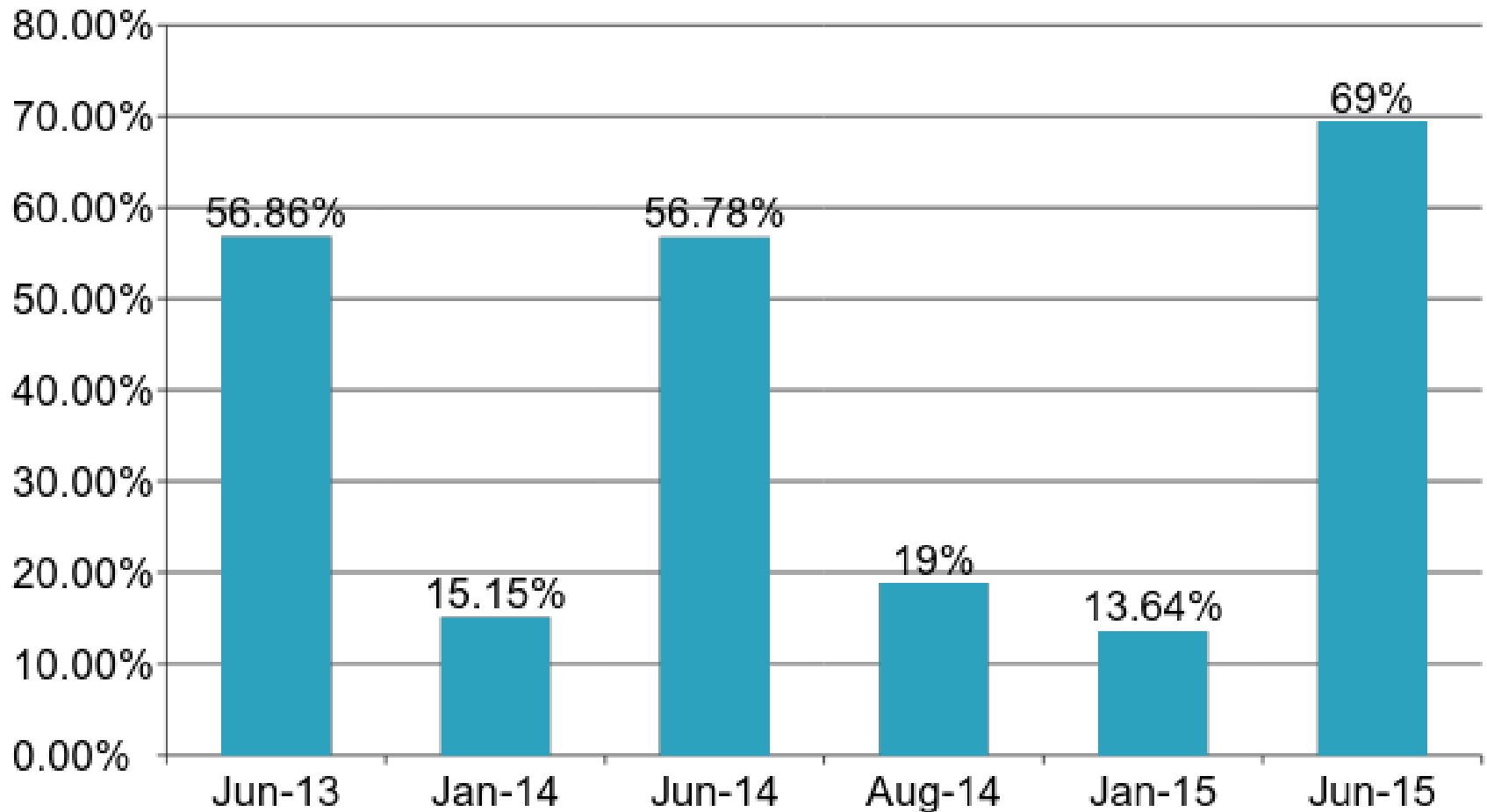
HS English Regents Passing Percentages



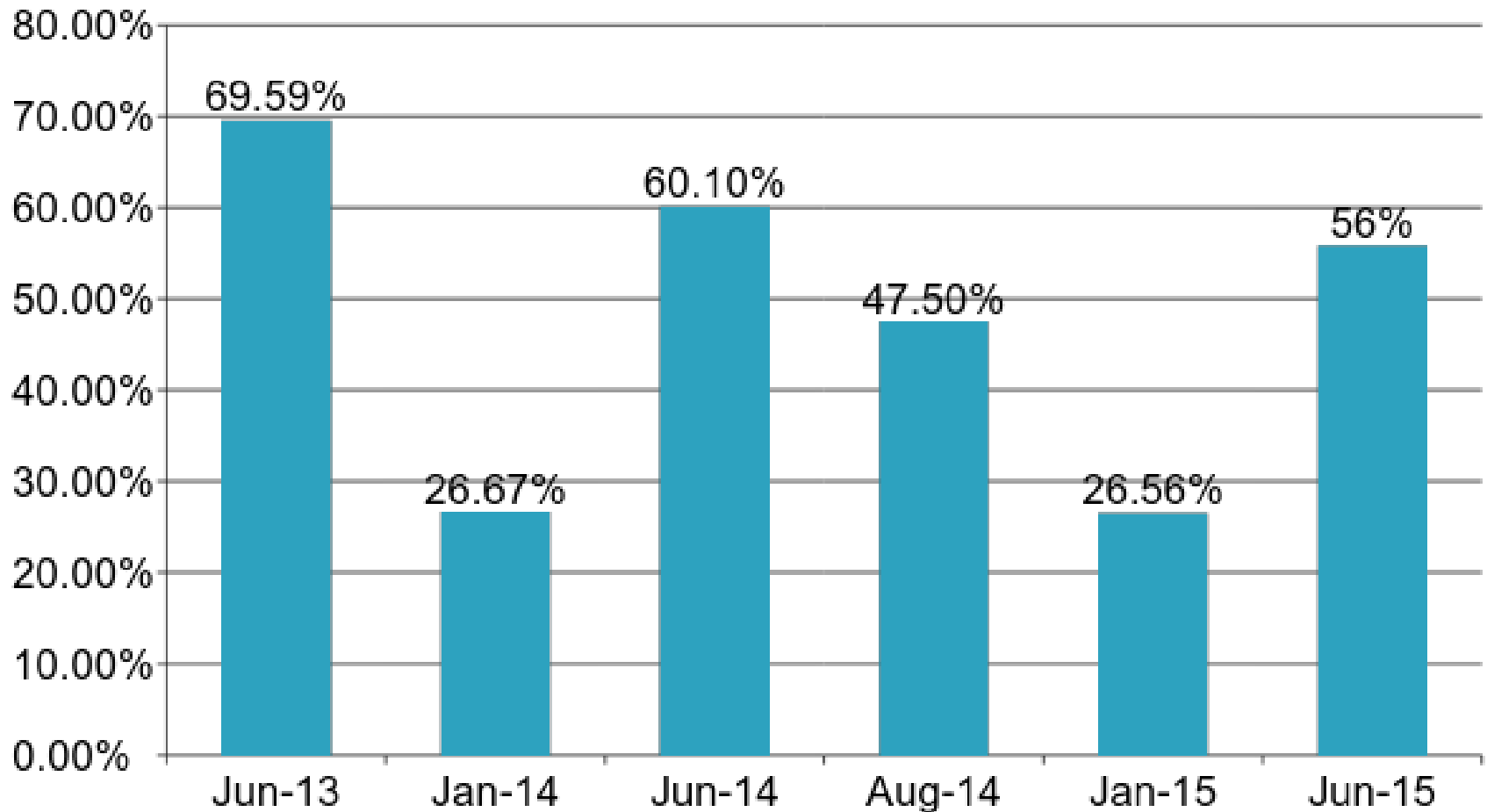
HS Global History Regents Passing Percentages



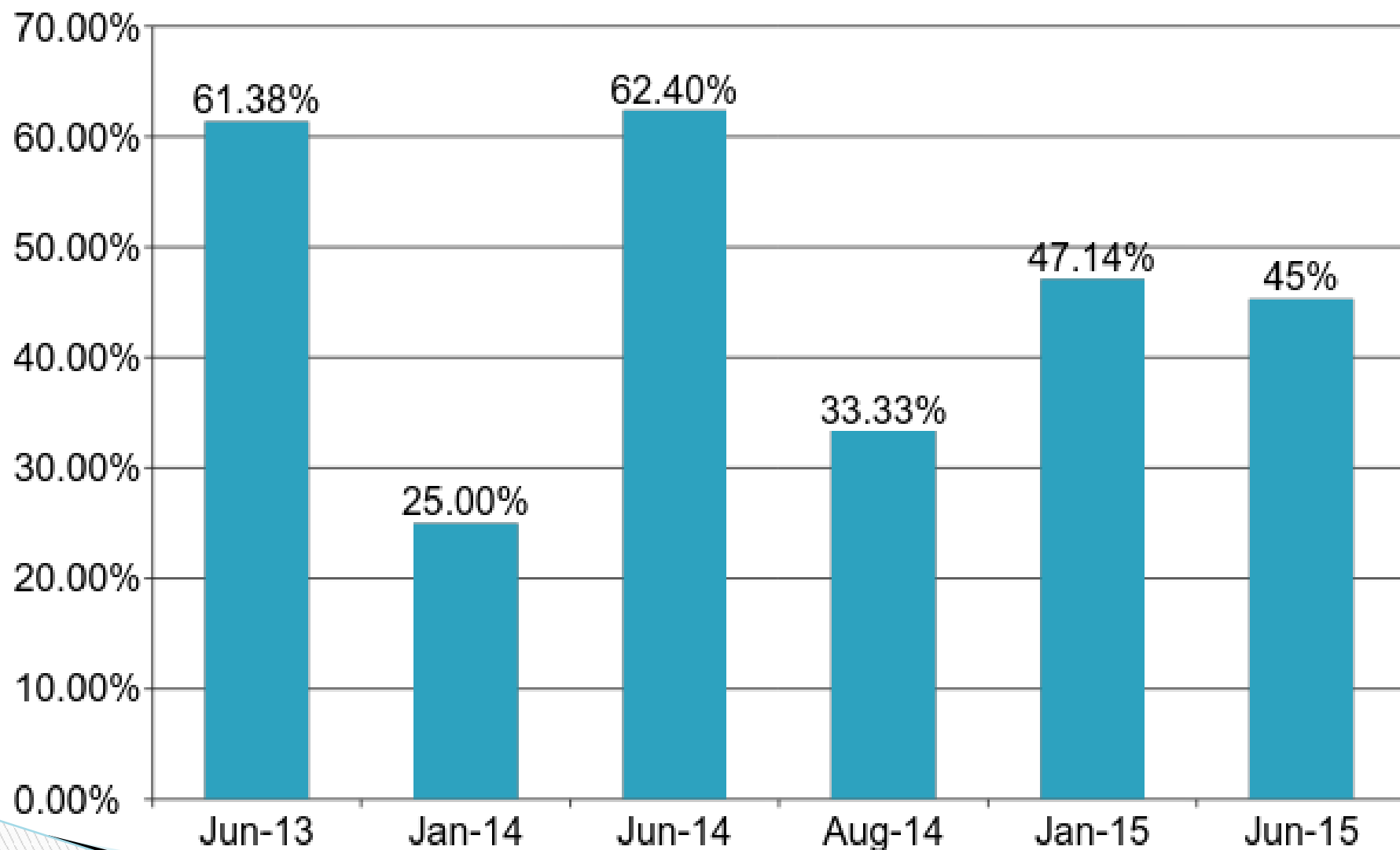
HS Living Environment Regents Passing Percentages



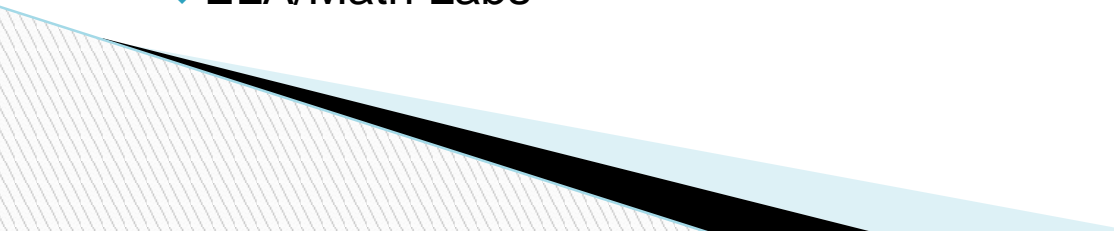
HS US History Regents Passing Percentages



HS Integrated Regents Passing Percentages



2015-2016, Academic Action Plan

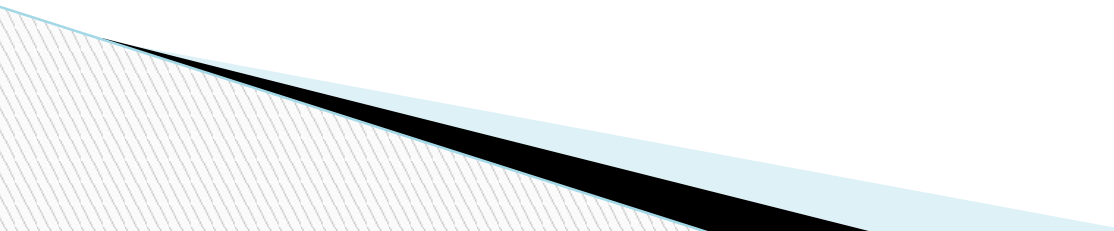
- ❖ Director of Literacy / Reading supports literacy initiative K-5
 - ❖ Transition K, 1, 2 with Reading Teacher push-in model
 - ❖ Literacy Leaders / Lighthouse Classrooms/ Focused PD
 - ❖ Enrichment for ALL
 - ❖ Assessment data reviewed monthly at the individual student level and individual student action plans implemented
 - ❖ CUNY Emergent Bilingual Initiative – Woodside/Oakside
 - ❖ Newcomer Program
 - ❖ Aligned PD Schedule
 - ❖ Feedback and Observation protocols (calibration meetings)
 - ❖ Residency Program
 - ❖ Quarterly Reviews of Data and Revisions of Building Level Action Plans
 - ❖ April 2016- Transition Class Planning 2016-2017 Parent interviews and individual review of student progress
 - ❖ Council Meetings (ELL, ELA, Math)
 - ❖ ELA/Math Labs
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Action Plan Continued:

- An embedded Literacy Based Professional Development Schedule has been created and training teacher in TRICA and Lesley Literacy strategies
- MS is bringing back a Literacy Block in the 6th grade
- HS has created Literacy Labs and Math Labs to help support struggling students
- Maps were updated, enhanced and enriched this summer.
- Aligned Professional Development

Targeted goals relative to Lighthouse classrooms and CIA Expectations

Lighthouse Classroom:

- ☐ Self-Directed Students (accountable talk)
 - ☐ Fun Learning; Excitement; Facilitation of Learning; Print Rich Environment; Evidence of Mutual Respect
 - ☐ Rigorous and Aligned; Anchor Charts all over
 - ☐ Peer to Peer Interaction and Teaching
 - ☐ Exploratory Learning; Clear Objectives and Evidence of Planning
 - ☐ Student-Created materials developed and displayed
 - ☐ Centers; Groups; Distinct Learning Areas; Technology
 - ☐ Highly Effective/Effective practices evident according to Danielson
 - ☐ Students sharing their learning experience
 - ☐ Bright, clean, organized, colorful
 - ☐ Questions and Discussion collaborative by all
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CIA Targets/Goals/Definitions and Examples

- **Curriculum:** Articulated onto Rubicon Atlas; Aligned to CCLS; Adapted from the Modules; Supported; Shared; Periodically reviewed and Utilized for PD; Aligned within and Between Grade-Levels (*i.e. aligned curriculum; mindful of differentiated needs; articulated and additive onto Atlas; inclusive; rigorous*)
- **Instruction:** Student Centered; Focused on Student Strengths; Engaging; Rich, Relevant, Planned, Shared; and Rigorous (*i.e. Highly Effective on the Danielson Framework; Balanced Literacy and TRICA type of strategies; Centers; Student-Voice Dominated; Creative; Hands-On; Experiential*)
- **Assessment:** Aligned (goals/grade-level); Relevant; Differentiated; Shared; Used to Drive Instruction; Logical and Manageable; Vetted (*i.e. F/P, SRI, Consistent and Constant; iReady, Brigance, Summative/Formative, Student Work, Benchmarks*)