Presentation to the PCSD Board of Education

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OAKSIDE ELEMENTARY SCHOOL 2014-2015

DEMOGRAPHIC DATA
2014- 2015

Total Enrollment	542
2nd Grade Enrollment	275
3rd Grade Enrollment	267
Number of Classes Per Grade	12 – 2nd Grade 10 - 3rd Grade
Average Class Size	25
English Language Learners	165 (30%)
Special Education	74 (14%)
Free and Reduced Lunch	437 (81%)

DISTRICT GOALS

- *By the year 2020, graduation rates will increase to 100% and all students, (cohort 2014) will achieve grade level literacy by the end of grade 3.*

- *By the year 2015, develop and implement district protocols to insure continuity and accountability of district operations and procedures.*

- *By February, 2015, maintain cost effective appropriations true and transparent to the 2015-2016 Educational Plan and Budget; that factors financial forecasting measures, enrollment, class sizes, mandated programs, capital and repair needs, transportation and any other cost efficiencies.*
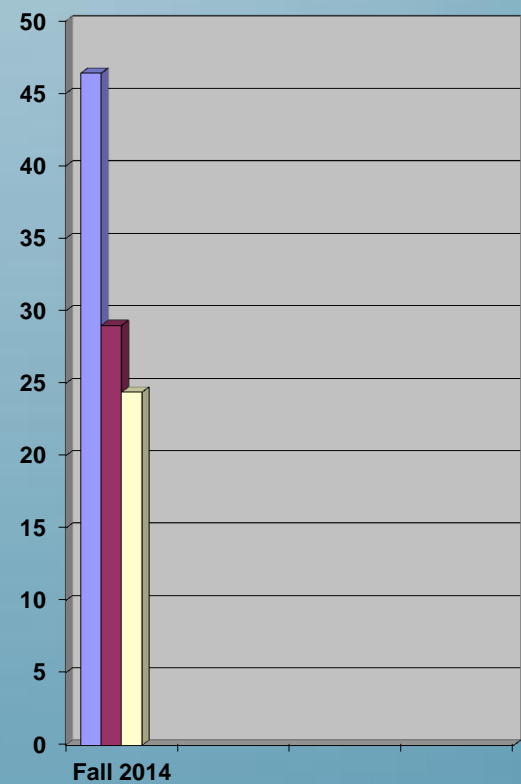
ELA GRADE 3

New York State Common Core English Language Arts Test
2013-2014
Number of Students Scoring at Each Level

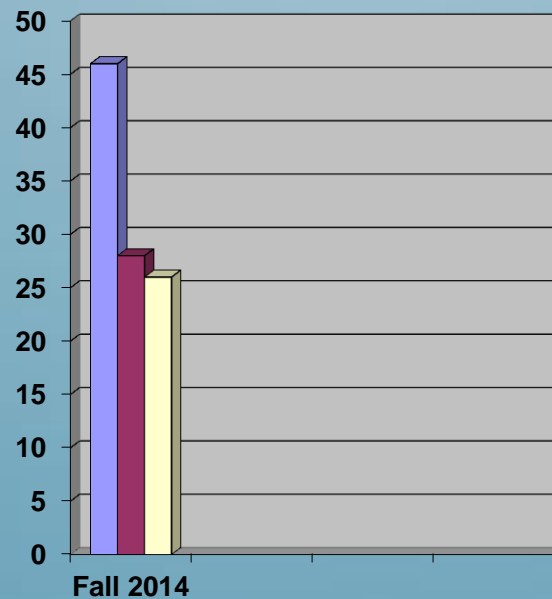| Exceeds Proficiency Standard Level 4	Meets Proficiency Level 3	Meets Basic Standard Level 2	Below Standard Level 1
1	40	75	107
	18%	34%	48%

AIMSWEB DATA BEGINNING OF THE YEAR BENCHMARK SUMMARY REPORT SECOND GRADE 2014

Tier 1	Tier 2	Tier 3
46.4%	29%	24.4%
131 Students	82 Students	69 Students

Fall 2014

AIMSWEB DATA
BEGINNING OF THE YEAR BENCHMARK
SUMMARY REPORT
THIRD GRADE
FALL 2014

Tier 1	Tier 2	Tier 3
46% 115 Students	28% 69 Students	26% 65 Students

Exceeds Expectations Level K-O	On Grade Level Level J	Approaching Expectations Level I	In Need of Intensive Support Level H and Below
86 Students	20 Students	40 Students	129 Students

FOUNTAS AND PINNELL BEGINNING OF THE YEAR DATA
NUMBER OF THIRD GRADE STUDENTS
SEPTEMBER   2014

Exceeds Expectations Levels O and above	On Grade Level M and N	Approaching Expectations Level L	In Need of Intensive Support Levels K and below
47 Students	52 Students	37 Students	110 Students

THIRD GRADE SRI (SCHOLASTIC READING INVENTORY)

Advanced	Proficient	Basic	Below
4%	22%	33%	40%

2014 -2015 BUILDING GOALS

- ❖ *To ensure that all students are reading fluently and comprehending text on grade level*
- ❖ *To provide differentiated instruction to students using a variety of instructional protocols and strategies*
- ❖ *Utilize data to develop action plans for all students*
- ❖ *To provide quality professional development opportunities for all staff*

What can we do to systematically improve Literacy for all students—above level, at level and below level?

- *Provide teachers with a common lens to look at literacy data   using data binders (portfolio)*
- *Provide students with academic support or additional enrichment*
- *Provide rich literacy experiences to meet the needs of all students*
- *Provide professional development in the areas of guided reading, questioning techniques and vocabulary instruction*

LITERACY ACTION PLAN CONTINUED

- *Provide opportunities for frequent and focused data driven conversations*

- *Provide opportunities for teachers to share effective instructional practices through team meetings and grade level meeting to encourage collaboration*

- *On going progress monitoring of students in oral reading fluency and comprehension*

- *Provide ongoing professional development on Balanced Literacy*

LITERACY ACTION PLAN CONTINUED

- *Use permanent substitute teachers to allow literacy leaders to push into intervention/ enrichment periods to model targeted strategies to their grade level colleagues*

- *Revisit guided reading strategies during staff meetings*

- *Continue using the RtI approach that looks at skill specific data to move students across grade bands*

- *Continue to provide parents with workshops that have a literacy focus*

NEW PROGRAMS AND INITIATIVES

- *Daily 40 minute Enrichment Period*

- *Daily 40 minute Academic Intervention Period*

- *School Wide Enrichment for all learners*

- *Fundations – Grade 2*

- *Lesley University training*

- *UCLA Learning Walk-throughs*

- *Teachscape / Danielson Framework*

ASSESSMENT AND EVALUATION

- *Fountas and Pinnell Benchmark Assessment System*

- *AIMSweb*

- *SRI*

- *PSCD ELA Curriculum on Rubicon Atlas Domain / Module Assessments*

THANK YOU

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