



## **Program and Goals for 2020-2021**

Please summarize your building's program goals and plans for the 2020-2021 school year.

*(The intent of this narrative is to allow the reader to understand the program priorities and goals for the coming school year. A reader should be able to review this and understand your message, even if they don't hear budget presentation. This Program Summary and the PowerPoint presentation should be aligned and cover many of the same points.)*

### **Outline**

1. What are the points of pride you would like to share with the Board and Community?

It has been another year of continuous learning and growing at Manor School! Among several points of pride are the pilots of new math resources to enhance student learning, the clear and systematic implementation of each grade level's Life Science unit(s) of study, whole school support and implementation of both School Improvement Team (SIT) goals and ongoing renovations to all learning spaces.

When reflecting upon the effects of the math pilots, teachers have noted a marked improvement in students' abilities to engage in mathematical conversations using valid reasoning as the basis for explanations. The resources that were selected for the math pilots are well aligned to the shifts in the Next Generation Learning Standards, which must be fully implemented by 2020-2021, and have allowed students to bring math to life!

With respect to the clear and systematic implementation of each grade level's Life Science unit(s) of study, teachers have deepened their personal understandings of the science and engineering practices and cross-cutting concepts specific to the Next Generation Learning Standards, which must be fully implemented by 2021-2022. This professional development, given to entire grade level teams, has allowed for the design of more meaningful and cohesive scientific investigations which has resulted in increased student learning. Student learning has evolved from simply engaging with scientific content to hypothesizing, performing and reflecting upon scientific practices.

Regarding whole school support and implementation of both School Improvement Team (SIT) goals, clear links to literacy and the Habits of Mind (HOM) are evident throughout all learning spaces. Students and teachers share common language about literacy standards and mindfulness habits that leverage learning to its highest potential. Literacy and the Habits of Mind are celebrated. Student progress and growth are honored with assemblies, recognition awards, purposeful reflection and continuous goal setting. Furthermore, Manor School is currently in the review process for Habits of Mind accreditation. With continued, devoted attention to the Habits of Mind, Manor School could be one of twenty-three schools, worldwide, to receive an International Habits of Mind Certification!

When considering ongoing renovations to all learning spaces, students are now enveloped in beautiful and functional spaces that support the whole child. Flexible seating, a variety of styles for tables and desks, and interactive technology allow students to understand themselves as learners and make choices that promote their progress. Students have opportunities to create in the Imagine Lab, imagine on the newly designed playground and innovate in comforting classrooms that foster growth

2. What are the common and most impactful ideas, themes, and learning that surfaced from PLC, Department, and SIT team meetings?

The most common and impactful ideas, themes and learning from our Professional Learning Communities (PLCs), or collaboration time, department and SIT team meetings are founded in the Habits of Mind: thinking flexibly, persisting and creating, imagining and innovating.



Teachers and students have been tasked with the need for flexible thinking as they tackle new standards and learning targets. For example, teachers have worked to clearly define and connect vocabulary learning across English Language Arts (ELA) domains within their grade levels and across grade levels. While teachers have worked to flex their own thinking to unpack power standards and create viable curricula across content areas, students have worked to flex their thinking when presented with rigorous academic challenges. Both teachers and students have seen, firsthand, that there is always more than one way to solve a problem!

Persistence is a core practice for all teachers and students. As teachers have persisted through the development of summative and formative assessments to inform instruction, students have remained persistent and resilient as they travel through their learning journeys. For example, teachers utilized formative and summative data from Lucy Calkins writing to plan deliberate interventions which targeted students' needs. With consistent goal setting and feedback, students have set high expectations for themselves and have persisted through times of challenge or struggle in academic, behavioral or social situations.

With every new challenge comes an opportunity to be creative, imaginative or innovative. Teachers have stayed creative, imaginative and innovative when reflecting upon student-centered data. At the heart of data-driven conversations lies an opportunity to share expertise and adjust instruction so that all students can achieve high levels of learning. Students have remained vigilant with creative, imaginative and innovative thinking across all content areas. When presented with new learning, students have worked to draw connections with their schema, ask questions and think abstractly. For example, students have started to apply this thinking in the Imagine Lab as they've investigated science and technology inquiries. Growth in 2019-2020, for both teachers and students at Manor School, can be captured in the words of Brené Brown, "We can choose courage or we can choose comfort, but we can't have both. Not at the same time."

3. What are your top goals for 2020-2021? How will their progress and success be measured?

**Achievement:** By June 2021, Manor School students will increase their ELA triangulated score by 1 point on the Manor School Literacy Scale. The Literacy Scale is a 1-12-point metric, calculated from equal weighting of i-Ready assessments, Lucy Calkins writing and integrated Curriculum Based Measures (CBM).

- Progress and success will be regularly measured, using formative and summative assessments, by grade-level and special area teams through the collaborative work of Professional Learning Communities (PLCs).
- Whole-school progress and success will be measured two times per year, using the Manor School Literacy scale.

**Achievement Action Steps:**

- Continue to unpack power standards and practices using the Essential Standards Chart across content areas
- Participate in collaborative meetings (PLCs) focused on the four overarching questions
- Follow the Manor School Curriculum Implementation Plan: Implementation of a new math resource and physical science units of study
- Continue to develop vocabulary and critical thinking skills
- Participate in professional development

**Engagement:** By June 2021, Manor students will evaluate their Habits of Mind (HOM) portfolios based on student created, grade-level specific rubrics. Students will integrate the Habits of Mind into a school-based plan to show progress towards a goal.

- Progress and success will be regularly measured at each grade level by:
- Grade 2 students will understand the meaning of Habits of Mind and how they connect to TRACKS.
- Grade 3 students will create a HOM goal and devise a plan based on their goals.

HFL Program and Budget Overview  
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- Grades 4 and 5 students will summarize their experience with their HOM portfolios and explain any patterns they observe.

**Engagement Action Steps:**

- Create grade-level specific rubrics
  - Create a sample “student HOM summary”
  - Continue monthly HOM assemblies
  - Complete three HOM “parent universities” (parent-only workshops to build familiarity and knowledge of the HOM concepts)
4. What incremental resources are needed to implement and accomplish your 2020-2021 goals?
- a. Staffing
    - Return to a full-time math specialist position (reduced to 0.8 last year) to support student learning with the adoption of a new resource; maintenance of two, full-time counselors to support wellness and mental health
  - b. Text and Library Materials
    - New math resource; texts to support social studies and science integration
  - c. Supplies
    - Maintain budget with an increased focus on refurbishing the Imagine Lab
  - d. Subscriptions
    - Maintain current subscriptions with the possibility of a new science-based subscription (currently in the process of reviewing multiple resources)
  - e. Equipment
    - Continue to support classroom furniture cyclical replacement as well as flexible furniture, such as standing desks and wobble stools, throughout the building; replace folding tables and conference room table
  - f. Professional Development and Training
    - New math resource; review of previous science unit(s) and preparation for upcoming unit(s); continue to support after school options with building PD account
  - g. Curriculum Writing
    - Write integrated ELA and science units; write math curriculum maps with Next Generation Standards
  - h. Conference Travel
    - Continue to support national level conferences for teacher leadership and learning
5. Closing and Wrap up



**Update on Program and Goals for the Current School Year (2019 - 2020)**

Please review the program plans and goals for the 2019-2020 school year. Are you on track? Are there any surprises? Did your goals change from last year’s budget presentation? Please share how you will know if you complete your goals for this year, including data you presently have or expect to review.

With our achievement goal spanning the course of two school years, we set very specific action items for 2019-2020. Manor School’s achievement goal reads, “By June 2021, Manor School students will increase their ELA triangulated score by 1 point on the Manor School Literacy Scale. The Literacy Scale is a 1-12-point metric, calculated from equal weighting of i-Ready assessments, Lucy Calkins writing and integrated Curriculum Based Measures (CBM).” To work towards accomplishing this goal by June 2021, in 2019-2020, we aimed to: i) improve students’ active learner behaviors, ii) improve students’ use and knowledge of vocabulary and iii) improve the use of data to inform instructional decisions and increase student learning.

To improve students’ active learner behaviors, teachers increased the frequency of student reflection and goal setting. One of the primary resources used to leverage this initiative was i-Ready. With updates to i-Ready’s platform and the incorporation of new features, students are now able to view their passing rates on lessons, view their “streak” of consecutively passed lessons and preview future instruction. As students have become more mindful of their own thinking and learning, passing rates have risen steadily. As a school, from the conclusion of the 2018-2019 school year to December 2019, student passing rates on i-Ready increased at least 10%.

	A	B	C	D	E	F	G
1	I-Ready Passing Rate Percentage for the 2019-20 School Year	History: 2018-19 School Year Overall Percentages	Week of October 18	Week of November 8	Week of November 21	Week of December 6	Week of December 20
2	Manor Reading - collectively	72	75	78	80	81	82
3	Grade 2 Reading	85	80	87	91	91	88
4	Grade 3 Reading	68	71	76	77	77	81
5	Grade 4 Reading	68	75	74	74	74	78
6	Grade 5 Reading	68	73	72	77	80	80
7	Manor Math - collectively this year	84	92	94	95	95	95
8	Grade 2 Math	91	100	100	99	99	100
9	Grade 3 Math	85	94	94	99	100	99
0	Grade 4 Math	85	90	90	94	93	94
1	Grade 5 Math	76	83	88	87	88	86
2							
3							
4	Average minutes for students per week						Holiday week
5	Reading	30	40	43	44	47	36
6	Math	32	36	44	44	40	38
7							

**Figure 1**

Student progress on i-Ready, as well as Curriculum Based Measures (CBMs) and Lucy Calkins writing samples, continue to be regularly monitored for the duration of the 2019-2020 school year.

To improve students’ use and knowledge of vocabulary, Manor School teachers recognized the need to first clarify our own understandings of vocabulary. In a collaborative effort, teachers established an academic vocabulary glossary with critical verbs and nouns; these verbs and nouns were deemed to be essential for student success with the Next Generation Learning Standards. After selection, teachers worked to create a list of agreed-upon definitions and a progression for implementation.



Academic Vocabulary Glossary – All Grades  
 X = Introduce X = Develop X = Master

Verb	Definition	K	1	2	3	4	5	6
Analyze	To break something down into its parts					X	X	X
Cite	To support an idea or opinion by referring to sources						X	X
Clarify	To make something easier to understand	X	X	X				
Classify/ Categorize	Classify: To sort into groups based on shared qualities Categorize: To put classified items into smaller groups with labels					X	X	X
Compare/ Contrast	To find similarity and difference			X	X	X		
Comprehend	To understand or find meaning	X	X	X	X			
Delineate	To describe in detail							X
Demonstrate	To show clearly	X	X	X				
Describe	To tell the facts or details	X	X	X				
Determine	To decide		X	X	X			
Develop	To elaborate or expand	X	X	X				
Distinguish	To set apart		X	X	X			
Draw	To take or pull out	X	X	X	X			
Elaborate	To give more detail on a topic or idea			X	X	X		
Evaluate	To judge or find the value				X	X	X	X
Explain	To make clear or define		X	X	X			
Identify	To find or point out	X	X					
Infer	To conclude or understand on the basis of evidence, logic and/or reasoning				X	X	X	X
Interpret	To explain the meaning of						X	X
Locate	To find				X	X	X	
Organize	To arrange into groups or categories				X	X	X	
Paraphrase	To reword something written or spoken while					X	X	X

Figure 2

Following publication of the academic vocabulary glossary, teachers have begun to utilize the glossary to improve consistency and reinforce high expectations regarding vocabulary within their classrooms. Additionally, the grade 2 adoption and implementation of HD Word, as part of the Really Great Reading Suite, has contributed to improvements in student vocabulary knowledge and use.

To improve upon the use of data for instructional decision-making, teachers invested in the use of the Essential Standards Chart protocol. During PLCs, teachers took the time to dutifully unpack power standards and practices to ensure consistency and clarity. With a clear vision, teachers have started to craft both summative and formative assessments using the unpacked standards for guidance. The development and use of these assessments have allowed for timely data collection and proactive responsiveness to student learning. Now, teachers are better able to anticipate students' needs, develop targeted interventions and capitalize on opportunities for increased student learning.



Standards Chart: What Do We Expect Students to Learn?						
Grade Level: 3		Unit: Culture		Team Members: Grade 3 Team		
Standard	Description of Standard	Example of Rigor	Prerequisite Skills	When Taught	Common Assessments	Extension
<i>What is the essential standard to be learned?</i>	<i>Describe in student friendly vocabulary ("I can" statements).</i>	<i>What does proficient student work look like? Provide an example, description, or attach a rubric.</i>	<i>What prior knowledge, skills, and/or vocabulary are needed for a student to master this standard?</i>	<i>When will this standard be taught?</i>	<i>What assessments will be used to measure student progress toward mastery?</i>	<i>In what ways can we extend/enrich for students who have already learned it?</i>
<b>3R1: Develop and answer questions to locate relevant and specific details in a text to support an answer or inference.</b>	<p>-I can <b>develop</b> questions to locate relevant and specific details in informational and literary text.</p> <p>-I can <b>answer</b> questions to locate relevant and specific details in informational and literary text.</p> <p>-I can <b>locate</b> relevant and specific details in informational and literary text to support an answer or inference.</p>	<p>-Criteria:                      --&gt; Restate question                      --&gt; Answer question                      --&gt; Two relevant supporting details</p>	<p><b>Concepts:</b>                      -Key ideas                      -Details</p> <p><b>Vocabulary:</b>                      -Explicit                      -Implicit                      -Inference</p> <p><b>Skills:</b>                      -Inferencing                      -Paragraph Writing</p>	November-December	<p>-What do paragraphs ____ and ____ show about ____?</p> <p>-According to the passage, which sentence best describes ____?</p> <p>-Which statement about ____ is true?</p>	-Explains the connection between the details and the inference

Figure 3

As teachers continue to build consistency and clarity across all content areas, student learning can be maximized to its highest potential.

Manor School's engagement goal reads, "By June 2020, 100% of Manor School students will participate in the Habits of Mind (HOM) initiative." To work towards accomplishing this goal, we planned for: i) a streamlined portfolio platform to be used by all students in grades 3-5, ii) a coaching program for grade 5 students to increase the impact of the grades 2 and 5 buddy program and iii) participation with the HF-L Grant Fund to infuse the HOM into the community.

To create streamlined portfolios, teachers reviewed the capabilities of two online platforms under the advisement of technology specialists. Each platform was reviewed against specific criteria; the platform that most effectively met the specified needs, Schoology, was then selected and globally adopted by all teachers. Since adoption, all students in grades 3-5 have started to create goals within Schoology, using the same format and structure.

Regarding the grade 5 coaching program, all grade 5 students built their personal understandings of the Habits of Mind and have participated in lessons focused on teaching the HOM to younger students, with the guidance of counselors. Grade 5 students have had the opportunity to specialize in targeted habits and become experts in one or two habits they felt they could successfully teach to grade 2 students. This opportunity for student leadership has allowed for a more thorough understanding of HOM across and within grade levels.

With respect to increased community participation, local businesses took part in a "restaurant week" where they featured Habits of Mind menu items. To continue and extend community participation, the Positive Behavioral Interventions and Supports (PBIS) committee is in the process of creating visuals and graphics that spotlight students bringing the Habits of Mind to life. After development, Manor School will reach out to local businesses that promote the same Habits of Mind in professional capacities. For example, to succeed in the career of a chiropractor, students need to think flexibly! Students continue to explore how the Habits of Mind will serve them well in their roles as students and lifelong learners.



**Review of Program Goals for the Previous School Year (2018-2019)**

Please review the goals your building had in place for the 2018-2019 school year. Did you accomplish your goals? What data did you use? What did you learn? Are there other reflections from last year you would like to include?

For the 2018-2019 school year, Manor School’s achievement goal stated, “By June 2019, Manor students will increase their ELA triangulated score by one point per child.” In June 2019, 48% of students increased their triangulated score by one point on the Manor School Literacy scale. Upon reflection, we observed that the greatest area of deficit, school-wide, was vocabulary knowledge. As a result, we used this information to drive several of our action steps for the 2019-2020 school year. In addition, we noticed that fewer of our students in the “enrichment” band of the Manor School Literacy scale increased their scores than in other bands. As a result, we used this knowledge to stress the importance of the “extension” column within the Essential Standards Chart, which has become a staple of the process of unpacking power standards and practices in our collaborative or “Professional Learning Community (PLCs)” time.

<b>Triangulated data</b>	<b>More than one year's growth Up one or more 2017-18</b>	<b>More than one year's growth Up one or more 2018-19</b>
<b>Grade 2</b>	<b>30%</b>	<b>61%</b>
<b>Grade 3</b>	<b>30%</b>	<b>35%</b>
<b>Grade 4</b>	<b>37%</b>	<b>53%</b>
<b>Grade 5</b>	<b>36%</b>	<b>43%</b>
<b>School wide</b>	<b>33%</b>	<b>48%</b>

**Figure 4**

For the 2018-2019 school year, Manor School’s engagement goal read, “By June 2019, all students will increase their engagement and achievement by applying at least one Habit of Mind (HOM) to their academic work through creating and sharing an integrated HOM portfolio.” After reviewing the year’s progress, it was noted that students increased the amount of time they spent reflecting upon their HOM goals and the frequency with which they utilized HOM in their academic days. By June 2019, all grade 2 students increased their knowledge of HOM and all students grades 3-5 created integrated portfolios. After reflection, it was noted that a more streamlined portfolio process was needed, as well as increased participation from the community. These findings were used to drive the goal-setting process for 2019-2020.



## Appendices

<b>Appendix A: New York State Test Scores 2018-2019</b>						
Grade	Proficiency: ELA	Overall Rank: ELA	Mastery Rank: ELA	Proficiency: Math	Overall Rank: Math	Mastery Rank: Math
3	64%	4	6	70%	5	4
4	66%	3	1	79%	1	1
5	55%	3	3	65%	6	3

## Appendix B: i-Ready Data Over Time (2016-2019) Student Tiers of Support

<b>Appendix C: Triangulated Data Rubric – Grade 2 Fall Sample</b>					
<b>Manor Intermediate School: Decision Rules for Determining Tiers of Support</b>					
Level of Need	CBM (seasonal)	i-Ready (seasonal)	Lucy Calkins (by text type)	Overall Data Score	Tier Of Support
<b>Above Benchmark (Blue)</b> 4 points	90-100%	537 or above (late or above)	4 (4 = 68-77)	11-12	<b>Enrichment</b>
<b>Benchmark (Green)</b> 3 points	70-89%	489-536 (early/mid)	3-3.5 (3 = 49-58, 3.5 = 59-67)	8-10	<b>1 No Intervention</b>
<b>Strategic (Yellow)</b> 2 points	55-69%	419-488 (level 1)	2-2.5 (2 = 30-38, 2.5 = 39-48)	5-7	<b>2 AIS</b>
<b>Intensive (Red)</b> 1 point	54 and below	418 or below (level K)	0-1.5 (0 = 0, 1 = 1-19, 1.5 = 20-29)	Below 5	<b>3 AIS or Special Education</b>



Appendix D: Glossary of Terms		
Term	Acronym	Additional Information
Habits of Mind	HOM	Thoughtful Behaviors that Lead to Productive Actions <u>Habits of Mind</u>
Curriculum Based Measure	CBM	A common measure of student performance based on their curriculum
Professional Learning Community	PLC	A results-driven process of working collaboratively to achieve high levels of learning for all students
English Language Arts	ELA	Reading, writing, speaking, listening and viewing
School Improvement Team	SIT	A team focused on improving student learning, determining school wide goals and evaluating progress
Lucy Calkins	Not Applicable	A writers' workshop resource with information, narrative and opinion/argument units
i-Ready	Not Applicable	A data-driven assessment administered three times per year that is also designed to differentiate learning for specific student needs
Positive Behavioral Interventions and Supports	PBIS	An evidence-based three-tiered framework designed to improve student outcomes