Program and Goals for 2019-2020

Please summarize your building's program goals and plans for the 2019-2020 school year.

Outline

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

   ### Points of Pride:

   As highlighted during our previous budget presentation, in the 2017-2018 school year, Manor teachers centered our instructional focus on the four overarching questions of Professional Learning Communities (PLC):

   1. What do all students need to know and be able to do?
   2. How will we know when our students have achieved the standards?
   3. What are we doing for our students not meeting the standards?
   4. What are we doing for our students who are already proficient?

   With these questions in mind, teachers and students continued to share expertise, learn alongside one another and engage in reflective practices. In the summer of 2018, Manor teachers utilized curriculum writing to develop integrated ELA and Social Studies units at all grade levels. Additionally, Manor teachers began the process of developing integrated ELA and Science units. To continue this work and allow for refinement of the collaboration process, several Manor teachers attended an informative Professional Learning Community (PLC) conference over the summer. Since then, Manor teachers have met as a PLC twice each week in the 2018-2019 school year, to focus on high levels of learning for all students. These four questions continue to guide the decision-making process as Manor teachers build, enhance and reflect upon these integrated units.

Honeoye Falls- Lima CSD
Manor School Curriculum Implementation Plan

Year/ Content	ELA	Social Studies	Science	Math	Pro-gress
2016-17	Clarified Reading Standards With i-Can statements and vertical alignment	Began to write units		Realigned math pacing/maps	✔ Done
2017-18	Integrate with SS	Curriculum maps and unit writing for New Standards	Familiarize with new standards	Common assessments data analysis	Done ✔
2018-19	Complete integration/Cross check with New Generation Standards ⚠ Work In Progress	Complete integration/Cross check with New Generation Standards ⚠ Work In Progress	Unpack standards and create a timeline for transition to new standards. Explore units. ✔	Familiarize math standards	
2019-20	Re- identify power standards.	Consider program review recommendations and make adjustments	Write and implement Life Science Units K-5	Curriculum map/unit plan for new standards Realign common assessments	
2020-21	**New NYS assessment**		Write and implement Physical Science Units K-5 No NYS Science Assessment	Complete unit development. **New NYS assessment**	
			Write and implement Earth Science Units K-5 **New NYS assessment in grade 5**		

Figure 1

While teachers participate in PLCs, students enhance their digital media/technology skills and enrich their personal interests. Through the development of an "Activity Period," students are given choice to explore a topic of interest and develop their expertise. Through surveys, information on students' interests and motivations was gleaned. Special area teachers, administrators and specialists design and facilitate opportunities for students to investigate science, engineering, art, music and service learning. These project-based experiences allow students to soar and explore in novel ways, supporting standards across the curriculum.

Every student at Manor has cultivated his or her Habits of Mind. As students in grade 2 continue to explore what makes something a Habit of Mind (HOM) and engage in learning these 16 powerful habits, students in grades 3-5 established a personal HOM portfolio. Each student, some with the support of his or her family, determined a HOM goal. This goal spotlights one Habit of Mind that each student hopes to improve upon throughout the year. Moving forward, with this goal in mind, students will continuously reflect on their progress towards strengthening this habit in various academic settings. As students grow, they will make submissions to their HOM portfolios that capture when and how they employed their chosen habit.

Manor students consistently engage in the development of their character. Manor's Make a Difference Committee has organized and facilitated several projects that support the local community and larger organizations (i.e., The Angel Tree, St. Baldrick's Foundation, etc.). Manor's LEAP classroom continues to spread cheer through weekly soup offerings, personalized birthday treats and collaborative work with "buddy" classrooms. Manor students are always encouraged to watch for, and compliment, peers who are caught fulfilling the pillars of TRACKS and the Habits of Mind.

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

Ideas, Themes and Learning:
With our School Improvement Team (SIT) goals at the forefront, Manor teachers have come to regard collegial dialogue, collaboration, and reflection as essential practices. We have learned that, to make the best decisions for our students, we must thoroughly understand the learning standards and practices they are to master. As we have built our capacity with these standards and practices, we uncovered that every member of every team has expertise that can enhance the learning experiences for all of our students. Finally, and perhaps most importantly, we have experienced the power of deliberate reflection. With each decision made, teachers are constantly referring back to the four questions of Professional Learning Centers (PLCs).
1. What do all students need to know and be able to do?
2. How will we know when our students have achieved the standards?
3. What are we doing for our students not meeting the standards?
4. What are we doing for our students who are already proficient?

With these questions as our guideposts, we have more mindfully prepared ourselves to create rich, rigorous learning experiences for every student.

3. What are your top goals for 2019-2020? How will their progress and success be measured?

Goals for 2019-2020:
1. **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).
   ➢ Curriculum based measures seek to enhance literacy across content areas.
   ➢ Student progress will be calculated two times per year, using the Manor School Literacy Scale (Figure 1).
   → **Action Steps:**
      ✓ Unpack standards and core area practices to build clarity and consistency across/within grades.
      ✓ Follow curriculum implementation plan.
      ✓ Continue to investigate best practices and strategies for ELA instruction across content areas.
      ✓ Participate in professional development.
      ✓ Continue to support two PLCs a week
      ✓ Investigate new math program and science resources

Literacy across content area – key focus over time.

What are Literacies within the Disciplines? The following lists for each of the major content areas, while not comprehensive, can act as starting points through which communities of teachers can begin to think in terms of disciplinary literacy (Lent, 2016).

	Read	Write	Think
Science	*When scientists read, they* • Ask "Why?" more than "What?" • Interpret data, charts, illustrations • Seek to understand concepts and words • Determine validity of sources and quality of evidence • Pay attention to details	*When scientists write, they* • Use precise vocabulary • Compose in phrases, bullets, graphs, or sketches • Use passive voice • Favor exactness over craft or elaboration • Communicate in a systematic form	*When scientists think, they* • Tap into curiosity to create questions • Rely on prior knowledge or research • Consider new hypotheses or evidence • Propose explanations • Create solutions
History	*When historians read, they* • Interpret primary and secondary sources • Identify bias • Think sequentially • Compare and contrast events, accounts, documents and visuals • Determine meaning of words within context	*When historians write, they* • Create timelines with accompanying narratives • Synthesize info/evidence from multiple sources • Emphasize coherent organization of ideas • Grapple with multiple ideas and large quantities of information • Create essays based on argumentative principles	*When historians think, they* • Create narratives • Rely on valid primary and secondary sources to guide their thinking • Compare and contrast or ponder causes and effects • Consider big ideas or inquiries across long periods of time • Recognize bias
Math	*When mathematicians read, they* • Use information to piece together a solution • Look for patterns and relationships • Decipher symbols and abstract ideas • Ask questions • Apply mathematical reasoning	*When Mathematicians write, they* • Explain, justify, describe, estimate or analyze • Favor calculations over words • Use precise vocabulary • Include reasons and examples • Utilize real-word situations	*When Mathematicians think, they* • Consider patterns • Utilize previous understandings • Find connections • Estimate, generalize, and find exceptions • Employ mathematical principles
English Language Arts	*When students of English read, they* • Understand how figurative language works • Find underlying messages that evolve as theme • Assume a skeptical stance • Pay attention to new vocabulary or words used in new ways • Summarize and synthesize	*When students of English write, they* • Engage in a process that includes drafting, revising, and editing • Use mentor texts to aid their writing craft • Pay attention to organization, details, elaboration and voice • Rely on the feedback of others • Avoid formulaic writing	*When students of English think, they* • Reflect on multiple texts • Ask questions of the author • Consider research or others ideas • Discuss ideas and themes • Argue both sides of a point

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Figure 2

2. **Engagement:** By 2020, 100% of Manor School students will participate in the Habits of Mind (HOM) initiative.
   ➢ Grade 2: Understand the meaning of the "Habits of Mind (HOM)," and how these habits connect to TRACKS.
   ➢ Grade 3: Establish HOM portfolios and set goals.
   ➢ Grades 4/5: Reflect on the first year of the HOM portfolios. Based on results, either maintain the previous goals, with new action steps, or set new goals.
   ➢ Student progress will be measured three times per year through student portfolio submissions.
   → **Action Steps:**
      ✓ Establish a student HOM committee.
      ✓ Complete HOM certification process.

4. What incremental resources are needed to implement and accomplish your 2019-2020 goals?

   Manor seeks to maintain its budget, yet shift the specificity of resources (science fiction/nonfiction instead of Social Studies).
   a. Staffing
      Explore creative ways to maintain activity periods
   b. Text and Library Materials
      Focus on social studies / science texts; pilot a math program.
   c. Supplies
      Print Habits of Mind (HOM) posters.
   d. Subscriptions
      StoryWorks (Jr.), Scholastic News, Reading A-Z, NewsELA, Time for Kids, Wonder Grove Learn, TrueFlix, Culture Grams, BrainPop (Jr.), Unique, Edoctrina, Schoology,
   e. Equipment
      Explore creative seating; exploring area rugs.
   f. Professional Development and Training
      Unpack Standards for Mathematics, Science and The Arts; Explore pedagogical shifts in Science including STEAM; Enrich understanding of eDoctrina and Schoology; Build competency with Recordex.
   g. Curriculum Writing
      Write integrated ELA and Science units.
   h. Conference Travel
      Participate at PLC conference for staff who did not attend in summer of 2018.
   i. Counseling
      VJS Junior for Career Development.

5. Closing and Wrap up

Update on Program and Goals for the Past School Years (2017-18 & 2018 - 2019)

Review and Update of Goals:
Over the course of the last two years (2017-2019), Manor students, faculty, and staff have worked to accomplish an achievement and engagement goal. **The achievement goal stated**, "By June 2019, Manor students will increase their ELA triangulated score by one point per child." In our first year of implementation, by June 2018, 33% of Manor students had met, or exceeded, this target. To focus instruction and bring student achievement to 100%, Manor teachers analyzed trends in student data, set goals and reflected on the effects of their actions.

What Did We Notice?	What Actions Did We Take?	What Were the Results?
➢ Curriculum Based Measures (CBM)	➢ Used i-Ready Standards Mastery ➢ Needed a reading/writing integrated component	➢ Standards Mastery showed growth ➢ Complete all CBM's for ELA/SS adjust and refine during PLCs (in progress

➢ Lucy Calkins writing was an area for growth in all grades	➢ Teachers analyzed student rubrics to build common understandings ➢ Teachers developed student-friendly rubrics to help students set personal goals ➢ Teachers identified specific lessons to emphasize based on greatest student needs	➢ Students achieving proficiency (a 3 or 4 on each post-test) rose 8-15% per grade level
➢ Students needed to see the value in i-Ready	➢ Teachers held individual student conferences to review progress and set goals ➢ Teachers established classroom procedures to acknowledge and promote student achievement on i-Ready ➢ Teachers used the results of i-Ready to inform their daily instruction and target instruction in Enrichment/Intervention (E/I)	➢ Shift from 53% to 83% of students on grade level in i-Ready ➢ New York State test results closely matched i-Ready proficiency projections (two grades **exceeded** projections)

An example of criteria for fourth grade triangulated data.

Grade 4 Winter

Level of Need	CBM Standards Mastery	i-Ready (seasonal)	Lucy Calkins Narrative	Overall data score	Tiers of support
Above Benchmark (Blue) 4 points	85%-100%	630 and above	4	11-12	Enrichment
Benchmark (Green) 3 points	67%-84%	557-629	3-3.5	8-10	1 No intervention
Strategic (Yellow) 2 points	33-67%	500-556	2-2.5	5-7	2 AIS
Intensive (Red) 1 point	32% or below	499 and below	0-1.5	Below 5	3 AIS or special education

Figure 3

I-Ready longitudinal data

Overall i-Ready	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
Results	Tier 1	Tier 1	Tier 1	Tier 2	Tier 2	Tier 2	Tier 3	Tier 3	Tier 3
Fall	52%	53%	61%	32%	34%	27%	16%	13%	13%
Winter	73%	78%		20%	17%		7%	5%	
Spring	79%	83%		13%	13%		65	3%	

Figure 4

Our engagement goal stated, "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."

➢ 100% of second grade students have been introduced to all 16 Habits of Mind.
➢ 100% of fifth grade students are teaching focus lessons and practice activities to second grade students on the 7 Power Habits.
➢ 100% of students in grades 3-5 have set a personal goal and are tracking progress/accomplishments in an interactive OneNote Notebook.

Glossary of Terms		
Term	**Acronym**	**Additional Information**
Habits of Mind	HOM	Thoughtful Behaviors that Lead to Productive Actions Habits of Mind
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
Language Enriched Academic Program	LEAP	A fully integrated special education academic program focused on building meaningful skills that carry into the community
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

Figure 5