

Instructional Priorities

ELA K-5

Program/Initiative	Current Implementation	Next Steps	Intended Outcomes
<p>Foundations: Structured program to teach phonics, spelling and handwriting</p>	<ul style="list-style-type: none"> • Implemented across the District in K-3 over the last 4 years (staggered roll out) • Grade 3: In year 2 for RW & CH; in year 1 at MAS, GW & PR 	<ul style="list-style-type: none"> • Continue refining implementation with ongoing coaching from Wilson consultant • Continue training in-district Foundations Facilitators (min 1/ bldg) 	<ul style="list-style-type: none"> • Building fluency • Increasing percent of students at/above benchmarks on DIBELS
<p>Teachers College (TC) Curriculum in Reading and Writing</p>	<ul style="list-style-type: none"> • Implemented across the District in K-2 in 2015-16 • In year 2 	<ul style="list-style-type: none"> • Expand implementation to grade 3 in 2017-19; then grade 4 in 19-20 and grade 5 in 20-21 • Continue sending coaches and teachers to workshops and Summer Institutes at TC 	<ul style="list-style-type: none"> • Building comprehension, passion and healthy lifelong literacy habits • Increasing percent of students at/above benchmark on DRA/IRLA and DIBELS • Increasing percent of students scoring at Levels 3 and 4 on NYS assessments
<p>Independent Reading Level Assessment (IRLA): A CCLS-aligned framework for formative assessment in reading and text leveling in PreK-12. Replaces the DRA.</p>	<ul style="list-style-type: none"> • Implemented in Elementary Summer School in 2015 • Rolled out in select classrooms in 2015-16; expanded in 2016-17 • PR: In English and Spanish Grades K-5 (~25 teachers) 	<ul style="list-style-type: none"> • Continue expanding implementation based on teacher requests <ul style="list-style-type: none"> ○ Start-up involves assessment tools, classroom library, and ongoing coaching • Expand use of School pace to collect and manage data 	<ul style="list-style-type: none"> • Building teacher capacity to collect ongoing data to inform and adjust instruction • Establishing individual reading goals for every student

	<ul style="list-style-type: none"> • MAS: In English grade 2 (5 teachers/interveners) • GW: In English and Spanish Grades K-2 (8 teachers) • EV: In Spanish (2 teachers) 	<ul style="list-style-type: none"> • Expand use of “digital bins” as 1:1 devices become available 	<ul style="list-style-type: none"> • Increasing percent of students at/above benchmark on DRA/IRLA, DIBELS, and SRI • Increasing percent of students scoring at Levels 3 and 4 on NYS assessments
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ELA 6-12

Program/Initiative	Current Implementation	Next Steps	Intended Outcomes
Read 180/System 44: An intensive literacy intervention program targeting older struggling readers (gr. 3-12) that uses a station-rotation model and combines adaptive technology with direct teacher instruction	<ul style="list-style-type: none"> • In year 6 of implementation across the District, ranging in grades 3-10, including self-contained special ed and ENL classes 	<ul style="list-style-type: none"> • Upgrade 6th grade program to R180 Universal in 2017-18 • Upgrade 7th-10th grade program in 2018-19 • Upgrade 3rd-5th grade program in 2019-20 	<ul style="list-style-type: none"> • Providing explicit reading instruction to secondary struggling readers • Decreasing percent of students reading well below grade level benchmarks • Decreasing percent of students scoring at Level 1 on NYS ELA assessments

DL Expansion K-5 and High School

Program/Initiative	Current Implementation	Next Steps	Intended Outcomes
<ul style="list-style-type: none"> Expand current DL program to a 3rd elementary school Increase DL course options at hs level 	<ul style="list-style-type: none"> The DL program currently operates in GW and PR and at the middle school level (K-8) 	<ul style="list-style-type: none"> Expand program to CH with 2 sections in K in 2017-18 Stagger grade 1-5 expansion from 2018-22, one grade per year Create Honors level DL elective at hs level, incorporating career-oriented community internships 	<ul style="list-style-type: none"> Increasing achievement level of ELLs Promoting bilingualism, biculturalism, and biliteracy for Spanish proficient and English proficient students Increasing number of students who qualify for Seal of Biliteracy on hs diploma Complying with CR Part 154

Character Development/Classroom Management K-8

Program/Initiative	Current Implementation	Next Steps	Intended Outcomes
<p>Responsive Classroom K-5 and Developmental Designs 6-8: Approaches that integrate social/emotional development with academic learning (“whole child”). Discipline is developmental rather than punitive, and considered another opportunity for learning.</p>	<ul style="list-style-type: none"> RC and DD are used K-8 in all buildings. RC training began 6 years ago in PR, and grew across the District one building at a time. CS is in year one, GW is in year two, and the other elementary bldgs are in years 3 and beyond. DD training began two summers ago for EV and HL. 	<ul style="list-style-type: none"> Continue to offer Level 1 summer institutes for RC and DD to train additional/new teachers. Continue to send elementary admin to annual leadership conference; research equivalent opportunity for ms admin Expand team of teachers to attend annual teacher conference. Expand PD offerings to include Level 2 training. 	<ul style="list-style-type: none"> Increase overall positive school climate Strengthen classroom and building routines to maximize opportunities for learning and promote student autonomy Decrease discipline referrals

Technology Integration

Program/Initiative	Current Implementation	Next Steps	Intended Outcomes
<p>Learner-Active, Technology-Infused Classrooms (LATIC): An instructional framework for a 1:1 environment (personal devices) that promote student responsibility and independence, problem-based learning, and engagement. Technology integration is used as a powerful tool to create differentiated pathways of learning.</p>	<ul style="list-style-type: none"> • In year 2 of implementation in grades 2-12 • Approximately 55 teachers have attended intensive summer training during last 2 summers, and are receiving follow-up coaching visits on monthly basis from IDE consultants • LATIC-trained teachers have iPad carts in classrooms to create one-to-one environment • EV and Rochambeau have participated in building-wide LATIC training since spring 2016 	<ul style="list-style-type: none"> • Continue providing building-wide LATIC training in Rochambeau and EV to prepare for one-to-one implementation in 2017-18; expand to HL in 2018-19, and 19-20; add hs in 2020-2023 • Conduct 3rd cohort of summer training Aug. 2017 to support 64 teachers (32 per session, 2 sessions) • Provide follow-up coaching for all teachers in 2017-18 and begin training turnkey trainers in-district in 2017-18 • Have district trainers assist IDE with summer training in August 2018 or 2018-19 school year 	<ul style="list-style-type: none"> • Creating student-centered classrooms • Increasing student engagement, rigor, and responsibility for learning • Integrating technology to deepen student learning • Increasing student performance on State and District assessments • Preparing students for college-level courses

District-Wide College Prep

Program/Initiative	Current Implementation	Next Steps	Intended Outcomes
<p>Advancement via Individual Determination (AVID): A college-prep program that targets students performing in the academic middle (1st-time college attendees in their families) and prepares them for enrollment and success in 4-year universities.</p>	<ul style="list-style-type: none"> • The AVID cohort, first implemented in 2011-12 (25 students per grade) is now implemented in grades 6-12. This year, we have also extended the program to two elementary schools (PR & GW). • AVID Excel (targeting long-term ELLs in grades 7-8) began in 2015-16. • School-wide implementation exists at EV and HL; all teachers have received PD to implement AVID strategies 	<ul style="list-style-type: none"> • Add a second cohort to grade 9 in 2017-18, including students from AVID Excel • Continue sending teams of teachers and administrators from each participating building to Summer Institute • Continue supporting HL in pursuing National Demonstration Status • Consider expanding AVID Elementary to other buildings • Relieve AVID District Director (Doug Cronk) of teaching assignment in 2017-18 	<ul style="list-style-type: none"> • Increase enrollment of minority students in Advanced and AP classes • Increase college acceptance/attendance rates for students of color • Increase achievement of students performing in the academic middle who have potential as future leaders • Infuse an explicit college-going culture into all schools K-12 • Use WICOR strategies in all classrooms 6-12 to promote critical thinking, literacy development, collaboration, organization, and student responsibility for learning

Science/STEM

Program/Initiative	Current Implementation	Next Steps	Intended Outcomes
Expand Earth Science acceleration in grade 8 to include all students	<ul style="list-style-type: none"> • Approximately half of grade 8 students are currently enrolled in Earth Science 	<ul style="list-style-type: none"> • Research benefits of implementing block schedule in grades 7-8; formulate scheduling committee to explore options; conduct workshops/meetings to educate community • Conduct room usage review to determine if additional lab space is needed • Implement full acceleration in grade 8 • Continue adding science electives (without extra lab period) to HS course offerings 	<ul style="list-style-type: none"> • Increase rigor and readiness of all students to succeed at hs level • Offer further flexibility in ms scheduling options, especially for students who require AIS • Engage additional students in 4-year science sequence at hs • Increase Science 8 scores to remove HL from LAP status
Expand Project Lead the Way (PLTW) K-12 to provide additional STEM programming options for all students	<ul style="list-style-type: none"> • K-1 Launch Modules • Grade 6 Gateway (Intro to Computer Science I) • Grade 7 Gateway (Automation & Robotics) • Grade 8 (Design and Modeling) • Grades 9-12 Pathways to Engineering (5 Engineering courses + 1 Computer Science Elective) 	<ul style="list-style-type: none"> • Expand module/course offerings at all levels 	<ul style="list-style-type: none"> • Expose students to engineering design process • Increase opportunities to solve real-world problems and promote student engagement • Increase opportunities at HS level to earn college credit

Math K-12

Program/Initiative	Current Implementation	Next Steps	Intended Outcomes
<p>Elementary:</p> <ul style="list-style-type: none"> • Adopt new K-5 Math Textbook • Explore ways to provide additional support for struggling students 	<ul style="list-style-type: none"> • District is in year 5 for Pearson/Envision CC implementation K-5 • Minimal Math AIS is provided (in-class during core instruction, during Title I extended day programs) 	<ul style="list-style-type: none"> • Set up K-5 Task Force to review revised standards/assessments and select new primary resource with improved alignment • Brainstorm with administrators and teachers ways to reallocate time and staff to Math AIS 	<ul style="list-style-type: none"> • Increase student achievement on District and State Math assessments • Strengthen content knowledge of K-5 teachers
<p>Secondary:</p> <ul style="list-style-type: none"> • Implement Big Ideas Math (BIM) in grades 6-10 as primary resource • Continue to offer double acceleration starting in grade 7 	<ul style="list-style-type: none"> • BIM is in year 1 of implementation in grades 6-10 	<ul style="list-style-type: none"> • Complete implementation and expand to grade 11 (Alg 2) • Add Calculus 3 course at HS for double accelerated students 	<ul style="list-style-type: none"> •

PreK Program

Program/Initiative	Current Implementation	Next Steps	Intended Outcomes
<p>Implement UPK Half-Day Program and Full-Day Grant Program in partnership with four CBOs (FSW, YMCA, Little Disciples, United)</p>	<ul style="list-style-type: none"> • District is in year three of 5 year grant for full-day program 	<ul style="list-style-type: none"> • Hire .5 Administrator to oversee PreK programs • Possibly merge with Coordinator of FIC once registration and assignments are partially/fully automated • Consider re-applying for grant after this cycle is completed and expand to operate at least 2 District bilingual classrooms targeting ELLs 	<ul style="list-style-type: none"> • Increase student readiness for K • Strengthen native language development for Spanish-speaking ELLs • Close gap in ELL achievement levels

Special Education and PPS

Program/Initiative	Current Implementation	Next Steps	Intended Outcomes
<p>ELEMENTARY</p> <p>Integrated Co-Teaching Elementary</p>	<ul style="list-style-type: none"> MAS opened K class during current school year Ridgeway opened K and 1 class during current school year 	<ul style="list-style-type: none"> Continuing adding 1 grade to each school until we have 1 ICT class grades K- 5 in each school For the 2018-2019 school year assess the need to expand to a third school by shifting resources from Consultant Teacher and Self Contained to Integrated Co- teaching 	<ul style="list-style-type: none"> Increased access to grade level curriculum for students with disabilities which will result in improved results in DRA/IRLA, DIBELS, SMI, SRI Decrease in 12:1:1 Self Contained classes for students with Learning Disabilities and Speech and Language Disabilities
<p>MIDDLE SCHOOL</p> <p>Alignment of Continuum of Service</p>	<ul style="list-style-type: none"> Roll out of ICT at Highlands Consistency of services between Eastview and Highlands 	<ul style="list-style-type: none"> Roll out ICT at Eastview Continued review of support services necessary to support students in district with social emotional needs 	<ul style="list-style-type: none"> Aligned continuum of service at the middle school level Continued refinement of services
<p>HIGH SCHOOL</p> <p>Refinement of the continuum of service</p> <p>SAIL Program</p> <p>Review of STAR and Passages curriculum and reintegration into</p>	<ul style="list-style-type: none"> Addition of ICT classes Addition of Resource Room Curriculum scope and sequence to support post -secondary success Ongoing 	<ul style="list-style-type: none"> Continued assessment of effectiveness of services Continued work on curriculum Identify programming constraints in Rochambeau and the High School Continue conversation with building principals 	<ul style="list-style-type: none"> Increased access to general education Improvement in graduation rates Articulated curriculum to support post - secondary outcomes Improve access to rigor for high performing STAR students Improve reintegration of students who need to

<p>general education classes</p>			<p>develop coping skills in order to access post-secondary education</p>
<p>DISTRICTWIDE Building capacity within our self-contained and general education classes in order to support students in district</p>	<ul style="list-style-type: none"> • 2017-2018 we began a K-2, 3-5 continuum of classes at Church Street to support our students with Autism • Increase SAIL sections by 1 	<ul style="list-style-type: none"> • For the 2018-2019 school year add the 3-5 class at the Church Street School • Increase our capacity at the Middle School SAIL program in order to support our current in district needs and return students to district 	<ul style="list-style-type: none"> • Stabilization of our out of district referrals • Improved quality of services for students • Reallocation of resources back to district
<p>Dialectical Behavioral Therapy (DBT)</p>	<ul style="list-style-type: none"> • 3 year roll out beginning in the 16-17 school year. ½ of the PPS staff has been trained and has ongoing consultation for an additional year. 	<ul style="list-style-type: none"> • 17-18 the second cohort will be trained –no need for additional consultation because they will fold into the ongoing consultation • 18-19- Ongoing consultation 	<ul style="list-style-type: none"> • Improve our ability to meet the social emotional demands of students within district • Shift some of our TSP services from a segregated setting to an integrated setting i.e.; STAR and Passages Elementary