

ALLEGANY-LIMESTONE CSD



SCHOOL IMPROVEMENT PLAN

2014-2015

Revised: 12/4/14

School: Allegany-Limestone Elementary School

Principal: David Taylor

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SCHOOL INFORMATION

SCHOOL: Allegany-Limestone Elementary **DISTRICT:** Allegany-Limestone Central School District

SCHOOL ADDRESS: 120 Maple Avenue, Allegany, NY 14706

TELEPHONE: 716-375-6600 ext. 4173

FAX: 716-375-6628

SCHOOL CONTACT PERSON: David Taylor

POSITION/TITLE

PRINT/TYPE NAME

SIGNATURE*

PRINCIPAL:

David Taylor

**ALTA BUILDING
REPRESENTATIVE:**

Mary Jo Reed / Donna Buckley

**PARENT
REPRESENTATIVE:**

STUDENT REPRESENTATIVE:
*(Encouraged for middle schools,
recommended for high schools)*

DIRECTOR OF INSTRUCTION:

Kimberly Moore

SUPERINTENDENT:

Karen Geelan

** Indicates that the person has reviewed this document. Comments may be attached to this plan*

TEAM MEMBERSHIP TABLE: The SCHOOL PLANNING TEAM should be representative of all constituencies in the school community, consistent with Part 100.11 of the Commissioner’s Regulations and the Allegany-Limestone Central School District Shared Decision Making Plan.

Name	Position / Constituency Represented	Signature**
Scott Allen	Teacher / AIS; Math Coordinator	
Donna Buckley	Teacher / Grades K – 2	
Ted Costa	Counselor	
Barb Driscoll	Teacher on Special Assignment	
Mary Jo Reed	Teacher / Grades 3-5	
David Taylor	Elementary Principal	
John Wolfgang	Psychologist / Universal Assessments / RTI	

** Indicates participation in the development of the Instructional Improvement Plan.

PART I: DISTRICT VISION, MISSION, AND CORE BELIEFS

Vision

Allegany-Limestone Central School will create and sustain a safe, nurturing, and rigorous learning environment in which all students are challenged and prepared to accomplish their goals.

Mission

By instilling a sense of inquiry, adaptability, creativity and character, the ALCS community will prepare our students as lifelong learners and problem solvers.

Core Beliefs

- All students have the capacity to develop their unique potentials.
- Learning is the shared responsibility and collaborative effort of students, faculty, staff, families, and community.
- Learning occurs best in a safe environment that respects the individual, values different perspectives, and encourages effort.
- Learning results from active engagement in relevant, purposeful activities.

PART II: NARRATIVE DESCRIPTION OF THE SCHOOL:

Allegany-Limestone Elementary School consists of academic instruction in grades Universal Pre-Kindergarten (UPK) through Grade 5. The UPK program consists of half-day sessions, while Kindergarten and above are full day sessions. Instruction is aligned with the Common Core Learning Standards (CCLS) of the New York State Education Department. The report card format reflects student progress toward those standards. Additional instruction is offered to all students in Computers, Physical Education, Art, General Music / Chorus, Instrumental Music (Grade 5), a dedicated Library session, and Character Education.

PART III: DATA COLLECTION – SECTIONS A, B, AND C

PART III - SECTION A: School Demographic Data

STUDENT INFORMATION		PERCENT OR NUMBER
Grades served		UPK - 5
Enrollment (total number of students served)		556
Mobility Rate (%) Percentage of students who have moved in/out of bldg		
Attendance Rate (%)		96%
Suspensions		1
Percent of economically disadvantaged/ low-income students (eligible for free or reduced lunch)		
Total number of general education students		513
Total number of students with disabilities (receiving IEP-mandated services)		43 (plus 10 OOD)
Number of self-contained special education classes (For high schools: total number, in all subject areas, of special education self-contained classes)		0
Number of students in general education classes receiving IEP-mandated services		43
Number of special education students declassified this year		
Number of recent immigrants (One year or less in United States)		0
Total number of students receiving ESL services		1
Number of ELL/LEP students identified for special education		0
Number of students in alternative programs ALP/GED		0
Number of homeless students or students in temporary housing		1
Ethnic and gender data: Please use the following equation...Number in subgroup/TOTAL number of students= %		
<i>White:</i> $\frac{_}{_} = \frac{_}{_\%}$		<i>Male:</i> $\frac{_}{_} = \frac{_}{_\%}$
<i>Black:</i> $\frac{_}{_} = \frac{_}{_\%}$		<i>Female:</i> $\frac{_}{_} = \frac{_}{_\%}$
<i>Hispanic:</i> $\frac{_}{_} = \frac{_}{_\%}$		

STAFF INFORMATION	PERCENT OR NUMBER
Total number of full time teachers assigned to your building	45
Percent of part time teachers fully licensed and permanently assigned to this building	0
Percent of full or part time teachers with more than 2 years teaching in this building	96
Percent of full or part time teachers with more than 5 years teaching anywhere	
Percent of full or part time teachers with Masters Degree or higher	
Number of administrators	1
Number of guidance counselors	1
Number of school psychologists	1
Number of social workers	0
Number of speech therapists	2
Number of school nurses	1
Number of teaching assistants	0
Number of teacher aides	10 (incl. office)
Number of school safety agents (ie; security personnel, SROs, etc)	0

PART III - SECTION B: School Achievement Data

School achievement data that was reviewed included NYS Assessments in English Language Arts (ELA) and Math for students in grades 3, 4, and 5.

PART III - SECTION C: Other Pertinent Data Related to Student Achievement

Final examination data, Interim Examination results / analyses were also used to design the school improvement plan.

PART IV: NEEDS ASSESSMENT: Analysis of Student Achievement and Program Effectiveness

Overarching ELA conclusion statements: (see APPENDIX A for full list of data-based conclusions)

ELA Conclusion Statement #1: The NYS Assessment scores in ELA showed no change in the overall average percentage of students who were proficient (levels 3 & 4) for ALES compared to the previous year (2013). Individual grades changed by 0%, +7%, and -7% for Grades 3, 4, and 5, respectively.

ELA Conclusion Statement #2: The 2014 NYS Assessment scores in ELA for the cohorts in Grades 4 & 5 changed from the previous year in percentage of students who were proficient (levels 3 & 4) by -3% and +5%, respectively.

ELA Conclusion #3:

Root Causes for Conclusion Statements

- Students have difficulty in comprehending, analyzing, drawing conclusions, making inferences from narrative and informational texts, writing text-based responses in both, multiple choice and extended response formats.

Implications for Instructional Programming for these Conclusion Statement:

- More writing exercises are needed.

Priority Implication for 2014-2015

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What tool and what evidence

- NYS ELA Assessment results from 2013 and 2014 were reviewed.

Overarching MATH conclusion statements: (see APPENDIX A for full list of data-based conclusions)

Math Conclusion Statement #1: The NYS Assessment scores in Math showed a 14% improvement in the overall average percentage of students who were proficient (levels 3 & 4) for ALES compared to the previous year (2013). Individual grades changed by +9%, +30%, and -1% for Grades 3, 4, and 5, respectively.

Math Conclusion Statement #2: The 2014 NYS Assessment scores in Math for the cohorts in Grades 4 & 5 changed from the previous year in percentage of students who were proficient (levels 3 & 4) by +19% and -5%, respectively.

Math Conclusion #3:

Root Causes for Conclusion Statements

- There are inconsistent results from grade to grade on the Math proficiency on NYS Assessments.
- Although students have improved in fluency in Math Facts, more practice will be emphasized.

Implications for Instructional Programming for these Conclusion Statement:

- Additional work on solving Math word problems will be needed.

Priority Implication for 2014-2015

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What tool and what evidence

- NYS Math Assessment results from 2013 and 2014 were reviewed.

Overarching NYS Assessment conclusion statements: (see APPENDIX A for full list of conclusions)

Conclusion Statement #1: The percentage of our student population that achieved a Level 3 or Level 4 on NYS Assessments in ELA and Math is less than desired.

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Conclusion Statement #2

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Conclusion Statement #3:

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Root Causes for Conclusion Statements

- Closing the achievement gap that resulted in the adoption of the Common Core Learning Standards (CCLS) is likely to require multiple years of effort with increasing rigor of content material and critical thinking skills.

Implications for Instructional Programming for these Conclusion Statement:

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Priority Implication for 2014-2015

What tool and what evidence

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PART V: PROCESS FOR DEVELOPING AND REPORTING NEEDS ASSESSMENT FINDINGS

PART VI: SCHOOL GOALS, OBJECTIVES, AND ACTION PLAN

ELA Plan 2014-2015

ELA Goal: The goal in ELA is to increase the number of students who are proficient (level 3 & 4) on the NYS Assessments in Spring 2015.

Objective: Students need to demonstrate in writing their ability to comprehend, analyze, draw conclusions, and make inferences from narrative and informational texts.

- Strategy:**
1. To provide professional development for teachers to increase their proficiency at implementing the Common Core Curriculum.
 2. To implement differentiated instruction and increase student engagement.

Targeted Audience: Teachers of ELA in grades K-5

Root Causes Addressed:

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Activities List these sequentially	Timeframe	Participants	Lead Person	Resources	Measurable Evidence of Success
Teachers will attend Best Practices workshops, faculty meetings, VAT mtgs.	School year 2014-15	Teachers of ELA in K-5	D. Taylor/ K. Moore	BOCES, Teacher Center, Teacher on Sp. Assign., EngageNY website.	Exit surveys.
The i-Ready program.	School year 2014-15	Teachers of ELA in K-5	D. Taylor/ K. Moore	i-Ready program	Diagnostic and progress-monitoring reports from i-Ready.

Evaluation (How are we doing? How do we know?): Students will be evaluated at the following checkpoints:

Interim Assessments will be analyzed for deficiency in understanding of Common Core Standards (CCS).

Math Plan 2014-2015

PART VI: SCHOOL GOALS, OBJECTIVES, AND ACTION PLAN

MATH Goal: The goal in Math is to increase the number of students who are proficient (level 3 & 4) on the NYS Assessments in the Spring 2015.

Objective: Students will continue with a high level of practice to improve their fluency in Math Facts (Computation).
 Students will persevere to understand and solve math problems.
 Students will develop a deeper understanding of mathematical concepts.

Strategy:

1. Instructional tools for increasing fluency in Math will be used more consistently in the school, such as:
 - a. Math Sprints,
 - b. Computer-based Math games.
 - c. Fluency portions of the NYS Modules
2. Develop consistency with mathematical practices, procedures, and vocabulary.

Targeted Audience: Grades: Kindergarten through Grade 5.

Root Causes Addressed:

Activities List these sequentially	Timeframe	Participants	Lead Person	Resources	Measurable Evidence of Success
Assessing Math fluency on a regular basis.	School year 2014-15	Teachers of Math in K-5	D. Taylor/ K. Moore	NYS Modules, Sprint Books, websites, flashcards.	Interim Assessments
Collection of the best practices by the Math Vertical Alignment Team (VAT) for sharing with teaching staff.	School year 2014-15	Teachers of Math in K-5	D. Taylor/ K. Moore	NYS Modules, BOCES, EngageNY website	Grade-level team meetings, classroom observation
Use of the i-Ready program in diagnosing and prescribing instruction for individual students.	School year 2014-15	Teachers of Math in K-5	D. Taylor/ K. Moore	i-Ready program, Teacher on Sp. Assign.	Progress monitoring

Evaluation (How are we doing? How do we know?):

Interim Assessments will be analyzed for deficiency in understanding of Common Core Standards (CCS).

XXX Plan 2013-2014

Goal:

Objective:

Strategy:

Targeted Audience:

Root Causes Addressed:

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Activities List these sequentially	Timeframe	Participants	Lead Person	Resources	Measurable Evidence of Success

Evaluation (How are we doing? How do we know?):

APPENDIX A: Conclusion Statements from ELA Data

Source:

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Source:

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Source:

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APPENDIX B: 5 WHYS ROOT-CAUSE EXAMPLE

SAMPLE TEACHER EXERCISE
The 5-WHYS

Conclusion Statement:

Root Cause #1

WHY?

WHY?

WHY?

WHY?

WHY?

The implication is:

Root Cause #2

WHY?

WHY?

WHY?

WHY?

WHY?

The implication is:

Root Cause #3

WHY?

WHY?

WHY?

WHY?

WHY?

The implication is: