



ABOVE AND BEYOND

Oak Park SIT Action Plan

2018-2019

Oak Park Elementary is committed to educating the whole child and inspiring creative, confident thinkers who have an enduring passion for learning.

SCHOOL OBJECTIVE 2018-2019

The faculty and staff of Oak Park will foster students' ELA and Math growth building-wide across the curriculum, with special emphasis on our Special Education and ELL population. This will be done by providing feedback and using formative and summative assessments to help us drive instruction.

OAK PARK S.I.T. ACTION PLAN 2018-2019

This plan also satisfies the Title I School-wide Planning requirements as specified in the Every Student Succeeds Act. It includes the following elements:

REQUIRED COMPONENTS OF THE TITLE I SCHOOL-WIDE PROGRAM (SWP) PLAN:

All Title I School-wide Program (SWP) schools are required to prepare an annual school improvement plan that includes the following components:

➤ COMPREHENSIVE NEEDS ASSESSMENT:

- **NEW COMERS CLUB:** Students separated from family and/or new to country who are having a difficult time transitioning to school will be welcomed into Oak Park's Newcomers Club where they will be provided support by a Bilingual Social Worker.
Many of our students are experiencing stress, anxiety, and depression, amongst other issues so we are piloting Social Emotional Learning with the support of Project Presence. We will need continuous Professional Development to implement the program completely by 2020.
- **HOMELESS COUNSELING:** Our homeless students are amongst our most needy students. Our social worker and guidance counselors will work to support their families by connecting them to local agencies as a form of resource. In addition, provide them with clothes, school supplies, food, counseling, and the ability to attend school functions.
- **PARENT OUTREACH:** In an effort to reach our goal of increasing parent participation in our school, we need to continue collaborating with Community Plaza. We will offer Aprenda Ingles, eSchool Parent Portal, Math, and ELA Support on our "How to Help your Child Succeed Night". We will provide Title III information night with Hispanic Heritage, Parent STEAM Night and introduce Wellness in our future plans
- **BEFORE SCHOOL ENRICHMENT** Students arriving to school early due to working families, will have the opportunity to participate in Oak Park's Before School Program. The vision of the program is to provide students support with home concerns, homework, Social Emotional Learning, Arts, Wellness, STEAM etc.
- **ENL MEETINGS:** Being that our ELL population continues to grow, we will meet with our ENL & Bilingual Teachers every other month to discuss concerns, curriculum, regulations, etc.
- **DIAGNOSTIC READING PROGRAM:** iReady will be utilized in Grades 1-5 to assist students self-assess and self-reflect on their literacy growth. Professional development will be needed so that teachers are familiar with the data that this program provides.
- **SCIENCE PROFESSIONAL DEVELOPMENT:** Elevate Science will be implemented in grades 1-5. Resources and district training will be provided to grades 1 and 2. Ongoing building PD for grades 1-5 will facilitate implementation with a deeper understanding of digital resources and New York State Science Learning Standards.
- **AIS:** Students in need of Academic Intervention Services will be provided lab services, small group instruction or Leveled Learning Intervention.

- **SIT COMMITTEE SUB COMMITTEE DEVELOPMENT:** Various sub committees will be developed including;
 - Literacy
 - Family STEAM Night
 - Science
 - Laminator
 - Self-Assessment
 - Beautification
- **SCHOOL-WIDE REFORM STRATEGIES**
 - Teachers will attend Social Emotional Learning (SEL) training provided by Project Presence. Ongoing training will be provided for all teachers. In addition, they will have small group reflection on the observations.
 - Students will self-assess their writing using Lucy Calkins Writing Pathways rubric along with local, and student created rubrics.
 - Half of our library was transformed to create a Makerspace. A full time Teacher Assistant has been assigned to oversee students as they explore the many opportunities to create, build, collaborate and discover the maker world.
 - Literacy Intervention (LLI) is used to support AIS and ENL students as well as being used for students as a response to intervention.
 - Teachers will be part of ongoing data meetings as a grade level to analyze local assessments including iReady, and CAM.
 - The Collins Writing and SIOP training provided for all ENL teachers and 4th and 5th grade co-teachers.
- **MATERIALS:**
 - Headphones for iReady
 - Makerspace materials
 - SEL books
 - Teacher-created anchor charts and graphic organizers
 - Lucy Calkins student self-assessment checklist
 - Lucy Calkins teacher writing rubrics
 - Ready
 - Elevate Science kits and materials
 - Leveled Literacy Intervention Kits
 - Collins Writing Guides
 - Science supplies
- **HIGHLY QUALIFIED:**
 - Instruction by highly qualified teachers: ESEA requires that all teachers of core academic subjects (and instructional paraprofessionals) are “highly qualified.”
 - Signed attestation form submitted to the Human Resources Dept. in November 2018.
 - Strategies to Attract High Quality Highly Qualified Teachers to High Need Schools:
 - The BUFSD collaborates with local teacher training institutions such as Stony Brook, Cortland, St. Joseph’s, SUNY New Paltz, LIU and Westbury, to place teacher candidates in our schools. Meetings are held with their college supervisors and their cooperating teachers to discuss how the student teacher is performing.
 - Additionally, permanent substitutes are assigned to our schools by the Assistant Superintendent for Elementary Instruction. These permanent substitutes are evaluated using the format negotiated by the Brentwood Teachers’ Association and the District’s Administration. They are

formally evaluated during the school year. They are evaluated on the implementation of district approved programs as they are included in all professional development. Additionally, their attendance, participation in extra-curricular building level activities and rapport with the students, parents and staff are taken into account when providing an overall evaluation. Recommendations for continuation in current placement or in probationary teaching positions, if available, are made on the basis of their evaluations.

➤ **HIGH-QUALITY AND ONGOING PROFESSIONAL DEVELOPMENT.**

- Building wide professional development will focus on Social Emotional Learning, Standard III, element 3 and 6 of the NYSUT Teacher Practice Rubric, New York State Science Learning Standards, District Pacing Guides and Elevate for Grades 3-5.
- Social Emotional Learning PD provided by Project Presence
- Element III.3: Teachers set high expectations and create challenging learning experiences for students. NYSED Indicators: Articulate high expectations for all students. Students have a clear understanding of measures of success. Teachers challenge and support all students by incorporating various instructional strategies, experiences and resources.
- Element III.6: Teachers monitor and assess student progress, seek and provide feedback, and adapt instruction to student needs. NYSED Indicators: Utilize various types of formative assessment during instruction to monitor and check for student understanding and assess progress. Seek and provide feedback during and after instruction. Adjust the pace of instruction, focus of instruction, and method of delivery based on student progress.
- NYSSLS and Elevate Science; grade 3 & 5 teachers will learn how to integrate the new science series with the new pacing guide as well as follow the NYSSLS.
- Professional development will be facilitated through the use of collegial sharing, and faculty meetings.
 - The Office of Language Arts is providing professional development to all teachers in iReady. Reading Consultant focus is to provide support with targeted instructions within a given level. TAs to focus on differentiation of lessons to address student needs.
 - The Office of Math and Science is providing professional development to all teachers in Science (New York State Science Learning Standards) and with the newly adopted Elevate Science series. Math Consultant focus is to provide support with targeted instructions within a given level. TA's to focus on differentiation of lessons to address student needs.
 - The Office of Bilingual and ENL Services is providing professional development to select teachers in Leveled Literacy Intervention, and Co-Teaching Strategies.

➤ **Building wide professional development for Teacher's ASSISTANTS will include but not limited to;**

- ENL Strategies for ENL TA's
- Special Ed strategies for Special Ed TA's
- ELA and Math strategies for Math and Reading Lab TAs
- SEL training and mindfulness
- First Aid, AED, CPR and Heimlich Technique
 - **THE FOLLOWING ONGOING TRAINING WILL FOCUS ON DISTRICT INITIATIVES**
 - eSchool Parent Portal Training with Lisa Landry
 - iReady Training with Theresa Giacalone & iReady trainer
 - District provided Science PD grades 1& 2 with Pearson
 - Building Science PD with M. Amodemo
 - LLI training for various ENL teachers
 - Ongoing Office 365 training provided by Christina Fordham

All conference attendees will turnkey during faculty and grade level meetings

➤ **STRATEGIES TO INCREASE WHOLE CHILD DEVELOPMENT**

- Students will have the opportunity to participate in various activities that will focus on whole child development

3 rd grade concert	General Fund Programs: Mighty Milers	PTO Fall Movie Night
5 th Grade field trip to NYC	General Fund Programs: Mini Mighty Milers	PTO Holiday Craft Day
5 th Grade Graduation	General Fund Programs: Movement and Music	PTO Holiday Fair
5 th Grade Picnic	General Fund Programs: Phonics	PTO Winter Snowflake Soiree/Dance w/DJ (grades 3-5)
Award Ceremony	General Fund Programs: Reader's Theater	S.T.E.A.M. Family Night
Breast Cancer Awareness Fundraising	General Fund Programs: Talent Show	Say Something Initiative
Brookhaven National Lab	General Fund Programs: Yearbooks	Solar System Presentation
Child's Play Touring Theatre	Girl Scouts	Souper bowl for Caring food drive
Collect and distribute baskets for Thanksgiving	GREAT (Gang resistance Education and Training)	Spelling Bee
School-wide Student of the Month	Hispanic Heritage Celebration	Spring Concert
Department of Environmental Conservation	Hydroponic Garden parent presentation with First Grade	STEAM Club for 4 th and 5 th graders
Field Day	Literacy Night	Student of the Month
First Grade Orientation	Make Believe Day	Superhero Day-food and toiletries collection for those in need
Food and Toiletries collection for those in need Thanksgiving	Mindfulness	Talent Show fundraiser
General Fund Program: Art	Mother's Day Plant Sale	Toy Drive
General Fund Program: Friendship	Nutcracker Presentation for 2 nd graders	Unity Day Anti-Bullying Rally
General Fund Programs: Book Club	OP Talent Show-proceeds go to charity	Various Classroom Activities
General Fund Programs: ENL	PRATT (Patchogue Rotary Assisted Animal Therapy) Doggie Reading Program	Vocabulary Bee
General Fund Programs: Garden	PS I Love You Initiative	Winter Concert
General Fund Programs: Homework Intermediate	PSEG Energy Assemblies	
General Fund Programs: Homework Primary	PTO Book Fair Fall and Spring	

➤ **STRATEGIES TO INCREASE PARENTAL INVOLVEMENT:**

- Teachers will strengthen the home-school communication using the following strategies:

3 rd grade concert	General Fund Programs: Mini Mighty Milers	PTO Holiday Fair
5 th Grade field trip to NYC	General Fund Programs: Movement and Music	PTO Registration
5 th Grade Graduation	General Fund Programs: Phonics	PTO Winter Snowflake Soiree/Dance w/DJ (grades 3-5)
5 th Grade Picnic	General Fund Programs: Reader's Theater	Remind App
Award Ceremony	General Fund Programs: Talent Show	S.T.E.A.M. Family Night
Breast Cancer Awareness Fundraising	General Fund Programs: Yearbooks	Say Something Initiative
Child Play Touring Theatre	Hispanic Heritage Celebration	Solar System Presentation
Class Parent involvement	Hydroponic Garden parent presentation with First Grade	Souper bowl for Caring food drive
Collect and distribute baskets for Thanksgiving	Island Cares Food Bank last Friday of every month	Spelling Bee
School-wide Student of the Month	Literacy Night	Spring Concert
Field Day	Make Believe Day and food drive for Thanksgiving	STEAM Club for 4 th and 5 th graders
First Grade Dismissal Parent Unification in the Gym	Meet the Teacher Night	Student of the Month
First Grade Orientation	Mindfulness	Superhero Day-food and toiletries collection for those in need
Food and Toiletries collection for those in need Thanksgiving	Monthly Parent Advisory Committee (PAC) meetings	Talent Show fundraiser
General Fund Program: Art	Mother's Day Plant Sale	Title 1 Presentation
General Fund Program: Friendship	Nutcracker Presentation for 2 nd graders	Title III Presentation
General Fund Programs: Book Club	OP Talent Show-proceeds go to charity	Toy Drive
General Fund Programs: ENL	PS I Love You Initiative	Unity Day Anti-Bullying Rally
General Fund Programs: Garden	PTO Book Fair Fall and Spring	Various Classroom Activities
General Fund Programs: Homework Intermediate	PTO EOY faculty BBQ	Vocabulary Bee
General Fund Programs: Homework Primary	PTO Fall Movie Night	Winter Concert
General Fund Programs: Mighty Milers	PTO Holiday Craft Day	

❖ **STRATEGIES TO INCREASE HOME TO SCHOOL/SCHOOL TO HOME COMMUNICATION:**

- Remind
- Twitter
- Oak Park website
- Monthly Health and Wellness Newsletter
- School Messenger
- Back pack notices

- **Measures to include teachers in decisions regarding the use of academic assessments.** In addition to state assessment results, teachers access current and ongoing assessment data (i.e., Interim Assessments, formative assessments, F & P benchmarking, iReady, Reading Inventory, CAM, Performance Assessments.) Teachers will use assessment results by forming groups according to levels, using teacher's assistants and student teachers to work with small groups to address needs of the students.
- **Integrated Service Delivery (ISD) for ENL** instruction is provided daily up to 90 minutes via three literacy groups based on ability and English language needs for every grade level utilizing ENL teacher, classroom teacher and teacher assistant.
- **Activities to ensure that students who experience difficulty attaining proficiency receive effective and timely additional assistance.** Our AIS team, which includes, classroom teachers, ENL teachers, reading and math consultants and teacher assistants, meets with students daily either one-on-one or in small groups to ensure that we are meeting the needs of those students. Differentiated and modified instruction is being provided. Some targeted students, based on teacher recommendation, receiving morning enrichment classes in areas of need. We educate the whole child so in addition to academic support we utilize our guidance counselor, speech teachers, social worker and occupational therapist to ensure that other issues that may interfere with learning are addressed.
- **Coordination and integration of Federal, State, and Local Services and Programs:** All major instructional initiatives in our schools are supported through a combination of federal, state and local monies. Some of these instructional initiatives are Title I funded and include Read 180, iReady, Good Habits Great Readers, Words Their Way, and Fountas & Pinnell, GoMath, Putnam BOCES, Science A-Z, Think Central, Elevate Science
 - AIS instruction provided to students by the Reading and Math Consultant along with the classroom teacher
 - Electronic filing of RtI data on eschool
 - Saturday Academy enrichment classes for parents and children
 - BSP/ASP Before School Program/After School Program providing guidance for students with everyday challenges (homework, home issues, bullying, self-esteem, etc.)
- **Parental Involvement on the School Improvement Team:** Representatives PAC/PTO are invited to attend every meeting.
- **Oak Park School-wide Reform Strategies (2018-2019)** This year, Oak Park elementary will focus on 2 teaching standards that will be incorporated within ELA and Math.
 - ELA- Teachers and students will provide feedback and self-assessment in order to show at least one year of growth in the area of literacy for all students.
 - Math- Teachers and students will provide feedback and self-assessment in order to show growth in their grade level fluency.
 - Social Emotional Learning- Teachers and students will participate in check-ins, breathing and movement exercises, and narrative practices that focus on emotions, empathy, and self-reflective practices.
 - STEAM Considering the adoption of the Next Generation Science Learning Standards, Oak Park is committed to the following:
 - Identify or develop and implement a needs assessment to determine the focus of future professional development opportunities.
 - Increase teacher and leader participation and engagement in professional development opportunities that are based upon the new P-12 NYS science learning standards to build subject knowledge and pedagogical-content knowledge in the sciences by leveraging the expertise of science education stakeholders.

INDIVIDUAL GRADE LEVEL GOALS:

Grade 1 ELA	Grade 1 Strategies	Grade 1 Assessments	Connection to OP SMART Goal
<p><u>ELA</u>: Identify key ideas and detail in a story.</p>	<p>Retell the main idea and give the supporting details of a fiction piece using a graphic organizer.</p> <p>Label text features of nonfiction texts.</p>	<p>Fountas and Pinnell benchmarks</p> <p>Fall/Spring Writing Sample</p>	<p>Students will be aware of their Fountas & Pinnell level from the previous assessment. Students will be shown the graph of their progress in their blue folder.</p>
<p>Students will increase phonemic awareness and use those skills to collectively increase two Fountas & Pinnell benchmark levels from September to May.</p>	<p>IReady Raz-Kids Words Their Way</p>	<p>Spelling Inventory</p> <p>Fountas and Pinnell benchmarks</p>	<p>Students will be aware of their Fountas & Pinnell level from the previous assessment. Students will be shown the graph of their progress in their blue folder.</p>
<p>Fall/Spring Writing Sample to increase one level from the fall narrative content.</p>	<p>Scan text for transition words, such as, first, next, however.</p>	<p>Spring Writing Sample</p>	
Grade 1 Math	Grade 1 Strategies	Grade 1 Assessments	Connection to OP SMART Goal
<p>Math: Students will be fluent in addition facts with sums to 20.</p>	<p>Sprints</p>	<p>Monthly Fluency Sprints</p>	<p>Student will be aware of their previous score and encouraged to beat that score.</p>
<p>Objective: 75% or more of the students will improvement in their addition fluency by 50% or more between the pre/post tests.</p>	<p>Addition Games Skip counting Drawing models Number Lines Bar Models Flash Cards</p>	<p>Pre/Post Test</p>	<p>Student will be aware of their previous score and encouraged to beat that score.</p>
Grade 2 ELA	Grade 2 Strategies	Grade 2 Assessments	Connection to OP SMART Goal
<p>NY-2R1 Develop and answer questions to demonstrate an understanding of key ideas and details in a text using who, what, where, when why and how questions to start.</p> <p>Objective-1</p>	<p>➤ Using Good Habits Great Readers books students will formulate questions and answers using “wh questions” to help with understanding of the story.</p>	<p>➤ Fountas and Pinnell benchmarks ➤ 2nd Grade Interim Assessment ➤ iReady</p>	<p>➤ Students will track their own reading growth using graphs. ➤ Students will retell to answer the “wh questions. Classmates will then give feedback about how they were</p>

80% of students will increase two levels on the Fountas and Pinnell Benchmark.	<ul style="list-style-type: none"> ➤ Students will use iReady for 20 minutes two times per week. ➤ Have students restate verbally and in writing. 		successful and/or tips for improvement.
Grade 2 Math	Grade 2 Strategies	Grade 2 Assessments	Connection to OP SMART Goal
<p>NY-2.OA Add and subtract fluently within 20.</p> <p>Objective-2 80% of students in each class will increase their scores by 20 points. Students who scored 80 or above will maintain their score.</p>	<ul style="list-style-type: none"> ➤ Sprints ➤ Addition Games ➤ Bar models ➤ Number lines ➤ Addition homework ➤ Flash Cards 	<ul style="list-style-type: none"> ➤ Go Math Chapter Tests ➤ CAM Tests ➤ Sprint Pre and Post tests 	<ul style="list-style-type: none"> ➤ Students will self-reflect by maintaining a graph of their scores, adjusting their ways of practicing, and celebrating their increased automaticity. ➤ They will also ask their classmates for feedback for strategies to help improve their scores.

Grade 3 ELA	Grade 3 Strategies	Grade 3 Assessments	Connection to OP SMART Goal
75% or more of the students in 3rd grade will show at least a one level F & P growth between pre-test and post-test.	Using Good Habits Great Readers books students will formulate questions and answers using “wh questions” to help with understanding of the story.	Fountas and Pinnell benchmarks	Students will track their own reading growth using graphs.
Revised as of 3/19 85% or more of the students in 3rd grade will show at least a one level F & P growth between pre-test and post-test.	Students will use the book Words Their Way to sort and classify words of the week to help with understanding spelling patterns.	Revised as of 3/19 Administer iReady in September, January, and June.	Students will retell to answer the “wh questions”. Classmates will then give feedback about how they were successful and/or tips for improvement.

	Students will use iReady at least 2 times per week to help with decoding skills.		
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Grade 3 Math	Grade 3 Strategies	Grade 3 Assessments	Connection to OP SMART Goal
Math: Students will be fluent in multiplication 0-12	Sprints	Weekly Fluency Sprints	Students will plot their score monthly on a grid to keep track of their own progress
	Multiplication Games	Pretest/Post test	
Objective-1	Fast Math		
75% or more of the students in 3th grade will show at least a 30-point growth between pre-test and post-test.	Skip counting		
Revised 3/19 75% or more of the students in 3th grade will show at least a 40-point growth between pre-test and post-test.	Drawing models, arrays		
	Number lines and Bar models		
	Multiplication boot-camp		
	Multiplication homework		
	Flash Cards		
Grade 4 ELA	Grade 4 Strategies	Grade 4 Assessments	Connection to OP SMART Goal
By the end of the year, 50 % of the students in ENL classes will meet or exceed their expected goal on the Growth Goals Report for the RI.	Students will refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text (Standard RI.1). Teach students how to document and use two text based details when responding to short answer questions.	Fountas and Pinnell Benchmark Testing Running Records Anecdotes Formative and Summative Assessments i-Ready i-Ready Diagnostic Assessment	Students will graph their reading growth on the RI and iReady and set goals.
By the end of the year, 25 % of the students in Bilingual and Special Education classes will meet or exceed their expected goal on the	Students will use post-its to mark where details and examples are found within the text. Teach students how to document and use two text	Fountas and Pinnell Benchmark Testing Reading Inventory Running Records Anecdotes	Students will provide feedback using a rubric when evaluating written responses. Students will graph their reading growth on the RI and set goals.

Growth Goals Report for the RI.	based details when responding to short answer questions.	Formative and Summative Assessments i-Ready i-Ready Diagnostic Assessment	
By the end of the year, 75 % of the students in Regular classes will meet or exceed their expected goal on the Growth Goals Report for the RI.	Teach students strategies for drawing inferences from the text. Teach students how to document and use two text based details when responding to short answer questions. It is intended that students will use i-Ready, at least 2x's a week for 20 minutes.	Fountas and Pinnell Benchmark Testing Interim Based Assessments Running Records Anecdotes Formative and Summative Assessments i-Ready i-Ready Diagnostic Assessment	
Grade 4 Math	Grade 4 Strategies	Grade 4 Assessments	Connection to OP SMART Goal
Eighty percent of the students will show a 20% growth in standard CC.4.NBT.5 (multi-digit multiplication) based upon a Pre and Post Test in GoMath.	Students will practice multiplication using timed assessments. Fast Math for AIS Students Students will be encouraged to use the "Growth Mindset" strategies when problem solving. Fast Math for AIS Students	Pre and Post Test (students in highest band will maintain the level) Go Math Chapter Assessments & Performance Assessments Exit cards Go Math Chapter Assessments & Performance Assessments Sprints	Students will use self - assessment rubrics weekly.
Students will show at least one band's worth of growth on a multiplication one minute timed test with 20 questions on Pre & Post-Tests.(Bands: 0-5; 6-10, 11-15, 16-20)	Students will be able to use the "8 Mathematical Practices" when solving problems. Fast Math for AIS Students Students will be encouraged to use the "Growth Mindset" strategies when problem solving. Fast Math for AIS Students	Formative and Summative Assessments Go Math Chapter Assessments & Performance Assessments Exit cards Go Math Chapter Assessments & Performance Assessments Sprints	Students will correct their sprints and set goals for subsequent sprints until mastery for 50% of the class.

*Special Education Classes will have extended time.	Students will turn and talk to their partners or in small groups and work on solving problems collaboratively. Students will be encouraged to use the “Growth Mindset” strategies when problem solving. Fast Math for AIS Students	Classroom observation and anecdotal notes Go Math Chapter Assessments & Performance Assessments Exit cards Go Math Chapter Assessments & Performance Assessments Sprints	Students working in pairs or groups will provide feedback on strategies when problem solving.
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Grade 5 ELA	Grade 5 Strategies	Grade 5 Assessments	Connection to OP SMART Goal
Objective 1- 75% or more of the students in 5 th grade will show at least a 20-point growth between their September RI (Reading Inventory) (formally known as SRI - Scholastic Reading Inventory) and their June SRI.	Close Reading method *Growth Mindset connection: Class discussions/reading/and writing about the Growth Mindset. Good Habit Great Readers Program. Leveled Readers, small reading groups and individualized differentiated instruction. Class magazines such as: Scholastic News, Time for Kids, and Storyworks. Web sites such as Raz-kids, Castle Learning, Readworks, NYSELA etc... Reading response logs.	IReady assorted progress reports, several RI reports from RI’s given several times throughout the school year, and the final June RI (Reading Inventory), student self-assessment graphs for progress tracking and goal making.	The students will read and become familiar with several reports and data generated through their use of the iReady program. The students will then self-assess/reflect upon the areas in which they are either proficient, approaching proficiency, or in need of improvement. They will graph their progress towards their “standard” goal as well as their “stretch” goal.
			Students and teachers will provide feedback to each other during discussion of both written and verbal responses.

Objective 2- 75% or more of the students in 5 th grade will increase their Fountas and Pinnell reading levels by 1-2 levels.	Close Reading method *Growth Mindset connection: Class discussions/reading/and writing about the Growth Mindset. Good Habit Great Readers Program. Leveled Readers, small reading groups (Including specific goals for each reading group, individualized differentiated instruction. Student will be aware of their previous score and encouraged to beat that score. and a time line of expected student growth. Class magazines such as Scholastic News, Time for Kids, and Storyworks. Web sites such as Raz-kids, Castle Learning, etc. Reading response logs. The district's iReady computer program.	Fountas and Pinnell reading level assessments, iReady diagnostic reading assessments, and formative assessment throughout the year.	
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Grade 5 Math	Grade 5 Strategies	Grade 5 Assessments	Connection to OP SMART Goal
Objective -1 75% of the students in fifth grade will be able to complete 100 one-digit by one-digit (ex. 8 x 6) multiplication problems with 90% accuracy in five minutes or less.	Strategies-1 Multiplication sprints (Growth Mindset connection)/Multiplication drills/Multiplication games/Multiplication homework/Peer Multiplication groups/Multiplication Flashcards, and the use of the district's Fast math computer program. In addition, the students will strengthen their multiplication skills at various Internet sites, such as Xtra math, Mobymax, and Soar to Success (ThinkCentral.)	Assessment 1: A timed pretest containing 100 one-digit by one-digit multiplication equations. Observations of classwork, quizzes, and assessments (by teacher and self-assessment by students) of their growth during "5-Minute 100 Question Drills."	Students will use self - assessment rubrics (teacher/student created). Students will self-correct their multiplication "100" sheets and set goals for subsequent sprints, drills, etc. Students and teachers will provide feedback to each other during small group work, and whole class problem discussions.

Objective-2 75% of the students will be able to fluently divide two to three-digit dividends by one to two-digit divisors, with an accuracy rate of 75% or better.	Strategies-2 The “Division Rap.” Use the mnemonic device (DMSB) and video. Daddy/Mother/Sister/Brother, Division Sprints (Growth Mindset connection)/Division drills/Division games/Division homework/Peer division groups/division flashcards, and the use of the district’s Fast math computer program. In addition, the students will strengthen their multiplication skills at various Internet sites, such as Xtra math, Mobymax, and Soar to Success (ThinkCentral.)	Assessments-2 The students’ performance on the Math Standard 5.NBT.2 questions contained in CAM 1 and CAM 4 will be compared. Observations of classwork and weekly/bi-weekly quizzes	Students will plot their score monthly on a graph to keep track of their own progress. Students will use self - assessment rubrics (teacher/student created). Students will self-correct their division activity sheets for subsequent sprints, drills, etc. Students and teachers will provide feedback to each other during small group work, and whole class problem discussions.
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CORE SIT TEAM

Administrator: Lisa Catandella (Principal)

Administrator: Rosa Nieves (Assistant Principal)

Co-Chair: Kristine Chrappa (Math Consultant)

Co-Chair: Brigid Lovito (Reading Consultant)

Co-Chair: Sue Carretta (Grade 2 Teacher)

Grade 1: Mary Amodemo

Grade 2: Graceann Murray

Grade 3: Christine Bouchard, Deana Giroux

Grade 4: Michele Bodanza, Michele Morris, Nancy Miraglia, Robin Holdorf

Grade 5: David Brenner, Kellie Nachmias, Roxanna Melendez

ENL: Christine Seebach

Special Education: Anita Krumholz

Parents: Heather Campbell, Elena Diaz

Demographics

OAK PARK ELEMENTARY SCHOOL ENROLLMENT (2016 - 17)

K-12 Enrollment: 834

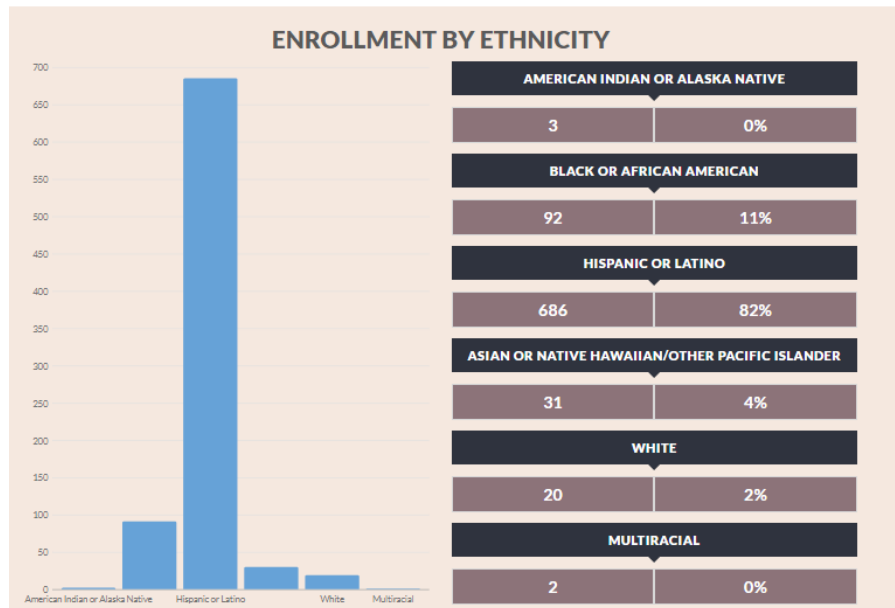
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ENROLLMENT BY GENDER

MALE	
447	54%
FEMALE	
387	46%



ENROLLMENT BY ETHNICITY



OTHER GROUPS

ENGLISH LANGUAGE LEARNERS	STUDENTS WITH DISABILITIES	ECONOMICALLY DISADVANTAGED
344	142	753
41%	17%	90%

ENROLLMENT BY GRADE

