

**Auburn Enlarged City School District
Casey Park Elementary School Wide Plan
2014-2015**



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I. Introduction and Profile

Casey Park Elementary offers school wide title one programs and currently has an enrollment of approximately 535 students of which 70% percent of the student body were eligible for free or reduced lunch. In 2013-2014 racial ~ ethnicity breakdown was as follows: 75% Caucasian, 9 % African American, 10% Multi-Racial, 2% Hispanic, less than 1% Asian, less than 1% American Indian. The average class size at Casey Park Elementary ranges from 19-25 students per classroom. The school consists of a variety of classrooms at levels Kindergarten through 6th grade, and includes traditional classrooms and inclusion special education classrooms for students with a learning disability, autism and or multiple disabilities.

Casey Park Elementary School participates in a Professional Decision Making (PDM) Model through a building Title I, and SCEP Committees. Through this process, the school has developed a school wide Action Plan, assessed program needs for over ten years and is in process of changing membership on this team and revising and updating the current building plan. The school community has become more involved in the process of implementing instructional programs, deciding instructional issues, or resolving instructional challenges with the focus on the students and what is best for all of the students at Casey Park Elementary School.

Casey Park Elementary School is a fully inclusive school. All special education students receive core instruction within the regular education setting. The continued focus is on implementation of a Data Driven Instruction, Balanced Literacy Framework, which is supported by a literacy coach, and training for all staff was incorporated into the school year. Training included the following: Differentiated Instruction, Words Their Way, Spelling Inventories, Guided Reading, Running Records, Using Data to Plan Instruction, Response to Intervention, Dibbles Assessment, Daily Five, Daily Café, Word Walls, Text Structures, 6 +1 Traits Writing, Guided Reading, and Engage NY ELA Modules for grades 3, 4, and 5, and the Super Kids literacy instruction program for K, 1, and 2 grades. Title I teachers are given the opportunity to collaborate and plan with classroom teachers to implement instructional strategies to improve student learning. At the upper levels students had opportunities to participate in flexible reading/math support groups with departmentalization in Grades 4-6. Grade 6 is engaged in the Springboard curriculum, which is built to mirror the rigor of the ELA Modules.

Many of the instructional models first implemented in the school wide plan form the cornerstone of educational practices at Casey Park today. A "staggered" building master schedule provides an extended literacy block that allows ease for AIS and special education staff to schedule services for students. The concept of dedicating extended blocks of time for literacy instruction has extended to all grade levels K-6 using the principles of balanced literacy as a unifying factor. Two leveled libraries of books, one for K-3 and the other for 4-5, supports students reading at appropriate grade levels. Math support at Casey Park has continued by incorporating the My Math curriculum for grade levels K-5 and implementing a support curriculum in grade 6.

Another focus has been on daily school attendance, because without being in school, on time, everyday, students will not have opportunity to learn. The Attendance Committee reviews statistics every month, which are maintained in a district database, and students or families who exhibit chronic absences are engaged with. We continue to be proud of our students' desire to learn and achieve. We will continue to support our students that need additional services as mandated by New York State.

II. School-Wide Plan Effectiveness Review Timeline

Date	Purpose	Responsible Persons	Date Accomplished
8/28/14	Kindergarten Orientation	Kindergarten Teachers, Principal	8/28/14
9/24/14	Title I Quarterly Workshop <i>Casey Park Curriculum Night</i>	All Staff/Parents/Students	9/24/14
TBD	Plan SCEP and SWP	SCEP/SWP Leadership Team	TBD
TBD	Title I Quarterly Workshop <i>Accessing Student Data</i>	All Staff/Parents/Students	TBD
TBD	Annual Title I Informational Meeting for Parents	Principal	TBD
TBD	Annual SCEP/SWP Effectiveness Review	SCEP/SWP Team	TBD
TBD	Title I Quarterly Workshop <i>ELA Instruction Parent Support</i>	Teachers, Principal	TBD
TBD	Title I Quarterly Workshop <i>Math Instruction Parent Support</i>	Parents, Teachers, Principal	TBD
Monthly	Standing Agenda Item in faculty Meetings	Faculty	Monthly
Monthly	Monthly Grade Level Parent Involvement Events	Teachers	Monthly
Bi-Monthly	CPTO Meetings	CPTO/Teachers	Bi-Monthly
Bi-Monthly	Data Inquiry Team Meetings	Principal, Literacy Coach	Monthly

III. Components

Component 1

Comprehensive Needs Assessment

The Casey Park Elementary School SCEP planning team convened and identified program needs based upon stakeholder input, student performance data and New York state SCEP recommendations. Our goals for the 2014-15 School Year reflect our continued commitment to implement high quality educational opportunities and improve our strategies to significantly engage our families and community.

Component 2

School Wide Reform Strategies

Inclusive Classrooms

AECS D Belief Statements:

- All children in our district will have equal opportunities to access the general education curriculum and the Common Core Learning Standards.
- Inclusion is being part of what everyone else is, being welcomed and embraced as a member who belongs.
- Inclusive classrooms increase academic achievement for all children.
- Inclusion leads to increased appreciation and acceptance of individual differences.
- All students' needs are more effectively met, with greater resources for everyone.

Inclusion Definition:

All students will receive instruction within general education classes, which is in most cases the least restrictive educational environment. Appropriate services, resources and supports will be provided in their natural environment to a degree that promotes learning and independence, while ensuring confidentiality and preserving the dignity of all students. The resources needed to promote the use of differentiated instruction for all students include sufficient staff, space, training, administrative and collaboration time. Support from parents, administration, teachers and all related support staff is essential to success. Through this process, students will have more instructional time, fewer transitions, and greater access to all aspects of educational programming. As a result, students will experience a greater sense of community and will demonstrate improved skills, including social, emotional, motor, cognitive and self help skills. It is expected that achievement will improve for all students regardless of disability.

The following is what we are currently working to have in place for next school year in order to support our beliefs and the definition of Inclusion.

Data Inquiry Teams

CPE is dedicated to the continuous examination of screening data and local assessment data to design interventions for students. Grade level classroom and special education teachers meet on a monthly basis to review and discuss data collected. Agendas are created and facilitated by the building literacy coach.

Common Core Implementation

The Common Core State Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. With American students fully prepared for the future, our communities will be best positioned to compete successfully in the global economy.

Modules

Modules include authentic reading materials. Authentic reading materials include published works that are typically encountered by students in daily life, such as in magazines, books or newspapers. The use of authentic reading material may mean that some material is emotionally charged or may use language outside of a student's particular cultural experience. Classroom teachers in grades 3-5 are implementing the New York State ELA modules. Modules are purposely designed to align with the New York State Common Core Standards.

Superkids K-2 Reading Program

Superkids Reading Program is a core reading program designed for kindergarten through second grade. Superkids simultaneously integrate instruction in comprehension, vocabulary, and fluency. Superkids develop students' skill in writing, spelling, grammar, usage, and mechanics.

Springboard

SpringBoard is the College Board's college and career readiness program for students in grades 6th grade at CPE. Its flexible framework integrates rigorous instruction, performance-based assessment, and exemplary professional development.

SpringBoard's instructional design enables ELA teachers to implement the powerful shifts required by the Common Core State Standards. The program emphasizes:

- Text complexity
- Textual evidence
- Meaningful tasks

My Math

My Math is written to meet the Common Core State Standards. Customized for the way teachers

teach, personalized for the way students learn, and individualized to maximize student success. *My Math* is a completely consumable program where each student interacts with the text in multiple ways throughout the learning cycle. Personalized vocabulary, student created examples, online games, and downloadable apps move students from learning abstract concepts to concepts they can apply.

Block Scheduling

Casey Park Elementary School tries to create uninterrupted blocks of time at grades K-5 for teaching of English Language Arts. As a district we believe that having a strong foundation in reading and writing will only promote and foster success among students as they enter the middle school years.

Response to Intervention

Casey Park Elementary School has begun the process of developing a Response to Intervention (RTI) model to identify and target the academic weakness and deficiencies of students and provide them with one or more research-based interventions. Academic progress is monitored frequently to determine whether those interventions are sufficient to help students catch up with their peers. If a student fails to show significant improved academic skills, despite several well-designed and implemented interventions, this failure to 'respond to intervention' can be viewed as evidence of an underlying Learning Disability.

Alignment of Curriculum

As a district and elementary school we want our teachers to closely align their instruction to what students are required to know and be able to do to meet the New York State Standards in English Language Arts, Mathematics, Social Studies, and Science. We continue to work as a district to create curriculum maps that are tightly aligned in each content area.

Poetry Club

This club was a collaborative effort involving across disciplines to support an appreciation of poetry.

Curriculum Night/Open House

The school is restructuring Curriculum Night/Open House to provide parents with more informed program information. This will include community information stations to make it easier for families to better access support and services in the community. Families will also receive a free reading book to encourage reading in the home, and to use to create home libraries.

Counseling Intervention for Anger Management

Children whose behavior is disruptive often have difficulty expressing anger in acceptable ways may be provided support through a variety of counseling programs focused on Anger Management, offered in the school through MOST, Cayuga Counseling, the School Resource Officer Mentor Program, DARE, contact with the social worker or the psychologist. Anger Management Therapy follows the premise that when students are young, many of these children learned that they could control their world through anger. When people give in to these children's aggressive behavior, this behavior is being rewarded, strengthening the connection between anger and control. Many children who exhibit aggressive behavior have never learned

acceptable ways of showing dissatisfaction, frustration or anger. They need coping skills for resolving conflicts without coercion, physical force and aggression. These children need to recognize the triggers that ignite their anger and aggression, develop strategies for managing their anger, and avoid unnecessary conflict with others. Anger control strategies include: self-instruction, self talk, self-prompting as a way to work through problems. In other words, instead of telling themselves negative things, such as "The only way out of this situation is to be more violent than the other kid," they learn to replace these negative thoughts with positive ones. Relaxation Skills ~ Breathing and physical exercises allow students to reduce both stress and the physical symptoms of anger. This strategy helps students view situations as problems to be solved and not as battles to be won.

Safe School Environment

Creating an environment where all students feel safe is extremely important to learning. Schools should ensure that students never feel other students are bullying them. Bullying refers to repeat aggressive behaviors (physical, verbal or psychological) meant to hurt another person. Bullying is signified by an imbalance of power, often the result of differences in physical size and/or cognitive abilities. Like most effective interventions, strategies to prevent bullying should be comprehensive and multifaceted. This means that bullying interventions are implemented school wide, classroom wide and individually; must include all staff, related personnel and administrators; and should have input and commitment from students and family members. Most important, staff at Casey Park Elementary is participating in training that helps to identify bullying behavior and differentiate between normal peer conflicts and bullying; teach students about both bullying and caring behavior; and intervene with bullies, victims and bystanders. In addition to school wide interventions to reduce bullying classroom wide interventions for bullying include setting up an environment that expects and rewards caring behavior. This environment should reward those who stick up for victims and deter bullies, and should emphasize the importance of including all students in activities. Bullying is a very serious problem and, if allowed to continue, can cause long-term problems for both the bully and the victim. At our school the adults are aware of bullying and will intervene whenever bullying occurs. Bullies and victims alike need to know that adults are there to defend and protect victims, and that they will not allow bullying to continue.

Character Education and Second Step

Students participate in daily morning community meetings. Parents are invited to these assemblies and are reminded on monthly and weekly calendars of the character virtue each month students are being taught. The theme varies from year to year, but overall students are encouraged to "Stand Tall" like the mighty oak and represent the leadership expected in all students. Students are encouraged to have the courage to "tell an adult" if they see something occurring that they feel is not right. Further, each morning students along with the Pledge of Allegiance, recite the Pledge for Strong Character ~ *We pledge to think with our heads, feel with our hearts and do with our hands what is right.* In line with this program, the *Second Step Program* is introduced by the classroom teacher, with the support of the building psychologist and social worker. Students are taken through 20 to 40 lessons on communication and mediation to build social skills and communication with others, for peaceful resolution to problems. In addition to the aforementioned, *Casey's Cool Characters*, a new character education program based upon public service is being implemented for the 2012-2013 academic year at Casey Park

Elementary.

READING Incentive and support

The importance of a full time school librarian cannot be ignored. Our librarian works with classrooms to teach about proper research of reading materials, care and handling of reading materials and book selection for individuals based on level, interest and review of School Library Journal. The librarian works with grades 3,4,5 using a flexible scheduling model which allows students and staff to collaborate with the librarian on projects supported with appropriate reference and reading materials.

School Librarian and Flexible Library Scheduling

Reading scores improve dramatically when students engage in recreational reading, and Casey Park Elementary School Librarian is the person who introduces children to the joys of recreational reading. Each year our library program is strengthened and the library is maintained with additional book purchases.

Technology in the Classroom

The district has added Smart Board (Promethean Boards) and Elmo Technology to the classroom, to support co-teaching endeavors. Staff have opportunity to learn more about new technology through district staff development before and after school opportunities.

Brush-To-Crush Program

The program takes a comprehensive look at the oral health screenings of students in kindergarten through sixth grade. Oral health education is also provided to all students in those grades. Education consists of demonstrating proper brushing and flossing techniques and the importance of taking good care of their teeth. Students are provided resources to brush their teeth at school and at home on a daily basis.

Component 3

Instruction by Highly Qualified Teachers (HQT)

Casey Park Elementary School is currently compliant in reference to the requirement of section 1119 to ensure that all teachers and professionals meet initial requirements for being highly qualified. The Auburn Enlarged City School District monitors the hiring process carefully to ensure that all staff that applies for a position within the district meets the standards of being highly qualified. The Auburn Enlarged City School District's hiring process has been in place for a period of many years. In 2008-2009, the district transitioned to a paperless, electronic application process. The applications of candidates for vacant positions are screened for completeness, meaning that they have the experience, background and supportive credentials (certified) for the respective discipline. From there, administrators review applications on-line and contact qualified candidates for an interview. A shared decision-making group at Casey Park Elementary School interviews candidates and then recommends up to three professionals to the Superintendent and Assistant Superintendent for final interviews. The building principal, as

well as a member of central administration, performs reference checks. Candidates complete a final interview and the respective building principal, assistant superintendent, and superintendent confer as to the best highly qualified candidate for the position.

Parents are notified through written correspondence regarding any changes that occur to teaching personnel with emphasis on the qualifications of their child's teacher(s) and paraprofessionals.

Component 4

Ongoing, High Quality Professional Development

Information regarding opportunities for professional development is regularly forwarded to teachers from the office. Opportunities also exist during our faculty meetings and Superintendent's Conference Days. The Auburn Enlarged City School District maintains a record of all professional development activities attended by staff.

Each of these agreements will be focus area for targeted professional development:

- *Inclusive Classroom Setting & Co-Teaching*
- *Data Analysis*
- *All areas of curriculum and instruction*
- *Strategies to enhance parent engagement*
- *RtI*
- *Data inquiry team*

Staff at Casey Park Elementary School are of the thinking that "No matter how well prepared you may have been before entering the classroom, there is always room for improvement. Ongoing professional development that meets staff at their point of need is vital for continued growth as an educator and is provided through summer staff development programs and curriculum development. At Casey Park Elementary, staff have the option of working directly with one of two literacy coaches trained to support special educators or regular educators, in the classroom. The AECS District endeavors to provide for teaching staff opportunity to receive the best training possible. In addition to summer training, staff have opportunity to attend training during the school year by applying for conferences and other local training options using the conference data base. In October, training for interested staff will be offered on Smart Board Technology. Staff who engaged in co-teaching training will have opportunity to continue mentor relationships with an in-district consultant to further develop ability to plan co-taught and differentiated lessons.

Component 5

Strategies to Attract HQT to High Needs Schools

Auburn, New York is a small city community located in the western and northern part of Cayuga County, which encompasses the entire town of Auburn, the entire town of Owasco, Throop, and Fleming. The Auburn area borders many other smaller, rural communities. A public transportation system is available within the city but is limited across the county. Auburn has a

multitude of community resources. Auburn is predominantly a blue-collar population, compounded by high rates of unemployment.

The initial responsibility for identifying potential candidates is given to Mr. Jeffrey Pirozzolo, Assistant Superintendent of Personnel for The Auburn Enlarged City School District. Mr. Pirozzolo frequently attends teacher recruitment events around New York State to attract and recruit highly qualified candidates for teaching positions around the district, and for Casey Park Elementary School. However, district outreach for HQT extends well beyond the boundaries of New York State. In addition to posting positions in the newspaper, advertisement occurs through an online application system that is web based. Candidates have inquired about the district from as far away as California and Nevada.

Potential applicants are encouraged to view our website. The district supports an open door policy and the culture of the building encourages potential candidates to visit the school. Once here, professionals may tour the school district, meet with staff to ask questions and observe activities in the building.

The district continues to partner with the local colleges to build and enhance our teacher recruitment efforts to hire quality candidates for our district as well at Central New York. Casey Park Elementary contributes to this process through direct contact with several colleges and by playing host to a number of student teachers every year. These individuals participate first hand in a rich and extensive experience at the school and often wish to return for employment. The building principal and mentor teacher engage in classroom observation of potential candidates, as well as hold departure interviews with these individuals.

The Auburn Enlarged City School District's hiring process has been in place for a number of years, but most recently (in the last two years) has engaged in a paperless application process. This enables a collaboration to occur most easily between administrators who have the opportunity to view and comment on application and credential packages presented on line.

The Auburn Enlarged City School District monitors the hiring process carefully to ensure that all staff applying for a position within the district meets the standard of being highly qualified through a number of checks and balances. The applications of candidates for vacant positions are screened for completeness, meaning that they have the paperwork and credentials (certified) for the respective discipline. From there, administrators review applications and contact qualified candidates for an interview before a committee with diverse backgrounds and interests. At the point candidates are invited for an interview, it is viewed that to get to that level they are highly qualified for consideration for a position at AECSD. A shared decision making group at Casey Park Elementary interviews candidates, and then recommends three individuals to the superintendent and assistant superintendent for final interviews. The building principal and a member of central administration perform reference checks. Candidates complete a final interview and the respective building principal, assistant superintendent, and superintendent confer as to the best highly qualified candidate for the position.

Component 6

Strategies to Encourage Parent Involvement

Strategies to increase potential involvement take many forms at the Casey Park Elementary School this year.

The Auburn Enlarged City School District has a Long Range Strategic Plan that has one of its goals: Parent Engagement and Community Involvement. The district as a whole believes that building strong partnerships with the community, especially parents of those children determine to be at-risk essential. The development of the LEA AIS/Title I Plan, Parent Involvement Policies, School Parent Compact(s) and annual review of these planned policies is a direct result of the Title I monthly meetings with Title I staff, along with special education resource room teachers, as many of them provide academic intervention services to students. Casey Park Elementary School has a shared decision-making group, which includes parent representation. This building level team provides information that pertains to the development and/or implementation of parental involvement strategies and/or programs.

Highlighted below are a few activities occurring at Casey Park Elementary School to help parents support their children's learning at home: Friday folders are used to provide parents with weekly information from school. Parent-Teacher Conferences occur twice yearly. Various newsletters (district, school, parent organization, and individual classroom teacher) are sent and/or mailed home to parents. Parents are involved with various programs to encourage and promote reading throughout the District, i.e., Site Word Bingo and P.A.R.P. (Parents As Reading Partners) Evening Book Fair held on Parent Teacher Conference Nights Progress Reports sent home every 5 weeks.

Student agendas are used to foster better communication between home and school. Parent informational breakfasts are planned in support of Dad's Walk Your Child to School, our Regional Walk Your Child to School Day Parent Child Events including Healthy Halloween Walk-a-thon, Special Person's Day, Open House. Monthly presentations to staff at faculty meeting about "Best Practice" CPTO (Casey Parent Teacher Organization) sponsored events Parent morning breakfast series on parenting your child and communicating with the school Parent Title One Informational Meetings in September and January Email contact is encouraged Principal's Letters and individualized correspondence Report Cards distributed 4 times each year.

Other forms of communication-

§ NYS Assessment Score Reports

§ Academic Intervention Service Progress Reports

§ Principals' Conferences and Attendance Meetings

In Addition, a number of programs are offered to encourage parent involvement in the school which include the following: Kindergarten ABC Ceremony, 6th grade Moving Up Ceremony, New Student Orientation, Kindergarten Registration, Individual School Tours for Parents, New Students Book Fairs, Evening Sports Night, Extended School Day Evening Programs, Field Days, Field Trips, REVA Roller Skating, Science Fair, Site Word Bingo Nights, Math Rocks Game Night, and Parent Organization Meetings.

We are proud to report attendance to parent events has increased substantially.

Casey Park Parent Teacher Organization

Ongoing- Continued efforts were made to enhance participation in the (CPTO) or Casey Park Parent Teacher Organization. The efforts were met with a high degree of success. A new slate of officers was elected and changes were made to the system of fund distribution to teachers. An online system can now be used by teachers to request funding.

Success By 6

SB6 initiates and supports innovative programs that encourage the healthy development of children and their families. SB6 raises awareness in the community regarding the importance of the early years by disseminating educational materials into the community as well as supporting projects, activities and partnerships that promote the healthy development of children Cayuga County. There are many community events supported throughout the year.

Community Café

CSE will partner with Auburn's Community Café. The Community Café is an outreach program designed to educate and support families with various issues. Topics discussed but not limited to include reading to your child, juggling stress and how to have fun in Winter.

Casey Park Elementary Updates School Newsletter

A monthly newsletter/calendar is sent home to inform families regarding events, initiatives, curriculum, classroom happenings, and other programs at Casey Park Elementary School

Component 7

Transition plans to assist pre-K children from early childhood to elementary programs

Kindergarten Orientation

All parents of incoming kindergarten students are encouraged to attend.

Kindergarten Registration

In May kindergarten registration is held. Parents bring their children to the school where they are screened with the DIAL Assessment and also given a health screening. Data from the DIAL is used to determine placement and also used to make initial instructional plans.

Transition Meetings

Transition meetings took place involving all UPK providers and Casey Park Elementary staff.

Component 8

Measures to include teachers in decisions regarding the use of academic assessments

Data from a variety of sources is accessed and used to make decisions regarding the practices and interventions for our students. Data analysis and collaboration regarding interventions is a common occurrence among teachers in grade level meetings. Decisions regarding the use of performance data also were commonplace during RTI meetings. Teachers from Casey Park Elementary will continue to take a large role in developing the district's Curriculum, Instruction and Assessment Plan.

Component 9

Activities to ensure students who experience difficulty-attaining proficiency receive effective, timely additional assistance

Response to Intervention (RTI) will continue at Casey Park Elementary School as part of the AIS plan and aligned with the Curriculum, Instruction and Assessment Plan. Teachers will make the initial referral to this office, and the process begins. Students who are having difficulty attaining proficiency will have a greater chance to be identified, and given timely, data-based interventions. The Curriculum, Instruction and Assessment Plan will become the cornerstone of this work. Casey Park Elementary has two full time AIS Reading Teachers, and two full time AIS Math Teachers, and one teaching assistant.

Continued Leveled Literacy Intervention K-3

Participants will learn how to effectively use Leveled Literacy Intervention (LLI) designed by Irene Fountas and Gay Su Pinnell to teach 30-minute lessons to small groups of learners with similar needs.

Booker T. Washington Center/Partnership For Results Extended Day Program

This program, part of the 21st Century Community Learning Centers funding is designed to target students in need of academic assistance. Students also have the opportunity to stay beyond the academic hour to participate in a variety of complimentary learning activities ranging from fitness to community service to participation in the performing arts. Staff and students from the program also participated in the Odyssey Of The Mind local competition this year.

Component 10

Coordination and integration of state, federal, and local services and programs

As evidenced in this section and other sections of this document, there is a high degree of coordination between Casey Park Elementary School and various state, federal, and local agencies. A very productive relationship has been formed between our school and these entities. We at Casey Park Elementary School recognize with the help of the resources these agencies provide our children, that they will have a higher likelihood of success.