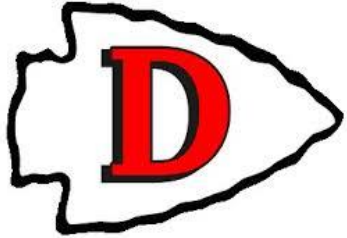


2017 - 2018



Irving School

Year In Review & Action Plan



Irving School

Who We Are
School Goals

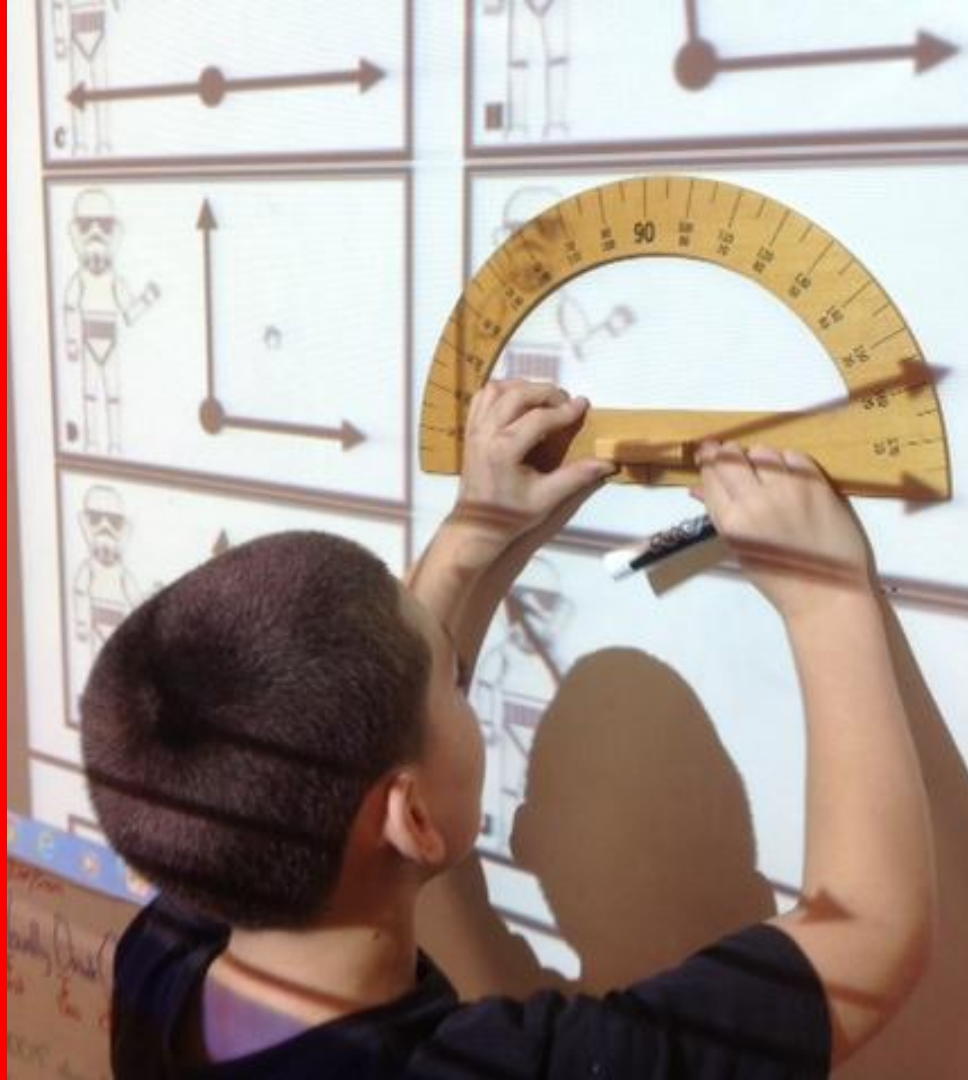


Irving School 2016 - 2017

Grades	K-5
Number of Students	328 As of 8/31/17 340 EOY 16-17
2016 - 2017 Enrolled 76 (not including K) Exited 53 (GradeK-5) (Direct impact on Teaching/Learning)	August 2017 Enrolled 16 (not including K) Exited 26 (Grade1-5) <i>*trending slightly lower than PY</i>
% Minority	72.5%
% Free & Reduced Lunch	78.6%
% Special Education (61) % 504 (15)	18.6% 5.0%
% ESL (21)	5.1%
% Chronically Absent (K-5)	6.8% (21 students!) 11.3% 21.4%

- Alliance District (30 highest need in the state)
- High-need student population: Economically-Disadvantaged Students, English Learners (ELs), Students With Disabilities (SWD)
- Identified in 2012 as chronically underperforming
 - Identified as a Focus School in 2012
 - Improved to a Review School in 2013
Focus: African American Males in Reading
- Located within a predominately low-income, rental community
- Historically low parental involvement (particularly with academic focused events) Current high levels of parent involvement with celebrations/recognitions
- District-wide Academic Learning Centers; Behavior Learning Centers new this year

Irving School



Irving School Goals

- To build a **positive school culture** rooted in **Respect**—*Respect for Ourselves, Respect for Each Other, and Respect for Our School*.
- To create a **rigorous learning community** that is driven by high-quality teaching. Simply put, we will have a sense of urgency and a “*Whatever it Takes*” approach to help all students reach their full potential.
- To cultivate a **school-wide culture of learning** that gets children excited about school, instills confidence and develops a love a learning.
- To promote an environment of **health and wellness** to support our student’s and staff’s physical and mental well-being and development.
- To welcome and **engage students, families, staff and the community** in the life of Irving School.

2016 - 2017 Results

How Did We Measure
Growth?

How Did Our Students
Perform?

Keely Edwards, Reading Specialist (ELA)
Tracey Quartiano-Bales (Math)

Math Expressions

Sample EOY Benchmark Questions

Solve the story problem.

Show your work.

5. Nina sees 9 ducks in the pond. 4 ducks are white.
The rest are black.

Complete the subtraction equation and the addition equation. How many ducks are black?

$$9 - \square = 4$$

$$4 + \square = 9$$

black ducks

- Large amount of text
- Complex, multi-step problems
- Progression of skills year over year
- 30 - 50 question tests

Teachers Need to Address:

- **Mathematical concepts/applications**
- **Reading comprehension/directions**
- **Stamina**

Solve.

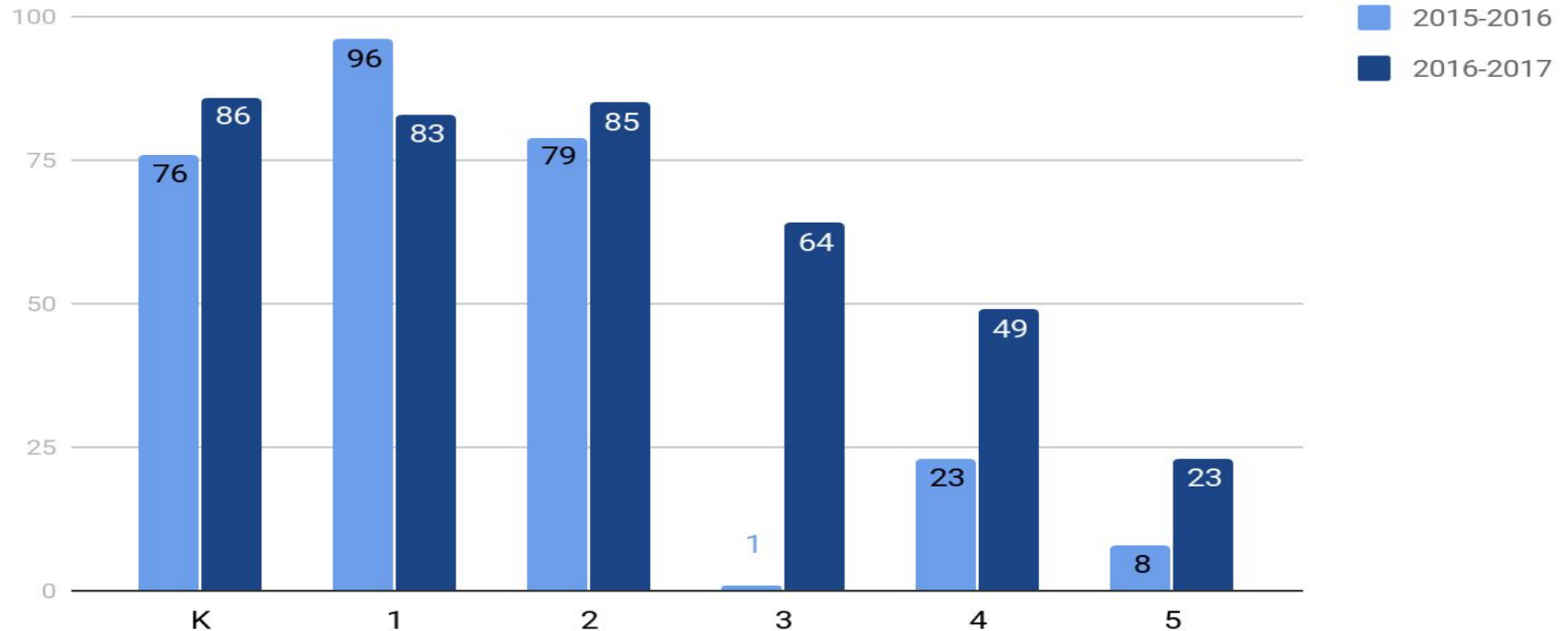
28. Pearl wants to use $\frac{16}{8}$ liters of juice to make fruit punch. Her friend says $\frac{12}{4}$ liters of juice will make more fruit punch. Which amount of juice should Pearl use so she can make the greater amount of fruit punch? Explain.
-
-

24. Marty did 24 chin-ups. Elise did $\frac{5}{8}$ as many chin-ups as Marty. Predict whether Elise did more or fewer chin-ups than Marty. Then find the number of chin-ups Elise did.
-
-

Math Expressions

2015 - 2016 / 2016 - 2017 EOY Performance Comparison

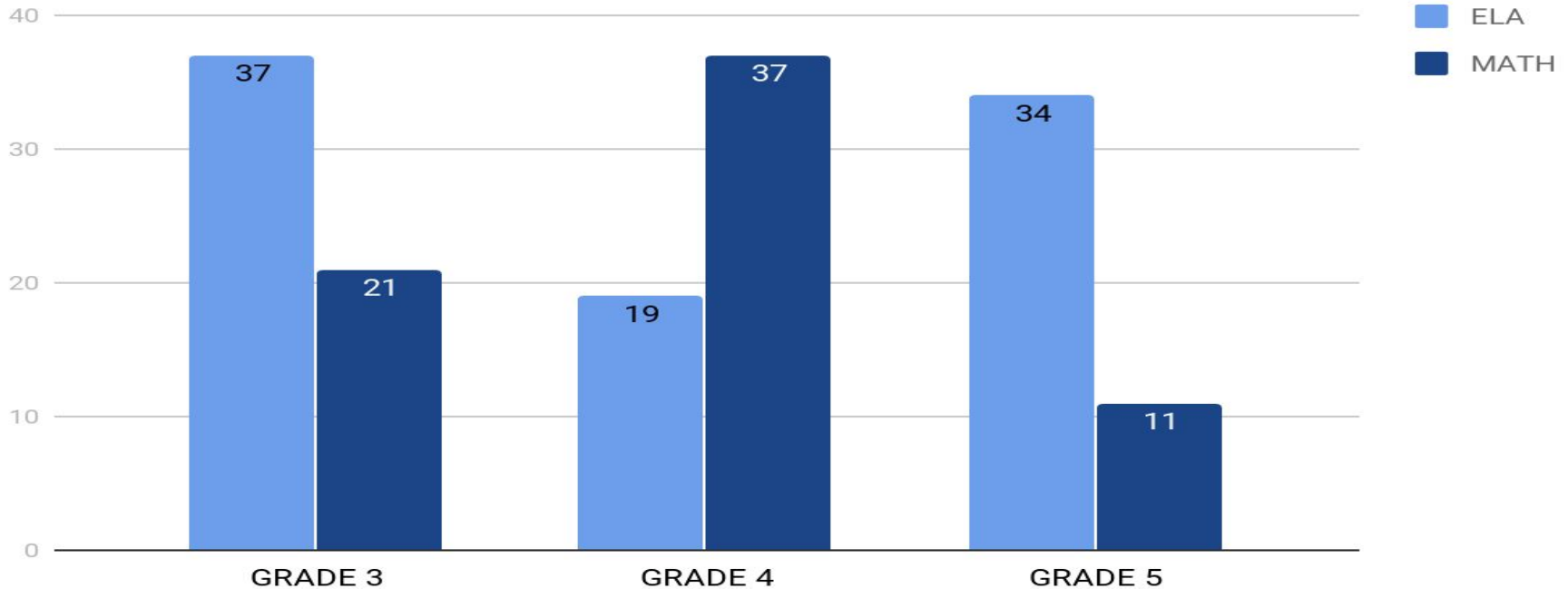
Math Expressions - End of Year Benchmark Assessment



SBAC

Smarter Balanced Assessment Consortium (2016 - 2017 Proficiency Percentages)

Smarter Balanced Assessment - Proficiency Percentages



DIBELS

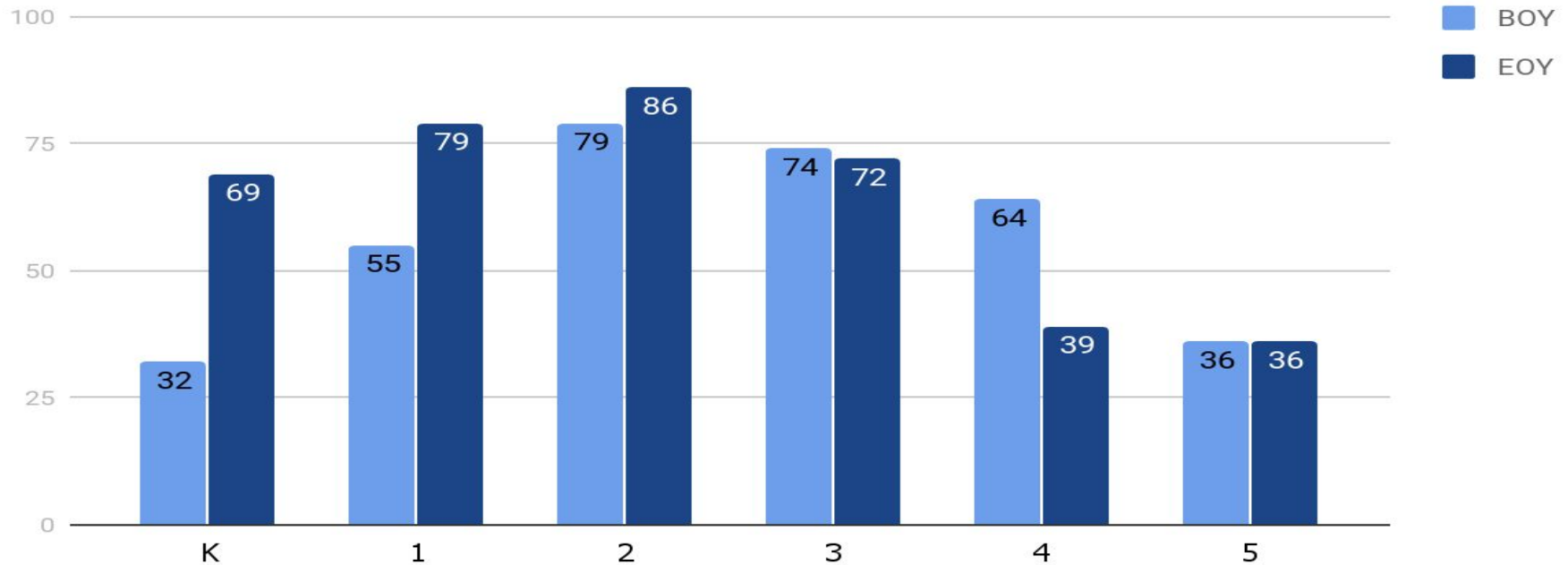
Dynamic Indicators of Basic Early Literacy Skills
(Sample Grade 1 Nonsense Word Fluency)



DIBELS

2016 - 2017 BOY / EOY Performance

DIBELS - Percentage of Students with Composite Score At or Above Proficiency

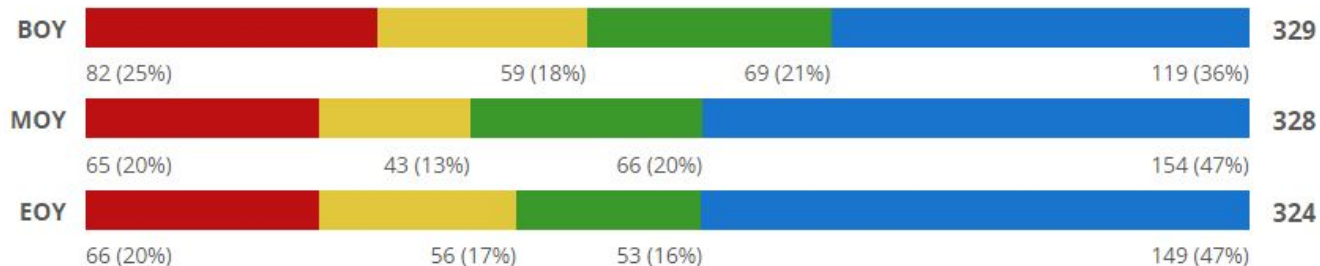


DIBELS Growth Comparison

Composite Score

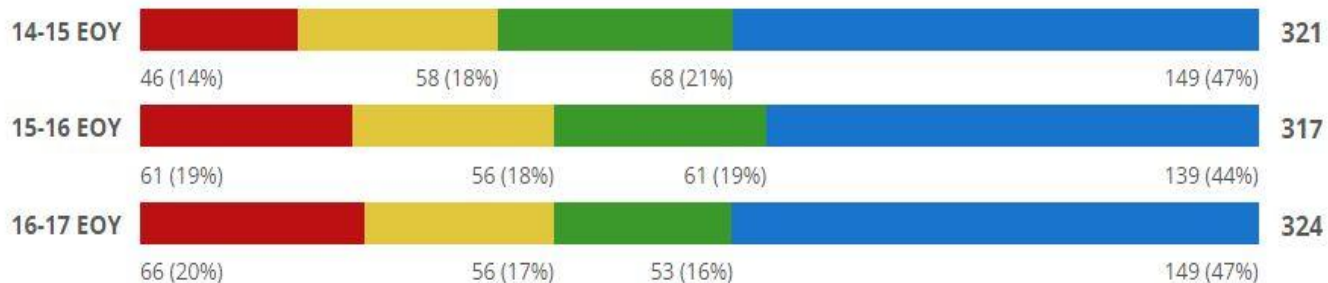
2016 - 2017

Irving School



Multi Year Comparison

Irving School



Irving School

Action Planning

- Instructional Next Steps
- School-wide Culture





What Are We Doing In Our Classrooms to Improve Student Outcomes?

Kailee Hyde & Heather Landolfi, Grade 1
Jori Pirritino & Jackie Nathman, Grade 5

ELA Strategies

ELA block 90 minutes per day

Consist mini lessons: (whole group, 10-15 min) done on ENO board Focus on **Phonics, Vocabulary, Fluency, Comprehension, Grammar**

After each mini lesson, students work independently in literacy based centers (approx. 15 min per rotation)

- **Small Group Instruction:** based on students needs (comprehension, phonics, oral language, fluency)
- **Lexia:** computer based reading program which is individualized and computer adapted to each student's independent reading level
- **Read to Self** (focusing on comprehension skill/ fluency) or **Word Work** focusing on phonics lesson

High Leverage Instructional Practices:

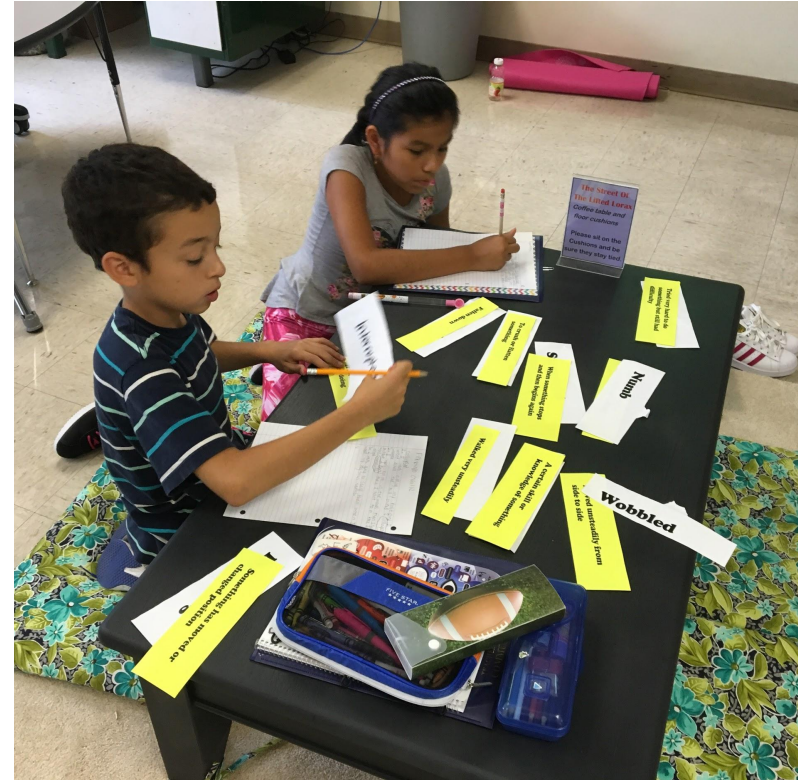
- **Phonics** - ECRI Model (children say word aloud, say the sounds in isolation, write the word on whiteboards)
- **Fluency**(reading rate, expression, accuracy)
- **Oral Language** (listening/speaking/understanding the spoken word)
- **Comprehension** – Turn and Talk (increase student discourse) and Buddy Reading



Student Growth & Engagement

Strategies used in grades to increase **student growth & engagement**:

- **Data Team Meetings:** (teacher/grade-level led)
- **Literacy Leadership Team** (teacher led)
- **Progress Monitoring & Benchmark Assessments** (weekly, bi-weekly or monthly depending on proficiency level)
- **Hill for Literacy:** “Instructional Profiles” Model to plan next steps based on foundational skills (using DIBELS data)
- **Daily Small Group Instruction:** 100% students will meet in a reading group with the classroom teacher
- **Tier II/Tier III:** Many students will receive small group instruction twice a day with reading tutor, paraprofessional or reading specialist
- **Push-In Support:** Tutors focus on individual student needs in the classroom vs. pull out
- **Student Conferencing:** supports relationships & high expectations



Math Strategies

Workshop Model Design: whole group, small group & independent work to support personalized learning & differentiation

Daily 3: Math by Myself, Math w/a Buddy, Math Writing

Manipulatives: (hands-on to visualize, construct and deconstruct)

Progress Monitoring: use of pre-tests/quick quizzes

Computer Adaptive Practice: Reflex Math, iXL Math (computation, concepts, fact fluency)

Math Vocabulary: explicitly teach academic vocabulary

ENO Board/SMART Board (Gr 5 piloting): To interact and engage w/problems

Turn & Talk: to increase comprehension & share thinking

Push In Support: Daily support from math tutor Grades 2-5



Student Growth & Engagement

- **Data Team Meetings:** (teacher/grade-level led)
- **Progress Monitoring & Benchmark Assessments** (pre-tests, quick quizzes, benchmark assessments)
- **Math Leadership Team:** to build school wide culture of math
- **Daily Small Group Instruction:** 100% students will meet in a math group with the classroom teacher
- **Tier II/Tier III:** Many students will receive small group instruction twice a day with math tutor or paraprofessional (Goal to include math interventionist during 17-18)
- **Push-In Support:** Tutors focus on individual student needs in the classroom vs. pull out
- **Student Conferencing:** supports relationships & high expectations
- **Flexible Seating/Grouping**



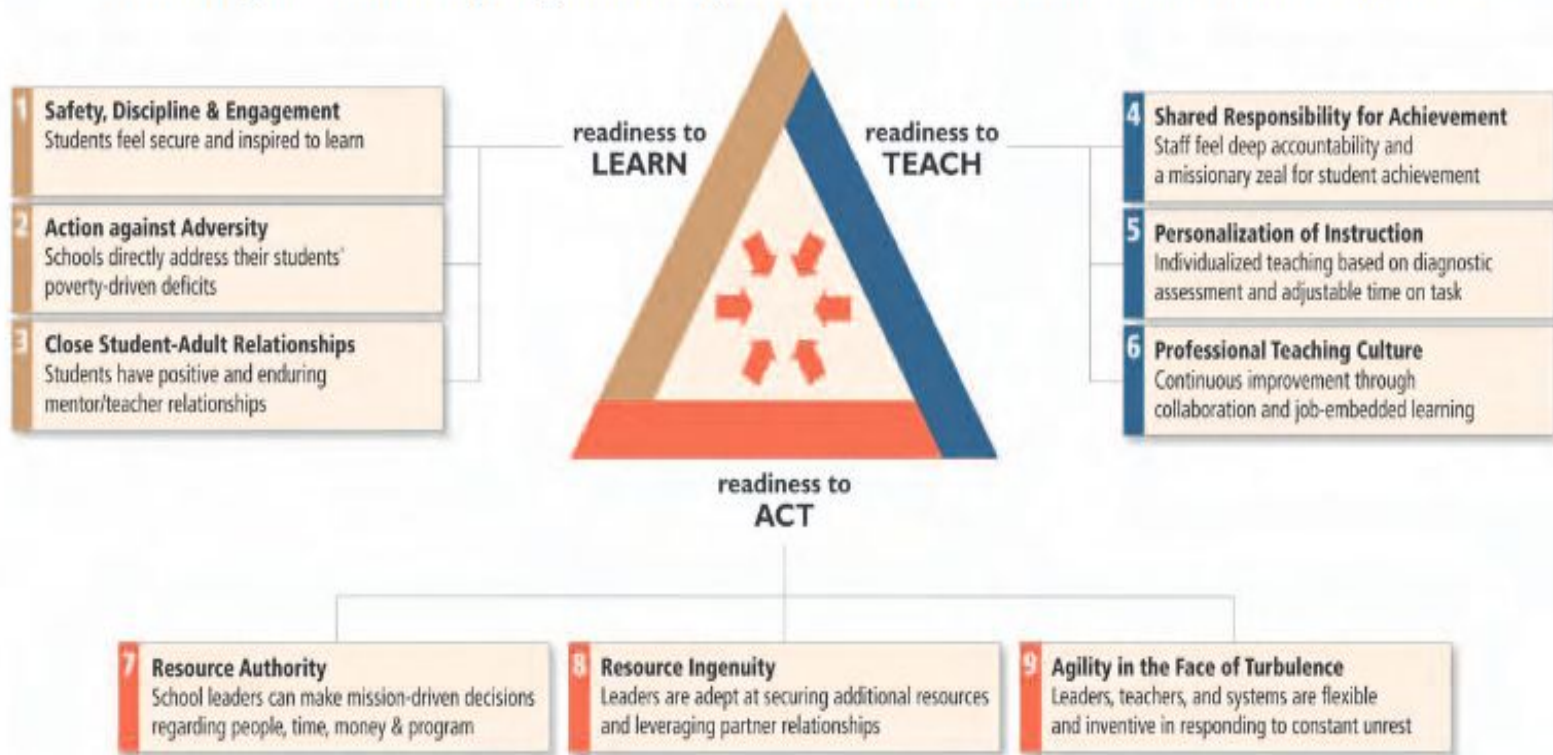
Action Plan

Culture

How Will We Approach the
Work of Teaching &
Learning to Respond to
Our Student's Needs?

Tracey Quartiano-Bales, Instructional Coach

How High-Performing, High-Poverty Schools Do It: The HPHP Readiness Model



TEDTALKS

IDEAS WORTH SPREADING

https://www.ted.com/playlists/182/talks_from_inspiring_teachers

Rita F. Pierson

As you listen to this TED Talk, choose a few statements that resonate with you and write them down. At the end, you will work in groups to discuss how this relates to our school wide focus of positive teacher/student relationships, high expectations, and pressing kids to work harder. What we can do to bring this alive at Irving?

“Highly effective teachers care about their kids, while also pressing them to do well.”

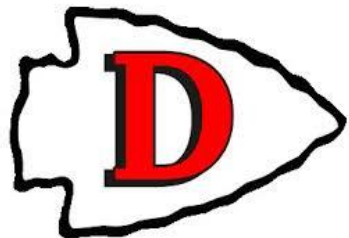
This year we will build upon the positive caring teacher-student relationships at Irving School to create **productive teacher-student relationships**.

“Caring about your students is critical, however, forging *productive teacher student relationships* takes more. You need to **believe your students are capable of succeeding** and you must **press them** to do so. When you *press* your students, you **act on your beliefs by expecting and insisting** that students *follow behavioral expectations, expend effort, and truly understand the material* you are teaching.

➡ **Press your students to understand difficult material and to engage thoughtfully with their work. Push them to achieve more than they ever thought possible, but support them along the way.”**
(Hattie, 2009).

Q & A





Jennifer M. Olson

Principal

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