

**Maine-Endwell Homer Brink
2017-18 Academic Improvement Plan**

Performance Targets	Performance measure	2014	2015	2016	2018 target
	Gr. K – 2: % >= grade level benchmark (F&P)				
	All students	77	79	79	85
	Students with disabilities	n/a	n/a	57	65
	Gr. 3 – 5: % proficient (NYS ELA assessment)¹				
	All students	45	40	52	55
	Economically disadvantaged	24	20	28	36
	Students with disabilities	16	6	9	22
	Gr. 3 – 5: % proficient (NYS math assessment)¹				
	All students	56	63	54	73
	Economically disadvantaged	35	41	30	55
	Students with disabilities	16	22	15	30
2017 - 2018 Activities	Structure an intervention model to ensure that all students have the necessary skills in literacy and math UPK - 2.				
	Action Steps	Owner		Due	
	<ul style="list-style-type: none"> Provide existing literacy support resources to UPK. 	Literacy dept Scheduling Bill & Greg		6/2017	
	<ul style="list-style-type: none"> Implement EK – 2 AIS math support. Reinstitute 1.0 primary sequence classroom aids. Reinstate our learning lab teacher assistant. 	Bill & Greg		5/2017	
	<ul style="list-style-type: none"> Collaborate with MM to offer training, research and best practices to a UPK staff via a consultation model where our staff provide the training. 	Numeracy Literacy Librarian		ERDs Super Conf Days ongoing	
	Improve Kindergarten readiness through outreach to families of children birth to age five and collaboration with early childhood providers.				
	<ul style="list-style-type: none"> Modify and add to the social history form questions to determine the community’s birth to age 5 needs. 	Primary seq teachers		5/2017	

¹ The team decided to align with the district team and leave the Gr. 3-5 ELA & Math targets untouched. The state is implementing the new Questar assessment in 2017. Once a new baseline is established, the team can set new targets.

	<ul style="list-style-type: none"> Research successful birth to age 5 initiatives and then plan visits to schools who have successful models for Birth to Age 5 outreach. (Possibly resourced as a summer work proposal or teacher center grant.) 	Task Force	8/2017
<p>Implement curriculum, instruction and interventions that promote academic achievement for students with disabilities and economically disadvantaged students.</p>			
	<ul style="list-style-type: none"> Schedule and deliver the requested professional development. 	Admin BOCES Spec ed	Spring 2017
	<ul style="list-style-type: none"> Include special ed, literacy and AIS staff in data meetings, summer work and curriculum development. 	Spec ed Admin Literacy Math AIS Gen ed Related arts	Ongoing
	<ul style="list-style-type: none"> Reestablish a screening process for students who enter our school after the school year begins. 	Admin w/ input from Literacy Numeracy Primary seq team leader	9/2017
<p>Research, identify and recommend to the K-5 scheduling committee scheduling options that</p> <ul style="list-style-type: none"> Optimize Homer Brink’s early intervention and resources, such as, literacy, numeracy, re-teaching model, grade-level aligned curriculum blocks (kid sharing), in and out of room support services, mentoring, etc. Implement Homer Brink interventions (e.g., breakfast, mentoring, homework clubs, etc.) to support PK – 5 students with disabilities and economically disadvantaged students. 			
	<ul style="list-style-type: none"> Research: <ul style="list-style-type: none"> Review existing survey results. 	HB schedule committee	3/2017
	<ul style="list-style-type: none"> Reach out to local administrators in buildings that have optimal schedules to determine what they are doing that we might replicate. 	Bill	2/2017
	<ul style="list-style-type: none"> Build a new survey (using Julie’s survey results) that allows staff to add new suggestions and prioritize scheduling needs based on “must haves” and “nice to haves.” (Be sure to include a focus on time per subject.) 	Greg	3/15/17
	<ul style="list-style-type: none"> Identify: <ul style="list-style-type: none"> Review the results of the 3/15/17 staff survey and prioritize needs. 	HB schedule committee	3/24/17 (8:10 conf room)

	<ul style="list-style-type: none"> Recommend: <ul style="list-style-type: none"> Develop new schedule scenarios. Present new schedule scenarios to HB staff and get feedback on the plusses and minuses. Finalize new schedule recommendations and present to the K-5 scheduling task force. 	HB schedule committee	TBD
		HB schedule committee	TBD
		HB schedule committee	TBD
Ensure alignment and consistency of the PK-5 writing instruction, rubrics and exemplars. Track and report year-end writing proficiency as part of the planning process.			
	<ul style="list-style-type: none"> Develop an EK-5 writing curriculum that is based on the standards and spirals EK-5. Complete one grade at a time, two grade levels per month in meetings facilitated by a BOCES expert. 	Julie Gallagher Bill Dundon	4/2017 – 6/2017
	<ul style="list-style-type: none"> Develop EK-5 rubrics that spiral (using state rubrics as a resource.) 	Lead teachers (vertical team?)	Summer 2017
	<ul style="list-style-type: none"> Choose exemplars for a common writing piece (below, on and above grade level). 	Grade levels	2017-18
	<ul style="list-style-type: none"> Evaluate the EK-5 writing curriculum and adjust as needed. Select topics for common writing assessment. 	Data meetings Vertical team	Triannually
	<ul style="list-style-type: none"> Track and report year-end writing proficiency for each grade level and for the building. Select writing samples to place in each student's writing folder. 	?	June 2018 & ongoing annually