

**Final Report: 6-29-15**  
**Commissioner's Schools Dissemination Grant**

**Dissemination District: Saratoga Springs CSD**  
**Replication District: Central Square CSD**

**Dissemination School: Caroline Street Elementary**  
**Replication School: Central Square Intermediate School (CSI)**

Please refer to the best practices and strategies/activities mentioned in your joint work plan when completing this report.

**1. Best Practice disseminated/replicated: Enhance RtI/Establish and Assessment Framework/DDI**

**Narrative summary of completion of goals and objectives related to this specific Best Practice**

Caroline Street Elementary shared our RtI process with the handbook and supporting documents disseminated to replication schools. We demonstrated best practices in research-based interventions and screenings. This was done during visitations to Caroline Street and to CSI, and through electronic means.

This included sharing the assessments administered and providing videos via a YouTube channel to support teachers using those assessments and research-based interventions, particularly F&P LLI and Explode the Code.

- Met with us in July 2013, began implementing strategies in September, the beginning of school year. Positive feedback from faculty, everybody on board. Assessments were completed and interventions were taking place during our September 27, 2013 visit.
- Monthly phone calls/emails with building administrator
- Grant Summit in October 2014, including Learning Walks, F&P Guided Reading training, “number talks” overview
- Saratoga visit to CSI, March, 2015
- CSI visit to Saratoga included learning walks and time for sharing, May 2015
- Dr. Vicki Gibson PD, March & May 2015
- Math Solutions PD, May 2015

**Narrative summary of evidence of impact/effectiveness of Best Practice (attach any supporting documentation)**

- To track student progress and guide instruction, the A.I.S. staff at CSI created Data Binders to monitor students receiving interventions.
- They implemented “Grow Time” to meet the student’s academic needs, no new content taught, interventions only.
- Central Square created a position, intervention, coordinator, to help with “Grow Time,” scheduling, and evaluation of data.
- Central Square reported that groupings are flexible.

<ul style="list-style-type: none"> <li>• Teachers meet regularly to discuss curriculum and data and make data-driven decisions.</li> <li>• Screening is conducted three times per year.</li> <li>• Use of research-based intervention programs—LLI, Road to Reading, Read Naturally, etc.</li> <li>• Growth on 4-5 ELA assessments</li> <li>• Robust spreadsheets for tracking student progress, grouping, and DDI</li> <li>• Purchased next level LLI kit for use in AIS</li> <li>• Implemented Vicki Gibson model of differentiation in about half of the grades 3-5 classrooms, provided training to remaining teachers and feeder school, with plans to roll out in both buildings in 15-16.</li> </ul>
<p><b>Narrative summary of effectiveness of enhancement of Commissioner’s Dissemination School’s best practices</b></p> <ul style="list-style-type: none"> <li>• Our staff replicated some aspects of their Data Binders and “Grow Time” - more flexible grouping</li> <li>• Rtl District Committee reconvened and conducted an assessment audit, data audit, and revamped Rtl, including improved flowcharts, directions, and use of norm-referenced universal screener</li> <li>• Love Vicki Gibson model for differentiation and using data to inform instruction - purchased multiple copies of the books and training manuals.</li> </ul>
<p><b>Continued partnership next steps (if any)</b></p> <p>Central Square teacher(s) may visit Saratoga to provide additional support as we pilot Gibson’s model.</p>

<b>2. Best Practice disseminated/replicated: Improve Parent Involvement</b>
<b>Narrative summary of completion of goals and objectives related to this specific Best Practice</b>
<p>Saratoga shared best practices for parent engagement when Central Square visited in July 2013, at our visit in September 2013, and through the Rtl handbook appendix materials.</p> <p>During our Sept. 2013 visit, administrators from both schools discussed the difficulty of engaging parents who may lack transportation. Brainstorming of possible solutions included incorporating more “take home” materials such as the 1000 books idea and arranging meetings in the community, rather than expecting families to come to the school.</p> <p>Grant Summit afforded all replication schools to share how they were increasing family involvement, including Rochester 29 home visits.</p>
<b>Narrative summary of evidence of impact/effectiveness of Best Practice (attach any supporting documentation)</b>
<ul style="list-style-type: none"> <li>• Central Square principal explored the 1000 books before K, recognizing that, while the grant covered replication at CSI (a 3-5 building), the primary school has a large impact on student achievement. Funding books is a concern (Title I funds possible).</li> <li>• “Coffee and Curriculum” parent meetings were successful.</li> <li>• Communication home regarding new model of learning in classrooms piloting the Vicki Gibson model of differentiation - students are very positive and are talking about the changes in class.</li> </ul>
<b>Narrative summary of effectiveness of enhancement of Commissioner’s Dissemination School’s best practices</b>
<p>This grant has Saratoga examining parent contact and engagement, particularly with families of students in subgroups such as SWD and low SES.</p>
<b>Continued partnership next steps (if any)</b>
<p>None on parent involvement</p>