Final Report: September 2015

Replication Grant for Low-Performing Schools

Dissemination District: <u>New Hyde Park</u>　　　　Dissemination School: <u>New Hyde Park School</u>
Replication District: <u>Yonkers CSD</u>　　　　　　Replication School: <u>Lincoln High School</u>

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

1. Best Practice disseminated/replicated:
Narrative summary of completion of goals and objectives related to this specific Best Practice
The Replication Grant afforded us the opportunity to create the "After School Professional Development Institute." The purpose of these weekly workshops was to provide teachers with the opportunity to share best teaching practices with colleagues and to discuss the effectiveness of such practices. The implementation of these practices by participants led to improved skills in literacy and technology based. 21st Century teaching. Lincoln High School teachers participated in shared professional development at the New Hyde Park School District where they were trained in understanding reading/learning styles methodology and reading styles assessment strategies. Reflection time among members of the Smaller Learning Communities (SLC) team has been effective. The team met to reflect on learned skills from the trainings that were provided by members of the New Hyde Park School District. Examples of trainings included: various literacy approaches in the classroom, use of technology (e.g. SMART Board, iPads, computer software) to improve instruction, and mathematics training in implementing the Common Core Learning Standards. Evidence of classroom implementation and on-going discussions during common planning time has become the norm. The Lincoln High School Replication Grant gave the school the opportunity to replicate an approach to learning that has resulted in a technologically prepared faculty that is ready to meet the needs of 21st century learners.
Any specific concerns or issues encountered during implementation
The project implementation and planning required more time to disseminate; therefore, we requested and were granted an agreement for extending the grant to the next school year (2014-2015). As we waited for approval, we lost time to plan and implement a much needed summer institute. However, upon granted extended time for implementation, the project

goals were resumed and our learning community continued to benefit from the practices that were set in place.

Narrative summary of evidence of impact/effectiveness of Best Practice (attach any supporting documentation)
• Facilitators provided professional development to acclimate staff to the technological resources that foster students' learning of 21st century skills as stipulated in the Lincoln High School Replication Grant goals. • Teacher participants became familiar with: Common Core Learning Standards (CCLS); New Hyde Park School District best teaching practices; infusion of technology in the classroom; RtI model; Reading Styles; hands on Math; balanced literacy; balanced numeracy; reading initiatives; strategies for teaching Students with Disabilities (SWDs); technology resources; multi-modality differentiated instruction; addressing the needs of English Language Learners (ELLs). (See documentation attached.)

Next steps beyond grant completion
The further actions needed and next steps to be taken are as follows: • Continue to follow the Replication Grant project goals • Create systems (systematical practices) to ensure the continuation of best teaching practices • Identify and plan more opportunities with the New Hyde Park School District for additional professional development, if possible • Continue to track the growth that students have shown with programs, such as PRO Reading Strategies. • Continue communication with lead grant personnel and committee members.

2. Best Practice disseminated/replicated:
Narrative summary of completion of goals and objectives related to this specific Best Practice
Teachers who attended the technology and literacy trainings conducted by the New Hyde Park School District have replicated the practices in the classrooms. Turnkey trainings also took place to implement the Common Core Learning Standards. The use of technology in the classrooms overall increased for both teachers and students. Currently, ninety-percent of the staff at Lincoln High School utilizes technology in their classrooms to aid in the facilitation of instruction. Teachers are also using a greater amount of software programs because the New Hyde Park School District has provided the licenses to access the programs.
Any specific concerns or issues encountered during implementation
N/A
Narrative summary of evidence of impact/effectiveness of Best Practice (attach any supporting documentation)
Teacher participants became familiar with: - CCLS; New Hyde Park School District best practices and infusion of technology; RtI model; reading styles; hands on math; balanced literacy; balanced numeracy; reading initiatives; strategies for teaching Students with Disabilities (SWDs); technology resources; multi-modality differentiated instruction where the classroom is student-centered and students are encouraged to take a hands-on approach in the learning process.   Technical mentorship - student mentors: - Students became technical mentors for faculty members. Student mentors helped faculty with technological resources for implementing best teaching practices aligned to the CCLS.
Next steps beyond grant completion
- Continue to follow the Replication Grant project goals.   - Use our common planning time to continue to highlight and share best teaching practices.   - Continue to encourage students to experiment with and to discover learning as a means to achievement.

3. Best Practice disseminated/replicated:

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

Reflective practices allowed teachers:

a) To engage in best teaching practices: distribute and evaluate learning style assessments for students, analyze data, match students' skill levels to the instructional program, identify student learning styles and levels of language and mathematical skills, and provide students with extra-help such as tutorial support and extended practices.

b) Use a variety of software programs to monitor student progress and to create new opportunities for learning.

c) Create a focus group to provide ongoing feedback based on the implementation of the Lincoln High School Replication Grant.

d) Maintain data dashboard of achievement in every classroom and use such data to inform instruction.

e) Use best practices to create scaffolding in the teaching and learning process.

Any specific concerns or issues encountered during implementation

Funding to secure additional substitute staff to facilitate meetings for common planning.

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

Technology-infused classrooms were developed to encourage students to try, experiment, and discover learning as a tool to achieve at high levels. Teachers and students worked in collaborative teams to develop technology infused outcomes that contain CCLS. RtI lessons were implemented. Reading style approaches were practiced and teams of teachers engaged in reflective practices to constantly reassess and evaluate best practices. Finally, students' best work was displayed and celebrated.

Next steps beyond grant completion

- All best teaching practices that include technology to facilitate implementation of CCLS to students' learning styles will continue to be implemented beyond the completion of the grant period as they have proven to have a positive impact on both students and teachers. Thus, improved student achievement was evidenced by the increase in the number of students graduating this academic year.
- Continue to encourage students to experiment with and to discover learning as a means to achievement.

**LHS – Documentation for Replication Grant**

* Lead Teacher

Professional Development Training Offered by New Hyde Park School District	Date of Training	Teachers Attending Training at New Hyde Park School District	Debriefing Date(s)	Turnkey Training Opportunities for Lincoln High School Staff (What?/When?)
SPECIAL EDUCATION TRAININGS				
1. Special Education Modifications: ▓▓▓ ▓▓▓▓▓▓▓▓▓ and an envision consultant from Pearson on Math and the Common Core (Session One)	August 28, 2013	▓▓▓▓ ▓▓▓▓ ▓▓▓ ▓▓▓▓▓	September – October 2013	November 2013
2. Special Education Training (Offering strategies for modification of the standards using research-driven strategies and practices for the Special Education classroom – ▓▓▓▓▓▓ Consulting that makes a difference) (Session Two)	October 28, 2013	▓▓▓▓ ▓▓▓▓▓ ▓▓▓ ▓▓▓▓▓	November 2013	November 2013
3. Special Education Inclusion Practice – ▓▓▓ ▓▓▓▓▓▓ (Session Three)	December 6, 2013	▓▓▓▓ ▓▓▓▓▓ ▓▓▓ ▓▓▓▓▓	December 2013	December 2013
4. Special Education Inclusion Practice – ▓▓▓ ▓▓▓▓▓▓ (Session Four)	February 3, 2014	▓▓▓▓▓▓ ▓▓▓▓▓ ▓▓▓▓	February 2014	February 2013
5. One full day of in-district observation and consultation for her to visit Lincoln High School	Choice of dates: March 31, 2014 May 13, 2014 May 21, 2014	May 13, 2014		
READING STYLES TRAININGS				

Professional Development Training Offered by New Hyde Park School District	Date of Training	Teachers Attending Training at New Hyde Park School District	Debriefing Date(s)	Turnkey Training Opportunities for Lincoln High School Staff (What?/When?)
1. Reading Styles Model of ▮▮▮▮▮▮▮ of the National Reading Styles Institute (Also technical assistance visits by ▮▮ ▮▮▮▮ (Session One)	September 26, 2013	▮▮▮▮	October 22, 2013 (Afternoon Meeting)	November 2013/December 2013
2. Reading Styles Model of ▮▮▮▮▮▮▮ of the National Reading Styles (Session Two)	October 29, 2013	▮▮▮▮	November 2013 – December 2013	November 2013/December 2013
3. Reading Styles Model of ▮▮▮▮▮▮▮ of the National Reading Styles Institute (Session 3)	November 22, 2013	▮▮▮▮	November 2013 – December 2013	December 2013
<mark>BALANCED LITERACY TRAININGS</mark>	▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮			
1. Balanced Literacy ▮▮▮▮ ▮▮▮ (Session One)	October 3, 2013	▮▮▮▮	October 2013 – November 2013	November 2013
2. Balanced Literacy ▮▮▮▮ ▮▮▮ (Session Two)	November 5, 2013	▮▮▮▮	November 2013	November 2013
3. Balanced Literacy ▮▮▮▮ ▮▮▮ (Session Three)	November 14, 2013	▮▮▮▮	November 2013	November 2013

Professional Development Training Offered by New Hyde Park School District	Date of Training	Teachers Attending Training at New Hyde Park School District	Debriefing Date(s)	Turnkey Training Opportunities for Lincoln High School Staff (What?/When?)
4. Balanced Literacy ███ ███ (Session Four)	December 5, 2013	██████	December 2013	December 2013
5. Balanced Literacy ███ ███ (Session Five)	January 9, 2014	██████	January 2014	January 2013
<mark>MODEL SCHOOLS TECHNOLOGY TRAINING</mark>	████████	████████	████████	████████
1. Integrating Technology – Using SMART Board Technology (Session One)	December 13, 2013	██████	December 2013	December 2013
2. Integrating Technology - Using IPads in the CCLS classroom (Session Two)	January 6, 2014	██████	January 2014	January 2013
3. Integrating Technology - Using SMART Board Tools (Session Three)	January 13, 2014	██████	January 2014	January 2014
<mark>CONFERENCES</mark>	████████	████████	████████	████████
ASCD Conference	March 2014		March 2014	March 2014 – April 2014
National Reading Styles Institute				
Technology Conference	November 2014		November 2014	November 2014 – December 2014
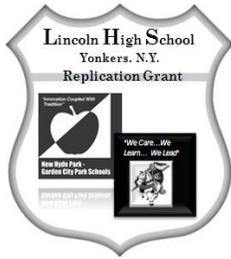
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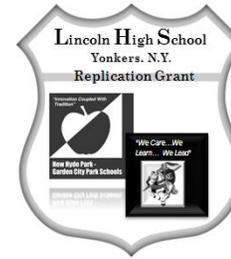
2013 – 2014 Replication Grant
Lincoln High School
375 Kneeland Avenue
Yonkers, NY 10704

New Hyde Park-Garden City Park UFSD
Replication Grant School
LHS Visit – Wednesday, May 21, 2014

Participants: ██
██████████████████████████████████████

<u>Agenda</u>

|	
7:45 a.m. – 8:00 a.m.	Meeting with the Adminstration – Conference Room
8:00 a.m. – 8:36 a.m. (P. 1)	Observation, ████████████ – 209 (Resource)
8:40 a.m. – 9:26 a.m. (P. 2)	Observation, L. ████████ - 209 (Resource)
9:30 a.m. – 10:16 a.m. (P. 3)	Debriefing with Resource Teachers - 209
10:20 a.m. – 11:06 a.m. (P. 4)	Observation, ████████ - Social Studies – 317A (Self-contained)
11:10 a.m. – 11:57 a.m. (P.5)	Debriefing with ████████ 317A
12:01 p.m. – 12:48 p.m. (P. 6)	Observation, ██████ - Science – 320 (Self-contained)

12:52 p.m. – 1:39 p.m. (P. 7)   Break/Reflection – ███████████ Special Education Liasion - 316

1:39 p.m. – 2:29 p.m. (P. 8)   Final Consultation – ████████████████– Room 209
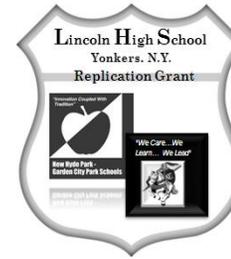
2013 – 2014 Replication Grant
Lincoln High School

New Hyde Park-Garden City Park UFSD
Replication Grant School

Visitor Notes

On Thursday, May 2, 2013, ███████████ F█████, ██████████ (████████████████████████████████████ ████████████ ████████████████ and ███████████████████████████████████ visited the New Hyde-Garden City Park UFSD School District. They visited four schools within the District. Below are details of what the LHS members observed.

Topics of Discussion

- Intervention Software and Hardware
- Web-Based Programs and Desktop Programs
- Resources and/or Curricula Materials
- Professional Development

Details Noted

- Each teacher receives on-going technology training and Common Core Learning Standards (CCLS) updates. An example of CCLS training for teachers was "uncovering" the Common Core. Faculty members meet with teacher facilitators to learn about the shifts and activities aligned with the CCLS.
- Each teacher receives at least one new/updated computer – each classroom has three computers with a printer. Color printers are located in the computer labs.
- All four school buildings have a computer lab with thirty working computers, and a color printer.

- Teachers are provided with technology (i.e. SMART Board, iPads) at their request. If teachers receive technology to aid in instruction, the teachers can receive an entire school day of professional development to be trained on how to use the technology.
- Every SMART Board has a mounted projector. There are no computer and iPads on carts. They do not have a philosophy of "borrowing." They give teachers what they need. For example, they provided a fifth grade teacher with an iPad to use in her class as per her request. She was able to connect it to an Apple TV displayed on a SMART Board.
- There is a technology coach/technical liaison. The individual is paid through a stipend.
- Teachers receive ongoing professional development. The District provides small stipends for Webmasters and technology competent faculty staff members to help support their teachers within each building.
- Professional development occurs once a month [teachers must show best practices] – sharing days, BOCES professional development.

Examples of Technology/Hardware/Software Programs Utilized by the New-Hyde Park School District

- *Intervention Software:* Read 180, FasTTMath, Fraction Nation, System 44, Renaissance Learning STAR, eSpark
- *Web Based Programs:* IXL (skill based), Spelling City, BrainPOP, moreStarfall, Soundsabound, Enchanted Learning, Discovery Streaming (These are teacher controlled resources used to enhance learning.)
- *Desktop Programs:* Pixie (ELL and SWD's), Microsoft Office, Photostory, Google Earth, Movie Maker, Roxio, iTunes
- *Resources:* Follet Shelf (e-bookshelf), Pearson SuccessNet, Think Central, World Book Online (for research projects), Putnam Northern Westchester SS/ELA, SMART Notebook, SMART Math Tools, On Board Academics ELA, On Board Academies Math, On Board Academies Science, Teacher Webpages, FACT Fluency Map {the language of the Common Core}
- *Hardware:* SMARTBoard (every class), SMART Slate, Mono Printers (every class), Color printers (labs), iPads (self-contained, ESL), iPads/apple TV (10 classrooms), SMART Tables (primary self-contained), Science Lab (computer/document camera)

Technology Strengths

- Standardized
- School webmaster in each building
- Color printers for lab
- Scheduled computer lab time
- Computer labs accommodate a full class
- iPads / Apple TV assigned to teachers
- Science Lab

- SMART Slates & Boards in every room
- Teacher websites
- Pre-packaged SMART Board Lessons
- Desktop Programs

<u>Examples of Items to Research</u>

- Survey of needs for LHS
- Read180 & Math 180
- Teacher Web Pages – Web 2.0 Tools
- Pearson / In Vision Math
- Video conference

<u>How can the New Hyde Park-Garden City Park UFSD assist Lincoln High School in replicating its best practices?</u>

We are interested in the following:
  - Teachers from the New-Hyde Park School District to co-facilitate on-going professional development for LHS staff.
  - A list/plan of professional development that has shown positive outcomes for the teachers and students at New-Hyde Park.
  - Hardware/software programs that have proven to be useful in effectively implementing the Common Core Learning Standards (CCLS), with the infusion of technology.
  - Working plan that the technology coach/liaison uses to assist in the implementation of technology and the CCLS. Perhaps providing a list of what the literacy coach's responsibilities are in the school as it relates to learning.
  - Sample curriculum map that is used to implement the CCLS with technology integration.
  - Schedule of where and when teachers meet to uncover the CCLS. In addition, examples of topics discussed in the meetings.
  - Sample FACT Fluency maps.
  - Plan of how New-Hyde Park addresses the learning needs of its English Language Learners (ELLs) and Students with Disabilities (SWDs) as it relates to learning skills aligned with the CCLS.
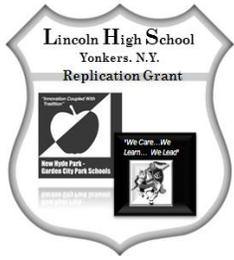
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Mr. Ian Sherman, Principal
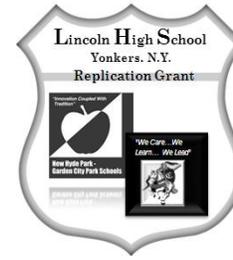
2013 – 2014 Replication Grant

**Professional Development
Planning / Reflections Template**

Date _____

Time and place of meeting   _____

Participants   _____
                    _____
                    _____
                    _____

Topic(s) discussed   _____
                      _____
   _____

Brief description of meeting:
(CCLS discussed, technology used or discussed, how will discussion impact student achievement and best teaching practices)
_____
_____
_____
_____
_____
_____

_____

Next meeting planned (date and goals): _____

Please return this handout or a copy to Mr. Cartica's mailbox at the end of your meeting.
If your meeting occurs after 2:40pm, your team will be receiving compensation. However, you will need prior approval and documentation.
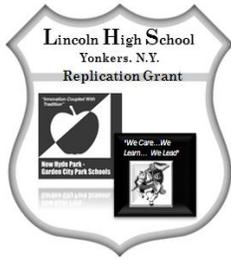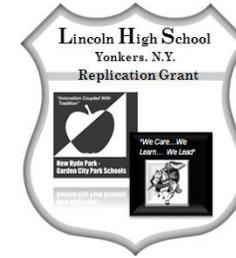
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2013 – 2014 Replication Grant

Professional Development

Goal 1.0 of the Replication Grant specifies that there will be Professional Development provided to acclimate staff to technological resources. At the summer institute, teachers will receive training on how to access technology and how such technology should inform instructional practices.

Goal 2.0 of the Replication Grant encourages the development of technology-infused classrooms where students are encouraged to try, experiment, and discover learning as a tool to achieve at high levels.

Goal 3.0 promotes the collaboration of New Hyde-Park City School District and Lincoln High School by using technology to implement the CCLS.

Dates:	Topics:	***Participants:
September 26, 2013 October 29, 2013 November 22, 2013	*Reading Styles Model*	████ ██████████ ████████████
October 3, 2013 November 14, 2013 December 11, 2013	*Balanced Literacy*	█████ ████████████████
October 28, 2013 December 6, 2013 February 3, 2013	*Students With Disabilities: Strategies for Modification of Standards*	*█████ ███████████████████