



Hillcrest Elementary School Learning Team Presentation

November 15, 2016

Jacqueline Liburd, Principal

SLT Members:

Tara King, Peggy Owens, Gloria Salumn, Jonathan Sicherman, Heather Macpherson, Jamie Rossi, Kelly Lefevre, Heydi Rodriguez, Jennifer Bruno, Marisa Anzovino, and Caroline Ramos

2016-2017 Hillcrest Elementary School

Total Enrollment	525
4th Grade Enrollment	263
5th Grade Enrollment	262
Number of Classes	4th– 12 Classes 5th – 10Classes Dual Language 4th Grade - 3 classes Dual Language 5th Grade - 3 classes Multi-age (Self-Contained) – 2 Classes
Average Class Size	4- 21 5 - 25
English Language Learners	Total – 4th - 75 5th- 75
Students with Disabilities	Total- 4th - 46 5th - 45

District Aspirational Goals

Reading:

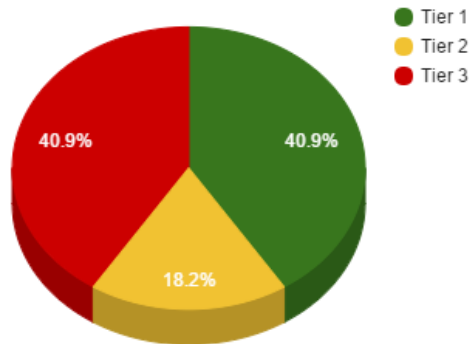
By the year 2020, all students will achieve grade-level literacy by the end of grade 3.

Graduation:

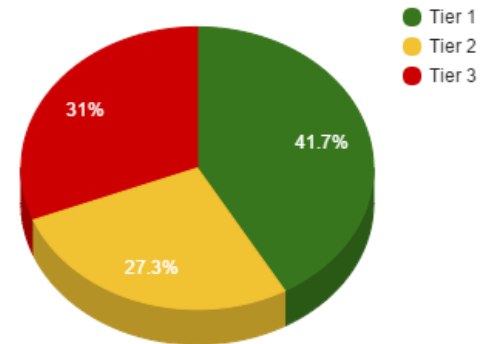
By the year 2020, graduation rates will increase to 100%.

Hillcrest Elementary School Data: 4th Grade Fountas & Pinnell Levels 2015-2016

2015 - 2016 4th Grade F&P BOY - All Students



2015 -2016 4th Grade F&P EOY - All Students



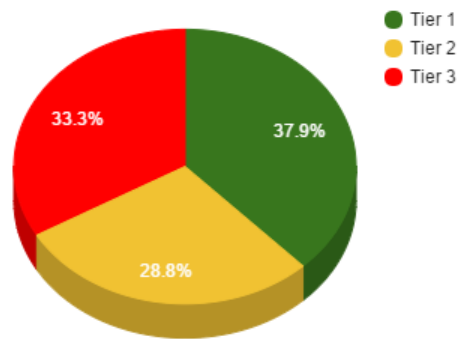
Tier 1: Meeting or Exceeding Grade Level Expectations

Tier 2: Approaching Expectations

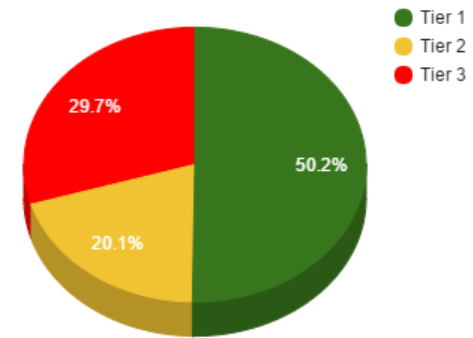
Tier 3: In Need of Intensive Support

Hillcrest Elementary School Data: 5th Grade Fountas & Pinnell Levels 2015-2016

2015 - 2016 5th Grade BOY F&P - All Students



2015 -2016 5th Grade F & P EOY -All Students



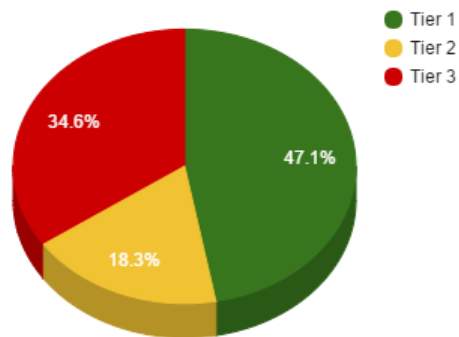
Tier 1: Meeting or Exceeding Grade Level Expectations

Tier 2: Approaching Expectations

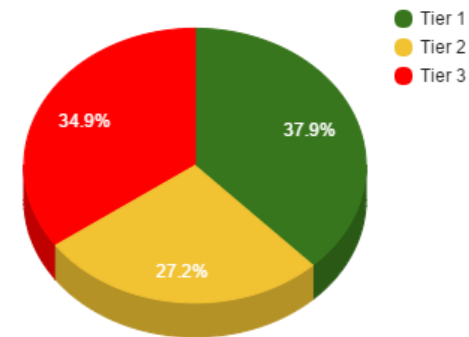
Tier 3: In Need of Intensive Support

Hillcrest Elementary School Data: 4th and 5th Grade Fountas & Pinnell Levels 2016-2017

2016 - 2017 4th Grade F&P BOY - All Students



2016 - 2017 5th Grade BOY F&P - All Students



Tier 1: Meeting or Exceeding Grade Level Expectations

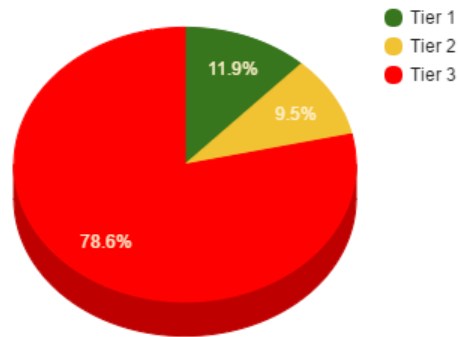
Tier 2: Approaching Expectations

Tier 3: In Need of Intensive Support

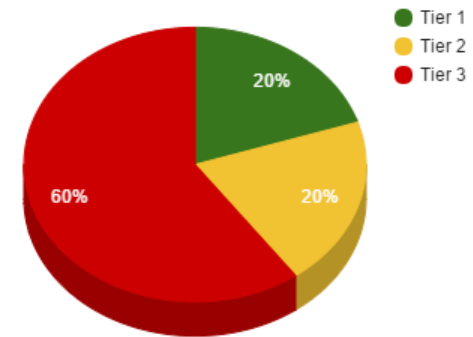
Hillcrest Elementary School Data

4th Grade SWD and ENL's

2016 - 2017 4th Grade BOY Students with Disabilities



2016- 2017 4th Grade BOY English as a New Language



Tier 1: Meeting or Exceeding Grade Level Expectations

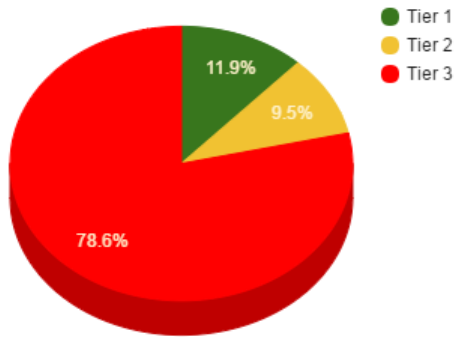
Tier 2: Approaching Expectations

Tier 3: In Need of Intensive Support

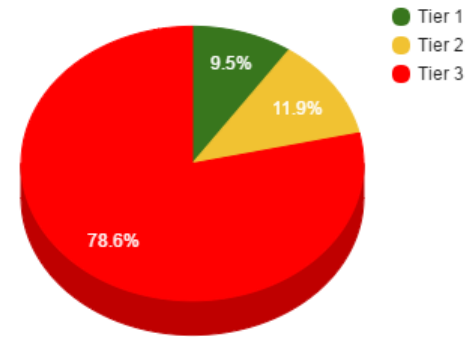
Hillcrest Elementary School Data

5th Grade ENL and SWD

2016 - 2017 4th Grade BOY Students with Disabilities



2016 - 2017 4th Grade BOY - Students with Disabilities



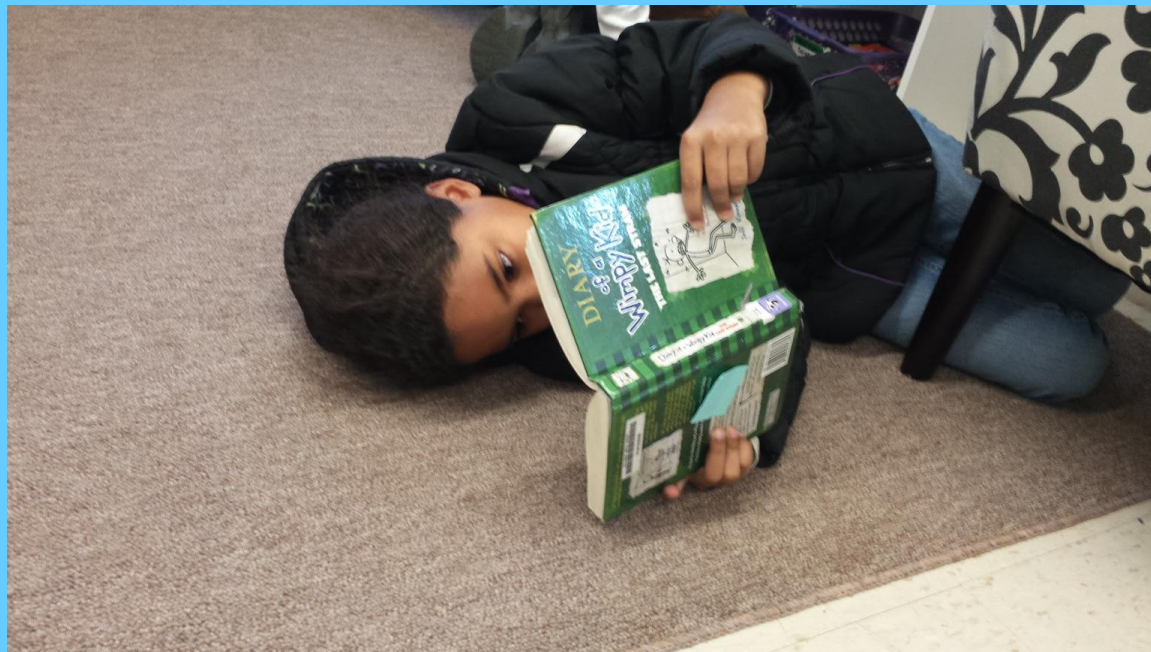
Tier 1: Meeting or Exceeding Grade Level Expectations

Tier 2: Approaching Expectations

Tier 3: In Need of Intensive Support

School Comprehensive Educational Plan (SCEP)

Hillcrest Elementary's SCEP Plan is aligned to the School District's DCEP Plan and is a living document.



Tenet Two School Leader Practices and Decisions

Goal	By June 2017, 100% of the teaching staff will demonstrate competency in the implementation/application of the Readers' Workshop model in their classrooms resulting in a minimum of 3 levels of growth using Fountas and Pinnell reading levels.
Action Plan	<ul style="list-style-type: none">● Daily mini lesson with Content and Language objectives clearly displayed and explained to students; This will be fully implemented by October 31, 2016 and administrators will provide ongoing monitoring through June 2017. The intended impact is the implementation with fidelity of the Readers' Workshop in all classrooms resulting in measurable student growth using Fountas and Pinnell reading levels.● All teachers will implement a daily workshop model approach (mini lesson, independent/guided practice, share for 90 minutes) where students complete activities that are accurately matched to their academic levels and include an end-of-session activity that revisits the content and

Tenet Three Curriculum Development and Support

Goal	<p>One grade level meeting per month will be dedicated to analyzing different forms of data. This data includes, but is not limited to: state assessments, student performance observations, sight word lists (F & P), spelling inventory, and item analysis of building created formative and summative assessments.</p>
Action Plan	<ul style="list-style-type: none">● Progress Monitoring of Math and ELA using Running records, fluency, comprehension, and writing on an ongoing basis by classroom teachers. Impact of data driven instructional adjustments will result in measurable student growth using Fountas and Pinnell reading levels.● 100 % of teachers will participate in quarterly data meetings focused on individual classes and students. Teachers will effectively and consistently use this data to drive instruction, develop lesson plans, and differentiate strategies for all learners.

Tenet Four Teacher Practices and Decisions

Goal	By November 2016, 100% of teachers will have participated in at least one PD session focused on creating, identifying, and implementing higher order thinking questions. Administrators will provide ongoing monitoring for changes in instructional practice through June 2017
Action Plan	<ul style="list-style-type: none">● Beginning in September 2016, teachers will be given professional development during faculty meetings on how to develop higher order thinking questions. Impact of changes in instructional practice will result in measurable student growth using Fountas and Pinnell reading levels.● Teacher leaders and Reading teachers will model the use of the Fountas and Pinnell System of Strategic Action Wheel as a framework for generating higher-order thinking questions (Beyond the Text and About the Text). Impact of changes in instructional practice will result in measurable student growth using Fountas and Pinnell reading levels.

Tenet Five Student Social and Emotional Developmental Health

Goal	By January 2017, Hillcrest Clinical Staff along with Community School project director will create a system to monitor the success of social and emotional developmental health (SEDH) interventions and articulate impact on students.
Action Plan	<ul style="list-style-type: none">● Weekly clinical meetings with support staff and Community school partners to discuss student referral and follow up in the assignment of supports in order to determine adjustments necessary to create a learning environment that leads to healthy relationships and a safe, respectful environment that is conducive to learning for all students.● Daily: Continued implementation of Sanctuary Community Meeting. Intended impact is to create a learning environment that leads to healthy relationships and a safe, respectful environment that is conducive to learning for all students.

Tenet Six Family and Community Engagement

Goal	By June 2017 attendance at the Parent Workshops will have increased by 10% as measured by workshop sign-in sheets.
Action Plan	<ul style="list-style-type: none">● Monthly: Hangin' at Hillcrest (Event held at nights to engage families in social and /or academic activity) to be combined with Parent and Community Together (PACT) time: parents learn as students engage in planned activities.● Yearly: BBQ or Ice cream social BOY kickoff off. The intended impact will be engaging students, families, and community stakeholders so that our families will feel that Hillcrest is a safe, welcoming and and supportive place.● Quarterly: The table, sharing time together, fostering dinner table discussions. Community Potluck dinner facilitated by Hillcrest Community School Initiative project

HILLCREST CELEBRATIONS

Annual Poetry Cafe



Meet the Teacher Night



Dads Take Your Child to School



COMMUNITY BUILDING

Welcome back Family BBQ



Face Painting Fun



Kacey from WHUD was there!

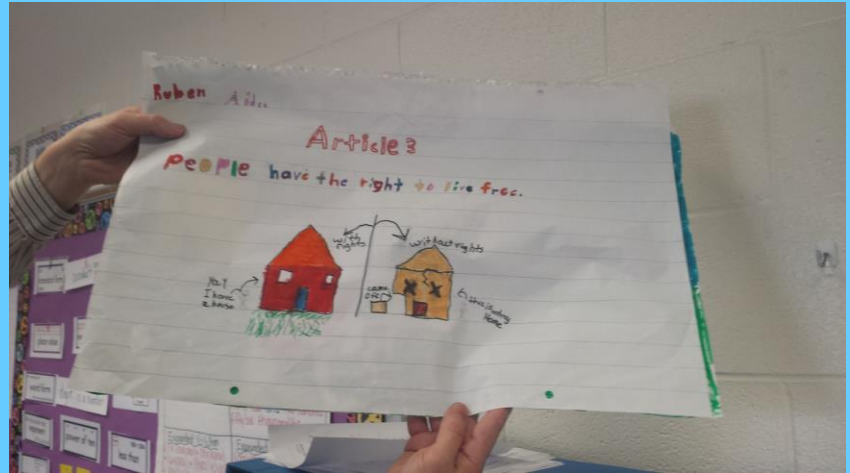


HILLCREST CELEBRATIONS CONTINUED

Taking Care of Our Community



Developing A Social Conscience



Parents learn the Art of Storytelling



PBIS - Super Hawks



THANK YOU

- Peekskill Board of Education
- Administrative Team
- Community Partners
- Teachers
- Staff
- Families
- ...and to those who can

Those Who Can-
Gavin Kayner

*Those who can – make failure bear fruit,
bring fruit to seed and plant seeds
for tomorrow.*

*Those who can – turn injury to endurance,
endurance to dreams and give dreams
substance.*

*Those who can – shape hate to awareness,
awareness to grace and crown grace
with compassion.*

*Those who can – massage fear to faith,
bend faith to courage and sculpt
courage into wings.*

*Those who can – subdue chaos with meaning,
define meaning as light and translate
light to vision.*

*Those who can – give knowledge reason,
fashion reason into tools, use tools as
keys
so that doors become opportunities.*

*Those who can – give charity character,
invest character with strength and
free strength to ministry.*

*Those who can – define love by their acts,
spin their acts to hope and with
hope
give children a reason to celebrate.*

Those who can – teach.