

A large group of school children, mostly young boys and girls, are walking along a paved sidewalk. They are wearing backpacks and casual clothing. To their right, a line of yellow school buses is parked. The scene is outdoors on a sunny day, with trees and a grassy area in the background. The image is framed by a green border.

Lewiston Porter Central School District

Primary & Intermediate Education Centers
October 2018



Elementary Program Update



Program Updates:

★ **Leader In Me**



Elementary Program Update

Program Updates:

Planning Strategically for Workshop Implementation in Lewiston Porter Central
Schools Multi-Year Plan

★ Workshop Model - Literacy Program

2017-2018



- Writing Workshop Training for All Grade Levels K-5
 - 3 Days of training per grade level
 - Collaboration Time as Grade Level Teams
- Reading Workshop Training for those who chose to implement
 - 1 Day of summer training
 - 1 Day during the year
 - Words Their Way

2018-2019



- Begin Full Implementation of Reading Workshop K-5
 - Continued Training with Reading- 3 Days per grade level
 - Continued Training with WTW as needed
- Continue with Writing workshop implementation K-5.
 - PD as requested
 - Collaboration Time as Grade Level Teams
- In-class support training PD with Jeanne T.

2019-2020



- Continue Implementation of Reading and Writing Workshop
- Continue utilization of Words Their Way
- Continue to provide PD as necessary and Collaboration Time with Grade level teams.

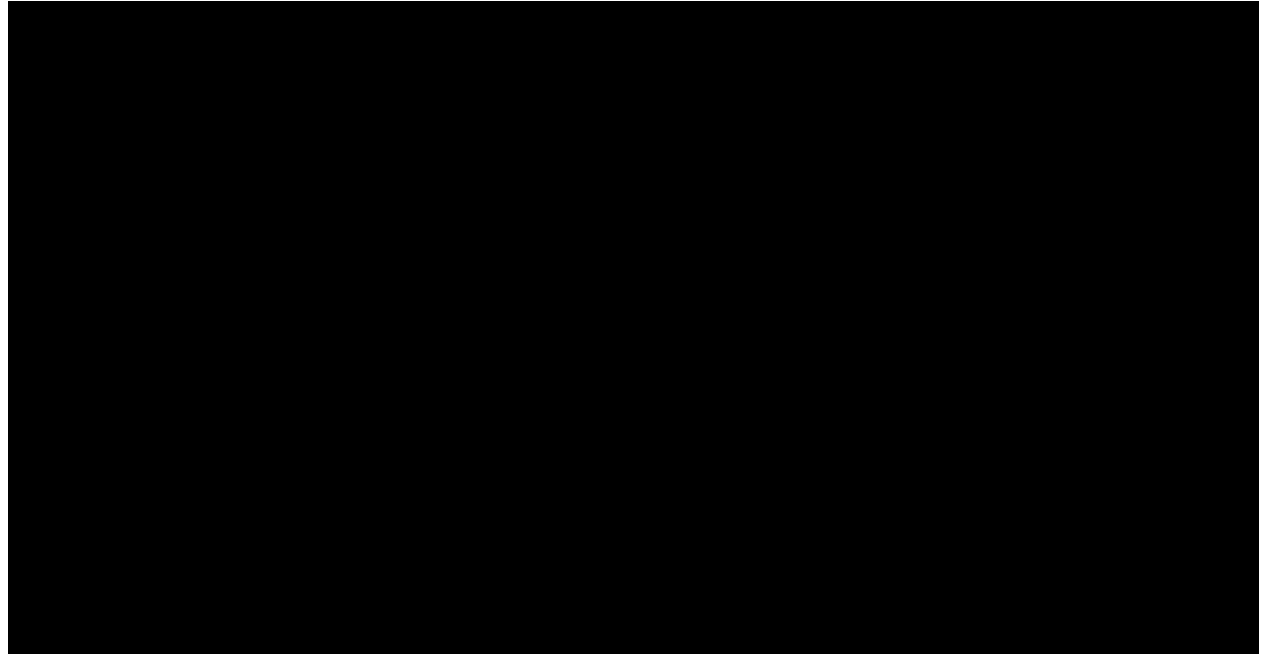


Elementary Program Update



Program Updates:

★ STEAM Lab





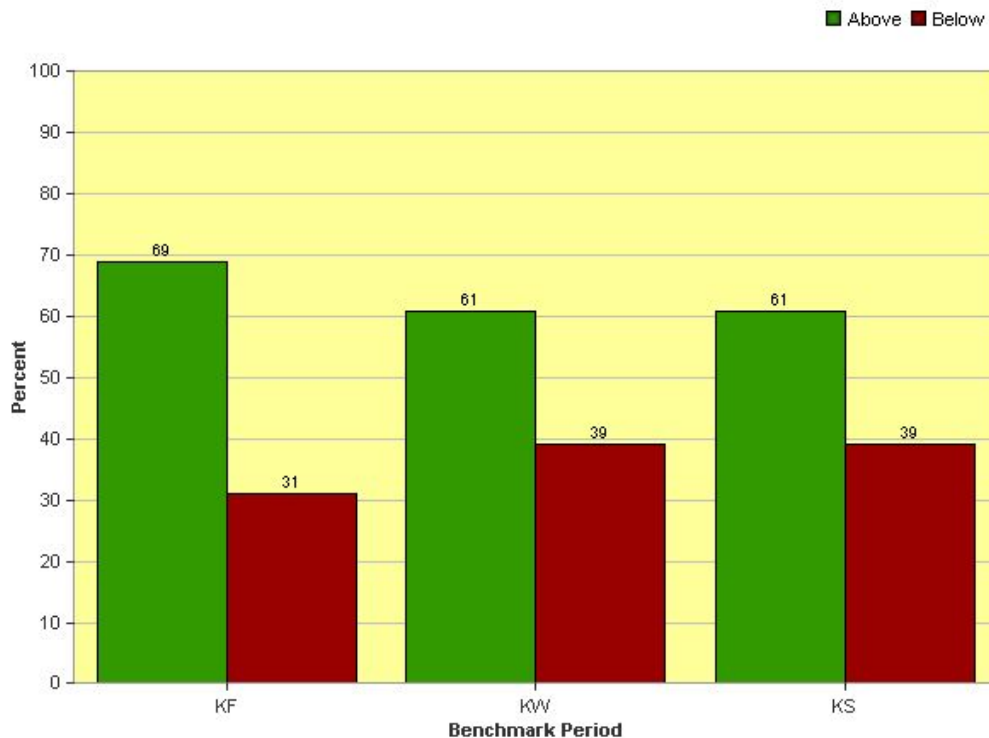
2017-2018

Primary Education

Center Benchmark Data

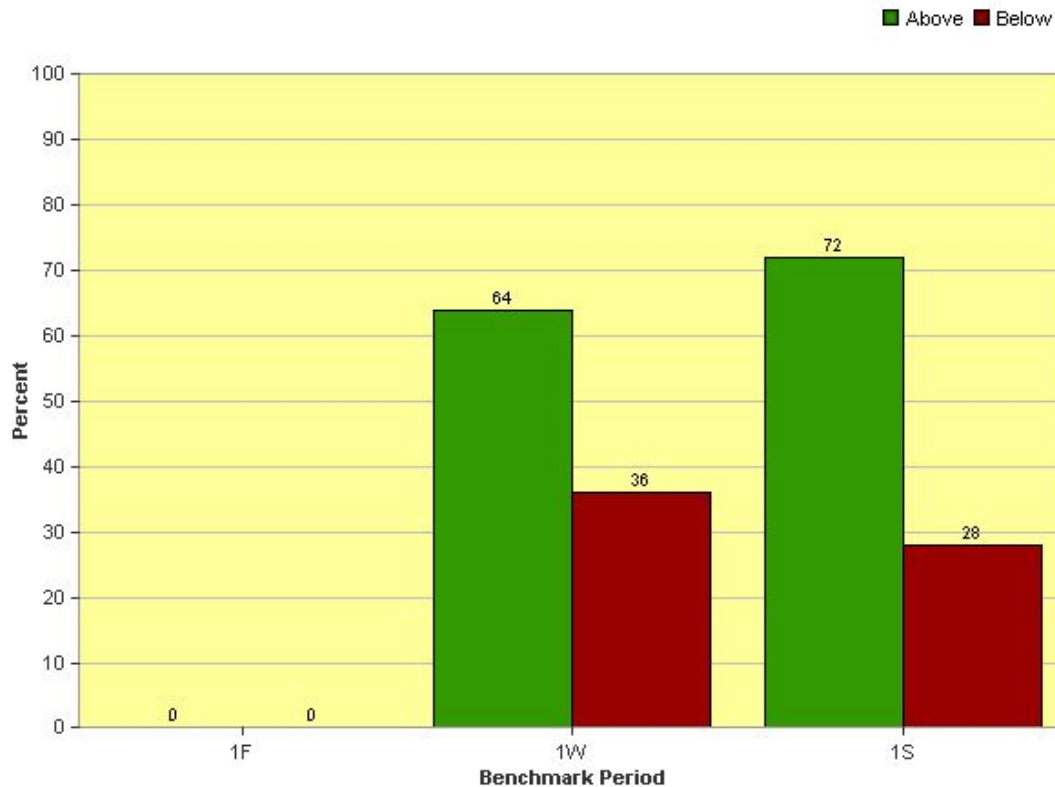


Primary Education Center Kindergarten Letter Sound Fluency



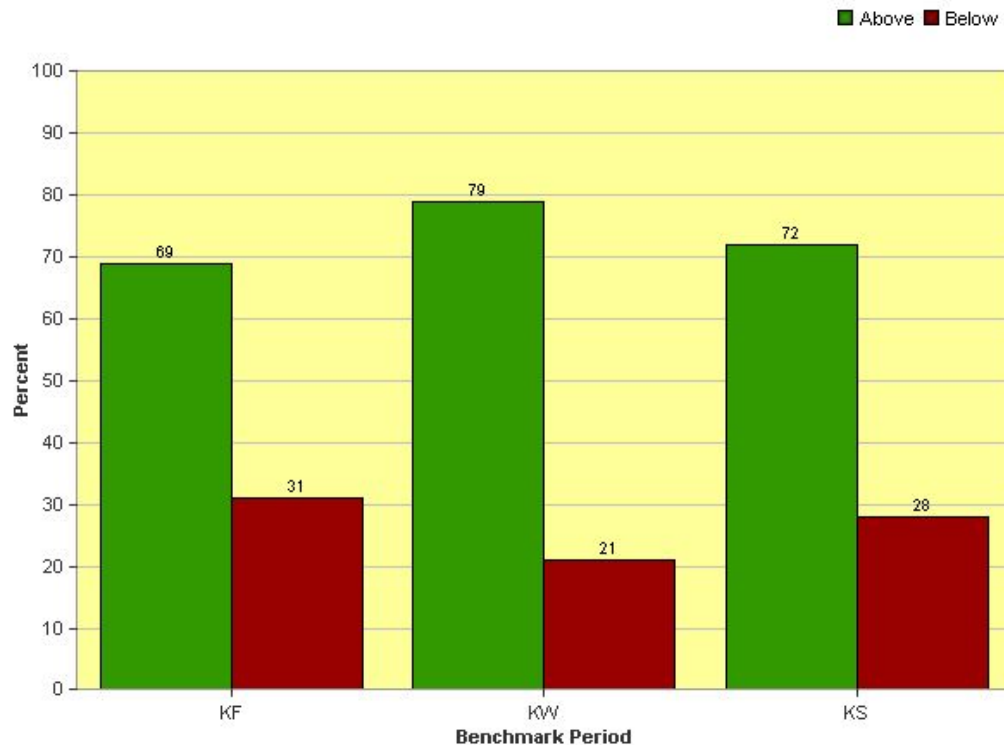


Primary Education Center First Grade Reading Fluency





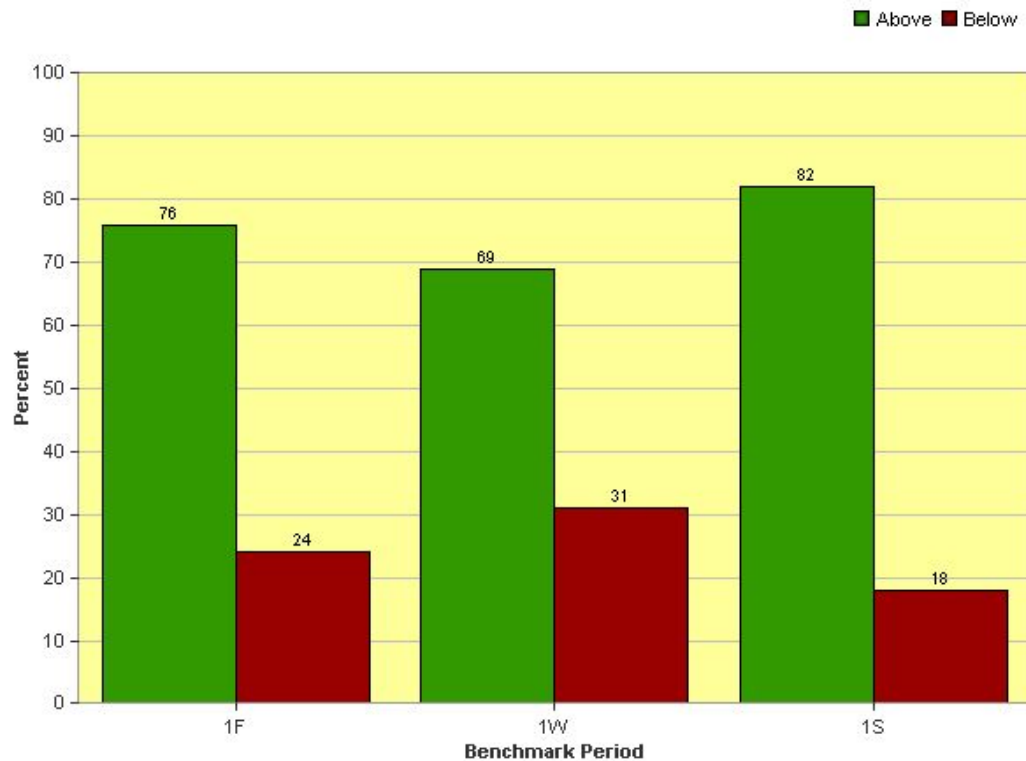
Primary Education Center K Math Quantity Discrimination





Primary Education Center

First Grade Math Computation Fluency





Primary Education Center

STAR Reading 2nd

Fall

2017 - 2018 Grade 2



118

69%
82

10%
12

10%
12

10%
12

Spring

2017 - 2018 Grade 2



120

83%
100

7%
8

8%
9

3%
3

STAR Math 2nd

Fall

2017 - 2018 Grade 2



118

60%
71

18%
21

14%
16

8%
10

Spring

2017 - 2018 Grade 2



120

81%
97

9%
11

5%
6

5%
6

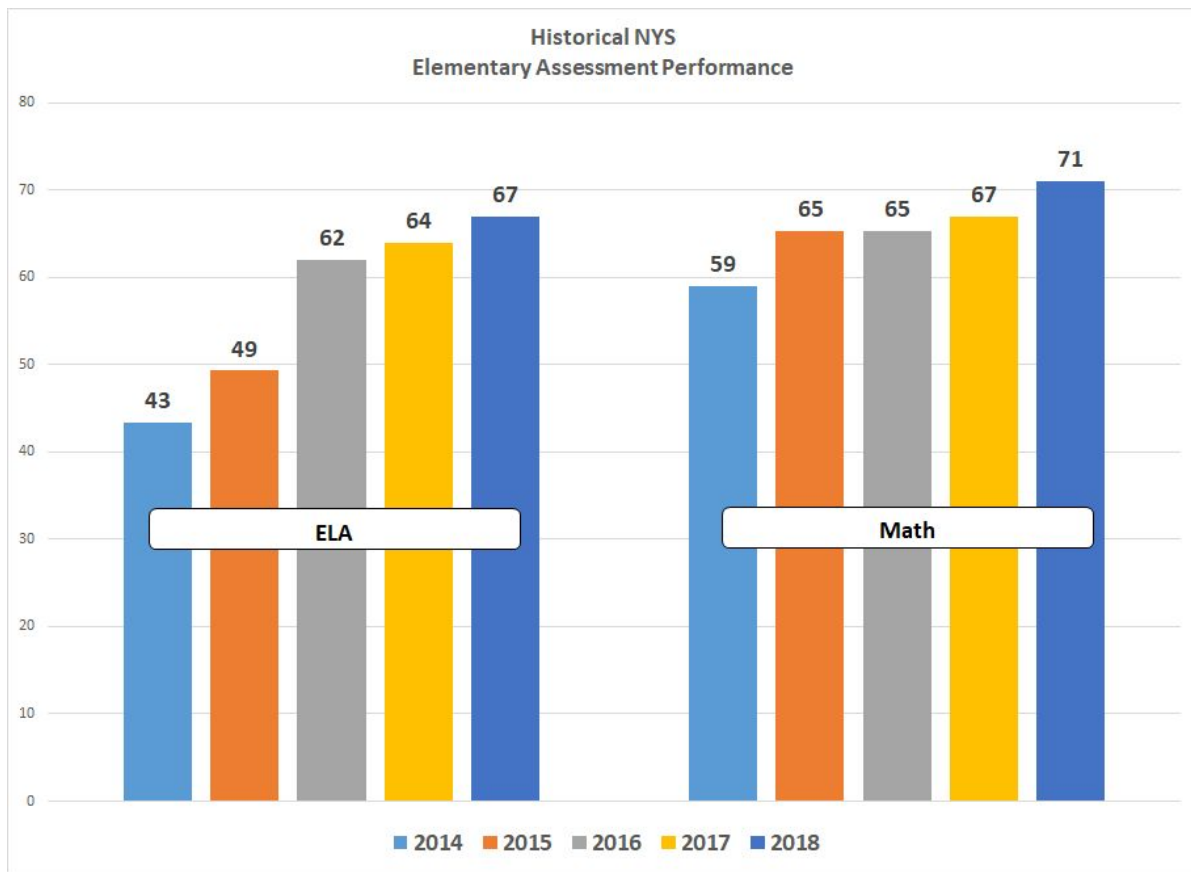


2017-2018

NYS Assessment Data

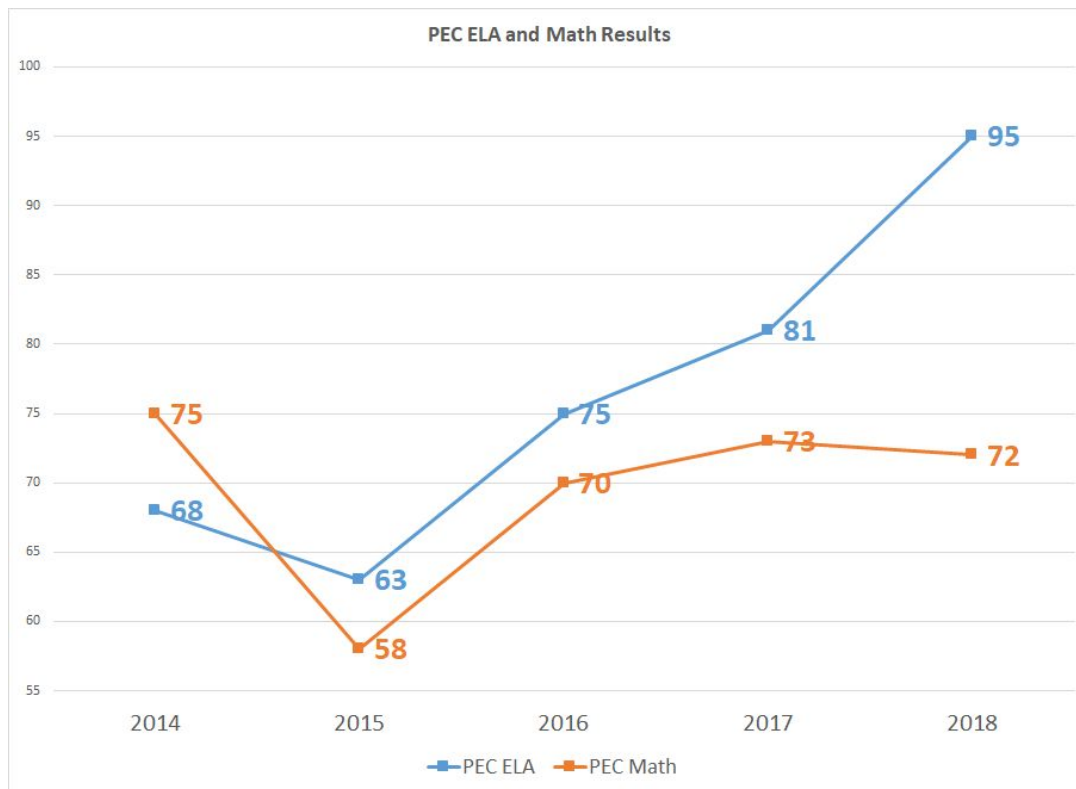


Historical Performance at the Elementary



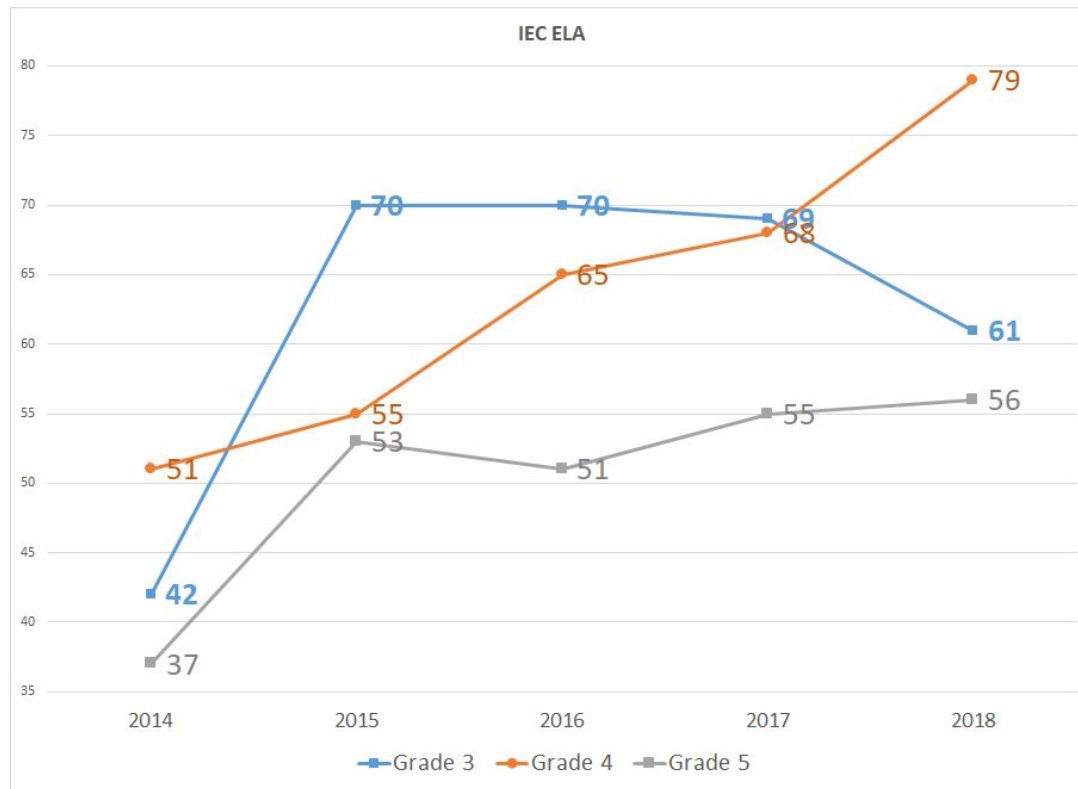


Primary Education Center





Intermediate Education Center





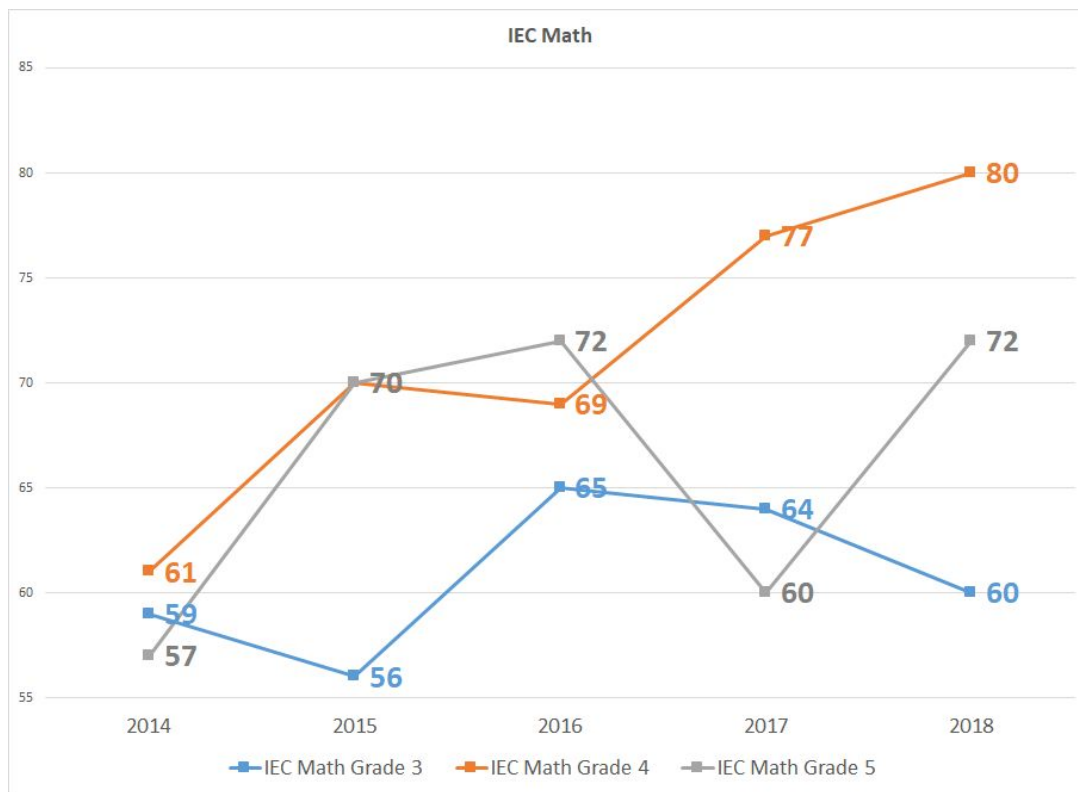
Intermediate Education Center



	IEC ELA Results		
	Grade 3	Grade 4	Grade 5
2014	42	51	37
2015	70	55	53
2016	70	65	51
2017	69	68	55
2018	61	79	56



Intermediate Education Center





Intermediate Education Center



	IEC Math		
	Grade 3	Grade 4	Grade 5
2014	59	61	57
2015	56	70	70
2016	65	69	72
2017	64	77	60
2018	60	80	72



Intermediate Education Center



2018 Proficiency Rates	IEC	LP District	New York State	O/N BOCES
Grade 3 ELA	61%	66%	51%	41%
Grade 4 ELA	79%	79%	47%	35%
Grade 5 ELA	56%	56%	37%	32%



Intermediate Education Center



2018 Proficiency Rates	IEC	LP District	New York State	O/N BOCES
Grade 3 Math	60%	61%	54%	49%
Grade 4 Math	80%	80%	48%	45%
Grade 5 Math	72%	72%	44%	43%



2017-2018 Reflections and Next Steps



Data Summary for ELA and Math



- Lewiston-Porter has consistently had a higher % of students scoring proficient level compared to New York State and O/N Boces
- Looking at the five years of data, there are many variables to look at, such as, opt-outs, curriculum, test changes, special education and economically disadvantaged students.
- There have been improvements since 2014, however, there are some drops in the data.
- From this data, we would have to look closer at the gap analysis. Together, we would find weaknesses and ways to better instruct and assess these areas.



Goals to Improve Performance



1. Work with faculty and staff to increase the % of students receiving a proficient level on the NYS ELA and Math assessment.
2. Take a closer look at what curriculum is being taught and how instruction is being assessed at all grade levels.
3. Collaborate with teachers on how to best support them with implementing curriculum.
4. Reinforce CFA, using Depth of Knowledge and analyzing student data.
5. Help teachers and students develop goals that best meet their individual needs.



Plan of Action



Continue to implement PLC- answering the 4 questions

- Focus on professional development
- Use monthly meetings to analyze data, look deeper at the curriculum and how instruction is delivered
- Getting actively involved in common planning time of each grade level
- Work with Peer coordinators and special education teachers
- Collaborate with staff in the development of class lists, programs, and special education
- Include student leadership with Lancer Leaders, Student Lighthouse team, power breakfasts and after school activities
- Educate parents and provide information on ways they can help their child succeed (Through Seesaw, Newsletters and the website)



Questions?