



Trinity Elementary School

661100010008

School Improvement Plan

October 10, 2022

Consultation and Collaboration Signature Page

Name	Title	Signature
Michael Hilderbrand	Principal	<i>Michael Hilderbrand</i>
Bridget Merturi	Assistant Principal	<i>Bridget Merturi</i>
Johanna Vasquez	Math Coach	<i>Johanna Vasquez</i>
Ann Lenore Zalenski	Literacy Coach	<i>Ann Lenore Zalenski</i>
Nelsie Febles	Social Worker	<i>Nelsie Febles</i>
Brooke Mueller	PTA President, Community Member, Parent	<i>Brooke Muller</i>
Joyce Kent	Hudson Park Greenhouse	<i>Joyce Kent</i>

School Vision & Mission

Vision

Our philosophy is based on the needs and characteristics of our students and staff. We focus on meeting the special needs and interests of all students. Along with a solid academic background, there are several important traits which we hope our students will develop. These include a love of learning, a positive self-image and a sense of personal responsibility. We hope that in all ways, we as an elementary school, will be characterized by cooperation, caring and an open sharing of ideas and feelings. Always the assumption in our concept at Trinity is that each student is special and that all students are capable of learning

Mission

We need to live with ourselves, our neighbors and all members of the international community; we believe that education must help individuals know themselves, understand their world, and believe in cooperation and mutual respect. It is important that our students examine and appreciate their own characters, that they be open and sensitive to the relationships with others and that they learn to demonstrate an active concern for their neighborhoods and for the world at large. Such goals are both ambitious and vital; we must each aim at them through a lifetime of learning and growth. To help students love learning, so they can happily undertake such a life, we must foster a concern with why, and not just what, they are learning. We are committed to the belief that learning to know ourselves deeply, care about others, and accept education as a never-ending process occurs best when we are held responsible for our actions yet feel secure enough to take risks. We, therefore, aim to be challenging and demanding, yet nurturing and individualized.

School Profile

Enrollment 875 total

Demographic Data

- American Indian or Alaska Native: .68%
- Asian: 3.5%
- Black or African American: 25%
- Hispanic or Latinx: 58%
- Native Hawaiian or Other Pacific Islander: 57%
- Two or More Races:
- White: 12%
- English Learners:
- Students with Disabilities:

Average Class Size

- Gr. K: 20
- Gr. 1: 24
- Gr. 2: 25
- Gr. 3: 25
- Gr. 4: 25
- Gr. 5: 24

School Profile

Number of Certificated Instructional Staff – Total: 85

- Classroom Teachers: 31
- Reading Teachers: 4
- Dual Language Teachers: 6
- ENL Teachers: 5
- Essential “Specials” Teachers: 6
- Instructional Coaches: 3
- AIS Teacher: 2
- Special Education Teachers: 10
- Speech Teacher: 2
- Counselors:1
- Psychologists:2
- Social Workers:2
- Teaching Assistants:11

Highlights (Artists-in-Residency Programs, Dual Language Programs, STEM/STEAM Programs, noted accomplishments, etc.): MERCYTi

- **STEAM (Modified Kaleidoscope)**
- **Artist in Residence Accent Dance, TheaterWorks, Zumba**
- **Hudson Park Children’s Greenhouse Partnership**
- **K-5 One-Way Dual Language Program**
- **FLES - Spanish**
- **Mercy STEAM Partnership**
- **Social Emotional Learning / Mindfulness**
- **TV Studio Broadcasting & Production**
- **Extended Learning Programs**

- **ENL**
- **Second Step**
- **ELA**
- **Math**
- **Athletics**
- **Coding**
- **STEAM**
- **Saturday Math Academy**

- **Schoolwide PBIS Program**

Data Snapshot



Student SubGroup	NYS ELA Proficiency Rates	STAR ELA Proficiency Rates	NYS Math Proficiency Rates	STAR Math Proficiency Rates
All	33.5	49.6	32.6	54.5
Female	39.8	51.1	33.3	48.5
Male	27.5	47.9	32	59.9
Black	24.7	50.2	29.1	49.4
Hispanic	32.1	45.7	30.4	51.5
White	67.6	58.2	48.6	68.6
SPED	0	16.7	2.0	27.3
ELL	8.6	24.4	12.3	33.6
Economically Dis.	25.8	44.1	27.2	48.7

Measurable Outcomes of Focus (3-4)

Literacy Outcome

The following are measurable goals for Title I Schools:

- **Measurable Goal 1:** By June 2023, there will be a 5% increase in the number of Title I students scoring at levels 3 or 4 on the Grades 3-5 NYS English Language Arts assessment.
- **Measurable Goal 2:** By June 2023, there will be a 3% decrease in the number of Title I students in levels 1 and 2 on the Grades 3-5 NYS English Language Arts assessment.
- **Measurable Goal 3:** By June 2023, 5% of students in Grades K-2 will progress from On Watch to At/Above Benchmark on the STAR Renaissance assessment for the 2022-23 school year.
- **Measurable Goal 4:** By June 2023, 10% of students in Grades 3-5 will progress from On Watch to At/Above Benchmark on the STAR Renaissance assessment in the 2022-23 school year.

<p>Mathematics Outcome</p>	<ul style="list-style-type: none"> ● Measurable Goal 1: By June 2023, there will be a 5% increase in the number of Title I students scoring at levels 3 or 4 on the Grades 3-5 NYS Math assessment. ● Measurable Goal 2: By June 2023, there will be a 3% decrease in the number of Title I students in levels 1 and 2 on the Grades 3-5 NYS Math assessment. ● Measurable Goal 3: By June 2023, 5% of students in Grades K-2 will progress from On Watch to At/Above Benchmark on the STAR Renaissance assessment for the 2022-23 school year. ● Measurable Goal 4: By June 2023, 10% of students in Grades 3-5 will progress from On Watch to At/Above Benchmark on the STAR Renaissance assessment in the 2022-23 school year.
<p>Parent Engagement Outcome</p>	

	<ul style="list-style-type: none"> ● Measurable Goal 1: By June 2023, there will be a 10% increase in the parent/family engagement participation in Title I school-based activities.
Science Outcome	<ul style="list-style-type: none"> ● K-5 teachers will support blended STEM instruction utilizing hands-on inquiry as a focus and mixing media and video curricular resources from Mystery Science ● K-5 STEAM enrichment (“STEAM for All”)
SEL Outcome	<ul style="list-style-type: none"> ● Time is allocated for Social Emotional practices in the daily schedule for Grades K-5. ● Provide SEL enrichment activities for students and staff in Grades K-5 (Yoga, Restorative, Mindfulness). ● Use Restorative Practices to support students in repairing harm from conflict. ● K-2 / 3-5 Student SEL support groups facilitated by members of the PPS Team. ● Outreach to local community agencies to collaborate with the clinical department to support children and families.- see PPS Newsletter

Action Plan

Literacy Outcome Focus:

Strategic Direction Alignment: Student Learning Safe & Supportive Schools Superb Staff Engagement & Outreach Resource Management

Strategy	Task	Lead Person	Professional Learning	Process & Outcome Deliverables	Check Points & End Date
Increase frequency of guided reading / strategy groups as a means to deliver targeted instruction in complex texts.	Create individual classroom schedules	Ann Lenore Zalenski and Grade Level Teachers	PLC and Grade Level Meetings	Students will increase their strategy bank for navigating complex texts	Interim 1 December 1, 2022
	Review guided reading and strategy group structure with classroom teachers				Interim 2 February 17, 2023
Provide students with systematic instruction in Phonemic Awareness using the Heggerty Program	Review weekly lessons Embed time for lessons in master schedule	Ann Lenore Zalenski and K-2 teachers	PLC and Grade level Meetings	Students will increase their phonemic awareness leading to	End Date

				an increase in decoding.	May 31, 2023
Provide parent workshops to give strategies for supporting literacy development at home	Design parent engagement workshops through Title 1	Angela Weeks	Department Meetings with Tiara Reyes Vega	Parents will help their children grow as readers at home by using strategies to support literacy development/	

Mathematics Outcome Focus:

Strategic Direction Alignment: *Student Learning* *Safe & Supportive Schools* *Superb Staff* *Engagement & Outreach* *Resource Management*

Strategy	Task	Lead Person	Professional Learning	Process & Outcome Deliverables	Check Point & End Date
Provide opportunities for students to strengthen their fact fluency in grades 1 and 3	Incorporating foundation facts and progressing into derived facts through a continuum of learning.	Johanna Vasquez	PLCS Context for Learning and New Perspectives training with math coach (k-5)	Students will become more proficient in their computational fluency	Interim 1 December 1, 2022

Provide students with multiples ways to enter a math problem	Teacher will model how to enter a math problem in a variety of ways (strategies or models). Students will engage in math investigations that promote productive struggle.	Johanna Vasquez	PLC Context for Learning and New Perspectives training with math coach (k-5) Connecting Math Practices to our priority standards and applying them in our daily math instruction.	When presented with a word problem, students will look at the relationship of numbers, the structure of a word problem, and/or repeated patterns to work through it.	Interim 2 February 17, 2023 End Date May 31, 2023
Provide tier 2 math intervention to our title 1 students who fall under “urgent intervention”	Math Academic Intervention 2-5	Johanna Vasquez	Math Department Meetings	Students will show a SGP of 35% or higher in their Spring STAR report.	
Provide a 3 bilingual math workshops for parents to engage in math games their child to develop number sense and fluency	Saturday Math Academy K-2	Johanna Vasquez Maria Torres Jenny DiZenno	Math Department Meetings	Students will see their parents invested in learning alongside them. Parents will continue playing the games provided at home.	
Provide parent workshops to give strategies for supporting math development at home	Math Night for grades K-2 Math Night for grades 3-5	Johanna Vasquez	PLC meetings	Parent’s will learn the focus skills needed to support their child at home and bring home a tool kit to continue working on those skills.	

SEL Outcome Focus:

- Time is allocated for Social Emotional practices in the daily schedule for Grades K-5.
- Provide SEL enrichment activities for students and staff in Grades K-5 (Yoga, Restorative, Mindfulness).
- Use Restorative Practices to support students in repairing harm from conflict.
- K-2 / 3-5 Student SEL support groups facilitated by members of the PPS Team.
- Outreach to local community agencies to collaborate with the clinical department to support children and families.- see PPS Newsletter

Strategic Direction Alignment: Student Learning Safe & Supportive Schools Superb Staff Engagement & Outreach Resource Management

Strategy	Task	Lead Person	Professional Learning	Process & Outcome Deliverables	Check Point & End Date
Create a monthly SEL theme calendar to target SEL practices throughout the year.	Identify themes using CASEL framework and share calendar with K-5 teachers Identify the theme and model related skills during Morning Announcements	PPS Team Jen Betz Bridget Merturi	CASEL Workshops	There will be an SEL calendar provided to K-5 teachers. Students will apply SEL practices independently. Teachers lead mini-lesson related to monthly themes.	Interim 1 December 1, 2022
Students and staff will participate in SEL enrichment activities.	Provide Yoga and mindfulness activities to K-5 students. Host staff SEL enrichment activities:	Jen Betz PPS Team	Mindfulness Workshop <u>180 Days of Self-Care for Busy Educators</u> by	Yoga classes will be provided for students in Grades K-5.	February 17, 2023

	<ul style="list-style-type: none"> • intentions • vision board • restorative circles • mindfulness 		Tina H. Boogren (Book Club)	<p>Students will practice mindfulness independently.</p> <p>Teachers will identify self-care strategies.</p>	May 31, 2023
Students and staff will use Restorative Practices to repair harm that has resulted in conflicts.	<p>Teachers will lead and participate in Restorative circles with K-5 students.</p> <p>Teachers will use Restorative Dialogue when responding to Peer-to-Peer conflicts.</p>	Jen Betz PPS Team	Restorative Practice Training	Students will participate in Restorative Practices to resolve conflicts.	
Students will meet with PPS team members in small groups.	PPS will identify students that need additional SEL support and provide explicit instruction in a small group format.	PPS Team	Rethink, Second Step and Restorative Practices	Students will participate in restorative circles and social/academic instructional groups.	
Continue outreach to local communities.	Partner with key stakeholders to provide professional development opportunities and/or parent workshops about SEL development of children.	PPS Team Administrators	New Rochelle Network Meetings (Westchester County Community Mental Health)	PPS will turnkey information to faculty/staff and families.	

Science Outcome Focus:

- K-5 teachers will support blended STEM instruction utilizing hands-on inquiry as a focus and mixing media and video curricular resources from Mystery Science
- K-5 STEAM enrichment (“STEAM for All”)

Strategic Direction Alignment: Student Learning Safe & Supportive Schools Superb Staff Engagement & Outreach Resource Management

Strategy	Task	Lead Person	Professional Learning	Process & Outcome Deliverables	Check Point & End Date
K-5 teachers will support blended STEM instruction utilizing hands-on inquiry as a focus and mixing media and video curricular resources from Mystery Science	Incorporate at least 3 inquiry based investigations throughout the school year on each grade level where students are focused on the process	Grade Level Science Lead Teachers		Mystery Science Check Ins and End of Unit Assessments.	Interim 1 December 1, 2022
Provide STEAM Enrichment for all classes in the STEAM Lab linked to science units.	Classes will come to the STEAM Lab on a rotating basis to engage in hands-on investigations and engineering challenges.	Terri Agravat	Trout in the Classroom Training Consultation with Mercy College mentor	Students will strengthen their collaboration, creativity, critical thinking, and perseverance.	Interim 2 February 17, 2023 End Date May 31, 2023

Hands on experience in Outdoor Learning Gardens	Special classes, 1st grade classes, and 3rd grade classes grow plants indoors, transfer to garden beds, and tend to the plants on a rotating cycle.	Terri Agravat Johanna Vasquez Meghan Marrero (PTA) Joyce Kent (HPCG) Naomi Gams-Towers (HPCG)	Consultation with Hudson Park Children's Greenhouse (HPCG)	Culminating Garden Project.
Provide 3 bilingual evening workshops for parents to engage in STEAM learning with their child.	FLORES Program (Family Learning and Outreach for Research and Education in STEM) Grades K-1	Terri Agravat Johanna Vasquez	PLC Meetings	Students will see their parents invested in learning alongside them. Parents will build self efficacy in science and learn how to talk to their children about science.
Provide a coding after school club for students.	Coding Club meets once a week for five weeks. Grades 2-5	Terri Agravat Johanna Vasquez	PLC Meetings	Students will strengthen problem solving skills, computational thinking, and perseverance.
Provide a Family STEAM Night for parents to engage in STEAM learning with their child.	STEAM Night Grades 3-5	Ann Marie Manganiello	PLC Meetings	Students will see their parents invested in learning alongside them. Parents will build self efficacy in science.

