Francis Parker #23 School Improvement Planning Workbook

Our 2024-25 commitments



Access your Planning Checklist here

Access your Improvement Plan sheet

Step 1: Organize for collaborative work (Leadership Team)

Equity question

• How can we create a community where each person is known and belongs?

School Improvement Planning Tasks

- □ 1.1 Identify your SBPT/SCEP/SIP Team
- 1.2 Use Outlook to identify dates for meetings 1, 2 and 3 and include <u>Innovation@rcsdk12.org</u> on the invite
- □ 1.3 Assign team lead for each commitment area

Deliverable or outcome

- Team identification slides are completed and team lead for each commitment is identified (slide 3)
- Three meeting dates are scheduled and <u>Innovation@rcsdk12.org</u> is invited



School-Based Planning Team

Name	Role	Contact
Kathryn Yarlett-Fenti	Principal	Kathryn.Yarlett-Fenti@rcsdk12.org
Berenice Rodriguez	Improvement Specialist	Koru

The school-based planning team is led by the principal and improvement specialist at each school, and joined by at least two parents and additional faculty.

Assign a lead for each commitment area (the same person can lead multiple commitments)

Name	Role
Jonathan Marsh	Parent 1 (required)
Benjamin Edwardsen	Parent 2 (required)
Paula Bryant-Blue	Parent 3
Jen Rothfuss	Teacher (Special Subject)
Sheila Howland	Teacher (SPED Intermediate)
Megan O'Hara	Teacher (Intermediate)
Jamie Klotz	Teacher (SPED Primary)
Danielle Carlson	Teacher (Primary)
Joanne Swick	Literacy Commitment Lead
Kimberly McInerney	Foundational Literacy Commitment Lead*
Aprille Burton	Math Commitment Lead
Cheril Passamonte	Teacher - All Commitments
Carla Roberts	Administrator (A.P.)
Patricia McKinney	Parent Liaison/Academic Culture Commitment Lead

		RCSD 24-25 Continuou	RCSD 24-25 Continuous School Improvement Planning (SCEP/SIP) Process		
		Pre-Work	SCEP/SIP Planning Tasks & Deliverables		
March - April	Envision,		Data Wise Step 1: Organize for Collaborative Work (Leadership Team) SBPT/SCEP/SIP Team Identification Review of 23-24 SCEP/SIP and Commitment Tracker Assign team lead for each commitment area Use Outlook to identify dates for mtgs 1, 2 and 3, invite innovation@rcsdk12.org		
success, and prepare data for the plan	Analyze, and Listen		Data Wise Step 2: Build Data Literacy (Leadership Team) Build understanding of the RCSD instructional vision and approach Document your school-wide data Provide "Map" data snapshots for literacy, math, academic culture, and graduation		
			Data Wise Step 3: Data Overview, Focus Area & Priority Question (Leadership Team) Review Satellite and Map data-School climate survey, ESSA metrics, NYS and District assessments (grade level) Develop priority questions for each focus area Deliverable: Focus Areas, Priority questions & plan to collect street data by 4/15/24		
April 15, 2024 Complete analysis and begin in-depth inquiry	Inquire and	Pre-Work Deliverables: Administer student interviews Sub groups Collect street data, including student work samples and Evidence Collection through Instructional Rounds pertaining to priority questions	Data Wise Step 4: Data Analysis & Learning Centered Problem Hold Meeting #3 with School Based Planning Team/SCEP/SIP Team to : Complete Street Data review protocol Lift patterns/ themes to Identify a persistent inequities (example:subgroups) Craft Learning Centered Problems Identify a Core Instructional Action (Literacy & Math) while examining instruction Deliverable: Learning Centered Problem for each focus area, Due Date: Prior to Instructional Rounds or 4/30/24		
April 30, 2024 • Identify learning-centered problems	Commitments	Pre-Work Deliverables: Collect evidence of instruction related to learning centered problems (Lesson plans, collaborative instructional rounds, teacher interviews). SBPT Team attend Visible Learning Professional Development	Data Wise Step 5: Examine Instruction & Problem of Practice (POP) Hold Meeting #2 with SBPT/SCEP/SIP Team to: Examine Instruction and data from previous SIP: Notice and Wonder Activity Craft Problems of Practice based on Core Instructional Actions Select evidence based strategies and connect to previous SIP (what to create, amplify or sunset) Craft Commitment Statements		
May 24, 2024 Identify Problems of Practice and commitment areas June 21, 2024	Plan strategies and	Pre-Work Deliverables: ☐ Principal, NYSED Representative, and District Meet to review Evidence Based Strategies ☐ Draft building level RTI plan	Deliverable: PoP and Commitment statements Deliverable: PoP and Commitment statements, Due Date: 5/17/24-5/24/24 Data Wise Step 6 & 7: Action Plan, Measures of Success and Plan to Assess Progress Hold Meeting #3 with School Based Planning Team/SCEP/SIP Team: Create a Vision for Change Statements Action Planning Identify Early Progress Milestones, Mid-Year Benchmarks, and End of the Year Targets Deliverable: Action plan & and Measures of Success , Due Date: 6/21/24		
Complete action plan and measures of success	gather input	Pre-Work Deliverables: Share final draft with stakeholders Gather feedback from stakeholders	Final Revisions & Reflections (Leadership) Review feedback from stakeholders and revise plan Submit final 2024-25 SIP Deliverable: Final SIP Due Date: 6/30/24		
June 30, 2024			Next Step: Link your 24-25 SCEP/SIP plan as Tier 1 in your School's RTI Plan		

Step 2: Build Data Literacy (Leadership Team)

Equity questions

- What counts as "data?"
- How do we use data with integrity?

School Improvement Planning Tasks

- 2.1 Build understanding of the RCSD instructional vision and approach
- **2.2** Document your school-wide data
- 2.3 Provide "Map" data snapshots for literacy, math, academic culture, and graduation

Deliverables

• Satellite and Map Data Overviews



Our Vision for Excellent Instruction

We are obligated to partner with students and families to provide equitable learning experiences to every child across the district that are not dependent on where they live or go to school. In every classroom, every day, all students:



Feel Seen, Affirmed, and Valued

Students joyfully engage in safe, culturally and linguistically responsive classroom communities that foster student agency and curiosity.

Engage in Grade-Level Content

Every student works with grade-level content every day. Students persevere through rigorous, relevant learning experiences with the help of targeted scaffolds, consistent feedback, and persistently high expectations.

Students do the majority of the cognitive work in the learning process. Students develop and defend their thinking based on evidence with frequent opportunity to build on and challenge the ideas of their peers. Students are **invested in the purpose of their learning** and have ample opportunities to **track their progress** toward meeting & exceeding lesson, unit, and course goals.

Own the Thinking

Demonstrate Progress Toward Learning

Levels of Data

	Level 1 Satellite Data	Large grain size	Illuminate patterns of achievement and equity	ESSA Metrics NYS 3-8 Assessments Regents Exams (Principal's Data Notebook)
	Level 2 Map Data	Medium grain size	Help us to identify reading, math and other student skill gaps or instructional skill gaps for teachers	iReady Common Assessments Decoding Survey School Climate Survey Curriculum Assessments Graduation Cohort Tracker Review
CCHEST CA	Level 3 Street Data	Fine grain size	Helps us to understand student, staff and parent experience	Student Work Student Interviews Parent Interviews Staff Interviews Evidence from Instructional Rounds
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Literacy Satellite Data

Elementary Schools 3-8 ELA 2022-2023 Student Proficiency Performance Level 3 & 4 Building-Based Rankings



All Elementary Schools 3-8 ELA Student Proficiency Performance *Level 3 & 4* Three Year Trend



2018-19 2021-2022 2022-2023

Literacy Map Data

ELA iReady Performance Data

Does your ELA data reflect growth? Yes! You can see a decrease in the red and yellow sections, and an increase in the green sections! Strategies: Response to Intervention Groups, Walk to Read, Discussion Protocols, Differentiated Instruction/Centers, & Celebrations

iReady Reading FALL to SPRING Performance Data 2023-2024



ELA iReady Growth Data

Does your ELA data reflect growth? Grades K, 1st, 3rd, and 5th made HUGE progress towards Annual Typical Growth (100% and 159%)! 6th Grade had High Growth! 2nd and 4th Grades showed LESS Growth <u>and</u> LOW Performance; particularly with our SPED students in the 2nd and 4th Grade ICT Classrooms.

Strategies: Response to Intervention Groups, Walk to Read, Discussion Protocols, Differentiated Instruction/Centers, & Celebrations



ELA iReady Growth Data Analysis

Does your ELA data reflect growth?

- When looking at our Fall to Spring iReady Data, we certainly made great gains in Kindergarten (159% Annual Typical Growth), as well as 1st, 3rd, and 5th Grades (100% Growth). 6th Grade showed high growth, so their students are starting to close gaps in their reading abilities.
 Our 2nd Grade and 4th Grade students made minimal progress and minimal growth in comparison to the other
- Our 2nd Grade and 4th Grade students made minimal progress and minimal growth in comparison to the other grade levels.

Why or Why Not?

- When our 2nd and 4th Grade teachers analyzed their Spring Benchmark data along with our Instructional Coach, ELA intervention Teacher, and Principal, they noticed that their students were averaging only 20 minutes Time on Task each week on their instructional pathways, rather than the recommended 30-45 minutes. In addition, their students were averaging only 74% of lessons passed instead of the required 85% passing rate. They received a refresher in the research behind why these two specific goals were necessary, and began to look for students who rushed, and/or scored below 85% passing in order to reset individual student pathways and provide further practice in the skills they struggled in through small group instruction and individualized center work.
- We found that all the other grade levels did monitor student progress, lesson passing rates, and time on task to differentiate instruction, which helped them meet or exceed their goals.
- As a school, we utilize multiple data points to create flexible Response to Intervention Groups through a Walk to Read model, have students engage in Discussion Protocols, Differentiate Instruction and Centers based on data, & Celebrate student growth individually, by class, by grade level, and schoolwide.

Math Satellite Data

Elementary Schools 3-8 MATH 2022-2023 Student Proficiency Performance Level 3 & 4 Building-Based Rankings



All Elementary Schools 3-8 MATH Student Proficiency Performance Level 3 & 4

Three Year Trend



■2018-19 ■2021-2022 ■2022-2023

Math Map Data

Math iReady Performance Data

Does your Math data reflect growth? Yes! You can see a decrease in the red and yellow sections, and an increase in the green sections! Strategies? Response to Intervention Groups, Walk to Math, Discussion Protocols, Differentiated Instruction/Centers, & Celebrations



Math iReady Growth Data

Does your Math data reflect growth? Kindergarten made HUGE progress towards Annual Typical Growth (163%). 1st Grade (109%), 3rd Grade (104%), and 6th Grade (104%) made higher than 100% Annual Typical Growth. 4th and 5th Grades made exactly 100% Growth, which means that their Growth was stagnant (not exceeding 100% demonstrates that they did not close existing learning gaps). Grade 2 showed low performance AND low growth; particularly with our SPED students in the 2nd Grade ICT Classroom. Adjustments need to be made immediately. Strategies: Response to Intervention Groups, Walk to Math, Discussion Protocols, Differentiated Instruction/Centers, & Celebrations

Progress to Annual Typical Growth (Median) Progress to Annual Typical Growth (Median) Student Growth in Shown by Grade Math * 163% **100%** Across the School from Fall to Spring (March 2 - End of Year) 50% 100% 50% 100% 03/02/24 - 06/30/24 Progress to Annual Typical Growth (Median) Low Performance / High Growth **High Performan** 104% Grade K 160 50% 100% th Achieved Progress to Annual Typical Growth (Median) 140 Progress to Annual Typical Growth (Median) * Grade 3 Grade 1 120 Grade 6 104% * Typical Gro 109% 50% 100% Grade 4 80 Grade 5 50% 100% Grade 2 Progress to Annual Typical Growth (Median) Progress to Annual Typical Growth (Median) 40 20 100% 69% Low Performance / Low Growth High Performance / Low Growth 50% 50% 100% 100 100%

iReady Math Fall to Spring Growth:

Performance Relative to National Norm (Percentile)

Math iReady Growth Data Analysis

Does your Math data reflect growth?

- When looking at our Fall to Winter iReady Data, we certainly made great gains in Kindergarten (163% Annual Typical Growth). 1st Grade (109%), 3rd Grade (104%), and 6th Grade (104%) made higher than 100% Annual Typical Growth. 3rd Grade made a significant increase from their Winter Benchmark, as their students met the minimal number of minutes for Time on Task and met their passing rate of 85%.
- Our 2nd Grade Grade students made minimal progress and minimal growth in comparison to the other grade levels. As a result, administration has made a staffing change for the 2024-2025 school year at the 2nd Grade level.

Why or Why Not?

- When our 2nd Grade teachers analyzed their Spring Benchmark data along with our Instructional Coach, Math intervention Teacher, and Principal, they noticed that the students in the 2nd Grade General Education class were averaging only 25 minutes Time on Task each week on their instructional pathways, rather than the recommended 30-45 minutes. In addition, these students were averaging only 74% of lessons passed instead of the required 85% passing rate. They received a refresher in the research behind why these two specific goals were necessary, and they began to look for students who rushed, and/or scored below 85% passing in order to reset individual student pathways and provide further practice in the skills they struggled in through small group instruction and individualized center work.
- We found that all the other grade levels did monitor student progress, lesson passing rates, and time on task, but needed to focus more on differentiating instruction to help students meet or exceed their goals.
- As a school, we utilize multiple data points to create flexible Response to Intervention Groups through a Walk to Math model, have students engage in Discussion Protocols, Differentiate Instruction and Centers based on data, & Celebrate student growth individually, by class, by grade level, and schoolwide.

Academic Culture Satellite Data

Suspensions by School Year

	Incidents / Suspensions by Campus							
School Year	Incidents	Short Term	Long Term	in School	Out of School	in Alt. Program	Total Suspensions	Total # of Days Suspended
2023- 2024	143	32	0	14	18	0	32	73
2022- 2023	42	26	1	8	19	0	27	73
2021- 2022	36	14	0	7	7	0	14	24
2020- 2021	1	0	0	0	0	0	0	0
2019- 2020	23	20	0	14	6	0	20	36

NOTICINGS

2019-2022: Remote/ Hybrid Learning (low #s)

2023-2024: Total # of Suspensions increased from 2022-2023, but 2 students constituted 28 of the 32 suspensions in 2023-2024. Both students have recently been classified with a disability and will be receiving appropriate placements and interventions in 2024-2025

Chronic Absenteeism by School Year

<u>June</u>	<u>June</u>
2022-2023	<u>2023-2024</u>
 33% 6 students are Tier 3 (Severe) 8 students are Tier 2 (Chronic) 	 33% 16 students are Tier 3 (Severe) 16 students are Tier 2 (Chronic)

Average Daily Attendance by School Year

<u>School Name</u>	<u>June</u> 2022-2023	<u>June</u> 2023-2024
School No. 23	89%	90%

Academic Culture Map Data



NOTICINGS

Disrespectful Behavior (31/143):

6th Grade (9 Incidents)

• 2 students make up 6 incidents 5th Grade (9 Incidents)

• 2 students make up 6 incidents 4th Grade (11 Incidents)

• 1 student makes up 3 incidents Attack on Student (33/143):

2nd Grade (14 Incidents)

• 2 students make up 11 incidents 5th Grade (12 Incidents)

• 2 students make up 6 incidents Disruptive (33/143):

5th Grade (16 Incidents)

• 4 students make up 14 incidents 2nd Grade (6 Incidents)

• 2 students make up 6 incidents 1st Grade (4 Incidents)

1 student makes up 3 incidents

School No. 23 School Climate Survey Data (120 Total Participants)

Date of Survey	Describe the Group Surveyed	Link to Summary/Data
03/01/2024	Students (87: 34 Fifth / 49 Sixth)	<u>Q3, Q8 - Q27</u>
03/01/2024	Staff (12)	<u>Q4 - Q5, Q8 - Q11, Q28 - Q45</u>
03/01/2024	Parents (21)	<u>Q6 -Q11, Q53 - Q56</u>

Commitment areas

Literacy



Step 3: Focus Area, Data, & Priority Question (Leadership Team)

Equity questions

- Whose stories do we tell?
- Whose stories do we not tell?
- Who tells the stories?

School Improvement Planning Tasks

- □ 3.1 Review Satellite data, Map data and previous SIP
- □ **3.2** Identify focus areas from Core Student Practices
- □ **3.3** Develop priority questions for each focus area
- 3.4 Collect Street data

Deliverable (Due: April 15, 2024)

- Focus area (from Core Student Practice)
- Priority question



Literacy Focus Area: K-12 Core Student Practices

Grade-level texts and tasks	Build knowledge through content-rich nonfiction	Evidence-based arguments, research, and using technology	Collaborative discussions
 Students engage with a variety of complex literary and informational texts. Students analyze the meaning, structure, and purpose of the texts, as well as evaluate the evidence and arguments presented. 	 Students are exposed to a wide range of texts that build their knowledge and vocabulary across various subjects, such as history, science, and social studies. Students develop a broader understanding of the world and make connections between different disciplines. 	 Students use evidence from both literary and informational texts to support their reading, writing, and speaking activities. Students construct arguments based on the evidence they gather from the texts they read, providing clear explanations for their reasoning and defending their claims with relevant evidence, using proper citation methods. 	 Students participate in meaningful discussions with their peers, both in-person and online. Students learn to listen actively, ask questions, and build on others' ideas while expressing their own thoughts clearly and respectfully.

Literacy Focus Area: K-2 Core Student Practices

Phonological/Phonemic Awareness	Phonics	Fluency
 When students engage in explicit, systematic, clear, and accurate instruction of the sounds; Students are aware of their mouths when producing the sound. Students segment, blend, and manipulate sounds in words. Students participate in "total participation response techniques" so all are engaged Students use multisensory activities that engage the student's hands eyes, bodies, and mouths whenever possible. Students engage in the I Do, We Do, You Do structure of gradual release with corrective feedback. Students practice for mastery. 	 When students engage in explicit, systematic, and sequential phonics instruction in both reading and writing; Students learn the letter-sound correspondences. Students segment and write words. Students decode words for mastery. Students practice reading and writing words (in isolation and in context). Such as, word reading lists/games, word sorting, building words, word chaining activities, connecting the words to meaning/word classification, and reading words in context. Students draw attention to the structure of the word in both regular and irregular words. 	 When students engage in explicit fluency instruction in reading and writing; Students practice letters and their associated sounds with feedback to ensure accuracy and automaticity. Students practice letter formation to ensure accuracy and automaticity. Students practice reading regular and irregular words both in and out of context. Students practice encoding words in an out-of-context for fluent writing. Students engage in explicit instruction and practice reading words fluently in context with appropriate accuracy, rate & prosody (expressiveness).

Our Focus Area(s)

	Kindergarten - 12th Grade	Kindergarten - 2nd Grade (foundational skills, if applicable)
Focus area	Writing Process	• Fluency
Rationale	• While we educators are proficient at analyzing student constructed responses to make instructional adjustments, an area of growth is to focus on supporting student independence and stamina with the writing process to include genre elements through mentor texts.	• While we educators are proficient at teaching our students how to read words using phonemic awareness and phonics skills, an area of growth is to increase student fluency and accuracy when reading words in grade level texts to increase comprehension.
Priority question	 How do teachers create daily opportunities for students to use the writing process independently across a variety of genres? 	 How do teachers create daily opportunities for students to practice reading texts fluently and accurately to ensure they comprehend what they are reading?

Levels of Data

	Level 1 Satellite Data	Large grain size	Illuminate patterns of achievement and equity	ESSA Metrics NYS 3-8 Assessments Regents Exams (Principal's Data Notebook)	
	Level 2 Map Data	Medium grain size	Help us to identify reading, math and other student skill gaps or instructional skill gaps for teachers	iReady Common Assessments Decoding Survey School Climate Survey Curriculum Assessments Graduation Cohort Tracker Review	
ROCHESTRA	Level 3 Street Data	Fine grain size	Helps us to understand student, staff and parent experience	Student Work Student Interviews Parent Interviews Staff Interviews Evidence from Instructional Rounds	
TTY SCHOOL DE	C RIC		Adapted	from Street Data (Safir & Dugnan 2021)	5D®

Student Interviews

Date(s) of Interview	Describe the Group Interviewed	Link to summary/data							
05/13/2024	3rd Grade Students	Click <u>here</u>							
05/14/2024	4th Grade Students	Click <u>here</u>							
05/15/2024	5th Grade Students	Click <u>here</u>							
05/16/2024	6th Grade Students	Click <u>here</u>							

Summary of Results:

- "I know when I am off track if I don't get iReady minutes in. We are supposed to get 40 minutes and I only get 16 minutes done sometimes. When I know I am on the right track, I don't get as many reminders and I get rewarded."
- "I understand things better, like in iReady reading. It used to read to me and tell me how to figure out the answer to questions. But now, I read the text by myself and I learn how to pronounce new words by myself."
- "My reading has changed from reading picture books to reading harder books. I used to need help with some words in the books and I did not used to understand it, but I do and read better."

Street Data: Student Profile Sheets

Each grade level collects the following "Street Data" on their students throughout the school year, in addition to Benchmark and NYS Assessments. "Street Data" are formative assessments that teachers collect regularly on their students to dive deeper into individual student needs to inform their daily planning and instruction. This data is housed in our School No. 23 Grade Level Profile Sheets (see 4th Grade example below).

Street Data Collected:

- Fountas and Pinnell Running Reading Records (F&P)
- iReady Personalized Reading Instruction Assessments
- Constructed Response Assessments (CFAs and Class-Based Prompts)
- myView Reading and Writing Assignments (Curricular Assessments Tracked in a Separate Tab)
- Really Great Reading Phonics Boost and Blitz Formative Assessment Data (in Panorama)

Teacher:						Grade:				Room:																				
 Race	Ent.	IEP/504	MTSS		F8	P		NYS iReady ELA					NYS	iReady Math				CFA ELA #1	CFA ELA #2	CFA ELA	CFA Math #1	CFA Math #2	CFA Math #4	Almeweb #1	AIM SWeb Math	AIM SWeb #3	AIM SWeb #4	AIMSWe b#5	AIM SWeb #6	AIM SWeb
		ELL		5/23	10/23	1/24	5/24	ELA	5/23	10/23	1/24	5/24	Math	5/23	10/23	1/24	5/24	10/17	1/18	5/21	10/16	1/16	5/20	9/23	11/23	12/23	2/24	3/8	4/12	5/20
				Р	P/Q	R	S			557-629	557-629	557-629			465-526	465-526	465-526	11	12	12	13	14	16	73	73	73	73	73	73	73
	4			-	s	т	U	-	-	542	597	597**	-	-	462	458	476	5	9			6		26	19	40	31	37	40	53
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w	3			м	м	N	0	3	538	496	531	537**	3	460	428	438	453*	5	7		2	2		10	23	28	43	27	34	53
w	2			0	0	P	R	2	564	524	550	545*	2	448	439	459	465*	3	7		4	9		19	25	-	50	42	52	50
-	4					-	Pre-A	-		-		412	-	-	-		392							10			2	0	0	2
в	3			E	-	G	H	1	419	428	4/8	459*	3	432	433	438	402*	2	3		0			10	30	44	40	20	40	80
144			_	· ·	~	~	7	4	810	808	842	812	4	611	400	40.9	521**	10	10		0	14		82	80	68	4	80	72	85
104	K			NV N	×	×	7	4	612	824	821	859**	4	498	405	495	514*	0	10		0	12		42	55	59	82	70	70	64
B	3			0	P	0	R	3	576	556	587	592**	3	473	442	475	461	5	8		6	8		29	38	38	44	10	41	58
w	ĸ			R	S	т	U	3	559	582	574	585	4	507	513	521	532*	4	3		9	12		74	68	70	68	71	68	71
в	1			0	0	Ó	P	2	519	521	519	539	3	448	445	455	466	4	5		4	5		42	43	40	45	35	47	64
в	1			AB	P	P	Q		AB	520	541	529	1	AB	402	431	435*	2	5		2	4		13	14	16	25		21	22
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	4		×	-	8	D	в		-	390	400	322		-	371	384	372	3	2		2	3		7	7	11	8	11	2	0
w	K			S	т	U	V	4	573	588	612	586	3	433	443	437	475*	6	10		6	6		3	12	12	41	27	31	43
Street Data: Foundational Skills

Each grade level collects the following "Street Data" on their students throughout the school year, in addition to Benchmark Assessments. "Street Data" are formative assessments that teachers collect regularly on their students to dive deeper into individual student needs to inform their daily planning and instruction. This data is housed in our School No. 23 Grade Level Profile Sheets (see Kindergarten example below - CKLA Skills Strand Curriculum Data). Intervention Teachers also record formative assessment data for their K-2 Reading Intervention Groups.

Street Data Collected:

- Fountas and Pinnell Running Reading Records
- iReady Personalized Reading Instruction Assessments
- myView Reading and Writing Assignments
- CKLA Skills Strand Assessments



Street Data: Seeing Literacy in Action









The PTA is very excited to be hosting the Scholastic Book Fair at Francis Parker March 27th- 31st!

re are the details:

- Monday 3/27- Classroom Preview Day. All classrooms will visit the fair for students to view the bools and create their wish list. They will be provided a book fair flyer to bring home to review with you. These 40 not send money to school on Monday. We will not be aeling bools on Monday.
- Toesday 3/28- Friday 3/31- Fair Sale Days- If you wish to participate, please send your student to abood with meney for the book fair any of these days? Teachers will be checking in with students each moming, and scheduling times for them to visit the fair to shop if they have brought in money.

- Within - There wands prefer and taken by any mark induction is advant with mark within the induced in the induced interval the indu

- Additionality, a limit to your students of what are can be shared with hamily and memory, so others can contribute to your students proving library! Change Free Sale/ All for Books Sale-Thi Scholastic Book Fair will be a "Change Free" even.
- Meaning at treat takes will be rounded up to the rearrest dolta: This makes cashing out much there and simpler for our mudent and volunteers. All change collected will be put into a fund called #11for Books," and this money will be used to purchase books for students and classrooms.
- "Invalid to loave" food to Powith Night Tourism (Nucho 21", 5-7m; No wood loave to position counts of an about the Ministry and Lipport and encourage your motionship to a reading to physical theory and encourage to loave and the hair Simer threat. with a provided by the FLA. Additionality, we will have any read-books, a "Anagetive and Read Content" for familias to read their new books together, as well as Commently Nater Tables, point on law - books the provided and their counts books together, as well as Commently Nater Tables, point on law - books the provided and their together and and any part of contraction!

Please Remember, this is a Francia Perker Fundasient The scheder resolves recourds and cash back on every back and item we sell. Thank you for supporting this and all of 5chool 21's Fundasient If you have any questions, please email the PSA at school22 grad/gmail.com



A fun filled night of literacy activities for the whole family! Tuesday March 26th, 5-7pm

-Read-a-louds and meet & greets with local Authors -Shop the Scholastic Book Fair (the book fair a school fundriser!) -Snuggle Up & Read (wear P/s, bring suffed animal, and read together as a family in the grm) -Fun Literacy Activities with Teachers and Student Council -Learn about youth programs from community organizations -Cookies and Milk!

Pajama Day at School Tues. 3/26! Get ready for Snuggle Up & Read later

et ready for Snuggle Up & Read later in the evening, wear your PJ's to school, or a space themed shirt!





Step 4: Data Analysis & Learning-Centered Problem (SBPT)

Equity questions

• What assumptions do we make about students when we look at their work?

Pre-Work

- Assign team lead for each commitment area
- Administer Student Interviews
- Collect student work samples aligned with Priority Questions

School Improvement Planning Tasks

- **4.1** Complete Street Data review protocol
- □ **4.2** Lift patterns/ themes to Identify a persistent inequity emerging from all data
- **4.3** Craft a learning-centered problem
- □ **4.4** Identify a Core Instructional Action to focus on while examining instruction

Deliverable (Due: April 30, 2024)

- Learning-centered problem (LCP)
- Identify an Core Instructional Action to focus on to examine instruction



LITERACY DATA ANALYSIS

Persistent Inequity:

When data is disaggregated by Race, Black students demonstrate progress in the primary grades, but then fall behind their White peers in the intermediate grades. By sixth grade, the discrepancy between White and Black students is significant. • <u>18%</u> of Black students scored a 3 or 4 on the 2023 NYS State ELA Exam compared to <u>69%</u> of White students.

• <u>32%</u> of Black students scored on or above grade level on the 2023-2024 iReady Reading assessment compared to <u>63%</u> of White students. From Fall 2023-Spring 2024, White students grew from <u>40%</u> on or above grade level on the iReady Reading assessment to <u>63%</u> (+23).
 Black students grew from <u>7%</u> on or above grade level to <u>29%</u> (+22)

LITERACY DATA ANALYSIS (foundational, if applicable)

Persistent Inequity:

When Reading data is disaggregated by Grade Level, Kindergarten and First Grade students make significant growth from Fall to Spring, but Second Grade students make minimal growth in comparison.

• Students who struggle with reading progress have common deficits in the areas of phonemic awareness, phonics, fluency, comprehension, vocabulary and writing. • <u>49%</u> of Second Grade students scored two grade levels below on the Fall Diagnostic compared with <u>38%</u> in the Spring (-11%)

• <u>83%</u> of all Kindergarten and First Grade students were on or above grade level by the end of the school year on the iReady Reading Assessment, while <u>38%</u> of all Second Grade students were on or above grade level.

Learning-centered problem (schoolwide)

While our students are able to read grade level texts and respond in writing with teacher guidance, the next level of work is to focus on developing student independence with the writing process across multiple genres.



Learning-centered problem (foundational only)

While our students are growing in their ability to read words in grade level texts, an area of growth is to increase student fluency and accuracy when reading grade level texts to increase comprehension.

RCSD Literacy K-12 Core Instructional Actions



Complex Texts Teachers facilitate **close reading** Tea of complex texts, guiding pe students to analyze and interpret lcre the intricacies of the text, examine inc the author's craft, and develop a lstu deeper understanding by sha engaging with the details and res nuances of the written work dia

Discourse

Teachers facilitate classroom and	Teachers guide students in text-
peer-centered discussions,	based evidence writing to
creating a supportive and	analyze and interpret texts,
inclusive environment where	extract relevant evidence, and
students actively participate,	effectively incorporate it into their
share ideas, listen attentively, and	writing to support arguments,
respectfully engage in meaningful	literary analysis, research and
dialogue to deepen their	demonstrate comprehension and
understanding and critical thinking	critical thinking skills.
skills.	

Evidence-Based Writing

RCSD Literacy K-2 Core Instructional Actions



Phonemic Awareness

Teachers explicitly teach students in hearing the sounds in English using a systematic, clear, and accurate instruction of the sounds. Teachers use a variety of multisensory phonemic awareness activities including blending, segmentation, development of the alphabetic code which substitution, deletion, and reversals. The goal is to understand the internal details of the spoken word for a deep and accurate representation in memory.

Phonics Instruction

Teachers explicitly, systematically, and sequentially teach students the connections between the sounds and the letters in the English alphabet. Teacher's instruction supports a student's includes: letter formation and writing of capital and lowercase letters, letter naming, blending sounds to read words, and hearing mastery of the phonic patterns to support sounds to write words. Using a variety of word practicing routines and activities that support the mastery of the phonic patterns in words for fluent reading and writing.

Fluency Instruction

Teachers model, explicitly teach, and give students opportunities to practice automatic and accurate word reading and writing. In reading this is reading words with automaticity, appropriate rate & expression to allow for the reader to focus on the meaning of the text. In writing, it is working on letter formation and spelling fluent writing.

Step 5: Examine Instruction & Problem of Practice (SBPT)

Equity questions

• What patterns do we see in how educators interact with different students?

Pre-Work

- Collect evidence of instruction related to learning centered problems
 - Lesson plans, walkthrough data, **Collaborative Instructional Rounds**, teacher interviews
 - o SBPT attend Visible Learning Professional Learning

School Improvement Planning Tasks

- **5.1** Examine Instruction and evidence from previous SIP
- 5.2 Craft Problems of Practice based on Core Instructional Actions
- □ **5.3** Select evidence-based strategies and connect to previous SIP (what to create, amplify or sunset)
- **5.4** Craft Commitment Statements

Deliverables (Due: May 24, 2024)

- Problem of practice
- Commitment statements
- Select evidence based strategies



Instructional evidence (summarize)



Instructional evidence (summarize)



Instructional evidence (summarize)



Problem of practice (schoolwide)

While we educators are proficient at guiding students through the writing process, an area of growth is to focus on supporting student independence with the writing process across multiple genres using a variety of scaffolds and tools.



Problem of practice (foundational skills)

While we educators are proficient at teaching phonological and phonemic awareness as well as phonics, an area of growth is to increase student fluency and accuracy when reading grade level texts to increase comprehension.

Core Instructional Actions to Improve Literacy

Writing Across Genres

Insert 1-3 high-leverage strategies from Core Instructional Actions, and additional evidence-based strategies as needed

- Close Reading of Mentor Texts to Improve Writing Across Genres
- Writing Conferences
- Mental Models and Scaffolds
- Author's Chair

Core Instructional Actions to Improve Literacy (Foundational)

Reading Fluency

Insert 1-3 high-leverage strategies from Core Instructional Actions, and additional evidence-based strategies as needed

- Timed readings
- Scooping Phrases
- Repeated Readings
- Fluency Center Activities

Our Schoolwide Literacy Commitment

As a school, we are committed to focusing on implementing effective, differentiated small group writing instruction driven by student data, The next step is to provide personalized, independent learning tasks that will improve how students engage with standards-based grade level content and strategies through writing to meet instructional goals as measured by formative assessments.

Foundational Skills:

As a school, we are committed to supporting K-2 students by focusing on increasing their comprehension of grade level texts. The next step is to provide differentiated small group fluency instruction and personalized, independent fluency tasks that will improve how students read words with accuracy rate and prosody to increase comprehension as measured by formative fluency and comprehension assessments.

Step 6 & 7: Action Plan, Measures, and Plan to Assess (SBPT)

Equity questions

- How well does our action plan set us up to address the needs of each student?
- To what extent do we involve students in assessing learning and teaching?

Pre-Work

Principal, NYSED representative, and District meet to review Evidence Based Strategies

School Improvement Planning Tasks

- **6.1** Create a vision for change
- **6.2** Plan major action steps
- 7.1 Identify Early Progress Milestones, Mid-Year Benchmarks, and End of the Year Targets

Deliverable (due June 21, 2024)

- Action plan
- Plan to assess impact



Literacy: Vision of Change (schoolwide)

Writing anchor charts are hung on the walls in the classroom for support with the writing process. Mentor Texts are displayed as a resource for students. Individual writing notebooks or folders are in use and include personal anchor charts, vocabulary lists, dictionaries, editing checklists, graphic organizers, etc. The teacher and students monitor where they are in the writing process through an accessible visual. One or more groups are facilitated by a classroom teacher for guided writing practice, while other groups are participating in grade level center work with appropriate scaffolds to support them throughout the writing process. Students are having conversations about their writing with their peers or teacher to edit, revise and extend their work. They utilize grade level checklists and rubrics independently with their peers, or within a teacher-led small group to ensure they have met the designated criteria. Feedback is given orally and/or in writing by both students and the teacher. It is clear that the students are using this feedback for future writing pieces.

Literacy: Vision of Change (foundational skills)

Students are participating in various reading centers throughout the classroom in heterogenous or homogenous small groups that focus on phonemic awareness, phonics, fluency, vocabulary and comprehension skills. At the Teacher-Led Small Group, students are focused on reading a decodable text with fluency and prosody through teacher modeling, reading with a partner, and then reading the text independently with teacher support as needed. Students then work together to answer comprehension questions and write their answers down in their reading notebooks with feedback from their peers and teacher. At the Phonemic Awareness Center, students are working in pairs to sort picture cards by their initial sounds. At the Phonics Center, students are playing a game in a small group of 4 where they read word cards with automaticity and keep track of how many words they read correctly in 30 seconds. They repeat this two more times, charting how many more words they were able to read in that 30-second time frame. At the Fluency Center, two pairs of students are taking turns reading phrases by scooping the words in each phrase with their finger while they read. Two other students are taking turns reading one page in their decodable text while their partner times them for 1-minute. They record the number of words read in that time frame and then reread it two more times, charting how many more words they were able to read each time. At the Comprehension Center, students are rereading two decodable texts and filling out a Venn Diagram graphic organizer comparing the story elements of each text.

Action steps (in spreadsheet)

Schoolwide Action Steps - Will Be Adjusted Throughout the Year As Needed

Literacy											
Focus area: Core Student Practice	Grade-level texts and tasks										
Priority Question:	How do teachers create daily opportunities for students to use the writing process independently across a variety of genres?										
Persistent inequity:	When data is disaggregated by Race, Black students demonstrate progress in the primary grades, but then fall behind their White peers in the intermediate grades. By sixth grade, the discrepancy between White and Black students is significant.										
Learning-Centered Problem	While our students are able to read grade level texts and respond in writing with teacher guidance, the next level of work is to focus on developing student independence with the writing process across multiple genres.										
Focus Core Instructional Action	Complex tasks										
Adult-Centered Problem of Practice	While we educators are proficient at guiding students through the writing process, an area of growth is to focus on supporting student independence with the writing process across multiple genres using a variety of scaffolds and tools.										
Commitment Statement	By focusing on implementing effective, differentiated small group instruction driven by student data, we will provide personalized, independent learning tasks that will improve how students engage with standards-based grade level content and strategies through writing to meet instructional goals as measured by formative assessments.										
Evidence-based strategies	Description										

Action steps (in spreadsheet)

Schoolwide Action Steps - Will Be Adjusted Throughout the Year As Needed

Literacy											
Focus area: Core Student Practice	Fluency										
Priority Question:	How do teachers create daily opportunities for students to practice reading texts fluently and accurately to ensure they comprehend what they are reading?										
Persistent inequity:	When Reading data is disaggregated by Grade Level, Kindergarten and First Grade students make significant growth from Fall to Spring, but Second Grade students make minimal growth in comparison.										
Learning-Centered Problem	While our students are growing in their ability to read words in grade level texts, an area of growth is to increase student fluency and accuracy when reading grade level texts to increase comprehension.										
Focus Core Instructional Action	Fluency Instruction										
Adult-Centered Problem of Practice	While we educators are proficient at teaching phonological and phonemic awareness as well as phonics, an area of growth is to increase student fluency and accuracy when reading grade level texts to increase comprehension.										
Commitment Statement	As a school, we are committed to engaging K-2 students in explicit, systematic, clear, and accurate instruction of the sounds through sequential, fluent phonemic awareness and phonics in both reading and writing										

- Measuring Success

Measure 1: CFA 2-Point Response Scores

Success Criteria: At least 35% of our students will meet the benchmark or above on constructed response questions by the end of the school year.

Measure 2: Process Writing Data

Success Criteria: At least 50% of our students will meet the rubric criteria for on-level or above-level writing as determined by rubric elements by the end of the school year.

Measure 3: iReady Reading

Success Criteria: At least 25% of our students will meet or exceed their stretch growth by the end of the school year.

– Benchmark Progress Targets

	CFAs Success Criteria	Process Writing Pieces Success Criteria	iReady Reading Success Criteria
Early progress	15% of students will meet the benchmark or above on CFA constructed response questions	20% of students will meet the rubric criteria for on- level or above-level writing	5% of students will meet their Reading Stretch Growth
Mid-year	25% of students will meet the benchmark or above on CFA constructed response questions	35% of students will meet the rubric criteria for on- level or above-level writing	15% of Students will meet their Reading Stretch Growth
End of year	35% of students will meet the benchmark or above on CFA constructed response questions	50% of students will meet the rubric criteria for on- level or above-level writing	25% of Students will meet their Reading Stretch Growth

- Measuring Success

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End of year	35% of students will meet the benchmark or above on CFA constructed response questions	50% of students will meet the rubric criteria for on- level or above-level writing	25% of Students will meet their Reading Stretch Growth

Mathematics



Step 3: Focus Area, Data, & Priority Question (Leadership Team)

Equity questions

- Whose stories do we tell?
- Whose stories do we not tell?
- Who tells the stories?

School Improvement Planning Tasks

- □ **3.1** Review Satellite data, Map data and previous SIP
- □ **3.2** Identify focus areas from Core Student Practices
- □ **3.3** Develop priority questions for each focus area
- □ 3.4 Collect Street data

Deliverable (Due: April 15, 2024)

- Focus area (from Core Student Practice)
- Priority question



Math Focus Area: K-12 Core Student Practices

Make sense of problems and persevere in solving problems.	Reason abstractly and quantitatively. Students	Construct viable arguments and critique the reasoning of others.	Model with mathematics.					
 Understand the meaning of the problem. Look for entry points to its solution, analyze information, make conjectures and plan a solution, and monitor and evaluate the progress. Check the answers to the problem, and ask "Does this make sense?" 	 Make sense of quantities and relationships in problem situations. Represent abstract situations symbolically and understand the meaning of quantities. Create a coherent representation of the problem at hand. Consider the units involved. Flexibly use properties of operations. 	 Use Definitions and previously established facts in constructing arguments. Make conjectures and counterexamples to build a logical progression of statements to explore and support ideas. Communicate and defend mathematical reasoning using objects, drawings, diagrams, and/or actions. Listen to or read the arguments of others. Decide if the arguments of others. Decide if the arguments to clarify or improve the arguments. 	 Apply prior knowledge to solve real-world problems. Identify important quantities and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts, and/or formulas. Use assumptions and approximations to make a problem simpler. Check to see if an answer makes sense within the context of a situation and change a model when necessary. 					

Our Vision for Excellent Instruction

We are obligated to partner with students and families to provide equitable learning experiences to every child across the district that are not dependent on where they live or go to school. In every classroom, every day, all students:



Feel Seen, Affirmed, and Valued

Students joyfully engage in safe, culturally and linguistically responsive classroom communities that foster student agency and curiosity.

Engage in Grade-Level Content

Every student works with grade-level content every day. Students persevere through rigorous, relevant learning experiences with the help of targeted scaffolds, consistent feedback, and persistently high expectations.

Students do the majority of the cognitive work in the learning process. Students develop and defend their thinking based on evidence with frequent opportunity to build on and challenge the ideas of their peers. Students are **invested in the purpose of their learning** and have ample opportunities to **track their progress** toward meeting & exceeding lesson, unit, and course goals.

Own the Thinking

Demonstrate Progress Toward Learning

Our focus area

	Kindergarten - 12th Grade								
Focus area	Make sense of problems and persevere in solving problems independently.								
Rationale	Our students understand the meaning of math word problems through teacher modeling and discourse. The next step is to look for students to independently find entry points to its solution, by analyzing information, making conjectures and planning a solution, while monitoring and evaluating their progress by asking, "Does this make sense?"								
Priority question	How do teachers create opportunities for students to do the majority of the thinking when solving a math word problem?								

Student Interviews

Date(s) of Interview	Describe the Group Interviewed	Link to summary/data
05/13/2024	3rd Grade Students	Click <u>here</u>
05/14/2024	4th Grade Students	Click <u>here</u>
05/15/2024	5th Grade Students	Click <u>here</u>
05/16/2024	6th Grade Students	Click <u>here</u>

Summary of Results:

- "I have grown in math fractions. I learned a lot about multiplication."
- "Math is confusing. If there are a lot of questions, the teachers should know that the math isn't hard, it's a lot of questions to answer that makes the math confusing."
- "I saw myself improve because I could not count by 7's and 9's and now I can."
- "I improved in math because I know geometry and now I can answer questions that I am asked."
- "I improved in math, in 4th grade i was getting 7's and 8's and now i am getting 9's on my report card."
- "When I learn new things in math, I understand better when my teacher teaches me short cuts and it helps me to understand the math better."

Street Data: Student Profile Sheets

Each grade level collects the following "Street Data" on their students throughout the school year, in addition to Benchmark and NYS Assessments. "Street Data" are formative assessments that teachers collect regularly on their students to dive deeper into individual student needs to inform their daily planning and instruction. This data is housed in our School No. 23 Grade Level Profile Sheets (see 4th Grade example below).

Street Data Collected:

- AIMSweb Math Fluency Sprint Assessments
- iReady Personalized Math Instruction Assessments
- Constructed Response Assessments (CFAs)
- Math Curricular Assessments (Tracked in a Separate Tab)

	Teacher: Grade:								Room:																						
	Race	Ent.	IEP/504	MTSS		F	&P		NYS		iRead	y ELA		NYS		iRead	y Math		CFA ELA #1	CFA ELA #2	CFA ELA	CFA Math #1	CFA Math #2	CFA Math #4	Almeweb #1	AIM SWeb Math	AIM SWeb #3	AIM SWeb	AIMSWe b#5	AIM SWeb #6	AIM SWeb #7
			ELL		5/23	10/23	1/24	5/24	ELA	5/23	10/23	1/24	5/24	Math	5/23	10/23	1/24	5/24	10/17	1/18	5/21	10/16	1/16	5/20	9/23	11/23	12/23	2/24	3/8	4/12	5/20
					Р	P/Q	R	s			557-629	557-629	557-629			465-526	465-526	465-526	11	12	12	13	14	16	73	73	73	73	73	73	73
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	В	3			0	P	<u> </u>	R	3	576	556	587	592**	3	473	442	475	461	5	8		6	9		29	38	38	44		41	58
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Street Data: Seeing Math in Action

These three <u>6th</u> <u>Grade</u> students challenged the <u>Algebra 1 Regents</u> this year!!!

Gemma scored a "3" Charlee scored a "4" Sadie scored a "5"









Step 4: Data Analysis & Learning-Centered Problem (SBPT)

Equity questions

• What assumptions do we make about students when we look at their work?

Pre-Work

- Assign team lead for each commitment area
- Administer Student Interviews
- Collect student work samples aligned with Priority Questions

School Improvement Planning Tasks

- **4.1** Complete Street Data review protocol
- □ **4.2** Lift patterns/ themes to Identify a persistent inequity emerging from all data
- **4.3** Craft a learning-centered problem
- □ **4.4** Identify a Core Instructional Action to focus on while examining instruction

Deliverable (Due: April 30, 2024)

- Learning-centered problem (LCP)
- Identify an Core Instructional Action to focus on to examine instruction



MATHEMATICS DATA ANALYSIS

Persistent Inequity:

When data is disaggregated by Race, Black students demonstrate progress in the primary grades, but then fall behind their White peers in the intermediate grades. By sixth grade, the discrepancy between White and Black students is significant. • <u>21%</u> of Black students scored a 3 or 4 on the 2023 NYS State Math Exam compared to <u>66%</u> of White students.

• <u>20%</u> of Black students scored on or above grade level on the Spring 2023-2024 iReady Math assessment compared to <u>60%</u> of White students.

From Fall 2023-Spring 2024, White students grew from <u>29%</u> on or above grade level on the iReady Math assessment to <u>60%</u> (+31). Black students grew from <u>1%</u> on or above grade level to <u>20%</u> (+19)

Learning-centered problem

While our students understand the meaning of math word problems through teacher modeling and discourse, the next step is to look for students to independently find entry points to its solution, by analyzing information, making conjectures and planning a solution, while monitoring and evaluating their progress by asking, "Does this make sense?"


RCSD Mathematics Approach



Department of Mathematics Core Instructional Actions

Sense-Making and Problem-Solving

Teachers implement tasks to promote sense-making, reasoning, and problem-solving through productive struggle. Teachers ask students to explain their thinking beyond just sharing the answers so students develop sense-making skills, independently monitor and adjust ways of thinking, and solve problems with flexibility.

Model with Mathematics

Teachers make the mathematics of the lesson explicit through the use of explanations, representations, tasks, and/or examples *so students solve mathematical problems by choosing strategies, representations, and algorithms with flexibility.*

*In grades K-2 prioritize Modeling with Mathematics as the instructional core action.

Discourse

Teachers create the conditions for student conversations where students are encouraged to talk about each other's thinking so they communicate precisely, construct viable arguments, and critique the reasoning of others using clear definitions, proper symbols, and notations. They develop growth mindsets that appreciate the diversity of thoughts instead of seeing math as a competition.

Step 5: Examine Instruction & Problem of Practice (SBPT)

Equity questions

• What patterns do we see in how educators interact with different students?

Pre-Work

- Collect evidence of instruction related to learning centered problems
 - Lesson plans, walkthrough data, **Collaborative Instructional Rounds**, teacher interviews
 - o SBPT attend Visible Learning Professional Learning

School Improvement Planning Tasks

- **5.1** Examine Instruction and evidence from previous SIP
- 5.2 Craft Problems of Practice based on Core Instructional Actions
- **5.3** Select evidence-based strategies and connect to previous SIP (what to create, amplify or sunset)
- **5.4** Craft Commitment Statements

Deliverables (Due: May 24, 2024)

- Problem of practice
- Commitment statements
- Select evidence based strategies



Instructional evidence



Problem of practice

While we educators have strengthened students' ability to model both mathematical thinking and discourse in small groups, an area of growth is to now have students complete tasks independently that promote sense-making, reasoning, and problem- solving through productive struggle while monitoring and adjusting their own ways of thinking.



Core Instructional Actions to Improve Mathematics

Student Ownership of their Learning

- Math Conferences with Constructive Feedback
- Rubrics to Score Student Work
- Individual Student Data Binders of Formative Assessments
- Discussion Protocols/3 Reads Strategy
- Differentiated Math Centers

Our Schoolwide Mathematics Commitment

As a school we are committed to students completing tasks independently that promote sense-making, reasoning, and problem- solving through productive struggle while monitoring and adjusting their own ways of thinking. The next step is for students to independently find entry points to possible solutions by analyzing information, making conjectures and planning a solution, while monitoring and evaluating their own progress.



Step 6 & 7: Action Plan, Measures, and Plan to Assess (SBPT)

Equity questions

- How well does our action plan set us up to address the needs of each student?
- To what extent do we involve students in assessing learning and teaching?

Pre-Work

Principal, NYSED representative, and District meet to review Evidence Based Strategies

School Improvement Planning Tasks

- **6.1** Create a vision for change
- **6.2** Plan major action steps
- 7.1 Identify Early Progress Milestones, Mid-Year Benchmarks, and End of the Year Targets

Deliverable (due June 21, 2024)

- Action plan
- Plan to assess impact



Mathematics: Vision of Change

Throughout the math lesson, students are presented with mathematical problems to solve, which requires them to engage in productive struggle through independent sense-making, reasoning, and problem-solving using math strategies. One or more small groups are facilitated by a classroom teacher for guided practice, while other students are working independently or in centers on grade level work with appropriate scaffolds to support them in mastering the skill or strategy being practiced as needed. Students are having conversations about math problems with their peers or with teacher support as they grapple independently with the content. Students refer to their math word problems to explain their thinking and justify their thoughts both in speaking and writing. They utilize grade level math rubrics independently, with peers, or within a teacher-led small group, to ensure they have met the designated criteria for a written, grade level response that justifies their thinking. Feedback is given orally or in writing by both students and the teacher. It is clear that students are using this feedback for future mathematical reasoning as they strengthen their ability to independently solve open-ended word problems using a rubric. Students monitor and track their individual progress in their Student Data Binders. Our teachers find fulfillment and make stronger personal connections with students as they support their growth.

Action steps (in spreadsheet)

Schoolwide Action Steps - Will Be Adjusted Throughout the Year As Needed

	Math						
Focus area: Core Student Practice	Make sense of problems and persevere in solving problems						
Priority Question:	How do teachers create opportunities for students to do the majority of the thinking when solving a math word problem?						
Persistent inequity:	When data is disaggregated by Race, Black students demonstrate progress in the primary grades, but then fall behind their White peers in the intermediate grades. By sixth grade, the discrepancy between White and Black students is significant.						
Learning-Centered Problem	While our students understand the meaning of math word problems through teacher modeling and discourse, the next step is to look for students to independently find entry points to its solution, by analyzing information, making conjectures and planning a solution, while monitoring and evaluating their progress by asking, "Does this make						
Focus Core Instructional Action	Sense-making and problem-solving						
Adult-Centered Problem of Practice	While we educators have strengthened students' ability to model both mathematical thinking and discourse in small groups, an area of growth is to now have students complete tasks independently that promote sense-making, reasoning, and problem- solving through productive struggle while monitoring and adjusting their own ways of thinking.						
Commitment Statement	As a school we are committed to students completing tasks independently that promote sense-making, reasoning, and problem- solving through productive struggle while monitoring and adjusting their own ways of thinking. The next step is for students to independently find entry points to possible solutions by analyzing information, making conjectures and planning a solution, while monitoring and evaluating their own progress.						
Evidence-based strategies							

Benchmark Progress Data

	CFAs Results	Math Fluency Assessment Results	MATH iReady Results		
Q1 (6 - 10 weeks)	15% of students will meet the benchmark or above on CFA constructed response questions	20% of students will meet their individual fluency goals on AIMSweb Fluency Assessments	5% of students will meet their Math Stretch Growth		
Mid-year	25% of students will meet the benchmark or above on CFA constructed response questions	30% of students will meet their individual fluency goals on AIMSweb Fluency Assessments	15% of Students will meet their Math Stretch Growth		
End of year	35% of students will meet the benchmark or above on CFA constructed response questions	40% of students will meet their individual fluency goals on AIMSweb Fluency Assessments	25% of Students will meet their Math Stretch Growth		

Academic Culture



Step 3: Focus Area, Data, & Priority Question (Leadership Team)

Equity questions

- Whose stories do we tell?
- Whose stories do we not tell?
- Who tells the stories?

School Improvement Planning Tasks

- □ **3.1** Review Satellite data, Map data and previous SIP
- □ **3.2** Identify focus areas from Core Student Practices
- □ **3.3** Develop priority questions for each focus area
- **3.4** Collect Street data

Deliverable (Due: April 15, 2024)

- Focus area (from Core Student Practice)
- Priority question



Academic Culture Focus Area: Core Student Experiences

Feeling Seen, Affirmed and Valued	Own the Thinking	<u>Demonstrate Progress</u> <u>Toward Learning</u>
 Students experience joyfully engaging and safe environments Students experience culturally and linguistically responsive classrooms Students experience environments that encourage agency and curiosity 	 Students do the majority of the cognitive work in their learning processes, and progress to higher-order thinking. Students develop and defend their thinking based on evidence with frequent opportunity to build on and challenge the ideas of their peers. Students engage independently through inquiry and metacognition 	 Students know the purpose of their learning experiences and how to be successful. Students receive feedback and know that teachers are aware of their progress Students have multiple ways to demonstrate learning, Students track their own progress toward learning goals and make adjustments as needed

Our Focus Area(s)

	Kindergarten - 12th Grade				
Focus area	Feeling Seen, Affirmed and Valued				
Rationale	Our students feel that they have a voice and sense of agency in our school. However, they feel that they are not always seen and validated as individuals academically or social-emotionally.				
Priority question	How do all staff members create opportunities to build positive relationships with their students?				

Student Interviews

Date(s) of Interview	Describe the Group Interviewed	Link to summary/data
05/13/2024	3rd Grade Students	Click <u>here</u>
05/14/2024	4th Grade Students	Click <u>here</u>
05/15/2024	5th Grade Students	Click <u>here</u>
05/16/2024	6th Grade Students	Click <u>here</u>

- Students feel that our school does a good job with letting students own their thinking and demonstrating progress towards learning.
- Students feel that there is still room for improvement in making sure students feel seen, affirmed and valued.
 - "Give us some time and space"
 - "Do a Morning Meeting"
 - "I would like to do a Check-and-Connect with my teacher every day"
 - "Give us high-fives or say 'Good Morning' when we come into class"

Street Data - Suspensions & Incidents by Grade



5TH GRADE OVERALL INCIDENT ANALYSIS

- Physical Contact With School Personnel: 5 (2 students)
- Disruptive: 4 (2 students)
- Attack on Student: 7 (3 students)
- Disrespectful Behavior: 9 (4 students)
- Insubordination: 6 (2 students)
- Property Damage/Vandalism: 2 (2 students)
- Bullying: 3 (2 students)
- Threat: 1 (1 student)
- Other: 3 (3 students)

4TH GRADE OVERALL INCIDENT ANALYSIS

- Physical Contact With School Personnel: 1 (1 student)
- **Disruptive: 6** (3 students)
- Attack on Student: 6 (6 students)
- Disrespectful Behavior: 11 (8 students)
- Insubordination: 2 (1 student)
- Bullying: 4 (3 students)
- Weapon: 1 (1 student)

Street Data - Suspensions by Demographic Area

TREND DATA: Black or African American Males are the Students Who are Disciplined the Most for Adult-Perceived Disrespectful Behavior.

Current Year Suspensions	by Demographic	Selector	Curren	nt Year Susper	nsions by Demo	graphic Se	ector	Current Year Suspe	nsions by Demo	graphic Se	lector	Current Very	S	asians by Dan	ographic	Colorto
Race	•			ELL Status				Gen	ler •	,		Current rear	ousper	isions by Den	ographic	selector
													SWD	Status	•	
Race	# of Suspensions	%			# . f				# . f							
Asian	1	3.1%		ELL Status	# of Suspensions	%		Gender	# or Suspensions	%		SWD	Status	# of Suspensions	%	
Black or African American	22	68.8%		ELL	2	6.3%		Female	9	28.1%		0			50.40	,
Hispanic	3	9.4%		General Ed	30	93,8%		Male	23	71.9%		Gener	ared	1	03.17	•
Two or more	1	3.1%		Council Total	00	400.00/		Grand Total	22	100.0%		SWD		18	46.99	6
White	5	15.6%		Grand Total	32	100.0%		Grand Total	32	100.076		Grand	Total	32	100.09	6
Grand Total	32	100.0%							Dio -							
Pie	•	Asian Black or African American Hispanic				;	ELL General Ed				Female Male			Pie 🗸		Gener SWD
		Two or more														

Step 4: Data Analysis & Learning-Centered Problem (SBPT)

Equity questions

• What assumptions do we make about students when we look at their work?

Pre-Work

- Assign team lead for each commitment area
- Administer Student Interviews
- Collect student work samples aligned with Priority Questions

School Improvement Planning Tasks

- **4.1** Complete Street Data review protocol
- □ **4.2** Lift patterns/ themes to Identify a persistent inequity emerging from all data
- **4.3** Craft a learning-centered problem
- □ **4.4** Identify a Core Instructional Action to focus on while examining instruction

Deliverable (Due: April 30, 2024)

- Learning-centered problem (LCP)
- Identify an Core Instructional Action to focus on to examine instruction



ACADEMIC CULTURE DATA ANALYSIS

Persistent Inequity:

When disaggregated by Race, Black or African American males have the highest number of disciplinary referrals for Disrespectful Behavior. Students feel that educators need to create environments that foster a sense of belonging, work on building relationships with them, and treat them with respect and dignity.

The majority of Suspensions this school year occurred in the following categories:

- 4th and 5th Grade Students
- Male Students
- Black or African American Students

Students feel that they are not always seen and validated as individuals academically or socialemotionally.

Learning-centered problem

While our students feel that they have a voice and sense of agency in our school, an area of growth is for students to learn how to build positive relationships with staff and students that both support and enrich their educational and social- emotional well-being.



RCSD Academic Culture Approach: Operationalizing the Vision

<u>Feeling Seen, Affirmed and</u> <u>Valued</u>	Own the Thinking	Demonstrate Progress Toward Learning
 Joyfully Engaging and Safe Environments Educators create environments that foster a sense of belonging, where student identities are represented and reflected, ensuring that all students are treated with dignity. Cultural and Linguistic Responsiveness Educators leverage students' linguistic repertoires to facilitate access and engagement with instructional materials and activities ensuring alignment with their linguistic backgrounds. Fostering Student Agency and Curiosity Educators empower students to exercise their agency and be collaborators in their learning. Educators share and model excitement for learning with students through their questions, conversations, and demeanor. 	 Design for Cognitive Complexity Educators take an asset-based approach to create conditions for learning that expect students to engage in higher-order thinking. Peer-to-Peer Engagement Educators will create opportunities for students to consolidate and apply their thinking and learning with their peers. Independent Engagement Educators will develop strategic opportunities for students to students to independently engage in a productive struggle, apply what they have learned, and provide space for students to ask new questions about the world around them. 	 Planning Clear and Purposeful Learning Experiences Educators will ensure learning goals and measures of success are clear to students and adjust instruction based on student need. Monitoring Student Understanding and Progress Educators will consistently monitor student progress and provide students with the information they need to excel. Student Demonstration of Learning Educators will provide multiple ways for students to demonstrate their learning and equip them with the necessary tools to do so.

Step 5: Examine Instruction & Problem of Practice (SBPT)

Equity questions

• What patterns do we see in how educators interact with different students?

Pre-Work

- Collect evidence of instruction related to learning centered problems
 - Lesson plans, walkthrough data, **Collaborative Instructional Rounds**, teacher interviews
 - o SBPT attend Visible Learning Professional Learning

School Improvement Planning Tasks

- **5.1** Examine Instruction and evidence from previous SIP
- 5.2 Craft Problems of Practice based on Core Instructional Actions
- □ **5.3** Select evidence-based strategies and connect to previous SIP (what to create, amplify or sunset)
- **5.4** Craft Commitment Statements

Deliverables (Due: May 24, 2024)

- Problem of practice
- Commitment statements
- Select evidence based strategies



Problem of practice

While we educators value individual student voice and agency, an area of growth is to model and provide strategies that will help students build healthy relationships with others to make a positive impact on their school community and beyond.



Our Schoolwide Academic Culture Commitment

As a school we are committed to modeling and providing strategies that will help students feel seen and validated as individuals both academically and social-emotionally. The next step is for students to build a bank of strategies that will help them develop and maintain healthy relationships with others in an effort to make a positive impact within their school community and beyond.



Step 6 & 7: Action Plan, Measures, and Plan to Assess (SBPT)

Equity questions

- How well does our action plan set us up to address the needs of each student?
- To what extent do we involve students in assessing learning and teaching?

Pre-Work

Principal, NYSED representative, and District meet to review Evidence Based Strategies

School Improvement Planning Tasks

- **6.1** Create a vision for change
- **6.2** Plan major action steps
- 7.1 Identify Early Progress Milestones, Mid-Year Benchmarks, and End of the Year Targets

Deliverable (due June 21, 2024)

- Action plan
- Plan to assess impact



Strategy for Improving Academic Culture

Building Relationships

List components that make up the strategy

- Quarterly Student Survey of Interests, Social-Emotional Needs, and Connections
- Daily Classroom Check-and-Connect Time in Master Schedule
- Circle Practices
- Center for Youth Help Zone

Academic Culture: Vision of Change

Students are individually greeted by their teacher(s) as they enter the classroom. Teachers and students are engaged in their daily Check and Connect ,where students have the opportunity to communicate their thoughts and feelings through authentic discussions and team building activities centered around relevant topics gleaned from Students Interest Survey data. Students have been assigned staff members to support them individually and in small groups with building healthy relationships amongst their peers and school community as needed. The Center for Youth person is supporting teachers and students during their Check and Connect time, as well as providing opportunities for students to build authentic relationships and resolve conflicts with their peers in the Help Zone. Students feel valued, seen and affirmed. They are consistently exhibiting positive behaviors, resulting a in a peaceful, collaborative, engaged and joyful school community, which has a significant impact on decreasing chronic absenteeism.

Action steps (in spreadsheet)

Schoolwide Action Steps - Will Be Adjusted Throughout the Year As Needed

Academic Culture							
Focus area: Core Student Experience	Feeling Seen, Affirmed, and Valued						
Priority Question:	ow do all staff members create opportunities to build positive relationships with their students?						
Persistent inequity:	When disaggregated by Race, Black or African American males have the highest number of disciplinary referrals for Disrespectful Behavior						
Learning-Centered Problem	While our students feel that they have a voice and sense of agency in our school, an area of growth is for students to learn how to build positive relationships with staff and students that both support and enrich their educational and social- emotional well-being.						
Focus Core Operational Practice	Feeling Seen, Affirmed, and Valued						
Adult-Centered Problem of Practice	While we educators value individual student voice and agency, an area of growth is to model and provide strategies that will help students build healthy relationships with others to make a positive impact on their school community and beyond.						
Commitment Statement	As a school we are committed to modeling and providing strategies that will help students feel seen and validated as individuals both academically and social-emotionally. The next step is for students to build a bank of strategies that will help them develop and maintain healthy relationships with others in an effort to make a positive impact within their school community and beyond.						
Evidence-based strategies	Description						

- Measuring Success

Measure 1: Chronic Absenteeism

Success Criteria: 10% decrease in Chronic Absenteeism by the end of the school year.

Measure 2: Disciplinary Referrals Success Criteria: 15% decrease in the number disciplinary referrals for disrespectful and insubordinate/defiant behaviors for Black and African American male students.

Measure 3: Suspensions Success Criteria: 15% decrease in the number of suspensions for Black and African American male students.

Benchmark Progress Data

	Chronic Absenteeism Results	Disciplinary Referral Results	Suspension Results
Q1 (6 - 10 weeks)	5% decrease in student chronic absenteeism	5% decrease in Black and African American Male disciplinary referrals for Disrespectful Behavior	5% decrease in Black and African American Male suspensions.
Mid-year	7% decrease in student chronic absenteeism	10% decrease in Black and African American Male disciplinary referrals for Disrespectful Behavior	10% decrease in Black and African American Male suspensions.
End of year	10% decrease in student chronic absenteeism	15% decrease in Black and African American Male disciplinary referrals for Disrespectful Behavior	15% decrease in Black and African American Male suspensions.

End of Plan