



School Comprehensive Education Plan

2024-25

District	School Name	Grades Served
Rochester City School District	Flower City School No. 54	PreK-6

Collaboratively Developed By:

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*And in partnership with the staff, students, and families of **Flower City School No. 54***



Evidence-Based Intervention

All CSI and TSI schools must implement at least one evidence-based intervention as part of its SCEP. The intervention identified must meet the criteria of a Tier 1, Tier 2, or Tier 3 evidence-based intervention under ESSA. More information can be found at: <http://www.nysed.gov/accountability/evidence-based-interventions>.

Schools may choose **one of three options** for identifying their evidence-based intervention:

Option 1: Selecting an intervention from the **State-Supported Evidence Based Interventions** located at: <http://www.nysed.gov/accountability/state-supported-evidence-based-strategies>

Option 2: Selecting an evidence-based intervention **identified in one of three clearinghouses:** What Works Clearinghouse, Social Programs That Work, or Blueprints for Healthy Youth Development

Option 3: Reviewing research to identify its own evidence-based intervention that meets the criteria for ESSA evidence-based intervention Tier 1, Tier 2, or Tier 3 found at: <http://www.nysed.gov/accountability/evidence-based-interventions>

Directions: Place an "X" in the box next to the path the school has chosen for identifying its evidence-based intervention and follow the corresponding directions for that path.

X State-Supported Evidence Based Intervention

If "X" is marked above, provide responses to the prompts below to identify the intervention and the Commitment(s) it will support:

Evidence-Based Intervention Identified	Principal Leadership Development
We envision that this Evidence-Based Intervention will support the following Commitment(s)	This state-supported, evidence based intervention will support the school’s commitments to literacy, mathematics and academic culture.
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	The school has identified high impact strategies aligned with each commitment based on student data. Through network meetings, professional learning experiences and coaching, the school leader will enact and monitor continuous improvement efforts.

Clearinghouse-Identified

If “X’ is marked above, provide responses to the prompts below to identify the intervention, the Commitment(s) it will support, the Clearinghouse that supports this as an evidence-based intervention, and the rating that Clearinghouse gave that intervention:

Evidence-Based Intervention Identified	
We envision that this Evidence-Based Intervention will support the following Commitment(s)	
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	

Clearinghouse used and corresponding rating

- What Works Clearinghouse**
 - Rating: Meets WWC Standards Without Reservations
 - Rating: Meets WWC Standards With Reservations
- Social Programs That Work**
 - Rating: Top Tier
 - Rating: Near Top Tier
- Blueprints for Healthy Youth Development**
 - Rating: Model Plus
 - Rating: Model
 - Rating: Promising

School-Identified

If “X’ is marked above, complete the prompts below to identify the intervention, the Commitment(s) it will support, and the research that supports this as an evidence-based intervention.

Evidence-Based Intervention Identified	
We envision that this Evidence-Based Intervention will support the following Commitment(s)	
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	
Link to research study that supports this as an evidence-based intervention (the study must include a description of the research methodology)	

COMMITMENT I: Literacy Commitment

Our Commitment

<p>What is one Commitment we will promote for 2024-25?</p>	<p>We are committed to strengthening our students’ craft of writing instruction to support the later stages of writing.</p>
<p>Why are we making this Commitment?</p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this Commitment fit into what we envision for the school?</i> • <i>How does this Commitment relate to what we heard when listening to others?</i> • <i>How does this Commitment connect to what we observed through analysis?</i> 	<p>While students are showing the beginning stages of writing, additional support is needed with organization and development using transitional words. (Student Work)</p> <p>Some teachers feel they didn’t have enough time for collaborative planning. Teachers felt that their voices weren’t heard. (Survey and Interview)</p> <p>Our analysis...</p> <ul style="list-style-type: none"> • According to student interviews, <ul style="list-style-type: none"> ○ Most students enjoy writing and writing celebrations! ○ Although students talked about writing sentences they didn’t discuss developing and organizing their writing pieces. They didn’t discuss adding details/using vocabulary to enhance their writing. • Based on student work, while students are showing the beginning stages of writing, additional support is needed with organization and development using transitional words. • According to teacher surveys and interviews <ul style="list-style-type: none"> ○ Some teachers feel they didn’t have enough time for collaborative planning. Teachers felt that their voices weren’t heard. ○ Some teachers felt that not everyone had all the materials needed / knew how to access them in the writing padlet <p>2023-2024 CA Data Dive EOY Data</p> <ul style="list-style-type: none"> • Grade K CA EOY percentage data of students who scored a 1 or above on the Writing Question - Class A 88.6%, Class B 95.7%, , Class C(SPED) 56.5% • Grade 1 CA EOY percentage data of students who scored a 1 or above on the Writing Question - Class A 52.8%, Class B 55.6% , Class C(SPED) 14.3% • Grade 2 CA EOY percentage data of students who scored a 1 or above on the Writing Question - Class A 11.1%, Class B 27.8% • Grade 3 CA EOY percentage data of students who scored a 1 or above on the Writing Question - Class A 81.3%Class B 12.5% • Grade 4 CA EOY percentage data of students who scored a 1 or above on the Writing Question - Class A 54.5% Class B 45% • Grade 5 CA EOY percentage data of students who scored a 1 or above on the Writing Question - Class A 75 % Class B 83.3% • Grade 6 CA EOY percentage data of students who scored a 1 or above on the Writing Question - Class A 71.4 % Class B 47.1

Commitment 1

	<p>2022-2023 NYS Constructive Response Question Data (2023-2024 unavailable at this time)</p> <ul style="list-style-type: none"> • 2% of third grade students received full credit on their constructive response questions with the following standard - 3.RL.2 Determine a theme or central idea and explain how it is supported by key details; summarize portions of a text • 0% of fourth grade students received full credit on the constructive response questions with the following standard - 4.RL.2 Determine a theme or central idea of text and explain how it is supported by key details; summarize a text. • 0% of fifth grade students received full credit on the constructive response questions with the following standard - 5.RL.2 Determine a theme or central idea and explain how it is supported by key details; summarize a text. • 12% of sixth grade students received full credit on the constructive response questions with the following standard - 6.RL.2 Determine a theme or central idea of a text and how it is developed by key supporting details over the course of a text; summarize a text. <p><i>We envision...</i></p> <ul style="list-style-type: none"> • Teachers will engage in monthly collaborative planning and scoring for each genre and monthly data dives with administration to use this data to inform writing instruction for their Writing Workshop • Students will engage in editing and peer reviews with an end result of a Writing Portfolio and Writing Showcase for each grade level to share with parents and other students in the building. • Students will utilize checklists to support self-assessment in all areas of writing.
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Key Strategies

In column 1, input a **total** of one to four strategies that reflect something **new** the school is introducing or something currently in existence that the school is **expanding** or **refining** for the upcoming school year. In column 2, identify if the strategy is something new, something being expanded, or something being refined. In column 3, identify the data that indicates these strategies will be beneficial to our school. For any key strategy that is not something new, provide a 1-2 sentence summary of how the key strategy will be expanded or refined next year.

KEY STRATEGY	HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?	<p>WHY: What did we learn from our needs assessment that suggests this is the right Key Strategy?</p> <p><i>Consider both data trends observed and student interview responses.</i></p> <p><i>For key strategy that does not represent something new, also provide 1-2 sentences on how the school will expand or refine the key strategy next year.</i></p>
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Commitment 1

Explicit teaching of rubrics	<input type="checkbox"/> NEW <input checked="" type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	While students are aware of how rubrics support their writing, the next step is for students to know the components of a rubric to enhance writing.
Modeling constructive feedback and peer critique	<input checked="" type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	
Explicit Teaching of Tier 1 instruction	<input type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input checked="" type="checkbox"/> REFINE	<p>When the teachers adopt explicit teaching practices, they clearly show students what to do and how to do it.</p> <p>Practice and feedback loops uncover and address misunderstandings.</p>

Implementation

KEY STRATEGY 1	Explicit teaching of rubrics
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IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 1? What steps are involved?		
Summer Institute - Digging into the Next Gen Standards		August 24, 2024
Summer Institute - Teachers create grade level aligned writing rubrics using AI and the Next Gen Standards		August 24, 2024
Chapter 1-2 of the Writing Revolution book for sentences/Basic Building Blocks of writing and sentence expansion/note-taking		August 27, 2024
ILT review rubrics created during SI and share with SBPT		September 2024
Required PLC's - Monthly planning of genre writing and Book of Month Literacy Response (1x/month)		Monthly
Writing Program aligned using rubrics (Writing A-Z) launch		September 2024
Students introduction to rubrics K-6 - September		September 2024
Student Data Dive Day		October 2024
Grading Narrative Pre Assessment		October 2024
Grading Narrative Post Assessment		November 2024
Grading Informative Pre Assessment		December 2024
Grading Informative Post Assessment		February 2025
Grading Opinion/Argumentative Pre Assessment		February 2025
Grading Opinion/Argumentative Post Assessment		April 2025
RESOURCES		
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?		
Writing Revolution Book by of books needed - 16		
Visible learning Teacher Clarity # of Books- 15		
Writing A-Z Program Grade K-5		

Commitment 1

Writing Journals for Students K-6 - 320 Copies

KEY STRATEGY
2 Modeling constructive feedback and peer critique

IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 2? What steps are involved?		
Planning Supports - PLC's		Monthly
Action Research PD - <i>The Writing Revolution</i> which would consist of four professional development meetings that would occur throughout the year with an introduction that will begin during the Summer Institute		Aug. 2024 (Intro) Sept. 2024 Dec. 2024 March 2025 May 2025
Using the Writer's Workshop Model - Students will role play - Peer critique (Early October)		October 2024
Student Data Dive Day		October 2024
Schoolwide Meeting Role Play for students		November 2024
RESOURCES		
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?		
<p>5 Ways to Give Effective Feedback (Links located RCSD Instructional Toolkit)</p> <ol style="list-style-type: none"> 1. Before the students write, make sure they know what they are trying to learn (more specifically than just "writing") and what qualities their writing should exhibit. 2. Describe at least one thing the student did well, with reference to the success criteria 3. Suggest the student's immediate next steps, again with reference to the success criteria 4. Make sure you learn something from the feedback episode, too. 5. Give students an immediate opportunity to use the feedback. <p>Peer Critique (Links located in the RCSD Instructional Toolkit)</p> <ol style="list-style-type: none"> 1. Suggested Ground Rules 2. Student presentation 3. Clarifying questions and feedback 4. Presenter Response 5. Reflection 		

KEY STRATEGY
3 Explicit Teaching of Tier 1 instruction

IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 3? What steps are involved?		
PLC -Instructional Leaders will meet at monthly grade level meetings to implement writing planning supports		Monthly
Summer Institute Review		September 2024

Commitment 1

Action Research PD - <i>The Writing Revolution</i> which would consist of four meetings that would occur throughout the year (pending approval)	Sept 2024 Dec. 2024 March 2025 May 2025
The Writing Revolution Action Research Project	
Sentence Level Skills-Writing complete sentences, developing basic sentence structure, using sentence activities to teach grammar and conventions. Basic and complex sentence activities grades 3-6	September and October 2024
Paragraph Level Skills-Identifying the what, the who, topic sentence activities, planning, outlining, drafting and revising, sentence expansion activities	November and December 2024
Content Integration - Distinguishing between topic sentences versus supporting sentences and using transition words/science integration	January-March 2025
Essay Level Skills-Revising with peers, single paragraph and multi paragraph outlines (3-6)	April-June 2025
Administrator Walkthrough and Feedback	October 2024
Administrator and Instructional Coaching	Dec. and Feb. 2025

RESOURCES

What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?

- The Writing Revolution - 1 book per teacher***
- Writing Journals K-6***
- Writing Portfolios K-6***
- Writing A-Z Access Grades K-5 CKLA - Grades K-2***
- Great Job Rewards for Teachers*** (30 trinkets from Oriental Trading)

Progress Targets

Early Progress Milestones

We believe we are on track with the implementation of our strategies if we reach the following Early Progress Milestones **six to ten weeks** into implementation: *Identify Quantitative Data or Qualitative Descriptors that can serve as signals that our implementation is on track and we should continue pursuing these strategies.*

Key Strategy	What Early Progress Milestone data will we be reviewing?	What do we hope to see when we review that data? (<i>consider Student Data, Adult/Schoolwide Behaviors and Practices, and Student Behaviors and Practices</i>)	What we ended up seeing (<i>complete six to ten weeks into the school year</i>)

Commitment 1

Explicit teaching of rubrics	Rubrics for response to literature (Book Of the Month) and all rubrics for the year	Students understand the language of the rubrics and assess themselves based on those rubrics. Teachers created their own rubrics aligned to standards and genre at Summer Institute. Student Data Dive Days	
Modeling constructive feedback and peer critique	Admin Walkthrough (starting in October) - Rituals and Routines and Silent Teachers	Meaningful Peer Critiques Students will engage in peer critiques to provide feedback using the rubric. Silent Teachers Displayed and Utilized Student led conferences in grades 3-6 by the second semester	
Explicit Teaching of Tier 1 instruction	Admin Walkthrough Data 100% participation in PLC Monthly Planning Opportunities and Lesson Planning	Teachers using Tier 1 Instruction during the Writing Block for students to work through the writing process Teacher Learning Walks to look for evidence of the writer’s workshop model (such as writing portfolios, tools, learning intentions). When teachers participate in the the learning walk, they will see instructional evidence that supports the writer’s workshop model	

Mid-Year Benchmarks and End-Of-The-Year Targets

We believe successful implementation of these strategies will allow us to reach the following mid-year benchmarks and end-of-the-year goals.

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing (complete when reviewing mid-year data)
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Commitment 1

<p>Mid-Year Benchmark(s)</p>	<p>-20% improvement from the pre to the post assessments by genre</p> <p>-50% of walkthrough data shows that teachers use instruction aligned to the Writer’s Workshop model</p> <p>-45% of students will show proficiency on the Book of the Month Response to Literature Rubric</p>	<p>20% of students improve by one level</p> <p>100% of teachers will have evidence of Writer’s Workshop and Rubrics Displayed - Silent Teachers</p> <p>10% increase - Students receiving a 1 or higher on the Writing Response Question from BOY to MOY</p> <p>10% increase - CA Overall Average Score from BOY to MOY</p>	
<p>End-of-the Year Targets</p>	<p>-50% improvement from the pre to the post assessments by genre</p> <p>100% of students with complete Writing Portfolios</p> <p>-70% of students will show proficiency on the Book of the Month Response to Literature Rubric</p>	<p>50% of students improve by one level</p> <p>100% of students will have completed writing portfolios to include all pre/post writing genres and BOM responses</p> <p>20% increase - Students receiving a 1 or higher on the Writing Response Question from BOY to EOY</p> <p>20% increase - CA Overall Average Score from BOY to EOY</p>	

Spring Survey Targets

We believe these Spring survey responses will give us helpful feedback about our progress with this Commitment:

	<p>Survey Question(s) or Statement(s)</p>	<p>2023-24 data if available <i>(e.g., % agree or strongly agree)</i></p>	<p>Desired response <i>(e.g., % agree or strongly agree)</i></p>	<p>What we ended up seeing <i>(complete once Spring survey)</i></p>
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Commitment 1

				results are available)
Student Survey	<p>What do you enjoy most about Writing Workshop?</p> <p>Do you know what a rubric is?</p> <p>What was your favorite writing piece and why?</p>	<p>N/A</p> <p>50% of the students knew what a rubric was.</p>	<p>80% of the students will say they enjoy utilizing rubrics in writing workshop</p> <p>100% of the students will know what a rubric is</p> <p>100% of students will be able to differentiate between each genre.</p>	
Staff Survey	<p>What were some of the plusses regarding our Writing Commitment this year?</p> <p>What were some of the deltas regarding our Writing Commitment this year?</p> <p>What is something that you would like to have moving forward for our Writing Workshop next year?</p> <p>If you had additional planning and/or professional development time dedicated to the writing commitment, what would you use it for?</p> <p>How familiar are you with accessing the standards at the grade you teach at?</p>	<p>N/A</p>	<p>100% of staff will complete the survey during a monthly PLC</p> <p>80% of teachers will utilize their planning time with colleagues to plan writing instruction for each genre.</p> <p>100% of teachers will know how to access the standards at the grade he/she is teaching.</p>	

Commitment 1

Family Survey	<p>23-24 What do you already know about our Writing Workshop model?</p> <p>What are some ways your student has shared writing with you at home?</p> <p>What are some suggestions you have for ways we could involve parents in our writing program?</p>	N/A		
	<p>24-25 Do you have communication regarding writing assignments for the year?</p> <p>Does your child share their writing pieces at home?</p> <p>As a family member, what would you like to see your child learning during the Writer's Workshop time to enhance their learning?</p>	N/A	50% of families will participate in the Family Survey	

COMMITMENT 2: Foundational Literacy Commitment

Our Commitment

<p>What is one Commitment we will promote for 2024-25?</p>	<p>We are committed to strengthening foundational skills by grade 3 to support the later stages of independent reading.</p>
<p>Why are we making this Commitment?</p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> ● <i>How does this Commitment fit into what we envision for the school?</i> ● <i>How does this Commitment relate to what we heard when listening to others?</i> ● <i>How does this Commitment connect to what we observed through analysis?</i> 	<ul style="list-style-type: none"> ● Students will be working on hearing multisyllable words ● The use of syllaboards and other strategies will be used to break larger words up into syllables to learn how to read them within text ● Science of Reading: sound cards/alphabet/posters/silent teachers will be posted on walls ● Student work will be posted in halls and/or classrooms <p>Our analysis....</p> <ul style="list-style-type: none"> ● Based on i-Ready data, many students are unable to read at grade level by third grade due to incomplete foundational literacy skills. ● Based on surveys, <ul style="list-style-type: none"> ○ Students and teachers feel that students learn best from a combination of homeroom instruction and Skip-to-Skills at their present level of performance ○ Students and teachers agree that students are eager to learn foundational literacy skills. ● Teachers have baseline knowledge of a variety of Science of Reading strategies that can be used in building students' foundational literacy skills. <p>i Ready Data</p> <ul style="list-style-type: none"> ○ Kindergarten June, 2024 Proficiency in Phonemic Awareness 74% ○ Kindergarten June, 2024 Proficiency in Phonics 74% ○ 1st Grade June, 2024 Proficiency in Phonemic Awareness 40% ○ 1st Grade June, 2024 Proficiency in Phonics 48% ○ 2nd Grade June, 2024 Proficiency in Phonemic Awareness 62% ○ 2nd Grade June, 2024 Proficiency in Phonics 38% <p>We envision...</p>

Commitment 2

	<ul style="list-style-type: none"> • Horizontal data based planning sessions weekly and vertical data-based planning sessions at least once a cycle • CKLA and other Science of Reading phonics-based strategies and materials used daily by teachers in all tiers of instruction • Students will work in small groups using research-based materials (i.e. - Daily Five) to strengthen phonics and phonemic awareness • K-2 Skip to Skills model to support differentiated instruction, supported by master schedule which will allow students to walk to ability-level phonics instruction
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Key Strategies

In column 1, input a **total** of one to four strategies that reflect something **new** the school is introducing or something currently in existence that the school is **expanding** or **refining** for the upcoming school year. In column 2, identify if the strategy is something new, something being expanded, or something being refined. In column 3, identify the data that indicates these strategies will be beneficial to our school. For any key strategy that is not something new, provide a 1-2 sentence summary of how the key strategy will be expanded or refined next year.

KEY STRATEGY	HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?	WHY: What did we learn from our needs assessment that suggests this is the right Key Strategy? <i>Consider both data trends observed and student interview responses.</i> <i>For key strategy that does not represent something new, also provide 1-2 sentences on how the school will expand or refine the key strategy next year.</i>
CKLA Decodable Readers	<input type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input checked="" type="checkbox"/> REFINE	Use was not consistent and not all materials were available. Per district mandate, 100% of teachers in grades K-2 will be using the CKLA decodable readers.
Multisensory Word Building and Differentiated Instruction	<input checked="" type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	The differentiated instruction approach was piloted during the 2023-24 school year and an increase in <i>phonics skills</i> was noted.
Phonemic Awareness explicit instruction	<input checked="" type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	Teachers will explicitly teach students in hearing the sounds in English using a systematic, clear, and accurate instruction of the sounds. They will also explicitly, systematically, and sequentially teach students the connections between the sounds and the letters in the English alphabet.

Commitment 2

Implementation

KEY STRATEGY
1 CKLA Decodable Readers

IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 1? What steps are involved?		
All K-2 Teachers will attend CKLA Overview		May 2024
Summer Institute which will include an additional 2 hours of Professional Development to review our plan of action with the CKLA curriculum and decodable readers.		August, 2024
Kindergarten-2nd Grade LETRS Assessments		September, 2024
Primary teachers will meet to discuss data from the beginning of the year CKLA Assessments		October, 2024
Implementation of CKLA, word building, and decodable readers		Oct-Dec, 2024
Collaboration meeting to go over progress and data		Nov and Dec, 2024
Kindergarten-2nd Grade LETRS Assessments, data discussions, re-groupings		January, 2025
Continuation of CKLA and Skip to Skills		Jan-March, 2025
Collaboration meeting to review progress and data		Feb, 2025
Primary teachers will meet to discuss data from the LETRS Assessments and create groupings for intervention		March, 2025
Continuation of CKLA		March-May, 2025
Final Assessments and data discussions		May/June, 2025
RESOURCES		
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?		
CKLA Decodable Readers		
Really Great Reading		

KEY STRATEGY
2 Multi-Sensory Phonics Word Building and Differentiated Instruction

IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 2? What steps are involved?		
Update Skip to Skills model for the 2024/2025 school year		June 20, 2024
Summer Institute which will include an additional 1 hour of Professional Development to review our plan of action with the Primary Skip to Skills model, and create a progress monitoring assessment for Skip to Skills		Aug, 2024
Kindergarten-2nd Grade LETRS Assessments		Sept, 2024

Commitment 2

Primary teachers will meet to discuss data from the LETRS Assessments and create groupings for Skip to Skills and intervention	Oct, 2024
Implementation of Skip to Skills	Oct-Dec, 2024 Nov, and Dec 2024
Collaboration meeting to go over progress and data	
Kindergarten-2nd Grade LETRS Assessments, data discussions, re-groupings	Jan, 2025
Continuation of Skip to Skills	Feb- March, 2024
Collaboration meeting to review progress and data	March, 2025
Primary teachers will meet to discuss data from the LETRS Assessments and create groupings for Skip to Skills and intervention	March-May, 2025
Continuation of Skip to Skills	May/June, 2025
Final Assessments and data discussions	

RESOURCES

What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?

CKLA
Blast and HD Word - Digital Program and Workbooks
Letter/Sound Cards
Heggerty
Cumulative High-Frequency Sight Word List (Heggerty, CKLA, Blast)

KEY STRATEGY 3	Phonemic Awareness explicit instruction
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IMPLEMENTATION

What is our plan for implementing Key Strategy 3? What steps are involved?

When will this be in place?

Summer Institute which will include an additional 1 hour of Professional Development to review our plan of action with utilizing our Phonemic Awareness resource with fidelity	August, 2024
Kindergarten-2nd Grade PAST (Phonemic Awareness) Assessments	Sept, 2024
Primary teachers will meet to discuss data from the PAST Assessments and create groupings for Skip to Skills and intervention and begin implementation of our Phonemic Awareness resource	Oct, 2024
Kindergarten-2nd Grade PAST Assessments, data discussions, re-groupings	Jan, 2025
Continuation of Phonemic Awareness Explicit Instruction	Jan, 2025
Final Assessments and data discussions	June, 2025

RESOURCES

What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?

CKLA Assessment and Remediation Guide
Heggerty
Magnetic Letter/Tile Kits 1 per student
Really Great Reading Intervention Supports
Sound/Letter Cards

Progress Targets

Early Progress Milestones

We believe we are on track with the implementation of our strategies if we reach the following Early Progress Milestones **six to ten weeks** into implementation: *Identify*

Quantitative Data or Qualitative Descriptors that can serve as signals that our implementation is on track and we should continue pursuing these strategies.

Key Strategy	What Early Progress Milestone data will we be reviewing?	What do we hope to see when we review that data? (<i>consider Student Data, Adult/Schoolwide Behaviors and Practices, and Student Behaviors and Practices</i>)	What we ended up seeing (<i>complete six to ten weeks into the school year</i>)
CKLA Decodable Readers	100% of students will be assessed and progress monitored using the “LETRS Phonics and Word-Reading Survey” which is aligned to The Science of Reading which will include: Letter/Sound Groups, CVC Group, CVC/Blend Group, VCVE Group, Blends and Digraphs Group	<p>After reviewing our LETRS data, we intend to see improvement in letter/sound recognition, word reading fluency and decoding so that students are able to incorporate this knowledge into grade level decodable text.</p> <p>Primary teachers will be collaborating using a differentiated model to support student learning.</p> <ul style="list-style-type: none"> ● After reviewing our LETRS data, we expect to see the following - ● Kindergarten <ul style="list-style-type: none"> ○ September 0/124 ○ February 62/124 ○ June 124/124 80% of students ● 1st Grade <ul style="list-style-type: none"> ○ September 124/204 ○ February 164/204 ○ June 204/204 80% of students ● 2nd Grade <ul style="list-style-type: none"> ○ September 204/310 ○ February 257/310 ○ June 310/310 80% of students 	

Commitment 2

<p>Multi-Sensory Word Building-Phonics and Differentiated Instruction</p>	<p>The K-2 team will work together to assess primary students every 1-2 weeks to determine what ELA Skills they will need to develop to move to the next level of reading.</p> <p>With this understanding in mind, our primary team will each take a skill on the step ladder and deliver skill-based instruction to primary students based on assessment data.</p>	<ul style="list-style-type: none">● We intend to see an increase in both engagement (even from reluctant learners) and academic achievement as students receive targeted instruction at their level● Teachers collaborating biweekly to analyze assessment data and plan● Primary teachers will be collaborating using a differentiated model to support student learning● After reviewing our LETRS data, we expect to see the following -<ul style="list-style-type: none">● Kindergarten<ul style="list-style-type: none">○ September 0/124○ February 62/124○ June 124/124 80% of students● 1st Grade<ul style="list-style-type: none">○ September 124/204○ February 164/204○ June 204/204 80% of students● 2nd Grade<ul style="list-style-type: none">○ September 204/310○ February 257/310○ June 310/310 80% of students	
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Commitment 2

<p>Phonemic Awareness explicit instruction</p>	<p>Students can segment, blend, and manipulate sounds in words</p>	<ul style="list-style-type: none"> ● I Do, We Do, You Do structure of gradual release with feedback ● Primary teachers will be collaborating using a differentiated model to support student learning ● After reviewing our PAST data, we expect to see the following - ● Kindergarten <ul style="list-style-type: none"> ○ September 0/15 ○ February 10/15 ○ June 15/15 80% of students ● 1st Grade <ul style="list-style-type: none"> ○ September 15/30 ○ February 25/30 ○ June 30/30 80% of students ● 2nd Grade <ul style="list-style-type: none"> ○ September 30/50 ○ February 40/50 ○ June 50/50 80% of students 	
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Mid-Year Benchmarks and End-Of-The-Year Targets

We believe successful implementation of these strategies will allow us to reach the following mid-year benchmarks and end-of-the-year goals.

	<p>What data will we be reviewing?</p>	<p>What do we hope to see when we review that data?</p>	<p>What we ended up seeing <i>(complete when reviewing mid-year data)</i></p>
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Commitment 2

<p>Mid-Year Benchmark(s)</p>	<p>30% of students will show growth at their grade level on the... “LETRS Phonics and Word-Reading Survey” “Skip to Skills Dashboard”</p>	<p>Students will be able to engage in explicit, systematic, and sequential phonics which includes letter-sound correspondences, segmenting, decoding, and practice of reading and writing</p> <ul style="list-style-type: none"> ● After reviewing our LETRS data, we expect to see the following by February - ● Kindergarten <ul style="list-style-type: none"> ○ February 62/124 ● 1st Grade <ul style="list-style-type: none"> ○ February 164/204 ● 2nd Grade <ul style="list-style-type: none"> ○ February 257/310 	
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Commitment 2

<p>End-of-the Year Targets</p>	<p>45% of students will show growth at their grade level on the... “LETRS Phonics and Word-Reading Survey” and “PAST” which is aligned to The Science of Reading</p>	<p>Students will be able to engage in explicit, systematic, and sequential phonics which includes letter-sound correspondences, segmenting, decoding, and practice of reading and writing</p> <ul style="list-style-type: none"> ● After reviewing our LETRS data, we expect to see the following - ● Kindergarten <ul style="list-style-type: none"> ○ June 124/124 80% of students ● 1st Grade <ul style="list-style-type: none"> ○ June 204/204 80% of students ● 2nd Grade <ul style="list-style-type: none"> ○ June 310/310 80% of students <p>After reviewing our PAST data, we expect to see the following</p> <p>Kindergarten</p> <ul style="list-style-type: none"> ● June 15/15 80% of students <p>1st Grade</p> <ul style="list-style-type: none"> ● June 30/30 80% of students <p>2nd Grade</p> <ul style="list-style-type: none"> ● June 50/50 80% of students 	
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Spring Survey Targets

We believe these Spring survey responses will give us helpful feedback about our progress with this Commitment:

	Survey Question(s) or Statement(s)	2023-24 data if available <i>(e.g., % agree or strongly agree)</i>	Desired response	What we ended up seeing
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Commitment 2

			(e.g., % agree or strongly agree)	(complete once Spring survey results are available)
Student Survey	<p>1.) When thinking about school, and how you learn best, which model of instruction do you think would best meet your learning needs?</p> <p>A) You would have a homeroom teacher but switch classes and have a different teacher for each subject</p> <p>B) Remain with the same teacher for all subjects.</p> <p>C) A combination of both A and B.</p> <p>D) Other - Explain here.</p> <p>2.) What is something you wish our school would offer more of to best meet your academic needs?</p> <p>3.) Would you prefer a model of learning where you were paired with other students in different grades who need the same skills as you.</p>	N/A	<p>75% of the students will agree that switching classes supports their learning and academic growth.</p> <p>100% of students will share that they would benefit from having more supplies at home.</p> <p>Most students will share that they enjoy changing classrooms because they get to work with students at a common level.</p>	
Staff Survey	<p><u>Staff Survey - All Commitment Areas</u></p> <p>1.) Then thinking about your students and the academic school day, which model of instruction would best meet the majority of learning needs in your class?</p> <p>A. Departmentalize</p>	<p>A) Departmentalize for all content areas</p> <p>B) Remain with the same teacher for all core subjects</p> <p>C) Skip to Skills - students are grouped according to their needs.</p> <p>D) A combination of both of all approaches</p>	<p>90% of staff will agree that students showed growth with the Skip to Skills model</p>	

Commitment 2

	<p>for all content areas</p> <p>B. Remain with the same teacher for all core subjects</p> <p>C. Skip to Skills - students are grouped according to their needs.</p> <p>D. A combination of both of all approaches</p>			
<p>Family Survey</p>	<p>When thinking about your young child and how they learn best, which model of instruction do you think would best meet their learning needs?</p> <p>What is something you wish our school would offer to best meet your child’s foundational literacy needs?</p> <p>What resources do you need at home to support your learners in developing the foundational literacy skills necessary to be successful today and in the future?</p>	<p>N/A</p>	<p>50% of the families will share that they would like for their children to be grouped according to skill.</p> <p>Families will appreciate resources that they can use at home.</p> <p>100% of our families will benefit from books, writing utensils, and flashcards</p>	

Commitment 2

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COMMITMENT 3: Math

(this section can be deleted if there is no third Commitment)

Our Commitment

<p>What is one Commitment we will promote for 2024-25?</p>	<p>As a school, we are committed to increasing students' mathematical reasoning and use of Math vocabulary.</p>
<p>Why are we making this Commitment?</p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this Commitment fit into what we envision for the school?</i> • <i>How does this Commitment relate to what we heard when listening to others?</i> • <i>How does this Commitment connect to what we observed through analysis?</i> 	<p>We have noticed that students have been practicing discourse, however an area that needs improvement with their discourse would be around Tier 1 grade level vocabulary. To assist with this focus area and to assist students with the problem of practice, classrooms will also have a math vocabulary wall to assist students with their level of understanding.</p> <p>While our students continue to show growth with verbal student discourse, an area that we will improve upon is written student discourse while communicating and defending mathematical reasoning using objects, drawings, diagrams, and/or actions.</p> <p>Our analysis...</p> <ul style="list-style-type: none"> • Based on the staff survey, Instructors stressed the importance of having grade level materials/manipulatives to allow students to have a greater understanding of key ideas and standards being taught. • Based on the student interviews, while students stated that they love learning math, they would like to see more hands-on activities to increase their learning. <p>Percentage of Students who scored a 1 or above on Writing Math Question CA EOY (End of Year)</p> <p>6th Grade Ortiz 71.4% Cox 27.5%</p> <p>5th Grade Cole 38.2% Ferris 60%</p> <p>4th Grade Shanley 29.5% Pierce 35%</p> <p>3rd Grade</p>

Commitment 3

	<p>Young 11.1% Jones 6.3%</p> <p>2nd Grade Keene 11.1% Lansdowne 25%</p> <p>First Grade Paige 25% O'Brien 47.2% Sypnier 21.4%</p> <p><i>We envision...</i></p> <ul style="list-style-type: none"> • Enriched Tier 1 Instruction using the Teaching and Learning and grade level manipulatives with the Math Workshop Model will support student-led discourse. This student discourse will be evident with student verbal and student written voice. • Students will be able to access Tier Two and Three Terms as well as review of Tier One Vocabulary. • Students will be practicing Verbal and Written Discourse throughout the Math Workshop Model with the support of provided sentence starters. <p>An area of growth is improving upon discourse with grade level vocabulary by implementing sentence starters, probing questions, and using the stronger and clearer each time group routine.</p> <p>Collaborative learning and the Stronger and Clearer Each Time protocol will be used.</p>
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Key Strategies

In column 1, input a **total** of one to four strategies that reflect something **new** the school is introducing or something currently in existence that the school is **expanding** or **refining** for the upcoming school year. In column 2, identify if the strategy is something new, something being expanded, or something being refined. In column 3, identify the data that indicates these strategies will be beneficial to our school. For any key strategy that is not something new, provide a 1-2 sentence summary of how the key strategy will be expanded or refined next year.

KEY STRATEGY	HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?	<p>WHY: What did we learn from our needs assessment that suggests this is the right Key Strategy?</p> <p><i>Consider both data trends observed and student interview responses.</i></p>
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Commitment 3

		<i>For key strategy that does not represent something new, also provide 1-2 sentences on how the school will expand or refine the key strategy next year.</i>
Discourse Sentence Starters	<input type="checkbox"/> NEW <input checked="" type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	Sentence starters will help students articulate their thought processes clearly. This will improve their ability to communicate mathematical reasoning, which is a critical skill in understanding and solving problems. Sentence starters will also provide a framework for students to organize their thoughts.
Stronger and Clearer Each Time protocol	<input checked="" type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	Stronger and Clearer Each Time will assist students articulate their process and strategy of how they achieved their solution to a math problem. This will assist with their improvement with mathematical reasoning, which is a critical skill in understanding and solving problems. Stronger and Clearer Each Time will also provide students a chance to learn from each other and see that there is more than one way to solve a problem.
Visible Math Vocabulary	<input checked="" type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	Visible Math Vocabulary in all classrooms will assist students with their verbal and written discourse. This will assist with their improvement with mathematical reasoning. Visible Math Vocabulary will also assist students with the ability to explain how they achieved a solution and/or communicate with others mathematically.

For key strategy that does not represent something new, indicate below how the school will expand or refine the key strategy next year.

Sentence starters will help students articulate their thought processes clearly. This will improve their ability to communicate mathematical reasoning, which is a critical skill in understanding and solving problems. Sentence starters will also provide a framework for students to organize their thoughts.

Implementation

KEY STRATEGY 1 Discourse Sentence Starters

IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 1? What steps are involved?		
Discourse Sentence Starters		May 2024
Review Sentence Starters Discourse Cards with Staff from i-Ready Red Cards		August 2024
During PLC's teachers will use cards to see which sentence starter will be applied to lessons from the RCSD		September 2024
Administration Walkthrough to assess roll out with lessons		October 2024

Commitment 3

During PLC's teachers will receive feedback of administration walkthrough	November 2024
Allow teachers to figure out which sentence starter they will need for next Unit in Math	December 2024
Administration walkthrough to observer Sentence Starters	January 2025
RESOURCES	
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	
i-Ready Math Discourse Cards Curriculum Associates 10 Sets	

KEY STRATEGY 2	Stronger and Clearer Each Time protocol
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IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 2? What steps are involved?		
Adapt the Stronger and Clearer Each Time Strategy		May 2024
Clearly define the learning intentions and success criteria		August 2024
Plan staff implementation training/workshop		August 2024
Practice the protocol with staff		August 2024
Prepare any materials needed, such as prompt questions, graphic organizers, or feedback forms.		August 2024
PLC roll out and review		September 2024
Teachers will submit a CDD with Tiered Vocabulary Writing.		October 2024
Teachers will get feedback about CDD Question with Tiered Vocabulary at PLC		November 2024
Teachers will see videos of how to improve their CDD Tier Vocabulary in CDD work		December 2024
Teachers will submit a CDD with Tiered Vocabulary for Review		January 2025
Teachers will receive feedback of CDD Tiered Vocabulary CDD Question from January		February 2025
Teachers will submit a CDD with Tiered Vocabulary for Review		March 2025
Teachers will receive feedback of CDD Tiered Vocabulary CDD Question		April 2025
RESOURCES		
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?		

KEY STRATEGY 3	Visible Math Vocabulary
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Commitment 3

IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 3? What steps are involved?		
Identify Math Vocabulary for each grade level		May 2024
Print Math Vocabulary Words for all classrooms?		June 20th, 2024
Roll out to Instructors during Summer Institute		August 2024
Clearly define the learning intentions and success criteria		August 2024
Plan staff implementation training/workshop		August 2024
PLC roll out and review		September 2024
Assess Roll Out of Visible Walkthrough by Administration		October 2024
Provide Feedback at PLC's of Walkthrough		November 2024
Assess Roll Out of Visible Vocabulary Walkthrough by Administration		December 2024
Provide Feedback of Visible Vocabulary Walkthrough		January 2025
Assess Roll Out of Visible Vocabulary Walkthrough by Administration		February 2025
Provide Feedback of Visible Vocabulary Walkthrough		March 2025
Assess Roll Out of Visible Vocabulary Walkthrough by Administration		April 2025
Provide Feedback of Visible Vocabulary Walkthrough		May 2025
RESOURCES		
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?		
Tiered Vocabulary Cards from the Math RCSD Website		

KEY STRATEGY	
4	

IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 4? What steps are involved?		
		<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
		<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
		<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
		<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
		<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
RESOURCES		
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?		

Progress Targets

Early Progress Milestones

We believe we are on track with the implementation of our strategies if we reach the following Early Progress Milestones **six to ten weeks** into implementation: *Identify Quantitative Data or Qualitative Descriptors that can serve as signals that our implementation is on track and we should continue pursuing these strategies.*

Key Strategy	What Early Progress Milestone data will we be reviewing?	What do we hope to see when we review that data? (<i>consider Student Data, Adult/Schoolwide Behaviors and Practices, and Student Behaviors and Practices</i>)	What we ended up seeing (<i>complete six to ten weeks into the school year</i>)
Discourse Sentence Starters	60% of classrooms will have Math Vocabulary Posted in their rooms for students	Administration Walkthrough will show 60% of classrooms will have Math Vocabulary Terms visible with all three tiers of vocabulary being representative.	
Stronger and Clearer Each Time protocol	Student work will be posted with the 2 Point Rubric completed by teacher and student with a 20% increase from the beginning of the year to the end of the year on School Wide Math Assignments shared with teachers.	Using the 2 Point Rubric of each grade level, students will use tier three vocabulary to explain their reasoning for how they achieved their solution.	
CA District Assessments	70% of Classes will show a 10% increase on their CA's from the BOY to the EOY	Students will show a ten percent increase with the CA's from the BOY (beginning of year) to the EOY (End of Year).	

Mid-Year Benchmarks and End-Of-The-Year Targets

We believe successful implementation of these strategies will allow us to reach the following mid-year benchmarks and end-of-the-year goals.

Commitment 3

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing (complete when reviewing mid-year data)
Mid-Year Benchmark(s)	CA Data Walkthroughs of Vocabulary Tiers 1-3	We will increase our scores with our Tier 3 Vocabulary by 10% from the beginning of the year on the 2 point rubric. At least 80% of classrooms will have vocabulary posted in their room for students to reference to assist with their explaining of how they achieved their solutions. We will be reviewing CA data. We are looking for a 10% improvement in CA data.	
End-of-the Year Targets	CA Data Walkthroughs of Vocabulary Tiers 1-3	95% of classrooms will have a Math Vocabulary visible that students use to assist with their explaining of how they achieved their answers. 10% increase of students at grade level with our tier 3 Vocabulary assessed with our 2 point vocabulary rubric.	

Spring Survey Targets

We believe these Spring survey responses will give us helpful feedback about our progress with this Commitment:

	Survey Question(s) or Statement(s)	2023-24 data if available (e.g., % agree or strongly agree)	Desired response (e.g., % agree or strongly agree)	What we ended up seeing (complete once Spring survey results are available)
Student Survey	What do you like about math? What would you like to learn about in math?	23-24 Qualitative (narrative) data; most frequent	24-25 50% increase in frequency of responses that	

Commitment 3

	What would make math more interesting for you?	<p>responses included</p> <p>What do you like about math?</p> <p><i>Learning new concepts</i> <i>i-Ready</i></p> <p>What would you like to learn about in math?</p> <p><i>Higher grade level skills</i> <i>Math games</i></p> <p>What would make math more interesting for you?</p> <p><i>Increased challenge</i> <i>Group work</i> <i>I don't know</i></p>	<p>mention group work, academic discourse and using manipulatives in math</p>	
Staff Survey	How familiar are you with using the TNL page from the Math Department?	<p>23-24</p> <p>50% of all respondents stated they were at least somewhat familiar with the TNL math page</p>	<p>24-25</p> <p>90% of all respondents report familiarity with or use of the TNL's Math Department page as an instructional tool</p>	
Family Survey	<p>What would you like your student to learn about in Math?</p> <p>When you were in school, how did YOU learn math best?</p> <p>How does your student learn math best?</p>	<p>23-24</p> <p>Qualitative (narrative) data; most frequent responses included:</p>	<p>24-25</p> <p>50% of families will have specific suggestions for ways in which to assist their child in learning math</p>	

Commitment 3

	<p>For example: How does your student learn math best from you at home?</p> <p>Would you like to see your child learn about a topic for 20 minutes, explore that topic for 40 minutes and have a closing everyday?</p>	<p><i>Negative associations with past experiences in math</i></p>	<p>skills (i.e. - math games, math work at home)</p>	
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COMMITMENT 4: Academic Culture

(this section can be deleted if there is no fourth Commitment)

Our Commitment

<p>What is one Commitment we will promote for 2024-25?</p>	<p>We are committed to strengthening students' self regulation ability.</p>
<p>Why are we making this Commitment?</p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this Commitment fit into what we envision for the school?</i> • <i>How does this Commitment relate to what we heard when listening to others?</i> • <i>How does this Commitment connect to what we observed through analysis?</i> 	<p>Classrooms are not all consistent in the ways in which they explicitly teach social-emotional skills and monitor student growth in this area.</p> <p>Our analysis.....</p> <ul style="list-style-type: none"> • Students brought to MTSS in SY 23-24 for behavioral analysis consistently have shown improvement when teacher has used PBIS behavioral support as recommended and gathered data to pinpoint the functions of student behaviors • Current classrooms with explicit, positively stated expectations and systems of tangible/intangible rewards aligned with PBIS principals have the lowest of disciplinary referrals/documentation for SY 23-24 • Students with known social-emotional challenges that have multiple teachers with different approaches to teaching expected behaviors tend to receive fewer referrals in classrooms who are using PBIS principles with fidelity. • Total number of non-documentation coded referrals for the 23-24 school year: 373 • Total number of student suspensions: 95 (51 of these are for putting hands on another human - #1 targeted behavior for 24-25) <p><i>We envision...</i></p> <ul style="list-style-type: none"> • Fully realized and implemented PBIS schoolwide system of behavioral expectations and progressive discipline model as informed by RCSD Code of Conduct • Individual classroom management systems fully aligned with PBIS school wide systems (i.e. - format, language, progressive discipline model). • Second Step SEL curriculum taught weekly by homeroom teachers and used to support emotional regulation skills • Behavior tracking systems in all classrooms aligned with PBIS and used to create and track student behavioral goals • GLOW Days for students twice a month to celebrate students who are meeting classroom and schoolwide PBIS behavioral expectations and goals

Key Strategies

In column 1, input a **total** of one to four strategies that reflect something **new** the school is introducing or something currently in existence that the school is **expanding** or **refining** for the upcoming school year. In column 2, identify if the strategy is something new, something being expanded, or something being refined. In column 3, identify the data that indicates these strategies will be beneficial to our school. For any key strategy that is not something new, provide a 1-2 sentence summary of how the key strategy will be expanded or refined next year.

KEY STRATEGY	HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?	WHY: What did we learn from our needs assessment that suggests this is the right Key Strategy? <i>Consider both data trends observed and student interview responses.</i> <i>For key strategy that does not represent something new, also provide 1-2 sentences on how the school will expand or refine the key strategy next year.</i>
Explicit instruction of expectations	<input type="checkbox"/> NEW <input checked="" type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	Teachers will adopt practices and show students what is expected and how it looks. The behavior matrix and template will be utilized.
Joyfully engaging and safe environment	<input checked="" type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	PBIS used schoolwide, after training received at Summer Institute. Behavior Matrix used by students and staff to self-monitor. Data collected monthly denoting 4,3,2,1 level students were on daily, weekly, monthly. Flower Dollars earned to attend weekly GLOW TIME/monthly GLOW DAYS.
	<input type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	

Implementation

KEY STRATEGY 1	Explicit instruction of expectations
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IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 1? What steps are involved?		
Letter to staff to outline the PBIS rollout for 24-25 school year		June 2024
Teacher Bootcamp - Teacher training on PBIS principles and school-level implementation		August 2024
PBIS Kickoff and Station Rotation		September 2024
PBIS Station Rotation to review expectations		November 2024
PBIS Station Rotation to review expectations following holiday break		January 2024
PBIS Station Rotation to review expectations following holiday break		April 2024

Commitment 4

RESOURCES

What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?

Dedicated time in master schedule and support staff to monitor and support quarterly station rotation (2 paraprofessionals needed)

KEY STRATEGY
2

Joyfully engaging and safe environment (GLOW Celebrations)

IMPLEMENTATION

What is our plan for implementing Key Strategy 2? What steps are involved?

When will this be in place?

Classroom-based weekly GLOW Time (1x/week) - 10 Flower Dollars to attend

September - June 2024

Monthly Schoolwide GLOW Day Celebrations (1x/month) - 20 Flower Dollars to Attend

September - June 2024

RESOURCES

What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?

Weekly grade-level time (30 minutes) in classroom schedules to accommodate GLOW Time

Monthly grade-level time (45 mins for those who attend) in school schedules to accommodate GLOW Day Monthly Activities

\$200/month to support purchasing needed supplies for monthly school wide GLOW Days

\$100/month to purchase needed items for the school PBIS store (GLOW Cart)

KEY STRATEGY
3

IMPLEMENTATION

What is our plan for implementing Key Strategy 3? What steps are involved?

When will this be in place?

by EPM
 by MYB

RESOURCES

What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?

Commitment 4

KEY STRATEGY	4
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IMPLEMENTATION	When will this be in place?
What is our plan for implementing Key Strategy 4? What steps are involved?	
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
RESOURCES	
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	

Progress Targets

Early Progress Milestones

We believe we are on track with the implementation of our strategies if we reach the following **Early Progress Milestones *six to ten weeks*** into implementation: *Identify Quantitative Data or Qualitative Descriptors that can serve as signals that our implementation is on track and we should continue pursuing these strategies.*

Key Strategy	What Early Progress Milestone data will we be reviewing?	What do we hope to see when we review that data? (<i>consider Student Data, Adult/Schoolwide Behaviors and Practices, and Student Behaviors and Practices</i>)	What we ended up seeing (<i>complete six to ten weeks into the school year</i>)
Explicit instruction of expectations	Qualitative data from staff or teachers on the observed changes and the practicality of interventions.	Teachers will be using specific terminology from the Schoolwide Behavior Matrix when explicitly teaching behavioral expectations. Monthly data will be collected from each teacher denoting what average level (4,3,2,1) each student was on for that month. Teacher surveys and Mental Health Team Dashboard	

Commitment 4

Joyfully engaging and safe environment	Number and percentage of students participating in PBIS Glow Days.	Students will self-monitor their daily behavior according to the Behavior Matrix, (4,3,2,1). Students will earn Flower Dollars when meeting daily behavioral expectations. These flower dollars will allow them to earn 1/per week GLOW time in their classroom and schoolwide monthly GLOW Days participation	
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Mid-Year Benchmarks and End-Of-The-Year Targets

We believe successful implementation of these strategies will allow us to reach the following mid-year benchmarks and end-of-the-year goals.

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing <i>(complete when reviewing mid-year data)</i>
Mid-Year Benchmark(s)	School in and out of school suspensions	15% decrease in school suspensions Analysis of behavior data over time to identify patterns, spikes, or declines in behavior.	

Commitment 4

End-of-the Year Targets		Frequency and types of positive behaviors observed leading up to the Fun Day.	
	20% increase in participation in weekly GLOW TIME and monthly GLOW DAYS participation.	Student feedback on their enjoyment and perception of the Fun Day.	
	School in and out of school suspensions	Teacher and staff feedback on the effectiveness of the Fun Day in promoting positive behavior.	
		General school climate surveys to assess overall changes in the school environment.	
		25% decrease in school suspensions	

Spring Survey Targets

We believe these Spring survey responses will give us helpful feedback about our progress with this Commitment:

	Survey Question(s) or Statement(s)	2023-24 data if available <i>(e.g., % agree or strongly agree)</i>	Desired response <i>(e.g., % agree or strongly agree)</i>	What we ended up seeing <i>(complete once Spring survey results are available)</i>
Student Survey	<p>23-24</p> <p>Why is it important to have good attendance?</p> <p>When you think about yourself or someone with good attendance, what do you think encourages them to come to school?</p>	<p>23-24</p> <p>Qualitative (narrative) data; most frequent responses included extrinsic motivators, the ability to learn and have fun with friends</p>	<p>24-25</p> <p>Narrative responses for students will include the following phrases:</p> <p>What are some strategies you can use to make</p>	

Commitment 4

	<p>What do you look forward to about school?</p> <p>What could we do to encourage better attendance?</p>		<p>good choices in school?</p> <p><i>Get Flower Dollars</i></p>	
	<p>24-25</p> <p>What are some reasons you make good choices in school?</p> <p>Do you feel safe in school?</p> <p>What are some things that our school does to recognize students who make good choices?</p>	<p>24-25</p> <p>N/A</p>	<p><i>Go to GLOW celebrations</i></p> <p><i>Learn more</i></p> <p>Do you feel safe in school? <i>75% of all students will choose YES</i></p> <p>What are some things that our school does to recognize students who make good choices?</p> <p><i>Responses will include free time, prizes, recess, GLOW Celebrations, Flower Dollar Cart</i></p>	
<p>Staff Survey</p>	<p>23-24</p> <p>In what ways can we improve student attendance?</p> <p>Are you familiar with the PBIS Framework?</p>	<p>23-24</p> <p>Qualitative (narrative) data; most frequent responses included extrinsic motivators, parent involvement and school outreach</p>	<p>24-25</p> <p>Rate your level of agreement with the following three statements:</p> <p>Our school's PBIS program allows students to better understand and</p>	

Commitment 4

		<p>72% of staff was very familiar with the PBIS framework, remainder was somewhat familiar</p>	<p>demonstrate expected behaviors as a part of our school community.</p> <p><i>75% of staff will agree or highly agree</i></p>	
	<p>24-25</p> <p>Rate your level of agreement with the following three statements:</p> <p>Our school’s PBIS program allows students to better understand and demonstrate expected behaviors as a part of our school community.</p> <p>Students are motivated to make good choices by extrinsic motivators like the GLOW Celebrations.</p> <p>Implementing PBIS strategies in my classroom has improved my classroom culture.</p>	<p>24-25</p> <p>N/A</p>	<p>Students are motivated to make good choices by extrinsic motivators like the GLOW Celebrations.</p> <p><i>75% of staff will agree or highly agree</i></p> <p>Implementing PBIS strategies in my classroom has improved my classroom culture.</p> <p><i>50% of staff will agree or highly agree</i></p>	
<p>Family Survey</p>	<p>23-24</p> <p>What does your student say that they look forward to about school?</p> <p>What are some barriers to your student attending school every day?</p>	<p>23-24</p> <p>Qualitative (narrative) data; most frequent responses included learning and fun, seeing teachers</p>	<p>24-25</p> <p>Rate your level of agreement with the following three statements:</p> <p>My student knows the behavioral</p>	

Commitment 4

	<p>What can our building do to support your student's attendance at school?</p>	<p>Barriers included transportation and competing family schedules</p> <p>Support requested included assistance with transportation</p>	<p>expectations at School #54.</p> <p><i>75% will agree or highly agree</i></p> <p>School #54's Positive Behavior Intervention Systems (GLOW Behavior) allows my student to better understand and demonstrate expected behaviors as a part of our school community.</p> <p><i>50% will agree or highly agree</i></p>	
	<p>24-25</p> <p>Rate your level of agreement with the following three statements:</p> <p>My student knows the behavioral expectations at School #54.</p> <p>School #54's Positive Behavior Intervention Systems (GLOW Behavior) allows my student to better understand and demonstrate expected behaviors as a part of our school community.</p> <p>My student is motivated to make good choices by school celebrations like the GLOW Celebrations and the Flower Dollar Cart (school store).</p>	<p>24-25</p> <p>N/A</p>	<p>My student is motivated to make good choices by school celebrations like the GLOW Celebrations and the Flower Dollar Cart (school store).</p> <p><i>50% will agree or highly agree</i></p>	

Civic Empowerment Project (schools in CSI only)

Background

As part of the New York State Every Student Succeeds Act Plan (ESSA) and Commissioner's Regulation 100.21, all schools identified for Comprehensive Support and Improvement (CSI) Support Model are required to annually implement a Participatory Budgeting Process or provide opportunities for parent and student engagement in a manner prescribed by the Commissioner.

Options for Schools

The Department has outlined six ways in which schools may address the requirement for schools in the CSI Support Model to implement Participatory Budgeting or an Approved Alternative:

1. Participatory Budgeting
2. Monthly School Focus Groups
3. Climate Survey Inquiry Team
4. Schoolwide Voting
5. Collaborative School Improvement Grant Development
6. Design Your Own

These options were identified because they build on essential components of Participatory Budgeting: ***expanding stakeholder voice, providing opportunities to practice democracy, and promoting civic engagement.***

The available options are described in more detail in the guidebooks available on the NYSED [Civic Empowerment Projects](#) website. Schools should consider how to incorporate their selection into their existing commitments.

Directions (Schools in CSI only)

Place an "X" in the box next to the Civic Empowerment Project the SCEP Development Team has selected for the 2024-25 school year.

- Participatory Budgeting
- Monthly School Focus Groups
- Climate Survey Inquiry Team
- Schoolwide Voting
- Collaborative School Improvement Grant Development
- Design Your Own (proposals should be sent to FieldSupport@nysed.gov)

Our Team's Process

Background

NYSED requires that the SCEP is developed in consultation with parents and school staff, and in accordance with §100.11 of Commissioner's Regulations. All schools are expected to follow the guidelines outlined in the document "Assembling Your Improvement Planning Team" found at:

<https://www.nysed.gov/sites/default/files/programs/accountability/assembling-your-improvement-planning-team.pdf>. This section outlines how we worked together to develop our plan.

Our Team's Steps

Our plan is the result of collaborating to complete several distinct steps:

1. **Envision:** Exploring the Vision, Values and Aspirations for the school (optional for schools in CSI)
2. **Analyze:** Analyzing Data
3. **Analyze:** Analyzing Survey Data
4. **Listen:** Interviewing Students
5. **Envision:** Reflect, Synthesize, and Plan
6. **Writing the Plan**

Team Collaboration

In the first two columns, identify the members of the SCEP team and their role (e.g., teacher, assistant principal, parent). In the rest of columns, indicate that team member's participation in each of the activities by identifying the date that person participated in that activity OR leaving the space blank if the person did not participate in that activity.

[SCEP Team Meeting Attendance](#)

Learning As A Team

Directions

After completing the previous sections, the team should complete the reflective prompt below.

Student Interviews

Describe how the Student Interview process informed the team's plan

During steps 4 and 5 of the Data Wise improvement process the SCEP team interviewed students to establish learning centered problems of problems of practice in all commitment areas. Additionally, CSI schools participated in Collaborative Instructional Rounds to examine instruction and listen to students voices.

Schools in the ATSI and TSI model only

Subgroup Spotlight

Describe how the team has determined that the strategies in this plan are likely to result in improved subgroup performance for the subgroup(s) for which the school has been identified.

The team began by conducting a thorough analysis of performance data for our students. This included standardized test scores, attendance trends, and iReady and Common Assessments. By identifying specific areas where subgroups were underperforming, the team could target their strategies effectively. The team reviewed existing research and best practices in education to identify strategies that have been proven to improve outcomes for similar groups.

Input from key stakeholders, including teachers, parents, students, and community partners, was sought to ensure the strategies were relevant and practical. Before full implementation, some strategies were tested through pilot programs. These pilots allowed the team to gather preliminary data on their effectiveness and make any necessary adjustments. The results from these pilot programs provided initial evidence that the strategies could lead to improved performance.

Next Steps

Sharing the Plan

Schools in the CSI Model

As you develop your plan, please feel free to share the plan with your NYSED liaison for input when it would be helpful. When the SCEP team is satisfied with the plan, **please compare the completed plan to the [SCEP Rubric](#) to consider where there may be opportunities to strengthen the plan.** After the team has analyzed the completed plan in relation to the [SCEP Rubric](#) and made any necessary revisions, the principal should email the NYSED liaison and:

1. Confirm that the team has reviewed the plan against the SCEP rubric, ensured the plan met [minimum expectations](#), and made any necessary changes;
2. Identify the areas of the plan about which the team is most confident;
3. If applicable, identify if there are any specific areas of the plan about which the team is less confident. The principal is also able to request a follow-up meeting to further explore these areas prior to [Pre-SCEP Team Meeting Planning Session 5](#) indicate to your liaison that the school is ready to share its full plan for approval. Plans should be shared by **July 15, 2024**.
4. Once your plan is finalized, ensure that the District (Superintendent or designee) and local Board of Education have approved the plan and that the plan is posted on the district website.

Schools in the ATSI model and TSI Model

When the SCEP team is satisfied with the plan, **please compare the completed plan to the [SCEP Rubric](#) to consider where there may be opportunities to strengthen the plan.** After the team has analyzed the completed plan in relation to the SCEP rubric and made any necessary revisions, please share the plan with your District, who will verify that the plan meets [NYSED's minimum expectations](#). Plans will need to be approved by the District before the first day of the 2024-25 school year.

Once the plan has been finalized, ensure that the District (Superintendent or designee) and the local Board of Education have approved the plan and that the plan is posted on the district website.

Implementing the Plan (All Schools)

1. Ensure that the plan is implemented no later than the first day of school.
2. Monitor implementation closely and adjust as needed.
3. Plan to have the SCEP team reconvene during the year to discuss implementation and review progress in relation to the Early Progress Milestones and Mid-Year benchmarks identified.
4. Ensure that there is professional development provided to support the strategic efforts described within this plan.
5. Work with the district in developing the 1003 Title I School Improvement Grant application designed to support the implementation of the activities identified in the school and district plan.