



School Comprehensive Education Plan 2024-25

Board Approved August 29, 2024

District	School Name	Grades Served
Newburgh Enlarged City School District	Gidney Avenue Memorial School	K-5

Collaboratively Developed By:

The Gidney Avenue Memorial School SCEP Development Team:

- Claudine Mazza, Union Delegate
- Giselle Gil Arias, Bilingual Kindergarten Teacher
- Caitlin Keane, General Education Teacher
- Pamela Zouhairi, Instructional Coach
- Rachel Fritz, General Education Teacher
- Elizabeth Loscerbo, General Education Teacher
- Rosalie Pena, Assistant Principal
- Carolyn Evans, Teaching Assistant
- Hilda Santana, General Education Teacher
- Nancy Gross, Special Education Teacher

And in partnership with the staff, students, and families of Gidney Avenue Memorial School

Guidance for Teams

Template

Any part of the plan can be collapsed or expanded by clicking on the triangle next to the blue headings. You can also move through the sections of the plan by accessing the Navigation Pane in Microsoft Word.

Prior to Writing the Plan

Prior to working on this document, school teams should have:

1. Completed the Five-Part Needs Assessment
 - [Activity 1: Envision: Exploring Your Vision, Values, and Aspirations](#) (optional for re-identified schools)
 - [Activity 2: Analyze: Internal and External Data](#)
 - [Activity 3: Analyze: Survey Data](#)
 - [Activity 4: Listen: Student Interviews](#)
 - [Activity 5: Envision: Reflect, Synthesize, and Plan](#)
2. Re-identified Schools:
 - Participated in [SCEP Pre-Team Meeting Planning Session 4](#) with their NYSED/District/BOCES liaison after the Commitments and Key Strategies were identified and before the implementation plan was written.

Commitments

The team should identify 2 to 4 Commitments for the 2024-25 school year. An ideal Commitment is something that the school team sees as part of a long-range vision for the school. **At least one Commitment must be connected to Teaching and Learning.** School teams may find it helpful to consider the following sentence starter to assist in identifying a commitment: *This school is committed to _____.*

Key Strategies

As part of the annual improvement plan, schools will need to identify 1-4 Key Strategies for each Commitment and develop their plan around these strategies.

Each Key Strategy selected should represent something that will look different this upcoming year in comparison to previous years. The Key Strategy should fit one of the following categories:

1. Something **new** to the school; or
2. Something existing that is **being expanded** to reach a wider audience; or
3. Something existing that is **being refined** in this upcoming year and will look different from the past.

These Key Strategies should connect to the data reviewed and/or the student interviews conducted through the needs assessment process. Teams will need to explain on the template why they have selected each Key Strategy.

While Commitments represent more long-term goals or values that are guiding the school, Key Strategies serve as the means by which the school will advance that Commitment during the upcoming year.

Schools may find Hattie's [High Impact Teaching Strategies](#) and the [Diagnostic Tool for School and District Effectiveness \(DTSDE\) Framework](#) and [Phases of Implementation](#) to be helpful resources when considering Key Strategies.

Implementation

For each Key Strategy selected, the school team will need to outline its plan for prioritizing that Key Strategy in the upcoming year.

For Key Strategies that are something **new** to the school, the plan would outline how the Key Strategy will be introduced and rolled out. For Key Strategies that are **being expanded** to reach a wider audience, the plan would outline how this expansion would occur. For Key Strategies that are **being refined** in this upcoming year, the plan would outline the new ways in which this Key Strategy is being prioritized that differ from previous years.

For each of these three categories of Key Strategies, the plan for implementation should **outline a sequence of activities that build upon previous activities**, along with the resources necessary to support that specific Key Strategy.

In the column to the right of each activity, identify if the activity **will be in place by Early Progress Milestone (EPM) or the Mid-Year Benchmark (MYB)**. The team can then use this information to gauge progress when it meets during the 2024-25 school year. For strategies designed to occur after the Mid-Year Benchmark meeting, leave those two boxes blank.

Success Criteria and Benchmark Targets

After school teams identify their Key Strategies, they should consider success criteria and benchmarks that will help them determine if they are making sufficient progress with the Key Strategies and toward their Commitment throughout the year.

Each Key Strategy will have at least one Early Progress Milestone that is intended to provide the school team with helpful feedback as to the initial success of the plan. The data selected for the Early Progress Milestone should directly align with the Key Strategy.

Each Commitment will also have at least one mid-year benchmark and one end-of-the-year target. School teams will also need to identify spring survey targets for each Commitment.

The plan template is designed with the intention that the school teams will return to their plan throughout the year and make updates when necessary. To monitor the Success Criteria for each Commitment, there is a section for the team to update during the year and record the outcome data or evidence they ended up seeing next to the target originally identified. Teams should keep this section blank when writing the plan and anticipate bringing the team back together throughout the upcoming year to gauge the success of the plan.

SCEP Rubric

NYSED has developed [a rubric](#) that is intended to serve as a means of helping team members identify potential ways to strengthen their plan. The rubric may be a useful tool to refer to as the plan is being written. Schools should plan on self-assessing their plan against the rubric after their initial draft is finalized.

Resources for Team

- [Assembling Your Improvement Planning Team](#)
- NYSED Improvement Planning website: <http://www.nysed.gov/accountability/improvement-planning>

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	Professional Learning Communities
We envision that this Evidence-Based Intervention will support the following Commitment(s)	Commitments 1, 2 & 3
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	According to staff feedback, there is a need for a deeper dive within our professional development to target student needs. PLC will serve as a vehicle to support teachers in delving into data, discussion of glows, grows and gos, and refining craft. This connects by aligning teachers both horizontally and vertically. PLC will operate on a cycle basis. Each cycle will focus on a commitment. Teams will meet one day in a six day cycle. The PLC schedule for the 2024-2025 school year will be provided to all teachers along with shared access to agenda and minutes.

COMMITMENT I

Our Commitment

<p>What is one Commitment we will promote for 2024-25?</p>	<p>Gidney Avenue Memorial School is dedicated to enhancing students' vocabulary knowledge and usage across all grade levels.</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>Vocabulary has emerged as the lowest scoring domain on the iReady exam for at least three consecutive years, with a significant percentage of students classified as Tier 3 at risk on both BOY and EOY assessments.</p> <ul style="list-style-type: none"> ● iReady Data: <ul style="list-style-type: none"> ○ 2023 - 2024: Our EOY scores show that only 29% of our population are proficient in the domain of vocabulary. We started the school year at 12% to 29% ○ 2022 - 2023: Our EOY scores show that only 27% of our population was proficient in the domain of vocabulary. We started the year at 12%. ○ 2021 - 2022: Our EOY scores show that only 30% of our population was proficient in the domain of vocabulary. We started the year at 8% <p>The data indicates that more students are lacking the necessary vocabulary knowledge in order to read higher level texts.</p> <p>It was observed that only 128 students out of 516 had power goals geared towards vocabulary instruction.</p>

...Continued

We continue to see this correlation on the NYS exams.

- According to our ESSA Score Card, our black and multiracial subgroups are the lowest scoring with 55.9% scoring a level 1 on New York State ELA Exams and 30.5% on Level 2.
- Grade 5:
 - Our lowest performing standards on the ELA state test were RI.5.7 (drawing information from texts). Historically 25% of students demonstrated proficiency and in 2022-2023, only 10% of students demonstrated proficiency. Standard RI.5.2 (key ideas and details) had a historical proficient rate of 77.3% and in 2022-2023 our students scored 41.2%.
 - Since 2014, on NYS ELA exam, when compared to the District, GAMS has underperformed on Vocabulary Acquisition and Usage by a difference of 7% on average.
 - When compared to the region, in all constructed and extended response questions for the grade 5 ELA test, we underperformed by an average of 6.7%
- Grade 4:
 - Since 2014, on NYS ELA exam, when compared to the District, GAMS has underperformed on Vocabulary Acquisition and Usage by a difference of 8.7% on average.
 - When compared to the region, in all constructed and extended response questions for the grade 4 ELA test, we underperformed by an average of 6.6%
- Grade 3:
 - Since 2014, on NYS ELA exam, when compared to the District, GAMS has underperformed on Vocabulary Acquisition and Usage by a difference of 6.2% on average.
 - When compared to the region, in all constructed response questions for the grade 3 ELA test, we underperformed by an average of 3%

Teacher focus groups identified the following:

- Students have demonstrated a need in using language skills to comprehend texts across all genres.
- Students have not acquired strategies to figure out unfamiliar words when reading- resulting in a lack of understanding of the text.
- There is a need for explicit vocabulary instruction across all grade levels and across all genres

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 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>
Professional Learning Communities	<input type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input checked="" type="checkbox"/> REFINE	Professional Learning Communities will update and implement GAMS PLC structure, duration and implementation of PLC cycle.
Explicit Vocabulary Instruction: The Vocabulary Notebook	<input checked="" type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	<p>Our needs assessment indicated that students have not acquired the language skills and strategies to comprehend unfamiliar words within texts. This affects overall comprehension.</p> <p>Teachers will use explicit vocabulary instruction to teach vocabulary. Teacher’s will use various teaching models such as Marzano and Frayer to explicitly teach vocabulary to the whole group and small group. Through weekly/monthly communication, teachers will share highlighted vocabulary words with their families. That will provide families opportunities to support their students at home.</p> <p>Students will have a notebook, which teacher teams have created, specific for vocabulary, which they use for instruction and assessment. Students will have opportunities to track their increase in vocabulary, refer back to their assessments and use it as a resource when writing.</p>

Commitment 1

<p>Vocabulary Initiatives and Exposure Across All Areas</p>	<p><input type="checkbox"/> NEW <input checked="" type="checkbox"/> EXPAND <input type="checkbox"/> REFINE</p>	<p>In an effort to increase word knowledge, during the 2023-2024 school year, the reading team created the Wordle Wednesdays initiative. On Wednesdays, students were encouraged to visit their grade band Wordle Word chart located throughout the building. Students have to use their literacy skills to identify the words and submit them.</p> <p>During the 2024-2025 school year, the reading team will expand on Wordle Word Wednesdays by connecting it to the explicit vocabulary instruction occurring within the classrooms. The team will also implement Word of the week during morning announcements and encourage use of highlighted words throughout the building.</p> <p>Families will support the initiative by receiving communication via hard copy and/or digital of highlighted words and possible activities to do at home.</p>
<p>Interactive Word Walls</p>	<p><input checked="" type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE</p>	<p>Through teacher focus groups and admin walk-throughs, it was observed that classrooms lacked the use of word walls. While students are taught new vocabulary daily, there is no location where these words live. Therefore making it difficult for students to retain new vocabulary.</p> <p>During the 2024-2025 school year, teachers will be supported in creating interactive word walls within their classrooms to highlight explicitly taught vocabulary words . This will enhance exposure to tier 2 vocabulary words using the provided masters list.</p>

Implementation

KEY STRATEGY 1

Professional Learning Communities

<p>IMPLEMENTATION</p> <p>What is our plan for implementing Key Strategy 1? What steps are involved?</p>		<p>When will this be in place?</p>
<p>1. July/August 2024: GAMS PLC Handbook created.</p>	<p><input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB</p>	
<p>2. September 2024: PLC Handbook will be shared with teachers and PLC's will begin. PLC's will run where each grade will meet once in a six day cycle.</p>	<p><input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB</p>	

Commitment 1

<p>3. Duration of School Year: PLC’s will continue to follow a cyclical schedule and assess as needed. That schedule will support implementation and progress monitoring of strategies implemented supporting commitments.</p>	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
RESOURCES What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	
Standard Office Supplies: Expo Markers, Post-it Chart Paper	
PLC Handbook 2024-2025	

Implementation

KEY STRATEGY 2 Explicit Vocabulary Instruction: The Vocabulary Notebook

IMPLEMENTATION What is our plan for implementing Key Strategy 1? What steps are involved?		When will this be in place?
<p>1. July/August 2024: The Data and Planning team will meet to create the Tier 2 vocabulary list, with definitions and parts of speech for each grade level. Lists, along with instructional resources and student vocabulary notebooks will be distributed to each teacher.</p>	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
<p>2. September - October 2024: Teachers during PLC will set up their classroom’s vocabulary notebook following Marzano 6 steps to effective vocabulary & Frayer Model structure.</p>	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
<p>3. September - October 2024: Teachers during PLC will create their schedule for vocabulary distribution</p> <ul style="list-style-type: none"> - k-1: 1 word per week - 2-3: 2 words per week - 4-5: 3 words per week 	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
<p>4. Weekly/monthly: Teachers will share highlighted vocabulary words with their families through weekly communication (newsletter and/or clasdojo) .</p>	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
<p>5. Monthly 2024-2025: During PLCs, teachers will develop their assessment schedule and adjust accordingly</p> <ul style="list-style-type: none"> - K-1: quiz monthly (total 4 words for the month) 	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB	

Commitment 1

<ul style="list-style-type: none"> - 2-3: Quiz biweekly (total 8 words for the month) - 4-5: Quiz biweekly (total 12 words for the month) 	
<p>6. Daily 2024- 2025: Teachers will explicitly teach selected vocabulary words. Students throughout each week will use their vocabulary notebooks daily to complete selected activities.</p>	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
<p>7. Monthly 2023-2024: Teachers will administer vocabulary quizzes following the schedule created by teachers during PLC</p>	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
<p>8. Nov-Dec 2024: During a PLC cycle, teachers will analyze initial vocabulary data on assessments and instruction. Teachers will revise implementation of vocabulary instruction if needed.</p>	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
<p>9. Feb-Mar 2025: During a PLC cycle, teachers will analyze new vocabulary data on assessments and instruction. Teachers will plan next steps for implementation.</p>	<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB
<p>10. SLT will conduct student/family surveys.</p>	<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB
<p>RESOURCES</p> <p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>	
<p>Building Academic Vocabulary: Teacher’s Manual (Professional Development)</p>	
<p>-Instructional Coach: Facilitate PLCs, support teachers through coaching, ensure teachers have necessary supplies -Assistant Principal: Co- Facilitate PLCs, observe and support teachers during vocabulary instruction</p>	
<p>Reading League Conference Oct 15-17, 2024 Have a team attend the various workshops that support the school’s commitment and turn key to staff. https://www.thereadingleague.org/conference/</p>	
<p>iPads</p>	
<p>Standard office supplies: Post-it Chart Paper, Highlighters, Markers</p>	
<p>Print Shop: Notebooks created by data and planning team June 2024, sent to print shop in June 2024 to be distributed Sept 2024</p>	

KEY STRATEGY 3

Vocabulary Initiatives and Exposure Across All Areas

IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 2? What steps are involved?		
1. July/August 2024: The reading team team will meet to plan out the year’s Wordle Word Wednesday lists. This work is completed with the data and planning team.		<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
2. September 2024: The first word of the week will be introduced on the morning announcements. Teachers will highlight the word within their classrooms and encourage students to use the word in context often.		<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
3. Mid-September, 2024: The first Wordle Wednesday will be displayed for the grade bands (K-2, 3-5). Every Wednesday new words will be posted for students to decipher. Every Thursday, winners will be announced over the loudspeaker and given a certificate. Pictures of winners will be posted on a bulletin board for community highlights.		<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
4. Every 6 Weeks: Teachers will meet for PLC 1x in a six day cycle. During PLC sessions, teachers will come up with grade level activities to support the vocabulary words of the week. Teachers will have an opportunity to share best practices and resources that encourage students to practice their vocabulary words throughout the week.		<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
5. Throughout the year: Teachers will model word of the week activities in their classrooms. Students will have the opportunity to practice during small groups instruction, center time, and independent work time.		<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB
RESOURCES		
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?		
<ul style="list-style-type: none"> ● Standard office supplies: Post-its, Post-it Chart Paper, Expo Markers 		

KEY STRATEGY 4

Interactive Word Walls

IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 3? What steps are involved?		
1. September, 2024: Teachers will be provided professional development on effective use of word walls within the classroom. Professional development will be provided by the instructional coach and/or the assistant principal.		<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
2. September, 2024: Teachers will create classroom word walls, share expectations with students.		<input checked="" type="checkbox"/> by EPM

Commitment 1

<p>3. Sept/Oct 2024: During PLC, teachers will be given a master list to support the vocabulary instruction in exposing children to additional Tier 2 words. Teachers will also determine which key vocabulary words from current instructional units that can be added to the word walls. This will give students access to the words and encourage them to use them across other contexts.</p>	<p><input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB</p>
<p>4. During monthly walkthroughs the administration will observe the use of interactive word walls during instruction. Teachers will be provided feedback.</p>	<p><input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB</p>

RESOURCES

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

The Marzano List of words will be gathered, organized and distributed by the instructional coach to all teachers. Teachers will receive appropriate lists according to grade bands.

Frayer Model Graphic Organizer is a resource available that has been printed onto the student vocabulary books. Those books will be distributed to students in Sept 2024.

Standard office supplies

Technology (iPads or Macbooks)

District Approved English Language Arts Resources

Furniture (Flexible seating & whiteboard tables)

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? (consider Student Data, Adult/Schoolwide Behaviors and Practices, and Student Behaviors and Practices)	What we ended up seeing (complete six to ten weeks into the school year)
PLCs	Meeting minutes will be kept for each meeting.	We hope to see PLC's that function around student work and data. By analyzing data and creating targeted lesson plans, our hope is to improve the academic results of students.	
Vocabulary Notebooks	Student Biweekly /Monthly Vocabulary Quiz	Students using the vocabulary learned during instruction.	

Commitment 1

Repeated Exposure to words	Repeated Exposure to words, as evidenced by word walls, walkthroughs, vocabulary notebooks and data from quizzes.	<p>More students are actively engaging in Wordle Wednesdays, resulting in enhanced integration of new vocabulary into classroom discussions, peer interactions, and written assignments.</p> <p>Students are utilizing vocabulary notebooks daily with Marzano Six Step strategies with data collection of quizzes.</p> <p>Walkthroughs by admin to observe word walls and lessons.</p>	
Word Walls	Walkthrough	By Mid November, 70% of classrooms will have a physical word wall in their classrooms.	

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?
PLC Mid-Year Benchmarks	<ul style="list-style-type: none"> -Meeting Minutes -PLC Calendar 	An effectively functioning PLC system.
Vocabulary Notebooks Mid-Year Benchmarks	<p>Teachers and Administration will engage in data dives using student vocabulary assessment. Those vocabulary assessments include teacher made monthly assessment and IReady Reading.</p> <p>For the vocabulary assessments, students will be assessed based on their grade bands. Grades K-1 will be assessed once a month. Students in grades 2-5 will be assessed twice a month.</p> <p>Teachers will also analyze the iReady BOY and MOY Diagnostic Data</p>	Students have mastered at least 50% of grade level appropriate word lists.

Commitment 1

<p>Repeated Exposure to words Mid-Year Benchmarks</p>	<p>Teachers and Administration will engage in data dives using student vocabulary assessment. Those vocabulary assessments include teacher made monthly assessment and IReady Reading.</p> <p>For the vocabulary assessments, students will be assessed based on their grade bands. Grades K-1 will be assessed once a month. Students in grades 2-5 will be assessed twice a month.</p> <p>Teachers will also analyze the iReady BOY and MOY Diagnostic Data</p>	<p>Students have mastered at least 50% of grade level appropriate word lists.</p>
<p>Word Walls Mid-Year Benchmarks</p>	<p>Administration will look for active Interactive Word Walls within the classroom when conducting classroom walkthroughs.</p>	<p>All teachers have an established Interactive Word Wall that is:</p> <ul style="list-style-type: none"> - Accessible - Engaging - Current - Interactive
<p>What we ended up seeing <i>(complete when reviewing mid-year data)</i></p>		
<p>PLC End-of-the Year Targets</p>	<p>-Meeting Minutes -PLC Calendar</p>	<p>An effectively functioning PLC system.</p>
<p>Vocabulary Notebooks End-of-the Year Targets</p>	<p>Teacher, Student & Parent Survey EOY data from Vocabulary Quizzes iReady EOY Diagnostic Data</p>	<p>Students have mastered 90% of grade level appropriate word lists.</p>
<p>Repeated Exposure to words End-of-the Year Targets</p>	<p>Teacher, Student & Parent Survey EOY data from Vocabulary Quizzes iReady EOY Diagnostic Data</p>	<p>Students have mastered 90% of grade level appropriate word lists.</p>
<p>Word Walls End-of-the Year Targets</p>	<p>Walkthroughs</p>	<p>100% usage of word walls by teachers.</p>

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	I use my vocabulary notebook regularly. My vocabulary knowledge has increased.	N/A	85% agree or strongly agree	
Staff Survey	I have my students use their vocabulary notebooks regularly. I use various ways to increase my students vocabulary knowledge	N/A	90% agree or strongly agree	
Family Survey	My child uses their vocabulary notebook regularly. My child's vocabulary knowledge has increased.	N/A	85% agree or strongly agree	

COMMITMENT 2

Our Commitment

<p>What is one Commitment we will promote for 2024-25?</p>	<p>We are committed to improving writing across all grade levels.</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>The commitment to improving writing across all grade levels at Gidney Avenue Memorial School aligns perfectly with our overarching vision for the school and responds directly to feedback received from various stakeholders within our community. Additionally, this commitment is reinforced by our analysis of student performance data and identified areas for improvement.</p> <p>Our NYS ELA test scores from 2022-2023 show that on short response questions:</p> <ul style="list-style-type: none"> ● Grade 3: <ul style="list-style-type: none"> ○ 36% of students scored a 0 and 48.5% scored 1 point. ○ 14.4% of 3rd graders received full credit on constructed response questions. ● Grade 4: <ul style="list-style-type: none"> ○ 32% of students scored 0 points and 60% scored 1 point. ○ 5.8% of 4th graders received full credit on constructed response questions. ● Grade 5: <ul style="list-style-type: none"> ○ 34% of students scored 0 points and 68.6% earned 1 point. ○ 11% of 5th graders received full credit on constructed response questions. ● In regards to extended responses, our school scored 50% less than the region. <p>Our NYS Math test scores from 2022-2023 show that on short response questions:</p>

Commitment 2

- Grade 3:
 - 39.2% earned full credit on the constructed response questions
 - For the constructed response questions, 36.5% earned no points, 25.3% earned 1 point, 33% earned 2 points, and 25.8 earned 3 points.
- Grade 4:
 - 25.3% earned full credit on the constructed response questions
 - For the constructed response questions, 58.25% received 0 points, 22.3% received 1 point, 17.8% received 2 points and 9.5% received a score of 3 points.
- Grade 5:
 - 20.8% earned full credit on the constructed response questions
 - For the constructed response questions, 67.3% received 0 points, 17% received 1 point, 14% received 2 points and 8.9% received a score of 3 points.

In our English Language Arts Instructional Program, as reported by teachers, we have 63% of students on target for Writer's Engagement (388 out of 610 students).

During our hunch study and student focus groups, writing was recognized as an area of need.

- Students in grades 2 and 3, students asked for more time to write and conference with their teachers.

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 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>
RACE: Implement a School-Wide Structure for Writing about Texts	<input checked="" type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	<p>Using the RACE strategy (Restate, Answer, Cite, Explain) as a key writing strategy is an effective method for improving writing skills in the classroom and on New York State (NYS) ELA state tests. Using RACE provides a structured framework, encourages critical thinking, improves reading comprehension, provides consistency in responses, facilitates differentiation and fosters independence.</p> <p>Based on the data, students demonstrated having a lack of basic structure for writing. Teachers across grades K-5 will implement RACE as a tool for structured writing. Students will use the structure as a guide to self assess their work and the work of their peers. Students will use the tool to identify areas of growth within their own writing.</p> <p>The expectation is that less students will leave writing responses blank on state exams and more students will acquire possible points when answering short and extended responses.</p>
Student Self Assessment: Grade Level Appropriate Editing Checklists	<input checked="" type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	Grade level appropriate editing checklists are a key strategy in enhancing writing skills. Editing checklists promote self-regulation and independence,

Commitment 2

		<p>increases awareness of writing conventions, improves writing coherence and clarity, enhances focus on specific skills, supports differentiated instruction, provides a clear framework for revision, facilitates consistent feedback and most importantly, engages students in the writing process.</p> <p>Teachers will introduce and model how to use a rubric to revise and edit work. Students will have an opportunity to practice using the tool with their own writing. Teachers will use rubrics to engage in student conference conversations. Students will self-assess their work using grade level appropriate rubrics.</p> <p>The expectation is that students will increase their writing fluency and their writing becomes more concise and detailed. Families will be able to monitor their student’s writing progression by reviewing their graded rubric and support students when completing at home assignments.</p>
<p>Focused Teacher/Student Conferencing</p>	<p><input type="checkbox"/> NEW <input checked="" type="checkbox"/> EXPAND <input type="checkbox"/> REFINE</p>	<p>To enhance student writing skills, the district ELA common assessments will be compiled into a grade specific “writing notebook.” The common assessments will be graded and discussed as grade levels in PLC. In the classroom, teachers will confer with students one on one to discuss their performance on assigned writing tasks.</p> <p>Teachers will then engage in one to one conferences with students to discuss “glows, grows and gos”. As the year progresses and students become more familiarized with discussing their writing, they will lead their own conferences providing their self-assessment. Students will learn how to use a rubric to assess their work.</p> <p>Graded assessments and writing pieces will be sent home for families to review and support on any next steps. Families will receive task description and grading criteria.</p>

Commitment 2

Instructional Practice Team	<input type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input checked="" type="checkbox"/> REFINE	The Instructional Practice Team will focus on analyzing and interpreting classroom, building and district data to improve instruction in the classroom through the creation of instructional materials.
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Implementation

KEY STRATEGY 1

RACE: Implement a School-Wide Structure for Writing about Texts

IMPLEMENTATION What is our plan for implementing Key Strategy 1? What steps are involved?		When will this be in place?
1. Sept. 2024: Introduce RACE: At the beginning of the school year, teachers will introduce the RACE strategy to students.	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
2. Sept/Oct 2024: Modeling and Practice: Teachers will model the RACE strategy using various texts and provide ample opportunities for guided and independent practice.	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
3. Monthly: Feedback: During PLC discuss feedback on each component of the RACE strategy to help students improve. Determine any next steps for implementation improvements.	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
4. Nov/Dec 2024: Integration: Teachers will integrate RACE into all subject areas to reinforce its use and show its applicability across the curriculum.	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
5. Monthly: Practice: Students will use RACE consistently when answering constructed response questions across all subjects. Assign weekly prompts.	<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB	
6. Students will assess their writing using the RACE rubrics (check off all parts that are included in their writing response)	<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB	
RESOURCES What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?		
Exemplar Texts		
Standard Office Supplies - Chart Paper, markers, pencils, anchor charts, etc.		
Technology (iPads or Macbooks)		

Commitment 2

KEY STRATEGY 2

Grade level appropriate editing checklist

IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 2? What steps are involved?		
1. September, 2024: Introduce grade level appropriate editing checklists to all teachers during PLC.	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
2. Sept/Oct. 2024: Teachers should model how to use editing checklists effectively, demonstrating each step with examples.	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
3. Throughout the school year, teachers will incorporate checklist use into regular writing activities so that students become comfortable and proficient with them.	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
4. Based on assessment data, teachers will create checklists that are appropriate for different grade levels and individual student needs during the PLC cycle.	<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB	
5. In class, teachers will model then encourage peer review using the checklists, which can provide additional perspectives and foster collaborative learning.	<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB	
6. Monthly: Regularly review and update checklists to ensure they remain relevant and challenging as students progress.	<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB	
RESOURCES		
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?		
Standard office supplies: paper, pencils, chart paper, etc.		
Technology (iPads or Macbooks)		
Furniture (Flexible seating & whiteboard tables)		

KEY STRATEGY 3

Teacher/student conferencing

IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 3? What steps are involved?		
1. August 2024: Compile ELA common assessments for each unit/grade level and include rubrics and conference sheets.	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
2. August 2024: Edit any assessments to ensure they align with ELA curriculum and standards.	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
3. August 2024: Create a database for collecting data (writing scores for each assessment).	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
4. Sept 2024: Teachers will begin to discuss student writing in PLC. <ul style="list-style-type: none"> a. Bring student writing to PLC b. Exchange with other teachers c. Grade - input grades in database to track data d. Discuss as a grade level <ul style="list-style-type: none"> i. What were our findings? What are Glows, Grows, Gos as a team? e. Take grades back to students and conference individually 	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
5. During the school year, teachers will conduct writing conferences regularly with students. https://www.readingrockets.org/classroom/classroom-strategies/writing-conferences <ul style="list-style-type: none"> a. Meet with each student individually b. Show student friendly rubric. Based on rubric, what do students believe was their Glow & Grow. c. Explain grade received and why d. Determine Next steps: <ul style="list-style-type: none"> i. What will be your Glow, Grow and Go for next time? 	<input type="checkbox"/> by EPM <input checked="" 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?		
Virtual Conference: Jennifer Serravallo https://www.jenniferserravallo.com/contact <ul style="list-style-type: none"> ● January 22, 2025 (10:00am - 4:00pm) 		

Commitment 2

<ul style="list-style-type: none"> • https://web.cvent.com/event/8c4ac646-0f37-4cbe-9ed0-7bdf77157c20/websitePage:888743c6-936a-43dc-966a-a9496abdf1c0 • \$159 per participant
<p>Books:</p> <ul style="list-style-type: none"> • <i>The Writing Strategies Book: Your everything Guide to Developing Skilled Writers</i> by Jennifer Serravallo (\$54.84 each) • <i>The Writing Revolution</i> by Judith C. Hochman (\$25.99 each)
Standard Office Supplies: chart paper, markers, post-its, paper, pencils, etc.)
Writing Notebooks (printed by Print Shop)
Technology (iPads or Macbooks)

KEY STRATEGY 4	Instructional Practice Team
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IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 1? What steps are involved?		
1. August/September 2024: Posting will be made for teachers to apply.	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
2. September 2024: The Instructional Practice Team will be formed and teachers will begin meeting weekly or biweekly.	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
3. Dec./Jan 2025: Team will reassess MOY writing data to ensure they are on the right trajectory.	<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB	
4. May/June 2025: Team will review EOY writing data to see what needs to be addressed for the coming school year.	<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB	
RESOURCES		
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?		
Standard office supplies (post-its, chart paper, markers, pens, pencils, etc.)		
Writing Mentor Texts		
Compensation for team members outside the contractual day		
Technology (iPads or Macbooks, smartboards)		

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>)
Student Data	Student Surveys Student Interviews Fall Common ELA Unit Assessment scores	An increase of students identifying that they are able to edit their own writing using rubrics and receiving 1-on-1 conference time with their teacher. Students are able to identify their glows, grows and glows. They will also share their experiences during writing conferences. Increase in scores on common ELA unit assessments from pre-assessment to post-assessment.	
Adult/School wide behaviors and practices.	Walkthrough Data PLC Common Language and practices/strategies among the staff	An increase in 1-on-1 writing conferences where students are able to verbalize their glows, grows and glows. Teachers will bring student work samples to share/ exchange when grading and record data. Teachers will also discuss common trends as a grade level and decide on action steps. Teachers utilizing specific strategies like RACE and COPS while teaching writing. Also creating a schedule for conferencing with students on their writing.	

Commitment 2

Student Behaviors and Practices	Students identifying their writing glows, grows, and gos.	90% of students can clearly discuss a piece of writing they are working on and a grow, glow or go they have for their writing process.	
	Students taking ownership of their writing by self-editing	Comments from students indicating an increased sense of ownership and engagement when writing.	

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)	<ul style="list-style-type: none"> -Teacher, student, and parent surveys -Student interviews -Common Unit Assessments grading -Walkthrough data -student teacher conferring data/notes -Glows, Grows, Gos posted on student work products. 	<ul style="list-style-type: none"> - 100% of grades use the Common ELA Assessments to drive discussions during PLC in tracking student progress. - More responses that reflect student growth based on feedback from teachers and parents. - Strategic admin walkthroughs looking for the implementation of specific writing strategies and conferencing. 	

Commitment 2

<p>Mid Year Race: Implement a school-wide structure for writing about texts</p>	<p>-ELA Common Assessments</p> <p>-Exit Tickets (informal assessments)</p>	<ul style="list-style-type: none"> - 35% of students performing at or above grade level on the Common ELA Unit Assessments. - at least 50% of students use or attempt to use the structure of RACE when writing about text. - At least 70% of teachers use common language when providing feedback (glows and grows) that focuses on the use of RACE and how 	
<p>Mid Year Grade Level Editing Checklists</p>	<p>-Exit Tickets (informal assessments)</p> <p>-End of Unt Writing Piece</p>	<ul style="list-style-type: none"> - at least 40% of students effectively use student editing checklists to self reflect and revise their writing. 	
<p>Mid Year Teacher Student Conferencing</p>	<p>-Conferring notes</p>	<ul style="list-style-type: none"> - At least 25% of students will lead their student/teacher conference when conferring with teacher 	

Commitment 2

<p>End-of-the Year Targets</p>	<ul style="list-style-type: none"> -Teacher, student, and parent surveys -Common Unit Assessment data -Walkthrough data -Glows, Grows, Gos posted on student work products. -State Test performance for grades 3-5 	<ul style="list-style-type: none"> - 100% of grades use the Common ELA Assessments to drive discussions during PLC in tracking student progress. - An increase of 10% from all stakeholders per question from the 2024/2025 school year. Responses will reflect student growth based on feedback from teachers. - An increase of at least 15% proficient scores on constructed responses on the ELA State Test for grades 3-5. 	
<p>End of Year Race: Implement a school-wide structure for writing about texts</p>	<ul style="list-style-type: none"> -ELA Common Assessments -Exit Tickets (informal assessments) 	<ul style="list-style-type: none"> - 50% of students performing at or above grade level on the Common ELA Unit Assessments. - at least 80% of students use or attempt to use the structure of RACE when writing about text. - At least 90% of teachers use common language when providing feedback (glows and grows) that focuses on the use of RACE and how 	

Commitment 2

End of Year Grade Level Editing Checklists	-Exit Tickets (informal assessments) -End of Unt Writing Piece	- at least 60% of students effectively use student editing checklists to self reflect and revise their writing.	
End of Year Teacher Student Conferencing	-Conferring notes	- At least % 40 of students will lead their student/teacher conference when conferring with teacher	

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	1. I use a rubric to edit my own writing. 2. I conference 1-on-1 with my teacher often.	N/A	85% agree or strongly agree	
Staff Survey	1. I provide time for my students to self edit. 2. I conference 1-on-1 with my students regularly.	N/A	100% agree or strongly agree	
Family Survey	1. My son/daughter discusses their writing conferences at home. 2. My son/daughter makes more of an effort to self edit their work.	N/A	85% agree or strongly agree	

COMMITMENT 3

(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>We are committed to developing a community of problem solvers with the ability to analyze, interpret, and solve math word problems across various mathematical domains.</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>Our commitment to fostering a community of problem solvers aligns perfectly with the overarching vision for the school. By prioritizing the development of analytical skills and problem-solving abilities, we're not only preparing our students to excel academically but also equipping them with essential life skills that extend far beyond the classroom. This commitment reflects a holistic approach to education that emphasizes critical thinking, creativity, and adaptability.</p> <p>Based on various Focus Groups, students and teachers reported the following:</p> <ul style="list-style-type: none">• There is an underdevelopment of language skills impacting math understanding• Students have not yet acquired adequate problem solving strategies to be able to demonstrate proficiency• There is a need to better connect school content to real world application• There is a need for more variety of manipulatives for solving problems (digital and tactile)• Students in grade K-5 expressed interest in more math experiences and connections to the outside world. <p>Our NYS Math test scores from 2022-2023 show that on short response questions:</p> <ul style="list-style-type: none">• Grade 3:<ul style="list-style-type: none">○ 39.2% earned full credit on the constructed response questions

	<ul style="list-style-type: none"> ○ For the constructed response questions, 36.5% earned no points, 25.3% earned 1 point, 33% earned 2 points, and 25.8 earned 3 points. ● Grade 4: <ul style="list-style-type: none"> ○ 25.3% earned full credit on the constructed response questions ○ For the constructed response questions, 58.25% received 0 points, 22.3% received 1 point, 17.8% received 2 points and 9.5% received a score of 3 points. ● Grade 5: <ul style="list-style-type: none"> ○ 20.8% earned full credit on the constructed response questions ○ For the constructed response questions, 67.3% received 0 points, 17% received 1 point, 14% received 2 points and 8.9% received a score of 3 points.
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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 style="text-align: center;">WHY: What did we learn from our needs assessment that suggests this is the right Key Strategy?</p> <p style="font-style: italic;">Consider both data trends observed and student interview responses.</p> <p style="font-style: italic;">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.</p>
Implementing Math Talks	<input type="checkbox"/> NEW <input checked="" type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	<p>Based on our data, it is evident that our students' proficiency in language affects their comprehension of mathematical concepts. Thus, reinforcing and refining math talks will assist students in enhancing their ability to reason through and justify solutions</p>

		<p>to math problems. Math talks will be consistently used throughout grade levels.</p> <p>Teachers will model with students how to engage in math talks. This will occur during whole group instruction and when engaging in lesson reflection. Students will engage in math talks expressing their analytical reasoning with peers to justify or solve mathematical problems.</p>
<p>Implementing Standards Based Problem of the Day</p>	<p><input checked="" type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE</p>	<p>NY State Math Assessment data indicates that students in grades 3-5 are performing below the state average in constructive response problems. This may indicate that students are not equipped with the skills to be able to decipher, solve and explain how they came to an answer. These skills are developed as early as Kindergarten; therefore equipping students with tools and strategies early on will lead to students to success when deciphering, solving and explaining their thinking.</p> <p>Introducing a Problem of the Day initiative across the grades K-5 aid students in developing effective strategies for tackling math word problems appropriate to their grade levels. Teachers will pre-plan Problem of the Day, based on classroom data needs. They will introduce the RIDES strategy and support students as they use it to solve math problems.</p>
<p>Strategic Tier I Classroom Interventions</p>	<p><input checked="" type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE</p>	<p>According to teachers' feedback, there was a need for dependable strategies and resources to support additional differentiated instruction tailored to student needs. Teachers reported struggling to provide Tier 1 intervention to students that address specific needs.</p> <p>The Tier I interventions menu offers educators a selection of resources curated by the school-wide data analysis team. The Intervention menu is a live</p>

		document that contains direct hyperlinks to resources organized by math topic/competencies. This will provide teachers with specific intervention strategies to address individual student needs.
Instructional Practice Team	<input type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input checked="" type="checkbox"/> REFINE	The Instructional Practice Team will focus on analyzing and interpreting classroom, building and district data to improve instruction in the classroom through the creation of instructional materials.

Implementation

KEY STRATEGY 1

Math Talks - students in grades K-5 will engage in daily math talks.

IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 1? What steps are involved?		
1. September, 2024: During PLC, introduce teacher expectations for facilitating math talks. Review student expectations, resources, guiding discussion techniques and data gathering.		<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
2. Sept./Oct. 2024: During PLC's grade teams will construct grade level math discussion prompts students will use during math talks.		<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
3. October 2024: Teachers will model math talks in their classrooms. Students will have an opportunity to practice.		<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
4. During PLCs, grade teams will create their inter- visitation protocol and schedule (focusing only on student led math talks)		<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
5. Nov/Dec and March/April, 2024: Teachers will participate in inter visitations during student-led math talks, and take qualitative notes on student discussions.		<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB
6. Nov/Dec and March/April, 2024: During PLCs, teachers will discuss data gathered during inter visitations - identifying discussion trends.		<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB
7. Nov/Dec and March/April: Grade teams will identify the glows and grows of math talks. Discuss protocols and next steps for further development in mathematical discourse.		<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB
RESOURCES		
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?		
Technology (iPads or Macbooks)		

Standard office supplies (post-it chart paper, markers, pos-its, pens, pencils, etc.)

2025 Virtual Math Summit 2/22 - 2/23

KEY STRATEGY 2

Problem of the Day - Students in grades K-5 will solve standards-based math problems daily using the RIDES strategy.

IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 2? What steps are involved?		
1. September/October, 2024 -During PLC, implementation of the Problem of the Day will be presented	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
2. Monthly - During PLC, teachers in grades K-2 will create a schedule of problems for Problem of the Day using district approved resources. Teachers in Grades 3-5 will use Datamate and district approved resources to pre-plan the Math Constructive Response Questions for Problem of the Day.	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
3. October 2024 - Every class will have introduced and integrated the Math Problem of the Day. During the initial week of implementation, the Math Problem of the Day will be demonstrated in classrooms through think-alouds and whole-class discussions. In the classroom, students will read, dissect, analyze the word problem using teacher taught strategies/processes and using the RIDES strategy.	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
4. Monthly - During PLC grade level meetings, teachers will analyze student work from the Problem of the Day to identify trends, gather additional data, and collaborate on strategies to further support students in improving their understanding of constructive response math problems. Teachers in Grade 3-5 will use the 3-point rubric provided in the NY State Math Assessment. Teachers in Grade K-2, will determine the grading rubric to use.	<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB	
5. September 2024 - The administration will create and share a school-wide spreadsheet for entering and monitoring scores so that teachers can analyze the data during PLC meetings. This data will help teachers hone in on classroom needs and make instructional decisions.	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB	

RESOURCES

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

Datamate, Grades 3-5 NY State Math Assessments, Constructive Response Questions

Math programs approved by the district and math problems created by teachers based on NY State Next Generation Standards.

Math conference:

1. Association of Mathematics Teachers of NYS (AMTNYS), Syracuse, NY, November 9-12, 2023
PLC -Math Professional Development (Math Specialist/Speakers)
District-Wide - Math Professional Development
Furniture (Flexible seating & whiteboard tables)

KEY STRATEGY 3 Implementing Strategic Tier 1 Interventions

IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 3? What steps are involved?		
1. Sept. 2024: During Staff Professional Development, administration and instructional coach will review how to plan and conduct Tier 1 intervention within the classroom.	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
2. Sept/Oct 2024: Introduce the Tier I Classroom Intervention menu during the first round of PLCs. Teams will review the menu as it relates to competency areas addressed during the year.	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
3. Monthly: Administration and Instructional Coach will work alongside the MTSS committee to support teachers on how to utilize the Tier I intervention menu.	<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB	
4. Monthly: The data and planning Team will continuously update/revise Tier 1 Interventions Menu.	<input type="checkbox"/> by EPM <input checked="" 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?		
Various Math professional books		
Technology (iPads or Macbooks)		

KEY STRATEGY 4 Instructional Practice Team

IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 1? What steps are involved?		
1. August/September 2024: Posting will be made for teachers to apply.	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
2. September 2024: The Instructional Practice Team will be formed and teachers will begin meeting weekly or biweekly.	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB	

3. Dec./Jan 2025: Team will reassess MOY math data to ensure they are on the right trajectory.	<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB
4. May/June 2025: Team will review EOY math data to see what needs to be addressed for the coming school year.	<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB
RESOURCES	
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	
Standard office supplies (post-its, chart paper, markers, pens, pencils, etc.)	
Writing Mentor Texts	
Compensation for team members outside the contractual day	
Technology (iPads or Macbooks)	

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? (consider Student Data, Adult/Schoolwide Behaviors and Practices, and Student Behaviors and Practices)	What we ended up seeing (complete six to ten weeks into the school year)
Math Talks	Intervisitation Qualitative Data	Students using mathematical language in discourse when discussing problems presented. Students follow discussion protocols modeled to enhance peer to peer discussions.	
Problem of the Day - based on standards	Math Assessment Constructed Response Questions	Student constructed responses will demonstrate mathematical reasoning and the use of mathematical language.	

Tier I Classroom Interventions Form	RTI Teacher Referrals	A reduced number of students recommended for Multi-Tiered System Support	
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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?
Math Talks Mid-Year Benchmark	- Math Unit Exams	- 50% of students are able to show and/or explain their work on short response math problems
Problem of the Day Mid-Year Benchmark(s)	- Math Unit Exams - Quizzes - Exit Tickets (informal assessments)	- 50% of students are able to answer the problem of the day and explain how they achieved their response.
Strategic Tier I Classroom Interventions Mid-Year Benchmark(s)	- Number of RTI Referrals	- The number of students referred to RTI - Multi-Tiered System of Support would decrease by 10% since the previous year
Mid-Year Benchmark(s)	- MOY Benchmark Assessment	- 60% met or exceeded proficiency levels
Math Talks End-of-the Year Target	- Math Unit Exams	- 75% of students are able to show and/or explain their work on short response math problems
What we ended up seeing (complete when reviewing mid-year data)		
Problem of the Day End-of-the Year Targets	- Math Unit Exams - Quizzes - Exit Tickets (informal assessments)	- 75% of students are able to answer the problem of the day and explain how they achieved their response.
Strategic Tier I Classroom Interventions End-of-the Year Targets	- Number of RTI Referrals	- The number of students referred to RTI - Multi-Tiered System of Support would decrease by 20% since the previous year

End-of-the Year Targets	- NY State Exam	- An increase of at least 25% proficient scores on constructed responses on the Math State Test for grades 3-5.
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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 <i>(e.g., % agree or strongly agree)</i>	What we ended up seeing <i>(complete once Spring survey results are available)</i>
Student Survey	I am given chances to talk about math problems with my classmates. I can show my thinking using math words and reasoning.	NA	By June 2025 90% agree	
Staff Survey	I plan and provide opportunities for math talks in my class. My students show their thinking by using math language and reasoning.	NA	By June 2025 90% agree	
Family Survey	My child is able to explain their math thinking when working at home. . My child shows his/her math thinking by using math words and reasoning on their homework assignments.	NA	By June 2025 90% agree	

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.

Name	Role	Envision : Exploring the Vision, Values and Aspirations	Analyze: Internal and External Data	Analyze: Survey Data	Listen: Student Interviews	Envision : Reflect, Synthesize and Plan	Plan Writing and Revision
Robert Gkowacki	Principal	6/4	6/10	6/4		6/21	6/13, 6/24, 6/25
Rosalie Pena	Assistant Principal	6/4	6/10	6/4	6/6	6/21	6/13, 6/24, 6/25, 7/18, 7/19
Claudine Mazza	Union Delegate, AIS Rdg Teacher	6/4, 6/11	6/10	6/4	6/6	6/21	6/13, 6/24, 6/25
Nancy Gross	Teacher	6/4, 6/11	6/10	6/4		6/21	6/13, 6/24, 6/25, 7/18
Rachel Fritz	Teacher	6/4, 6/11	6/10	6/4		6/21	6/13, 6/24, 6/25

Our Team's Process

Caitlin Keane	Teacher	6/4, 6/11	6/10	6/4		6/21	6/13, 6/24, 6/25, 7/22
Hilda Santana	Teacher	6/4, 6/11	6/10	6/4		6/21	6/13, 6/24, 6/25
Carolyn Evans	Teaching Assistant	6/4, 6/11	6/10	6/4		6/21	6/13, 6/24, 6/25, 7/18, 7/19
Elizabeth Loscerbo	Teacher	6/4, 6/11	6/10	6/4		6/21	6/13, 6/24, 6/25
Gisel Gil-Arias	Teacher	6/4, 6/11	6/10	6/4		6/21	6/13, 6/24, 6/25, 7/22
Pamela Zouhairi	Instructional Coach	6/4, 6/11	6/10	6/4	6/6	6/21	6/13, 6/24, 6/25

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

The student interview process provided the SCEP (School Comprehensive Education Plan) team with critical insights into the students' educational preferences and needs, directly influencing their strategy for the upcoming school year. Here's how each piece of feedback shaped the plan:

1. **More Writing Time:** Students' request for increased writing time suggests a need for further development of writing skills and opportunities for creative expression. In response, the SCEP team has planned to incorporate more writing activities across different subjects, ensuring that writing is a regular part of the curriculum, and providing various writing assignments that cater to different genres and purposes. This approach aims to enhance students' writing skills and foster a love for writing.
2. **Conferencing with Teachers:** The desire for more teacher-student conferences highlights the importance of personalized feedback and support in the learning process. To address this, the SCEP team will be implementing regular, scheduled conferencing sessions where students can discuss their Glows, Grows and Gos with their teachers. This strategy allows for individualized attention and support, helping students to better understand their learning paths and improve their academic performance.
3. **Math Problems and Manipulatives:** Students expressed interest in solving more math problems and using manipulatives, indicating a preference for interactive and hands-on learning experiences in mathematics. The SCEP team responded by incorporating more problem-solving activities into the math curriculum, using manipulatives to help students visualize and understand mathematical concepts, and providing a range of difficulty levels to challenge students appropriately. This approach not only reinforces mathematical understanding but also makes learning more engaging and enjoyable.

By addressing these areas, the SCEP team has tailored their educational plan to better meet students' needs, ensuring a more effective and engaging learning environment.

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 SCEP team has determined that the strategies focusing on vocabulary, writing, and math word problems will improve subgroup performance based on several key considerations and analyses:

1. **Data Analysis:** The team has conducted a thorough analysis of performance data, identifying specific subgroups that are underperforming. By examining test scores, classroom assessments, and other relevant metrics, they can pinpoint areas where these subgroups struggle the most, such as vocabulary comprehension, writing proficiency, or mathematical problem-solving.
2. **Research-Based Strategies:** The chosen strategies are likely grounded in educational research that demonstrates their effectiveness in improving learning outcomes for similar subgroups. For example, enhanced vocabulary instruction can support reading comprehension, especially for English language learners or students from linguistically diverse backgrounds. Writing activities can improve literacy and critical thinking skills, and a focus on word problems can bolster mathematical reasoning and application.
3. **Targeted Interventions:** The SCEP team has tailored these strategies to address the specific needs of the identified subgroups. For instance, vocabulary instruction will include differentiated word lists and context-based learning, while writing exercises will involve scaffolded assignments and peer review sessions. Word problems will be introduced with visual aids or real-world applications to make them more accessible.
4. **Teacher Professional Development:** The team may have included plans for training teachers to effectively implement these strategies. By equipping educators with the tools and techniques needed to support these subgroups, the strategies are more likely to be successful. Professional development might focus on culturally responsive teaching practices, differentiation techniques, and formative assessment methods.
5. **Continuous Monitoring and Feedback:** The SCEP plan includes a framework for monitoring the progress of these subgroups and adjusting strategies as needed. Regular assessments and feedback loops enable the team to evaluate the effectiveness of the interventions and make data-driven decisions to enhance them.
6. **Engagement with Stakeholders:** The team involved parents, community members, and students in the planning process to ensure that the strategies are relevant and supportive of the subgroup's needs. This collaboration will lead to greater buy-in and more successful implementation.

By strategically focusing on vocabulary, writing, and word problems, the SCEP team aims to address the specific challenges faced by the underperforming subgroups, thereby improving their academic performance and closing achievement gaps.

Next Steps

Sharing the Plan

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

