



School Comprehensive Education Plan 2024-25

District	School Name	Grades Served
Yonkers Public Schools	Museum School 25	PK-6

Collaboratively Developed By:

The Museum School 25 SCEP Development Team
(SCEP Team Members: Brian Gray, Alexis Marinaccio, Coral Gama, Angeline Grady, Lisa Ricciardi, Robert Crescenzo, Nicholas Creazzo, and in partnership with the staff, students, and families of Museum School 25.

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.

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 Committees
We envision that this Evidence-Based Intervention will support the following Commitment(s)	All commitments
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	<p>PLCs are learning teams organized by subject, grade level, and/or special interest in which teachers meet weekly to:</p> <ul style="list-style-type: none"> • Discuss issues around student learning • Collect and analyze data • Develop and try out instructional solutions • Assess the impact of these solutions

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 1

Our Commitment

What is one Commitment we will promote for 2024-25?

Museum School 25 commits to providing our students with rigorous literacy instruction with a focus on reading fluency and comprehension and commit to demonstrate growth in **grades 4 and 5 by increasing the percentage of students from Level 1 to Level 2 by 20% and in grade 3 by increasing the percentage of students from Level 1 to Level 2 by 10% on the NWEA Spring 2025 Map ELA.**

Why are we making this Commitment?

Things to potentially take into consideration when crafting this response:

- How does this Commitment fit into what we envision for the school?
- How does this Commitment relate to what we heard when listening to others?
- How does this Commitment connect to what we observed through analysis?

This commitment aligns to our school’s vision by supporting our diverse community of learners to strengthen their abilities in English Language Arts. We believe our students need to share common curricular experiences to prepare them for academic success in reading comprehension.

Through the end-of-year analysis of the NWEA ELA Spring 2024 Map Data, focusing on comparative performance from **Spring 2023 to Spring 2024**, we noticed that:

All Students			
Grade 3	Grade 4	Grade 5	Grade 6
12% decrease in Level 1 1% decrease in Level 2 7% increase in Level 3 11% increase in Level 4 5 % decrease in Level 5	13% increase in Level 1 1% decrease in Level 2 6% decrease in Level 3 6% decrease in Level 4 0% movement in Level 5	9% increase in Level 1 5% increase in Level 2 9% decrease in Level 3 0% movement in Level 4 5% decrease in Level 5	N/A

NWEA Map Percentile Chart

Achievement Percentiles				
Below 21	21-40	41-60	61-80	81 and Above
<i>Level 1</i>	<i>Level 2</i>	<i>Level 3</i>	<i>Level 4</i>	<i>Level 5</i>

Commitment 1

-This commitment emerged through our analysis of the **NWEA ELA Map Data:**

NWEA Map Spring 2023 ELA					
<u>Grade 3</u>	<u>Level 1</u>	<u>Level 2</u>	<u>Level 3</u>	<u>Level 4</u>	<u>Level 5</u>
All	49%	21%	9%	12%	9%
SWD	59%	28%	9%	5%	0%
NWEA Map Spring 2024 ELA					
All	*37%	20%	16%	23%	4%
SWD	50%	21%	7%	14%	0%
NWEA Map Spring 2025 ELA					
All					
SWD					
NWEA Map Spring 2023 ELA					
<u>Grade 4</u>	<u>Level 1</u>	<u>Level 2</u>	<u>Level 3</u>	<u>Level 4</u>	<u>Level 5</u>
All	37%	20%	21%	16%	6%
SWD	59%	24%	12%	6%	0%
NWEA Map Spring 2024 ELA					
All	*50%	19%	15%	10%	6%
SWD	71%	29%	0%	0%	0%
NWEA Map Spring 2025 ELA					
All					
SWD					
NWEA Map Spring 2023 ELA					
<u>Grade 5</u>	<u>Level 1</u>	<u>Level 2</u>	<u>Level 3</u>	<u>Level 4</u>	<u>Level 5</u>
All	31%	21%	21%	17%	10%
SWD	100%	0%	0%	0%	0%
NWEA Map Spring 2024 ELA					
All	*40%	26%	12%	17%	5%
SWD	73%	20%	6%	0%	0%
NWEA Map Spring 2025 ELA					
All					
SWD					

Commitment 1

NWEA Map Spring 2023 ELA					
Grade 6	Level 1	Level 2	Level 3	Level 4	Level 5
All	77%	8%	0%	15%	0%
SWD	77%	8%	0%	15%	0%
NWEA Map Spring 2024 ELA					
All	N/A				
SWD	N/A				
NWEA Map Spring 2025 ELA					
All					
SWD					

Additionally, while holding student focus groups, there were several students who remarked that they were “mad that the test took all day.” One student remarked “I am frustrated because the passages are so long that I struggle with getting through it and remembering what it is about.” “I feel that way too. I can’t read fast. I just give up.” When students were asked what strategies help them with this feeling, they identified “*Thinking Jobs*,” annotating the text one paragraph at a time.

When students in grades 3-5 were asked what was easy about the test and what was hard about the test, most commented on the test length being hard. Other areas of difficulty were questions related to Central Idea and Central Theme. The easy part of the test was questions where they could identify evidence from the text. The hard question included writing responses and when two or more parts of a passage were used.

During the Parent interviews, several parents felt that their children struggle with reading. One commented that, “they never see them reading. S.S. gets frustrated with reading and answering questions.” One parent said, “Don’t worry, I.W. was not a strong reader until this year, she was pulled for small group with Ms. Marinaccio.”

During the Envisioning Workshop, teachers identified that the genre-based annotation and the use of inferencing questions had strengthened student understanding of text. They also said the more fluent students had better insightful answers related to annotating and inferencing.

Commitment 1

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? <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>
<p>1. Thinking Maps</p>	<p><input type="checkbox"/> NEW <input checked="" type="checkbox"/> EXPAND <input type="checkbox"/> REFINE</p>	<p>-Based on the NWEA data from Spring 2023 to Spring 2024, there is a demonstrated increase in Level 1 from 37% to 50% in Grade 4 and in Grade 5 from 31% to 40%.</p> <p>-We plan to expand and re-train Trainer of Teachers in Thinking Maps and create a building wide schedule to employ trainings throughout the year with quick-checks during our 8:05 district https://www.thinkingmaps.com/products/thinking-maps/</p> <p>-This supports all NYS Big Skills and Competencies by using visuals to support targeted students in all areas</p>
<p>2. Small Group with Targeted Intervention: Genre-based Annotations in Literature</p>	<p><input type="checkbox"/> NEW <input checked="" type="checkbox"/> EXPAND <input type="checkbox"/> REFINE</p>	<p>-- Based on the NWEA data from Spring 2023 to Spring 2024, there is a demonstrated increase in Level 1 from 37% to 50% in Grade 4 and in Grade 5 from 31% to 40%.</p> <p>-We plan continue to implement our work with Teaching Matters to further implement annotation strategies for fiction and non-fiction during the ELA Block https://teachingmatters.org/why-teaching-matters/ https://files.eric.ed.gov/fulltext/EJ1264288.pdf https://explicitinstruction.org/</p> <p>-This supports all NYS Big Skills and Competencies by providing scaffolds for comprehension</p>
<p>3. Small Group with Targeted Intervention: Background Knowledge and Vocabulary Development</p>	<p><input checked="" type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE</p>	<p>- Based on the NWEA data from Spring 2023 to Spring 2024, there is a demonstrated increase in Level 1 from 37% to 50% in Grade 4 and in Grade 5 from 31% to 40%.</p>

Commitment 1

		<p>-We plan to implement word work strategies by exploring context clues, word part clues (root words and affixes) and guess the word meaning, then to confirm the meaning with a dictionary</p> <p>https://products.brookespublishing.com/Teaching-Reading-Sourcebook-3e-P1181.aspx</p> <p><i>-This supports all NYS Big Skills and Competencies by focused instruction in building vocabulary and comprehension</i></p>
<p>4. Student Data Tracker</p>	<p><input checked="" type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE</p>	<p>- Based on the NWEA data from Spring 2023 to Spring 2024, there is a demonstrated increase in Level 1 from 37% to 50% in Grade 4 and in Grade 5 from 31% to 40%.</p> <p>-After reviewing student surveys, multiple students expressed that they do not know their scores on classroom exams in ELA</p> <p>-After reviewing parent surveys, multiple parents expressed that their child does not seem motivated to complete ELA homework or ELA tasks at home</p> <p>https://www.nysut.org/-/media/files/nysut/resources/2013/april/ted/2012_sedapproved_nysut_tpr.pdf</p> <p>NYS Teacher Rubric Standard 5</p>

Implementation

KEY STRATEGY 1		<i>Thinking Maps</i>	
IMPLEMENTATION			When will this be in place?
What is our plan for implementing Key Strategy 2? What steps are involved?			
-Professionally develop and build teacher skills in the use of Thinking Maps	<input type="checkbox"/>	by EPM	<input checked="" type="checkbox"/>
	<input checked="" type="checkbox"/>	by MYB	
-Continued classroom observations focusing on the use of Thinking Maps	<input type="checkbox"/>	by EPM	<input checked="" type="checkbox"/>
	<input checked="" type="checkbox"/>	by MYB	
RESOURCES			
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?			
-Schedule days for school building 8:05 meetings and 1-month district provided ½ day Professional Development			
-Time/monies for the creation of DataMate Quick Checks 1-4 (September, October, November, and December)			
-Money allocated to provided prep sub to implement schedule for professional development to support teachers			
-Time/monies for the creation of tier 2 instruction using Thinking Maps			
-Time/monies to provide Thinking Maps training to Teachers after school			
-Time/monies to provide tier 2 instructional use of Thinking Maps after school			
-Money to purchase classroom instructional supplies to support the use of Thinking Maps			
KEY STRATEGY 2		<i>Small Group with Targeted Intervention: Genre Based Annotations in Literature</i>	
IMPLEMENTATION			When will this be in place?
What is our plan for implementing Key Strategy 3? What steps are involved?			
-Professional development focusing on examples of how to implement the use of annotations in fiction and non-fiction	<input checked="" type="checkbox"/>	by EPM	<input type="checkbox"/>
	<input type="checkbox"/>	by MYB	
-Continued classroom observations focusing on annotations during the ELA block focusing on fiction and non-fictional text features	<input type="checkbox"/>	by EPM	<input checked="" type="checkbox"/>
	<input checked="" type="checkbox"/>	by MYB	
-Create new professional development based off of the observational feedback	<input type="checkbox"/>	by EPM	<input checked="" type="checkbox"/>
	<input checked="" type="checkbox"/>	by MYB	
- The teacher will differentiate individual responses through the use of whisper phone, draw out, or writing their answers before group share-out	<input type="checkbox"/>	by EPM	<input checked="" type="checkbox"/>
	<input checked="" type="checkbox"/>	by MYB	
-Teachers will focus in embedding higher thinking questions to check on the comprehension in fiction and non-fiction	<input type="checkbox"/>	by EPM	<input checked="" type="checkbox"/>
	<input checked="" type="checkbox"/>	by MYB	
RESOURCES			
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?			

Commitment 1

-Schedule days for school building 8:05 meetings and 1-month district provided ½ day Professional Development
- Time for the creation of Datamate Quick Checks 1-4 (September, October, November, and December)
-Continued use and purchase of Teaching Reading Sourcebook by Honig, Diamond, and Gutlohn for each teacher
-Money allocated to provided prep sub to implement schedule for professional development to support teachers

KEY STRATEGY 3	<i>Small Group with Targeted Intervention: Background Knowledge and Vocabulary Development</i>
IMPLEMENTATION	
What is our plan for implementing Key Strategy 4? What steps are involved?	
-Professionally develop teachers in strategies that center around building background knowledge and vocabulary when accessing new texts in fiction and non-fiction specific to identifying context clues, word parts, guessing the meaning of the word, and further confirming with the dictionary	When will this be in place? <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?	
-Schedule days for school building 8:05 meetings and 1-month district provided ½ day Professional Development	
- Time for the creation of DataMate Quick Checks 1-3	
-Money allocated to provided prep sub to implement schedule for professional development to support teachers	

KEY STRATEGY 4	<i>Student Data Trackers</i>
IMPLEMENTATION	
What is our plan for implementing Key Strategy 4? What steps are involved?	
-Beginning 9/2024, teachers will create student data tracker sheets for ELA and will allow students to update throughout the year, based on Benchmark Exams	When will this be in place? <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?	
-Districtwide data tracker workbook	
-Time/monies for Data Team to check data trackers for fidelity	

Commitment 1

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)
1. Thinking Maps	1: Student averages in Benchmark Assessments in Units 1-4 https://www.benchmarkuniverse.com/interactive-ebooks.html	1: More than 40% of students will achieve above a 50% performance on Benchmark Assessments	1:
2. Small Group with Targeted Intervention: Background Knowledge and Vocabulary Development			
3. Student Data Trackers			
4. Small Group with Targeted Intervention: Genre-based Annotations in Literature	2: Student averages in DataMate Quick Checks 1-3	2: More than 33% of students will achieve above a 40% performance on DataMate	2:

Commitment 1

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)	1: NWEA Winter Map Data in ELA: Understanding Key Ideas, Vocabulary Acquisition and Use, and Understanding Language Craft and Structure	We hope to see in <i>grades 4 and 5 an increase in the movement of students from Level 1 to Level 2 by 10% and in grade 3 increase in the movement of students from Level 1 to Level 2 by 5% on the NWEA Winter ELA Map</i>	
End-of-the Year Targets	1: NWEA Spring Map Data in ELA: Understanding Key Ideas, Vocabulary Acquisition and Use, and Understanding Language Craft and Structure	We hope to see in <i>grades 4 and 5 by increasing the percentage of students from Level 1 to Level 2 by 20% and in grade 3 by increasing the percentage of students from Level 1 to Level 2 by 10% on the NWEA Spring ELA Map.</i>	

Commitment 1

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	When I am struggling, I feel supported.		60% or more will agree or strongly agree	
	Small group instruction has helped me become more confident in ELA.		60% or more will agree or strongly agree	
	Has goal setting helped you strengthen your writing skills?		60% or more will agree or strongly agree	
	Has goal setting helped you strengthen your reading skills?		60% or more will agree or strongly agree	
	I use digital supports, such as IXL/Achieve 3000/Benchmark, to enhance my ELA learning?		60% or more will agree or strongly agree	
Staff Survey	Small group work has allowed me time to focus on student goals and skills.		80% or more will agree or strongly agree	
	My students understood their goals.		80% or more will agree or strongly agree	
	I was able to focus on struggling students and provide helpful support.		80% or more will agree or strongly agree	
	I monitored student growth using digital support (IXL/Achieve 3000/Benchmark).		80% or more will agree or strongly agree	

Commitment 1

Family Survey	I feel my child has improved in ELA this year.			60% or more will agree or strongly agree
	My child has used online Clever Apps to continue learning at home.			60% or more will agree or strongly agree
	I am aware of my child's ELA goals.			60% or more will agree or strongly agree

COMMITMENT 2

Our Commitment

What is one Commitment we will promote for 2024-25?

Museum School 25 commits to fostering skilled readers by focusing on **foundational reading skills**, working on word recognition and connecting it to language comprehension through small group instruction by targeting grades 3-6 Spring 2024-2025 cohort resulting in a 10% decrease (school-wide) of students identified as beginning readers on the NWEA Map ELA

Why are we making this Commitment?

This commitment aligns to our school’s vision by responding to barriers in foundational skills in reading that students encounter when transitioning from Grade 2 to grade 3 (MBK Milestone 2)

Things to potentially take into consideration when crafting this response:

<https://www.obama.org/stories/what-works/>

- How does this Commitment fit into what we envision for the school?
- How does this Commitment relate to what we heard when listening to others?
- How does this Commitment connect to what we observed through analysis?

Students that are identified using NWEA as Beginning Readers/At Risk are represented in the following data:

NWEA Map Spring 2024 ELA, Students at Beginning Reader Lexile/At Risk (2024-2025 Cohort)				
	Grade 3	Grade 4	Grade 5	Grade 6
All	5/24=21%	10/50= 20%	6/54= 11%	0/46= 0%
SWD	2/4=50%	5/14= 36%	4/17= 24%	3/15= 20%
NWEA Map Fall 2024 ELA, Students at Beginning Reader Lexile/At Risk (2024-2025 Cohort)				
All				
SWD				
NWEA Map Spring 2025 ELA, Students at Beginning Reader Lexile/At Risk (2024-2025 Cohort)				
All				
SWD				
N= Total number of students				

During student focus groups, after one student indicated that he struggles to read, another student said “You should try word boxes. That is what my teacher does. Now I am getting better.” In a second focus group, students were asked, “What makes reading difficult? What has helped you in reading better?” One 4th grade student responded, “When words are difficult to sound out and makes no sense.” Another said, “When we are in groups, my teacher makes me practice making each sound in the word.”

Commitment 2

In parent interviews, parents were frustrated that they didn't know what to do to help their child read. In response, we guided the mother to read to them and suggested she utilize the public library for a reading buddy. Parents expressed that they wanted to help build reading skills. "Just reading to my son will help?" asked one father. We reinforced this by placing emphasis on the six pillars of literacy.

During our partnership with Nicole Scariano from OSE, PNWBOCES Literacy Specialist, we identified word recognition deficiencies and matched students with reading interventions; Elkonin Boxes and Word Boxes. Here is the result of the work:

- Between January and May 2024, students received an evidence-based intervention addressing either phonemic awareness or phonics skills for 8.6 weeks
- In grades 3-5 Special Education Classes, 22 students out of a total 31 tested moved up in percentile ranking as seen in January to May 2024 ORF; **71%** movement
- The faculty stated that the evidence-based interventions excited students and made them eager to learn, because the interventions were individualized, yet done in small group.

Commitment 2

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>
<i>Small Group with Targeted Intervention: Word Recognition Practice</i>	<input type="checkbox"/> NEW <input checked="" type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	<ul style="list-style-type: none"> - The data chart above shows a need for focus on phonemic awareness and phonics. - We will expand our small group instruction to include training from our OSE Partnership that will work with teachers to implement word boxes/Elkonin Boxes - Between January and May 2024, students received an evidence-based intervention addressing either phonemic awareness or phonics skills for 8.6 weeks -In grades 3-5 Special Education Classes, 22 students out of a total 31 tested moved up in percentile ranking as seen in January to May 2024 ORF; 71% movement
<i>Small Group with Targeted Intervention: High Frequency Words</i>	<input checked="" type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	<ul style="list-style-type: none"> - Teachers will provide access and practice of High Frequency Words through Benchmark Tier I anchor texts, Scholastic LitPro Independent Reading and Repetitive Reading. - Use of Deliberate, Evidence Based Sight (DEBS) Word practice- Tree Map/ Sight Cards (Say,Cover, Say, Read, Cover, Repeat) -
<i>Supplemental Screening</i>	<input checked="" type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	<ul style="list-style-type: none"> - The data chart above shows a need for focus on phonemic awareness and phonics. -Teachers will utilize DIBELS (CBM) to monitor the progress of the targeted students to monitor progress in Phoneme Segmentation Fluency, Nonsense Word Fluency, and Oral Reading Fluency

Implementation

KEY STRATEGY 1	<i>Small Group with Targeted Intervention: Word Recognition Practice/Word Boxes</i>	
IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 2? What steps are involved?		
-The school plans to implement the Word Boxes during the AIS period to work with students at the beginning reading level based on the NWEA Spring Map		<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?		
-Time to create the Elkonin Kits for classroom teachers to implement during small group, AIS		
-Continued support from OSE BOCES Consultant		

KEY STRATEGY 2	<i>Small Group with Targeted Intervention: High Frequency Words</i>	
IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 2? What steps are involved?		
-The school plans to professionally develop teachers in implementing the strategy of explicit instruction for high frequency words recognition and use		<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?		
-Time to prepare the professional development with our OSE BOCES Consultant		
-Continued support from OSE BOCES Consultant		

KEY STRATEGY 3	<i>Supplemental Screening</i>	
IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 2? What steps are involved?		
-The school plans to professionally develop teachers in implementing the DIBELS (CBM) by 10/2024		<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
-The school plans to create DIBELS (CBM) Kits for each classroom that include DIBELS Screening Packets with copies		
RESOURCES		
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?		
-Time to prepare the professional development with our OSE BOCES Consultant		
-Continued support from OSE BOCES Consultant		

-Paper materials, binders, plastic kits

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>)
<i>Small Group with Targeted Intervention: Word Recognition Practice/Word Boxes</i>	We plan to review the CBM (DIBELS) to see how students are progressing.	We hope to see an increase in student percentiles based on DIBELS on the BOY ORF (DIBELS) to MOY ORF (DIBELS)	
<i>Small Group with Targeted Intervention: High Frequency Words</i>			
<i>Supplemental Screening</i>			

Commitment 2

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)	1: CBM (DIBELS)	1: We hope to see a growth in student percentiles based on DIBELS at grades 3-6 level by 5% from Fall to Winter .	
End-of-the Year Targets	1: CBM (DIBELS)	1: We hope to see a growth in student percentiles based on DIBELS at grades 3-6 level by 10% from Fall to Spring .	

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				
Staff Survey				
Family Survey				

COMMITMENT 3

(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>Based on the NWEA MAP Spring data from 2023-24, Museum School 25 commits to improving the mathematical academic performance by moving grades 4 and 5 by increasing the percentage of students from Level 1 to Level 2 by 20% and in grade 3 by increasing the percentage of students from Level 1 to Level 2 by 10% on the Spring 2025 NWEA Map ELA.</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>This commitment aligns to our school’s vision by supporting our diverse community of learners to strengthen their abilities in Mathematics. We believe our students need to share common curricular experiences to prepare them for academic success in Mathematics.</p> <p>NWEA Map Percentile Chart</p> <table border="1" data-bbox="663 657 1963 943"> <thead> <tr> <th colspan="5">Achievement Percentiles</th> </tr> <tr> <th>Below 21</th> <th>21-40</th> <th>41-60</th> <th>61-80</th> <th>81 and Above</th> </tr> <tr> <th>Level 1</th> <th>Level 2</th> <th>Level 3</th> <th>Level 4</th> <th>Level 5</th> </tr> </thead> <tbody> <tr> <th colspan="5">All Students</th> </tr> <tr> <th>Grade 3</th> <th>Grade 4</th> <th>Grade 5</th> <th>Grade 6</th> <th></th> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>-This commitment emerged through our analysis of the most current NWEA Fall 2024 Math Map Data:</p> <table border="1" data-bbox="705 1024 1921 1437"> <thead> <tr> <th colspan="6">NWEA Spring 2023 Math</th> </tr> <tr> <th>Grade 3</th> <th>Level 1</th> <th>Level 2</th> <th>Level 3</th> <th>Level 4</th> <th>Level 5</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>58%</td> <td>16%</td> <td>14%</td> <td>10%</td> <td>2%</td> </tr> <tr> <td>SWD</td> <td>81%</td> <td>9%</td> <td>9%</td> <td>0%</td> <td>0%</td> </tr> <tr> <th colspan="6">NWEA Spring 2024 Math</th> </tr> <tr> <td>All</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>SWD</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <th colspan="6">NWEA Fall 2024 Math</th> </tr> <tr> <td>All</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>SWD</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Achievement Percentiles					Below 21	21-40	41-60	61-80	81 and Above	Level 1	Level 2	Level 3	Level 4	Level 5	All Students					Grade 3	Grade 4	Grade 5	Grade 6							NWEA Spring 2023 Math						Grade 3	Level 1	Level 2	Level 3	Level 4	Level 5	All	58%	16%	14%	10%	2%	SWD	81%	9%	9%	0%	0%	NWEA Spring 2024 Math						All						SWD						NWEA Fall 2024 Math						All						SWD					
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Commitment 3

NWEA Spring 2023 Math					
Grade 4	Level 1	Level 2	Level 3	Level 4	Level 5
All	48%	26%	14%	10%	3%
SWD	82%	12%	6%	0%	0%
NWEA Spring 2024 Math					
All					
SWD					
NWEA Fall 2024 Math					
All					
SWD					
NWEA Spring 2023 Math					
Grade 5	Level 1	Level 2	Level 3	Level 4	Level 5
All	35%	24%	21%	17%	3%
SWD	100%	0%	0%	0%	0%
NWEA Spring 2024 Math					
All					
SWD					
NWEA Fall 2024 Math					
All					
SWD					
NWEA Spring 2023 Math					
Grade 6	Level 1	Level 2	Level 3	Level 4	Level 5
All	92%	8%	0%	0%	0%
SWD	92%	8%	0%	0%	0%
NWEA Spring 2024 Math					
All	N/A				
SWD					
NWEA Fall 2024 Math					
All					
SWD					

Commitment 3

	<p>When students were asked about their experience with the NYS Math Exam, fourth grade students indicated that they felt ready for the exam because of the DataMate Checkpoints. Additionally, students communicated frustration with how long it took them to complete the exam. When lower school students were asked if they enjoyed math, several said they love math. When asked how they add two numbers together, they responded by drawing, using a number bond, and finger counting.</p> <p>During parent interviews, parents were asked how they observed their children answer math homework questions. Seven of the eighteen parents said that they did not observe homework. The parents who had observed stated the following observations: “My child prefers math homework over other assignments,” “He gets frustrated and never finishes. I give up because it is a struggle,” and “I want her to memorize the basic addition and subtraction skill. Just like I had to do.” When asked how they learned best, 8 out of 18 stated, “I memorized it” and “I was ‘forced’ to just do it, but I got it.”</p> <p>Teachers spoke about how students had trouble with word problems. “They forget what the questions is asking because they take so long to do basic skills.” “Some students just need to memorize it.” “It is all about making the practice more frequent.”</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?	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>
1. Thinking Maps	<input type="checkbox"/> NEW <input checked="" type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	<p>- The data has shown a decrease in student performance in Mathematics by in [redacted] based on the most recent NWEA Map in ELA We plan to expand and re-train Trainer of Teachers in Thinking Maps and create a building wide schedule to employ trainings throughout the year with quick-checks during our 8:05 district</p> <p>https://www.thinkingmaps.com/products/thinking-maps/</p>

Commitment 3

		<p>-This supports all NYS Big Skills and Competencies by using visuals to support targeted students in all areas</p>
<p>2. Small Group with Targeted Intervention: Teaching Assistant with IReady Diagnostic Materials</p>	<p><input checked="" type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE</p>	<p>-The teaching assistant will work with students identified by IReady Diagnostic. -Students who are identified through MTSS will be placed in the Math Intervention Pull Out Groups. -Teaching assistant will use the Number Worlds curriculum, a math tiered intervention program.</p>
<p>3. Student Data Trackers</p>	<p><input checked="" type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE</p>	<p>-After reviewing student surveys, multiple students expressed that they do not know their scores on classroom exams in math -After reviewing parent surveys, multiple parents expressed that their child does not seem motivated to complete math homework or math tasks at home Our Math Commitment Team will create a notebook that contains charts and graphs for students to use as they track their data from the following sources: Math Sprints, iReady Math Checks for Understanding, MyPath Weekly Progress, MAP Testing scores, and DataMate Checkpoints. Teachers will do small group data check-ins 2 to 4 times monthly. Data notebooks will be used during Parent Meetings, Parent Teacher Conferences, Data Team Meetings, and MTSS Meetings.</p>
<p>4. Small Group with Targeted Intervention: Fluency Practice for Math Facts</p>	<p><input checked="" type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE</p>	<ul style="list-style-type: none"> - Teachers will focus on four centers during AIS time: Guided Math Interventions, MyPath, Math Sprints, and Extended individual work that is shared with peers (Math discourse focus.) - Our Math Commitment Team will create grade level Math Sprint Notebooks for teachers to provide students access to practice of number facts and increase repeated exposures. - Use of Deliberate number facts practice- Tree Map/ math facts Cards (Say, Cover, Say, Read, Cover, Repeat) - Small group work will use the “Solve First Then Share” procedure to ensure independent formative feedback and increased discourse.

Implementation

KEY STRATEGY 1	<i>Thinking Maps</i>
IMPLEMENTATION	
What is our plan for implementing Key Strategy 2? What steps are involved?	
-Professionally develop and build teacher skills in the use of Thinking Maps	<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB
-Continued classroom observations focusing on the use of Thinking Maps	<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?	
-Training of teachers in Thinking Maps TOT Training	
-Training of new teachers in 9/2024	
KEY STRATEGY 2	<i>Small Group with Targeted Intervention: Teaching Assistant</i>
IMPLEMENTATION	
What is our plan for implementing Key Strategy 4? What steps are involved?	
-The school plans to implement a schedule for the Title 1 Math Teaching Assistant	<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB
-Train the TA in Number Worlds Curriculum.	
-Create a schedule for the TA that allows for pull out math interventions that are Multi-Grade, Skill-based groupings.	
-Allow for flexible student assignments that focus on student achievement, allowing for students to move from group to group based on evidenced-based assessments.	
RESOURCES	
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	
-Time to create a schoolwide schedule for the Title 1 Math Teaching Assistant to work with students for targeted instruction	
KEY STRATEGY 3	<i>Student Data Trackers</i>
IMPLEMENTATION	
What is our plan for implementing Key Strategy 4? What steps are involved?	
-Beginning 9/2024, The MCT will create student data tracker notebook for Math Assessment Data and will provide guidance for students to update throughout the year, based on IReady Exams, IReady Math Sprints, MAP tests and Datamate exams.	<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?	
-District printing of the Data Tracking Notebook	

Commitment 3

- Time for MCT to create the Data Tracking Notebook
- Teachers trained on how to use the tracker in parent meetings
- Time for the Data Team to pull samples from each grade level to review and check on progress of Key Strategy

KEY STRATEGY 4

Small Group with Targeted Intervention: Fluency Practice for Math Facts

IMPLEMENTATION

When will this be in place?

What is our plan for implementing Key Strategy 4? What steps are involved?

- The MCT plans to create packets by grade level of EngageNY Math Sprints
- The MCT will create math activities that support the areas of concern based on assessments
- We will continue to support teachers with PD on using the MyPath data to support small group instruction/guided math
- Teachers will be receive PD on Tier II Interventions for Guided Math lessons through a book talk explored during congruence time

- by EPM
- by MYB

RESOURCES

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

- Paper Materials, time to create packets
- PD Supplies to create the manipulatives for small group work
- Math Strategies Intervention book club using Math Intervention Numbers and Operations by Hand2Mind for grades K-6

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>)
1. <i>Thinking Maps</i>			
2. <i>Student Data Trackers</i>	1: Student averages in IReady Assessments in Units 1-4	1: More than 40% of Student averages above 50% performance on Benchmark Assessments	
3. <i>Small Group with Targeted Intervention: Teaching Assistant</i>	https://www.curriculumassociates.com/		
4. <i>Small Group with Targeted Intervention: Fluency Practice for Math Facts</i>	1. We will use the Data Tracker to see progress and identify groupings	1. 50% of students school-wide will increase fluency and accuracy by 25% as tracked by student and teacher.	

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 <i>(complete when reviewing mid-year data)</i>
Mid-Year Benchmark(s)	Winter MAP	We will hope to move 15% of all student from Level 1 to Level 2 or higher.	
End-of-the Year Targets	Spring MAP	We hope to meet the goal as stated in the committment.	

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	Small group instruction has helped me become more confident in Math.		60% or more will agree or strongly agree	
	Goal setting has helped you strengthen your math skills in Numbers and Operations.		60% or more will agree or strongly agree	
	Goal setting has helped you strengthen your Math skills in Algebraic Thinking.		60% or more will agree or strongly agree	
	When I am struggling, I feel supported.		60% or more will agree or strongly agree	

Commitment 3

	I use digital supports, such as IXL/Achieve 3000/Benchmark, to enhance my math learning?		60% or more will agree or strongly agree	
Staff Survey	Small group work has allowed me time to focus on students' goals and skills.		60% or more will agree or strongly agree	
	My students understood their goals.		60% or more will agree or strongly agree	
	I was able to focus on struggling students and provide helpful support.		60% or more will agree or strongly agree	
	I monitored student growth using digital support (IXL/iReady).		60% or more will agree or strongly agree	
Family Survey	I feel my child has improved in Math this year.		60% or more will agree or strongly agree	
	My child has used online Clever Apps to continue learning at home.		60% or more will agree or strongly agree	
	I am aware of my child's Math goals.		60% or more will agree or strongly agree	

COMMITMENT 4

(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>Museum School 25 commits to support students and families that are considered chronically absent as set by NYSED, and work with changing the mindset of families regarding education and hope to see a decrease in students who have been identified in Fall 2024 as chronically absent by 20% in Spring 2025, thus by raising student achievement and reducing the learning gap for both ELA and Math.</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"> • How does this Commitment fit into what we envision for the school? • How does this Commitment relate to what we heard when listening to others? • How does this Commitment connect to what we observed through analysis? 	<p>Based off the current data we noticed that students that chronically at each grade level:</p>																																																																																																	
<table border="1"> <thead> <tr> <th colspan="2">Key</th> </tr> </thead> <tbody> <tr> <td>Increase</td> <td style="background-color: red;"></td> </tr> <tr> <td>No Change</td> <td style="background-color: yellow;"></td> </tr> <tr> <td>Decrease</td> <td style="background-color: green;"></td> </tr> </tbody> </table>		Key		Increase		No Change		Decrease		<table border="1"> <thead> <tr> <th colspan="8">Museum School 25 Chronically Absent and Tardy Students</th> </tr> <tr> <th rowspan="2">Grade</th> <th colspan="2">Spring 2023</th> <th colspan="2">Spring 2024</th> <th colspan="2">Spring 2025</th> </tr> <tr> <th>Chronically Absent</th> <th>Tardy</th> <th>Chronically Absent</th> <th>Tardy</th> <th>Chronically Absent</th> <th>Tardy</th> </tr> </thead> <tbody> <tr> <td>PK</td> <td>-</td> <td></td> <td style="background-color: green;">22%</td> <td>17%</td> <td></td> <td></td> </tr> <tr> <td>K</td> <td>71%</td> <td></td> <td style="background-color: green;">37%</td> <td>23%</td> <td></td> <td></td> </tr> <tr> <td>1</td> <td>74%</td> <td></td> <td style="background-color: green;">26%</td> <td>23%</td> <td></td> <td></td> </tr> <tr> <td>2</td> <td>52%</td> <td></td> <td style="background-color: green;">46%</td> <td>4%</td> <td></td> <td></td> </tr> <tr> <td>3</td> <td>37%</td> <td></td> <td style="background-color: green;">34%</td> <td>14%</td> <td></td> <td></td> </tr> <tr> <td>4</td> <td>45%</td> <td></td> <td style="background-color: green;">26%</td> <td>11%</td> <td></td> <td></td> </tr> <tr> <td>5</td> <td>41%</td> <td></td> <td style="background-color: green;">30%</td> <td>17%</td> <td></td> <td></td> </tr> <tr> <td>6</td> <td>70%</td> <td></td> <td colspan="2" style="text-align: center;">N/A</td> <td></td> <td></td> </tr> <tr> <td>Overall</td> <td></td> <td></td> <td>33%</td> <td>16%</td> <td></td> <td></td> </tr> </tbody> </table>					Museum School 25 Chronically Absent and Tardy Students								Grade	Spring 2023		Spring 2024		Spring 2025		Chronically Absent	Tardy	Chronically Absent	Tardy	Chronically Absent	Tardy	PK	-		22%	17%			K	71%		37%	23%			1	74%		26%	23%			2	52%		46%	4%			3	37%		34%	14%			4	45%		26%	11%			5	41%		30%	17%			6	70%		N/A				Overall			33%	16%		
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Commitment 4

Fall 2024 Cohort Monthly Tracking			
Grade	September	Fall	Spring
Pre-K (7 Students)			
K (7 Students)			
1 (7 Students)			
2 (7 Students)			
3 (7 Students)			
4 (7 Students)			
5 (7 Students)			
6 (7 Students)			

During Student Focus Groups students said that they want to be at school because we have so many fun activities going on: Dances, Recess, Fun Baskets, Quiz Show Fridays, Seeking Activities, Hudson River Museum, and celebrations. When asked how we can increase attendance, the students shared that they want more than a certificate if they have perfect attendance.

Parents indicated that they tried harder this year. When asked if their children enjoy school, the responses varied from grade to grade. The lower school parents said, “He want to come and is excited” and “my child loves his teacher.” In the upper grades, parents said, “He likes school but does not like how other kids behave,” and “She give me a hard time because the work is hard.”

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	WHY: What did we learn from our needs assessment that suggests this is the right Key Strategy?
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Commitment 4

	TO EXISTING EFFORTS?	<p>Consider both data trends observed and student interview responses.</p> <p>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>
<p>1. Parent Cafe (Monthly)</p>	<p><input checked="" type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE</p>	<p>- The data that supports this strategy is an overall decrease at each grade level of chronically absent students.</p> <p>- The data that supports this strategy is an overall decrease at each grade level of chronically absent students. Working with community partner to build a parent brochure and schedule by month parent workshops that prioritize and value parent impact on education</p>
<p>2. Create FADS (Fun Activities Designed by Students) 4 or more activities Monthly</p>	<p><input type="checkbox"/> NEW <input checked="" type="checkbox"/> EXPAND <input type="checkbox"/> REFINE</p>	<p>- The data that supports this strategy is an overall decrease at each grade level of chronically absent students. We have noticed a reduction in “Restorative Conferences” from Fall 2023 to Spring 2024</p> <p>-Continue to create schoolwide events that promote student attendance based on positive behaviors</p>
<p>3. Implement a 2 X 10 approach to students on track for chronic absenteeism</p>	<p><input checked="" type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE</p>	<p>- The data that supports this strategy is an overall decrease at each grade level of chronically absent students</p>
<p>4. Develop Cohort Tracking for Absence and Tardy behaviors</p>	<p><input checked="" type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE</p>	<p>- The data that supports this strategy is an overall decrease at each grade level of chronically absent students</p>

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

Commitment 4

Implementation

KEY STRATEGY 1	Parent Cafe (Monthly)
IMPLEMENTATION	
What is our plan for implementing Key Strategy 1? What steps are involved?	
<ul style="list-style-type: none">-Designate a space for the Parent Café-Create a committee to plan and help run the Parent Café-Continue partnership with Scholastic FACE Team or another partnership (Urban Assembly)	When will this be in place? <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?	

Commitment 4

-**Time** to create a schedule for the Parent Café, create invites, and set up space for Parent Cafe

-**Space** to utilize for the Parent Café

KEY STRATEGY 2 **Create FADS (Fun Activities Designed by Students) 4 or more activities Monthly**

IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 2? What steps are involved?		
-Create a yearly schedule for FADS -Create flyers for families and students -Celebrate by event videos and photographs on website		<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?		
- Time to create a schedule for the year of FADS		
- Materials for each event purchased by PTA		
-Time to update and use social media to communicate with families		

KEY STRATEGY 3 **Implement a 2 X 10 approach to students on track for chronic absenteeism**

IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 3? What steps are involved?		
-The Chronic Absenteeism committee will identify attendance trends early and communicate with the teacher/teachers -One staff member will be identified to spend 2 minutes a day for 10 days (about 1 and a half weeks) focusing on relationships and connections - Data will be reassessed after three weeks to determine if the increase in relationship has resulted in better attendance		<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
RESOURCES		
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?		
- Time for the committee to meet and identify students		
- Time to develop a guidance document that supports the questions and relationship building		
- PD for the staff to embrace this activity and role play the questions used to develop relationships		

KEY STRATEGY 4 **Develop Cohort Tracking for Absence and Tardy behaviors**

IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 4? What steps are involved?		

Commitment 4

<ul style="list-style-type: none"> -The Chronic Absenteeism Committee will meet bi-weekly to track specific student attendance using PowerSchool -The committee will identify attendance trends and involve parents in conversations -The CAC and the FACE team will create a brochure to communicate attendance policies -The CAC will find ways to celebrate the parents who are making changes to support better attendance 	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
RESOURCES	
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	
-Time to analyze data	
-Time and Materials for the brochure	
-Funding for celebration materials	

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)
Parent Cafe (Monthly)			

Commitment 4

<p>Create FADS (Fun Activities Designed by Students) 4 or more activities Monthly</p> <p>Implement a 2 X 10 approach to students on track for chronic absenteeism</p> <p>Develop Cohort Tracking for Absence and Tardy behaviors</p>	<p>The percentage of chronically absent students' year-to-date</p>	<p>We hope that by creating the suggested student events/activities our students will feel like leaders and there will be a reduction in chronic absenteeism by 10%.</p>	
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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)	Monthly attendance	We hope to see a 10% decrease in the number of chronically absent students across grades K-6	
End-of-the Year Targets	Monthly attendance	We hope to see a 20% decrease in the number of chronically absent students across grades K-6 from the mid-year benchmark	

Commitment 4

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 care about coming to school If I come to school, I will perform better on my exams I feel happy when I am at school		All questions with 60% answering Agree and Strongly Agree	
Staff Survey	I care about coming to school		All questions with 70% of staff	

Commitment 4

	<p>I come to work to improve student experiences at school academically and socially</p> <p>I feel happy when I am at school</p>		<p>answering Agree or Strongly Agree</p>	
<p>Family Survey</p>	<p>The school implements policies that keep my child/children safe</p> <p>There is a teacher, counselor, or other staff member at school to whom my child/children can go for help with a problem</p> <p>This school provides a caring environment for my child/children</p>		<p>All questions with 45% of families answering Agree or Strongly Agree</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.

Name	Role	Orientation to School Teams (required for new TSI)	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
<i>Example: Mary James</i>	<i>ELL Teacher</i>	<i>3/5</i>	<i>3/12</i>	<i>3/19</i>		<i>4/10, 4/11</i>	<i>4/17</i>	<i>5/2 5/9 5/16</i>
Brian Gray	Principal	3/20, 3/21	4/17, 4/24, 5/1, 5/8	5/15, 5/16, 5/22, 5/23, 5/29, 5/30,	5/2 1, 5/2 8, 5/3 1	4/18, 4/25,4/ 30	4/17,	4/2, 4/8, 4/17, 4/25, 5/9, 5/16, 6/3, 6/4, 6/6
Alexis Marinaccio	Title 1 Reading Teacher	3/20, 3/21	4/17, 4/24, 5/1, 5/8	5/16,		5/23, 5/30	4/17	4/2, 4/8, 4/17, 4/25, 5/9,

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

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.

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.