New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

# School Comprehensive Education Plan

## 2023-24

| District | School Name | Grades Served |
|---|---|---|
| Albany | Montessori Magnet School | PK-5 |

| Collaboratively Developed By: |
|---|
| The Montessori Magnet School SCEP Development Team<br><br>*in partnership with the staff, students, and families of Montessori Magnet School.* |

| | |
|---|---|
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| | |

# 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.

## Commitments

Prior to working on this document, school teams should be sure to complete the following activities:

- **Envision:** Explore its vision, values, and aspirations
- **Analyze:** Review and analyze internal and external data, including survey data, and reflect on systems and structures
- **Listen:** Conducting student interviews

Following those activities, school teams should complete the SCEP Planning Document to make connections between the activities above and consider potential next steps to prioritize in the upcoming year as the team considers "**What should we prioritize to support our students and work toward the school we wish to be?**

The team should identify 2 to 4 Commitments for the 2023-24 school year. For each Commitment, the team will identify strategies that will advance these Commitments and benchmarks to determine if the school is on track with its implementation. **School teams will need to ensure that at least one commitment is aligned to teaching and learning**.

## Success Criteria and Benchmark Targets

After school teams identify their Commitments, they should consider success criteria and benchmarks that will help them determine if they are making sufficient progress toward their Commitment throughout the year. Each Commitment will have at least one end-of-the-year goal, a mid-year benchmark, strategies that will allow the school to reach those goals and benchmarks, early progress milestones, and spring survey targets.

The plan template is designed with the intention the school teams will return to their plan throughout the year and make updates when necessary. As part of the Success Criteria for each Commitment, there is a section for the team to update during the year and input the data they ended up seeing next to the target they 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.

## Strategies

In conjunction with identifying benchmarks, teams should consider strategies that will allow the school to reach these benchmarks and advance that commitment.

## Resources for Team

NYSED Improvement Planning website: http://www.nysed.gov/accountability/improvement-planning

- Assembling Your Improvement Planning Team

- **Envision: Exploring Our Vision, Values and Aspirations**

- **Analyze:** Internal and External Data - All Schools

- **Analyze:** Survey Data- All Schools

- **Analyze:** Tenet 1 Systems and Structures Inventory- All Schools

- **Listen**: Interviewing Students

- **Putting it all Together: SCEP Planning Document**

- **SCEP Sample**: Cohesive, Relevant Curriculum

- **SCEP Sample**: Deepening Connections

- **SCEP Sample:** Graduation Through Relationships

- **SCEP Sample:** Graduation and Success Beyond HS

# COMMITMENT 1-ELA/Social Studies- District ELA/Social Studies Guidance

## Our Commitment

| What is one Commitment we will promote for 2023-24? | Teachers will support students to produce at or above grade-level work in all aspects of English Language Arts.<br>The vision throughout the school is a consistent approach to instruction which yields a consistent outcome for all students. |
|---|---|
| **Why are we making this Commitment?**<br><br>*Things to potentially take into consideration when crafting this response:*<br>● *How does this Commitment fit into what we envision for the school?*<br>● *How does this Commitment relate to what we heard when listening to others?*<br>● *How does this Commitment connect to what we observed through analysis?* | Observations made by teachers and administration from Oct to June in writing indicate that the quality of writing being produced has improved in a substantial way due to a collective approach to the instruction of writing in grades K-5.<br><br>What data points to the idea that we will continue to grow.<br><br>In order to sustain the closing of gaps between subgroups we will continue to maintain consistent instruction while teachers also work to go deeper within district plans around writing, accountable talk, discussion protocols, and engaging student voice.<br><br>We believe this to be the right work as all indications point to the growth seen coming as a result of work to date aimed at bringing consistency to the collective practice. |

## Progress Targets

By the end of the year, we will look to the see the following occur:

| | What data will we be reviewing? | What do we hope to see when we review that data? | What we ended up seeing<br>*(complete at the end of the year)* |
|---|---|---|---|

| **End-Of-The-Year Goals** | NWEA CGP<br>NWEA % Met Growth<br>NWEA % Mean RIT | 60% CGP for any any group not already at the 80% Mean RIT<br>70% Met Growth<br>80% % Mean RIT | |

## Insert Spring NWEA TABLE from Ken Robin if Commitment is in ELA or Math

**Montessori Magnet School Spring 2023 NWEA Reading**

| Subgroup | N | Mean Test %ile | | %Met Mean RIT | | % Proj NYSED Level | | | Est PI | % Met Proj. Growth | | Mean Cond. Growth Percentile | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | S2023 | F2022 | S2023 | F2022 | S2023 | L2 | L3 | L4 | PI | W23toS23 | F22toS23 | F22toW23 | W23toS23 | F22toS23 |
| **Grade** | | | | | | | | | | | | | | |
| K | 46 | 63 | 81 | 74 | 85 | -- | -- | -- | -- | 80 | 80 | 59 | 75 | 75 |
| 1 | 46 | 60 | 65 | 69 | 70 | -- | -- | -- | -- | 76 | 59 | 43 | 68 | 58 |
| 2 | 45 | 58 | 66 | 63 | 69 | -- | -- | -- | -- | 78 | 73 | 48 | 69 | 63 |
| 3 | 42 | 65 | 61 | 67 | 67 | 20 | 51 | 12 | 152 | 52 | 45 | 41 | 51 | 41 |
| 4 | 43 | 54 | 64 | 69 | 77 | 22 | 37 | 27 | 162 | 70 | 72 | 49 | 62 | 62 |
| 5 | 41 | 75 | 71 | 83 | 85 | 22 | 27 | 37 | 167 | 73 | 39 | 32 | 63 | 45 |
| **Ethnicity** | | | | | | | | | | | | | | |
| A | 36 | 61 | 69 | 68 | 75 | 8 | 50 | 33 | 192 | 75 | 67 | 48 | 69 | 62 |
| B | 43 | 51 | 64 | 58 | 70 | 23 | 41 | 9 | 127 | 72 | 63 | 39 | 66 | 56 |
| H | 26 | 53 | 56 | 59 | 62 | 43 | 29 | 7 | 118 | 69 | 65 | 47 | 64 | 56 |
| W | 124 | 69 | 73 | 78 | 81 | 17 | 36 | 40 | 188 | 69 | 61 | 50 | 62 | 59 |
| Multi | 33 | 61 | 64 | 70 | 73 | 23 | 41 | 14 | 139 | 79 | 55 | 36 | 68 | 52 |
| AIC | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| SWD | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| ELL | 10 | 27 | 30 | 11 | 10 | -- | -- | -- | -- | 60 | 50 | 50 | 52 | 50 |
| ECO | 82 | 51 | 59 | 56 | 90 | 22 | 35 | 16 | 132 | 68 | 57 | 41 | 66 | 55 |
| **ALL (K-5)** | 263 | 62 | 68 | 70 | 75 | 21 | 38 | 25 | 161 | 72 | 62 | 46 | 65 | 58 |

## Key Strategies, Resources, and Action

| Time Frame | STRATEGY/METHODS/RESOURCES | Monitor progress each month with notes and color code. Red-Not Started · Yellow-In Progres · Green-Completed · Grey-Unscheduled | | | | |
|---|---|---|---|---|---|---|
| **Start and End Month** | • **What strategies will we pursue as part of this Commitment?**<br>• What does this strategy entail? What will implementation look like in our school?<br>• What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? | **Summer** | **September** | **October** | **November** | **December** |
| **Sept-Dec** | Teachers will engage in monthly Tier 1 planning meetings to ensure that student intervention is planned for at the individual level.<br>*Kindergarten will begin this work in December. | | | | | |
| **Sept-Dec** | Teachers will engage students through scaffolded instruction based on their instructional level, through small group instruction for students below/at/above grade level based on Tier 1 plans. | | | | | |
| **Sept-Dec** | Teachers will engage students in analytical/text-specific questioning using "Big-Idea" charts and scaffolds to guide student responses and text-dependent questions in writing - CORE 2. | | | | | |
| **Sept-Dec** | Students will engage in daily opportunities to listen actively, speak, read, and write at grade level. Teachers will encourage active listening and use accountable talk and question stems to probe student | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | understanding and promote critical thinking - CORE 3. | | | | | |
| **Oct-Dec** | Coach will provide professional development, and a common planning time partnership. These supports will focus on teachers understanding and executing instructional strategies that promote student voice and interaction with students as listed in the ELA Instructional Playbook, and collaboration leading to teachers partnering with the coach to plan and deliver co-taught lessons. | | | | | |
| **Oct-Dec** | Coaching cycles with teachers will focus on discussion protocols that facilitate student interaction while enhancing comprehension. | | | | | |

We believe we will be on track to meet our Mid-Year Benchmark(s) if six to ten weeks into the school year, we are able to reach the following Early Progress Milestones:

| Early Progress Milestones | What data will we be reviewing? | What do we hope to see when we review that data? (*Identify Quantitative Data or Qualitative Descriptors in this space*) | What we ended up seeing (*complete six to ten weeks into the school year*) |
|---|---|---|---|
| **Student Data** | Writing Assessments | Our aim to see all students engaged in the writing process both as a collective and then individually guided through teacher conferencing as a part of their first writing unit | |

| | | | |
|---|---|---|---|
| **Adult/Schoolwide Behaviors and Practices** | Classroom Visits | Teachers will engage students whole group and individually in analytical/text-specific questioning using "Big-Idea" charts and scaffolds to guide student responses and text-dependent questions in writing. | |
| **Student Behaviors and Practices** | Classroom Visits | Students will be revising their work through the writing process as guided by their teacher. | |

We believe achieving the following Mid-Year Benchmark(s) will give us good insight into our ability to reach our year-end goal:

| | What data will we be reviewing? | What do we hope to see when we review that data? | What we ended up seeing *(complete when reviewing mid-year data)* |
|---|---|---|---|
| **Mid-Year Benchmark(s)** | NWEA CGP<br>NWEA % Met Growth<br>NWEA % Mean RIT | 60% CGP for any subgroup not at 80%<br>70% Met Growth<br>80% % Mean RIT | |

## Montessori Magnet School Winter 2023 NWEA Reading

| Subgroup | N | Mean Test %ile | | %Met Mean RIT | | % Proj NYSED Level | | | Est PI | % Met Proj. Growth | | Mean Cond. Growth %ile | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | W2023 | F2022 | W2023 | F2022 | W2023 | L2 | L3 | L4 | PI | F21toW22 | F22toW23 | F21toW22 | F22toW23 |
| **Grade** | | | | | | | | | | | | | |
| K | 46 | 63 | 69 | 74 | 74 | -- | -- | -- | -- | 53 | 57 | 50 | 59 |
| 1 | 46 | 60 | 57 | 69 | 57 | -- | -- | -- | -- | 65 | 41 | 55 | 43 |
| 2 | 46 | 58 | 61 | 63 | 61 | -- | -- | -- | -- | 52 | 50 | 47 | 48 |
| 3 | 43 | 65 | 61 | 67 | 70 | 33 | 37 | 16 | 148 | 55 | 47 | 51 | 41 |
| 4 | 44 | 54 | 59 | 69 | 64 | 34 | 39 | 14 | 145 | 41 | 50 | 44 | 49 |
| 5 | 41 | 75 | 67 | 83 | 73 | 24 | 32 | 29 | 161 | 43 | 22 | 41 | 32 |
| **Ethnicity** | | | | | | | | | | | | | |
| A | 40 | 61 | 61 | 68 | 60 | 50 | 25 | 19 | 147 | 58 | 48 | 49 | 48 |
| B | 43 | 51 | 55 | 58 | 58 | 39 | 39 | 4 | 128 | 43 | 35 | 41 | 39 |
| H | 26 | 53 | 52 | 59 | 54 | 43 | 36 | 0 | 114 | 59 | 50 | 55 | 47 |
| W | 123 | 69 | 69 | 78 | 75 | 21 | 42 | 32 | 184 | 53 | 50 | 50 | 50 |
| Multi | 33 | 61 | 55 | 70 | 64 | 23 | 27 | 18 | 123 | 50 | 33 | 47 | 36 |
| AIC | N<5 | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| SWD | N<5 | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| ELL | 10 | 27 | 28 | 11 | 10 | -- | -- | -- | -- | -- | 50 | -- | 50 |
| ECO | 73 | 51 | 51 | 56 | 49 | 40 | 26 | 9 | 113 | 50 | 40 | 45 | 41 |
| **ALL (K-5)** | 266 | 62 | 62 | 70 | 66 | 30 | 36 | 20 | 151 | 52 | 45 | 48 | 46 |

| Time Frame | STRATEGY/METHODS/RESOURCES | Monitor progress each month with notes and color code. Red-Not Started · Yellow-In Progres · Green-Completed · Grey-Unscheduled | | | | |
|---|---|---|---|---|---|---|
| Start and End Month | • What strategies will we pursue as part of this Commitment? • What does this strategy entail? What will implementation look like in our school? • What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? | January | February | March | April | May |

| | | | | | | |
|---|---|---|---|---|---|---|
| **Jan-June** | Teachers will engage in monthly Tier 1 planning meetings to ensure that student intervention is planned for at the individual level. | | | | | |
| **Jan-June** | Teachers will provide students scaffolded assignments based on instructional level. | | | | | |
| **Jan-June** | Teachers will engage students in analytical/text-specific questioning using "Big-Idea" chart, scaffolds to guide student responses and text-dependent questions in writing - CORE 2. | | | | | |
| **Jan-June** | Students will engage in daily opportunities to listen actively, speak, read, and write at grade level. Teachers will encourage active listening and use accountable talk and question stems to probe student understanding and promote critical thinking - CORE 3. | | | | | |
| **Jan-June** | Coach will provide professional development, and a common planning time partnership. These supports will focus on teachers understanding and executing instructional strategies that promote student voice and interaction with students as listed in the ELA Instructional Playbook, and collaboration leading to teachers partnering with the coach to plan and deliver co-taught lessons. | | | | | |
| **Jan-June** | Coaching cycles with teachers will focus on discussion protocols that facilitate student interaction while enhancing comprehension. | | | | | |

# COMMITMENT 2-Math/Science- District Math Science Guidance

## Our Commitment/ Root Cause

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|---|---|
| **What is one Commitment we will promote for 2023-24?** | Teachers will support students to produce work on grade level or above in all aspects of Math and Science through instructional opportunities and practices which encourage student voice, collaboration with others, and engagement with hands-on student-focused lessons. |
| **Why are we making this Commitment?** *Things to potentially take into consideration when crafting this response:* <br> ● *How does this Commitment fit into what we envision for the school?* <br> ● *How does this Commitment relate to what we heard when listening to others?* <br> ● *How does this Commitment connect to what we observed through analysis?* | We envision our school to be a space where students' individual ideas and efforts are recognized, where they feel valued for this input, and where they can learn more through the guidance of the adult in the room than then through the direction or directives of the adult. Through; the use of grade level curriculum materials, specific inclusive instructional strategies that allow all students an entry point into the lesson, and provide all students with the opportunity to have voice and choice in how they express their learning <br><br> DTSDE survey results highlight the fact that some students do not feel that learning is made fun (20%) and that they are not encouraged to ask questions (32%). 25% of staff do not feel that the curriculum is not well-aligned to standards. Additionally, 27% of staff report feeling that students do not feel that the curriculum is relevant to their interests or background. Relative to Math, although we have a majority of students (72% at or above the 50th percentile) we have 36% of our students not meeting growth expectations. A significant portion of those not meeting growth expectations are students who score above grade level. <br><br> Our commitment is to develop our staff so that they are able to provide for students learning experiences which not only meet the grade level standards, but also develop students' 21st century skills of critical thinking/reasoning, creativity/creative thinking, problem solving, metacognition, collaboration, and communication. |

## Progress Targets

By the end of the year, we will look to the see the following occur:

| | What data will we be reviewing? | What do we hope to see when we review that data? | What we ended up seeing *(complete at the end of the year)* |
|---|---|---|---|
| **End-Of-The-Year Goals** | NWEA CGP<br>NWEA % Met Growth<br>NWEA % Mean RIT | 60% CGP for any subgroup not at 80%<br>70% Met Growth<br>80% % Mean RIT | |

### Montessori Magnet School Spring 2023 NWEA Math

| Subgroup | N | Mean Test %ile | | %Met Mean RIT | | % Proj NYSED Level | | | Est PI | % Met Proj. Growth | | Mean Cond. Growth Percentile | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | S2023 | F2022 | S2023 | F2022 | S2023 | L2 | L3 | L4 | PI | W23toS23 | F22toS23 | F22toW23 | W23toS23 | F22toS23 |
| **Grade** | | | | | | | | | | | | | | |
| K | 46 | 73 | 88 | 83 | 98 | -- | -- | -- | -- | 76 | 91 | 61 | 75 | 82 |
| 1 | 46 | 61 | 69 | 69 | 67 | -- | -- | -- | -- | 83 | 65 | 42 | 73 | 61 |
| 2 | 45 | 63 | 73 | 73 | 78 | -- | -- | -- | -- | 70 | 68 | 45 | 68 | 62 |
| 3 | 42 | 54 | 57 | 63 | 52 | 24 | 20 | 32 | 143 | 50 | 49 | 55 | 50 | 51 |
| 4 | 43 | 46 | 57 | 49 | 63 | 37 | 20 | 22 | 130 | 79 | 58 | 42 | 70 | 59 |
| 5 | 41 | 66 | 65 | 73 | 71 | 29 | 27 | 22 | 138 | 68 | 46 | 36 | 67 | 49 |
| **Ethnicity** | | | | | | | | | | | | | | |
| A | 36 | 70 | 79 | 73 | 89 | 8 | 25 | 50 | 183 | 83 | 69 | 48 | 75 | 64 |
| B | 43 | 38 | 54 | 36 | 47 | 36 | 14 | 0 | 64 | 63 | 60 | 52 | 60 | 59 |
| H | 26 | 53 | 60 | 63 | 54 | 43 | 21 | 7 | 104 | 73 | 65 | 43 | 71 | 60 |
| W | 124 | 70 | 74 | 82 | 81 | 30 | 30 | 34 | 175 | 73 | 65 | 47 | 69 | 63 |
| Multi | 33 | 58 | 61 | 65 | 64 | 27 | 9 | 27 | 114 | 64 | 52 | 42 | 62 | 55 |
| AIC | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| SWD | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| ELL | 10 | 60 | 64 | 56 | 70 | -- | -- | -- | -- | 80 | 60 | 38 | 77 | 60 |
| ECO | 82 | 50 | 59 | 50 | 59 | 27 | 11 | 19 | 96 | 67 | 59 | 43 | 64 | 58 |
| **ALL (K-5)** | 263 | 61 | 69 | 68 | 72 | 30 | 22 | 25 | 137 | 71 | 64 | 47 | 67 | 61 |

## Key Strategies,  Resources, and Action

| Time Frame | STRATEGY/METHODS/RESOURCES | Monitor progress each month with notes and color code. Red-Not Started · Yellow-In Progres · Green-Completed · Grey-Unscheduled | | | | |
|---|---|---|---|---|---|---|
| Start and End Month | • **What strategies will we pursue as part of this Commitment?** <br> • What does this strategy entail? What will implementation look like in our school? <br> • What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? | Summer | September | October | November | December |
| Sept-Dec | Teachers will work with the coach during embedded coaching cycles around Illustrative Math. This will include analyzing student strategies and models to plan rigorous instruction. By year's end 100% of math teachers will unit plan, implement, and co-teach Illustrative Math lessons (with the instructional coach and/or classroom teachers). A key point of focus will be on the teacher's facilitation of the lesson and the student's developing independence/ability to work with others. | | | | | |
| Sept-Dec | Coaches will guide teachers and interventionists to plan EA&I using data to meet the instructional needs of each learner (Bridges, iXl, standard aligned games, and enrichment). Beyond that, students will demonstrate an informed understanding of their progress through monitoring of iXL | | | | | |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | progress and an ability to select games which forward their progress. | | | | | | |
| **Sept-Dec** | Principal will use classroom visits to assess student engagement with Bridges, iXl, standard aligned games, and enrichment. | | | | | | |
| **Sept-Dec** | Teachers will be supported in enhancing students' understanding and mastery of specific math grade level standards through targeted enrichment activities based on data. | | | | | | |

We believe we will be on track to meet our Mid-Year Benchmark(s) if six to ten weeks into the school year, we are able to reach the following Early Progress Milestones:

| Early Progress Milestones | What data will we be reviewing? | What do we hope to see when we review that data? (*Identify Quantitative Data or Qualitative Descriptors in this space*) | What we ended up seeing (*complete six to ten weeks into the school year*) |
|---|---|---|---|
| **Student Data** | Unit Assessments | We will expect to see 80% of students scoring at proficiency on unit assessments. | |
| **Adult/Schoolwide Behaviors and Practices** | Percentage of teachers who have engaged in co-teaching experience with coach | The goal is to have all teachers having either co-taught a lesson at this point, or observed the co-teaching of a lesson and be in the cue for their first co-teaching opportunity. | |
| **Student Behaviors and Practices** | Classroom Visits | We hope to see students actively engaged with (learning with and monitoring progress on) iXl Math as programmed through the efforts of the Math interventionist. | |

We believe achieving the following Mid-Year Benchmark(s) will give us good insight into our ability to reach our year-end goal:

| | What data will we be reviewing? | What do we hope to see when we review that data? | What we ended up seeing (complete when reviewing mid-year data) |
|---|---|---|---|
| **Mid-Year Benchmark(s)** | 60% CGP for any subgroup not at 80%<br>70% Met Growth<br>80% % Mean RIT | | |

## Montessori Magnet School Winter 2023 NWEA Math

| Subgroup | N | Mean Test %ile | | %Met Mean RIT | | % Proj NYSED Level | | | Est PI | % Met Proj. Growth | | Mean Cond. Growth %ile | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | W2023 | F2022 | W2023 | F2022 | W2023 | L2 | L3 | L4 | PI | F21toW22 | F22toW23 | F21toW22 | F22toW23 |
| **Grade** | | | | | | | | | | | | | |
| K | 46 | 73 | 78 | 83 | 85 | -- | -- | -- | -- | 52 | 67 | 56 | 61 |
| 1 | 46 | 61 | 62 | 69 | 67 | -- | -- | -- | -- | 65 | 39 | 54 | 42 |
| 2 | 45 | 63 | 66 | 73 | 73 | -- | -- | -- | -- | 47 | 49 | 46 | 45 |
| 3 | 43 | 54 | 56 | 63 | 58 | 23 | 30 | 28 | 153 | 60 | 64 | 53 | 55 |
| 4 | 44 | 46 | 48 | 49 | 41 | 36 | 23 | 14 | 116 | 50 | 43 | 44 | 42 |
| 5 | 41 | 66 | 59 | 73 | 66 | 32 | 34 | 10 | 124 | 59 | 39 | 59 | 36 |
| **Ethnicity** | | | | | | | | | | | | | |
| A | 40 | 70 | 70 | 73 | 80 | 19 | 38 | 25 | 156 | 61 | 54 | 52 | 48 |
| B | 43 | 38 | 48 | 36 | 40 | 30 | 22 | 4 | 85 | 47 | 56 | 44 | 52 |
| H | 26 | 53 | 49 | 63 | 46 | 43 | 21 | 0 | 86 | 59 | 42 | 54 | 43 |
| W | 122 | 70 | 68 | 82 | 77 | 32 | 34 | 25 | 161 | 58 | 49 | 55 | 47 |
| Multi | 33 | 58 | 55 | 65 | 52 | 27 | 23 | 18 | 118 | 52 | 48 | 50 | 42 |
| AIC | N<5 | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| SWD | N<5 | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| ELL | 10 | 60 | 52 | 56 | 60 | -- | -- | -- | -- | -- | 30 | -- | 38 |
| ECO | 73 | 50 | 51 | 50 | 52 | 23 | 26 | 9 | 96 | 45 | 46 | 43 | 43 |
| **ALL (K-5)** | 265 | 73 | 62 | 68 | 65 | 30 | 29 | 17 | 131 | 56 | 50 | 52 | 47 |

| Time Frame | STRATEGY/METHODS/RESOURCES | Monitor progress each month with notes and color code. Red-Not Started · Yellow-In Progres · Green-Completed · Grey-Unscheduled | | | | |
|---|---|---|---|---|---|---|
| **Start and End Month** | ● **What strategies will we pursue as part of this Commitment?**<br>● What does this strategy entail? What will implementation look like in our school?<br>● What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? | **January** | **February** | **March** | **April** | **May** |
| **Jan-June** | Teachers will work with the coach during embedded coaching cycles around Illustrative Math. By year's end 100% of math teachers will unit plan, implement, and co-teach Illustrative Math lessons (with classroom teachers). A key point of focus will be on the teacher's facilitation of the lesson and the student's developing independence/ability to work with others. | | | | | |
| **Jan - June** | Coaches will guide teachers and interventionists to plan EA&I to guide students in monitoring their progress to gain independence for each learner, using data from Bridges progress monitoring, iXl, standard aligned games, and enrichment. | | | | | |
| **Jan - June** | Principal will use classroom visits to assess student engagement with Bridges, iXl, standard aligned games, and enrichment. | | | | | |
| **Jan - June** | Teachers will be supported in enhancing students' understanding and mastery of | | | | | |

| | | | | | |
|---|---|---|---|---|---|
| specific math grade level standards through targeted enrichment activities based on data. | | | | | |

# COMMITMENT 3- Attendance District PPS Guidance

*This section can be deleted if the school does not have a third commitment.*

## Our Commitment

| What is one Commitment we will promote for 2023-24? | We commit to promoting strong daily attendance for all students Pk-5. The promoted goal will be 95% attendance for all students, and 95% average daily attendance. |
|---|---|
| **Why are we making this Commitment?** *Things to potentially take into consideration when crafting this response:* <br> ● *How does this Commitment fit into what we envision for the school?* <br> ● *How does this Commitment relate to what we heard when listening to others?* <br> ● *How does this Commitment connect to what we observed through analysis?* | With an ongoing goal of 95% daily attendance and an additional goal of decreasing the percentage of chronically absent students, we are committing to an approach based on communication, collaboration, and ongoing monitoring of student and family engagement with the school. This commitment fits into the vision we have where all families help their children to attend school each day. Based directly on feedback from teachers, we must stay committed to helping students be in class daily. According to staff survey data, 33% of staff indicate that we as a school are not sufficiently able to help families set high expectations for their children, while nearly half indicate a need for programs to better help families help their children at home. |

## Progress Targets

By the end of the year, we will look to the see the following occur:

| | What data will we be reviewing? | What do we hope to see when we review that data? | What we ended up seeing *(complete at the end of the year)* |
|---|---|---|---|
| **End-Of-The-Year Goals** | Chronic Absenteeism Rate | We expect a daily rate of 95% and a chronically absent percentage under 10%. | |

## Key Strategies, Resources, and Action

| Time Frame | STRATEGY/METHODS/RESOURCES | Monitor progress each month with notes and color code. Red-Not Started · Yellow-In Progres · Green-Completed · Grey-Unscheduled | | | | |
|---|---|---|---|---|---|---|
| Start and End Month | <ul><li>**What strategies will we pursue as part of this Commitment?**</li><li>What does this strategy entail? What will implementation look like in our school?</li><li>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</li></ul> | Summer | September | October | November | December |
| Summer | During summer months home-school-coordinator will conduct outreach to red (2022-23 CA) families to plan out community supports needed to address attendance/communication/engagement barriers. | | | | | |
| Sept | Members of the Attendance Team will provide committee-built attendance guidance at open house, New Family Orientation, and through school communication channels. | | | | | |
| Sept | The home-school coordinator/ attendance teacher/ classroom teacher will conduct attendance focused outreach for any family of a child in 6:1:3 programming not represented at open house or new family orientation. | | | | | |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Sept-Dec** | The Attendance Team will maintain monthly attendance committee meetings while developing and monitoring individual attendance plans created with a goal of preventing an attendance impact on behavioral or academic intervention. | | | | | | |
| **Sept-Dec** | Review high-risk list for attendance monthly at MTSS the students who are currently meeting the threshold for chronically absent. | | | | | | |
| **Sept-Dec** | Maintain monthly Attendance Committee meeting. | | | | | | |
| **Sept-Dec** | The Attendance Committee will have a standing member, shared with the Special Education Committee, who facilitates the Attendance Committee's focus on students in our 6:1:3 classrooms. | | | | | | |

We believe we will be on track to meet our Mid-Year Benchmark(s) if six to ten weeks into the school year, we are able to reach the following Early Progress Milestones:

| Early Progress Milestones | What data will we be reviewing? | What do we hope to see when we review that data? (*Identify Quantitative Data or Qualitative Descriptors in this space*) | What we ended up seeing (*complete six to ten weeks into the school year*) |
|---|---|---|---|
| **Student Data** | Chronic Absenteeism | No more than 10% of students identified CA. | |
| **Adult/Schoolwide Behaviors and Practices** | Attendance Systems | Indication of overall increase in student attendance based on staff communication with parents inclusive of communication from the main office and the classroom. | |

| | SchoolTool | An increase in the number of students with 95% or better attendance over the previous school year. | |
|---|---|---|---|
| **Student Behaviors and Practices** | | | |

We believe achieving the following Mid-Year Benchmark(s) will give us good insight into our ability to reach our year-end goal:

| | What data will we be reviewing? | What do we hope to see when we review that data? | What we ended up seeing *(complete when reviewing mid-year data*) |
|---|---|---|---|
| **Mid-Year Benchmark(s)** | % of students considered Chronically Absent | less than 10% | |

| Time Frame | STRATEGY/METHODS/RESOURCES | Monitor progress each month with notes and color code. Red-Not Started · Yellow-In Progres · Green-Completed · Grey-Unscheduled | | | | |
|---|---|---|---|---|---|---|
| **Start and End Month** | • **What strategies will we pursue as part of this Commitment?** <br> • What does this strategy entail? What will implementation look like in our school? <br> • What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? | **January** | **February** | **March** | **April** | **May** |
| Jan-June | Review monthly at MTSS the students who are currently meeting the threshold for chronically absent. | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| **Jan-June** | Maintain monthly Attendance Committee meeting. | | | | | |
| **Jan-June** | Maintain an attendance-focused group for students who are C.A. based on the pattern demonstrated during current and previous school years. | | | | | |
| **Jan-June** | The Attendance Committee will have a standing member, shared with the Special Education Committee, who facilitates the Attendance Committee's focus on students in our 6:1:3 classrooms. | | | | | |

# COMMITMENT 4- SEL   District PPS Guidance

*This section can be deleted if the school does not have a fourth commitment.*

## Our Commitment

| **What is one Commitment we will promote for 2023-24?** | Our school commits to supporting the social and emotional needs of students through Social/Emotional/Behavior programming (a combination of RULER and PBIS). A particular focus will be on training student leaders in aspects of RULER and PBIS, giving them an active role in improving the social and emotional wellbeing of their own school. |
|---|---|
| **Why are we making this Commitment?** <br> *Things to potentially take into consideration when crafting this response:* <br> ● *How does this Commitment fit into what we envision for the school?* <br> ● *How does this Commitment relate to what we heard when listening to others?* <br> ● *How does this Commitment connect to what we observed through analysis?* | Total Number of Office Discipline Referral for Gen Ed students = 10 <br> Total number of students with 5+ Classroom days under 85% of points earned = 12 gen ed students <br><br> *The DTSDE staff survey administered in January 2023 provides support for SEL implementation as only 44% strongly agreed or agreed to survey question S69, "Student behavior does not interfere with instruction".* |

## Progress Targets

By the end of the year, we will look to the see the following occur:

| | **What data will we be reviewing?** | **What do we hope to see when we review that data?** | **What we ended up seeing** *(complete at the end of the year)* |
|---|---|---|---|
| **End-Of-The-Year Goals** | Point Sheets | Ongoing engagement with Daily Point sheets leading to increase in MTSS referrals (if needed) for behavioral concerns. | |

Insert Spring NWEA TABLE from Ken Robin if Commitment is in ELA or Math

## Key Strategies,  Resources, and Action

| Time Frame | STRATEGY/METHODS/RESOURCES | Monitor progress each month with notes and color code. Red-Not Started · Yellow-In Progres · Green-Completed · Grey-Unscheduled | | | | |
|---|---|---|---|---|---|---|
| **Start and End Month** | • **What strategies will we pursue as part of this Commitment?**<br>• What does this strategy entail? What will implementation look like in our school?<br>• What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? | **Summer** | **September** | **October** | **November** | **December** |
| July | SEB/RULER Team will meet to plan RULER curricular rollout/PBIS for the 23-24 school year. | | | | | |
| July | Student Support Teams/SEB Team will plan for training and support to be provided on CORE routines and curriculum. | | | | | |
| July | SEB/RULER Team will plan/develop parent supports around RULER that will be provided to families to begin the year. | | | | | |
| Sept | SEB/RULER Team will lead PBIS field trips. | | | | | |
| Sept-Dec | Student Support Teams/SEB Team will provide training and support on CORE routines and curriculum. | | | | | |
| Oct-Nov | Student leaders will be identified and trained in how to facilitate the Blueprint and reteach PBIS expectations for students new to the school. | | | | | |
| Sept - Oct | Classroom BSPs will be completed by classroom teachers and teams. | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| **Sept - Dec** | All staff members will utilize the RULER lesson plans per the curriculum guide. | | | | | |
| **Sept - Dec** | School-based SEB Team will meet quarterly to plan and provide ongoing professional development for staff. | | | | | |

We believe we will be on track to meet our Mid-Year Benchmark(s) if six to ten weeks into the school year, we are able to reach the following Early Progress Milestones:

| Early Progress Milestones | What data will we be reviewing? | What do we hope to see when we review that data? (*Identify Quantitative Data or Qualitative Descriptors in this space*) | What we ended up seeing (*complete six to ten weeks into the school year*) |
|---|---|---|---|
| **Student Data** | % of Students falling Below Points | We will aim to see students remaining above the 85% point threshold. | |
| **Adult/Schoolwide Behaviors and Practices** | Tier 1 Point Sheets | We will look for 100% engagement with daily point sheets. | |
| **Student Behaviors and Practices** | | | |

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

| | Survey Question(s) or Statement(s) | Desired response (e.g., % agree or strongly agree) | What we ended up seeing (complete once Spring survey results are available) |
|---|---|---|---|
| **Student Survey** | | | |
| **Staff Survey** | Stagg will be surveyed to find out how many feel as if student behavior is interfering with instruction. | Less than 50% indicating | |
| **Family Survey** | | | |

We believe achieving the following Mid-Year Benchmark(s) will give us good insight into our ability to reach our year-end goal:

| | What data will we be reviewing? | What do we hope to see when we review that data? | What we ended up seeing (complete when reviewing mid-year data) |
|---|---|---|---|
| **Mid-Year Benchmark(s)** | Tier 1 Point Sheets | Full engagement with point sheets | |

| Time Frame | STRATEGY/METHODS/RESOURCES | Monitor progress each month with notes and color code. Red-Not Started · Yellow-In Progres · Green-Completed · Grey-Unscheduled | | | | |
|---|---|---|---|---|---|---|
| **Start and End Month** | ● **What strategies will we pursue as part of this Commitment?** <br> ● What does this strategy entail? What will implementation look like in our school? | **January** | **February** | **March** | **April** | **May** |

| | | | | | | |
|---|---|---|---|---|---|---|
| | ●   What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? | | | | | |
| | All staff members will utilize the RULER lesson plans per the curriculum guide. | | | | | |
| | School-based SEB Team will meet monthly to plan and provide ongoing professional development for staff | | | | | |
| | Staff and Student Support Team will engage in ongoing curriculum training/work sessions. | | | | | |
| | Student leaders will continue to lead Blueprint-led conflict management and guide students around PBIS expectations. | | | | | |

# COMMITMENT 5 - Building Equity Team     Equity Action Plan

*This section can be deleted if the school does not have a fifth commitment.*

## Our Commitment

| | |
|---|---|
| **What is one Commitment we will promote for 2023-24?** | We are committed to increasing the engagement of students through the use of representative materials and instructional strategy including literature, visuals, conversation, assignment, lessons, etc. Our staff will commit to engage in reflective work that aims to impact the way we support students as a result of challenging our own biases. |
| **Why are we making this Commitment?** *Things to potentially take into consideration when crafting this response:* <br> ● *How does this Commitment fit into what we envision for the school?* <br> ● *How does this Commitment relate to what we heard when listening to others?* <br> ● *How does this Commitment connect to what we observed through analysis?* | We envision our school to be a place where students and staff treat each other with mutual respect. We want our students to feel that the adults guiding them are working in the best interest of all students with a commitment to equity across the board. <br><br> In the DTSDE survey administered in January 2023, 21% disagreed that "teachers and staff treat students fairly when they do not follow the rules." <br><br> In the upcoming school year, students will be given more power to share their ideas on how they can enact change in their community through the No Place for Hate initiative. As we move into year two of this work, the NPFH leaders will be charged with engaging classmates more broadly than in year one with an eye on ensuring that students feel their concerns are being heard and responded to. |

## Progress Targets

By the end of the year, we will look to the see the following occur:

| | What data will we be reviewing? | What do we hope to see when we review that data? | What we ended up seeing *(complete at the end of the year)* |
|---|---|---|---|
| **End-Of-The-Year Goals** | % of Black/A.A. students meeting the mean % | Gap continues to close between B/A.A. and White. 80% meeting the mean % | |

Insert Spring NWEA TABLE from Ken Robin with a focus on subgroup performance.

## Montessori Magnet School Spring 2023 NWEA Reading

| Subgroup | N | Mean Test %ile | | %Met Mean RIT | | % Proj NYSED Level | | | Est PI | % Met Proj. Growth | | Mean Cond. Growth Percentile | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | S2023 | F2022 | S2023 | F2022 | S2023 | L2 | L3 | L4 | PI | W23toS23 | F22toS23 | F22toW23 | W23toS23 | F22toS23 |
| **Grade** | | | | | | | | | | | | | | |
| K | 46 | 63 | 81 | 74 | 85 | -- | -- | -- | -- | 80 | 80 | 59 | 75 | 75 |
| 1 | 46 | 60 | 65 | 69 | 70 | -- | -- | -- | -- | 76 | 59 | 43 | 68 | 58 |
| 2 | 45 | 58 | 66 | 63 | 69 | -- | -- | -- | -- | 78 | 73 | 48 | 69 | 63 |
| 3 | 42 | 65 | 61 | 67 | 67 | 20 | 51 | 12 | 152 | 52 | 45 | 41 | 51 | 41 |
| 4 | 43 | 54 | 64 | 69 | 77 | 22 | 37 | 27 | 162 | 70 | 72 | 49 | 62 | 62 |
| 5 | 41 | 75 | 71 | 83 | 85 | 22 | 27 | 37 | 167 | 73 | 39 | 32 | 63 | 45 |
| **Ethnicity** | | | | | | | | | | | | | | |
| A | 36 | 61 | 69 | 68 | 75 | 8 | 50 | 33 | 192 | 75 | 67 | 48 | 69 | 62 |
| B | 43 | 51 | 64 | 58 | 70 | 23 | 41 | 9 | 127 | 72 | 63 | 39 | 66 | 56 |
| H | 26 | 53 | 56 | 59 | 62 | 43 | 29 | 7 | 118 | 69 | 65 | 47 | 64 | 56 |
| W | 124 | 69 | 73 | 78 | 81 | 17 | 36 | 40 | 188 | 69 | 61 | 50 | 62 | 59 |
| Multi | 33 | 61 | 64 | 70 | 73 | 23 | 41 | 14 | 139 | 79 | 55 | 36 | 68 | 52 |
| AIC | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| SWD | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| ELL | 10 | 27 | 30 | 11 | 10 | -- | -- | -- | -- | 60 | 50 | 50 | 52 | 50 |
| ECO | 82 | 51 | 59 | 56 | 90 | 22 | 35 | 16 | 132 | 68 | 57 | 41 | 66 | 55 |
| **ALL (K-5)** | 263 | 62 | 68 | 70 | 75 | 21 | 38 | 25 | 161 | 72 | 62 | 46 | 65 | 58 |

# Key Strategies, Resources, and Action

| Time Frame | STRATEGY/METHODS/RESOURCES | Monitor progress each month with notes and color code. Red-Not Started · Yellow-In Progres · Green-Completed · Grey-Unscheduled | | | | |
|---|---|---|---|---|---|---|
| Start and End Month | • **What strategies will we pursue as part of this Commitment?** <br> • What does this strategy entail? What will implementation look like in our school? | Summer | September | October | November | December |

| | | | | | | |
|---|---|---|---|---|---|---|
| | ● What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? | | | | | |
| Sept | Staff Equity Team will partner with CRE facilitator Bianca Jones to plan a focus for the building. | | | | | |
| Sept-Dec | Staff Equity Team will engage in monthly meetings focused on work, as guided by CRE facilitator Bianca Jones. | | | | | |
| Sept - Dec | Staff will engage in reflective work led by Equity Team, aimed at improving cultural competency. | | | | | |
| Sept - Oct | No Place for Hate (NPFH) staff leaders will direct effort to recruit and initiate new NPFH leaders from grade 4. | | | | | |
| Sept - Dec | NPFH student leaders will engage in monthly meetings aimed at selecting and developing 3 activities to be carried out throughout the school year. | | | | | |
| Aug - Dec | Building leader will partner with Giffen Elementary School principal and focus on collaboratively growing the CRE of both buildings. | | | | | |

We believe we will be on track to meet our Mid-Year Benchmark(s) if six to ten weeks into the school year, we are able to reach the following Early Progress Milestones:

Commitment 5- Building Equity Team

| Early Progress Milestones | What data will we be reviewing? | What do we hope to see when we review that data? (*Identify Quantitative Data or Qualitative Descriptors in this space*) | What we ended up seeing (*complete six to ten weeks into the school year*) |
|---|---|---|---|
| **Student Data** | Discipline incidents focused on hateful behavior | Our goal will be zero incidents | |
| **Adult/Schoolwide Behaviors and Practices** | Point sheets | Number of students of color falling below points is in proportion to the numbers of students of color in the building. | |
| **Student Behaviors and Practices** | Engagement with NPFH | We will look for 100% of students to have committed to making our school No Place for Hate. | |

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

| | Survey Question(s) or Statement(s) | Desired response (*e.g., % agree or strongly agree*) | What we ended up seeing (*complete once Spring survey results are available*) |
|---|---|---|---|
| **Student Survey** | Teachers and staff treat students fairly when they do not follow the rules. | 100% agreeing that staff treat them fairly. | |
| **Staff Survey** | Staff indicating that they have experienced situations where they challenged themselves to set aside their "adult authority" and consider the developmental perspective of students. | Looking for the majority to indicate having done so. | |
| **Family Survey** | | | |

We believe achieving the following Mid-Year Benchmark(s) will give us good insight into our ability to reach our year-end goal:

| | What data will we be reviewing? | What do we hope to see when we review that data? | What we ended up seeing *(complete when reviewing mid-year data)* |
|---|---|---|---|
| **Mid-Year Benchmark(s)** | Student voice | Survey of students in grades 3-5 to determine if they feel their voice is heard and their words matter in their classroom. | |

| Time Frame | STRATEGY/METHODS/RESOURCES | Monitor progress each month with notes and color code. Red-Not Started · Yellow-In Progres · Green-Completed · Grey-Unscheduled | | | | |
|---|---|---|---|---|---|---|
| **Start and End Month** | <ul><li>**What strategies will we pursue as part of this Commitment?**</li><li>What does this strategy entail? What will implementation look like in our school?</li><li>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</li></ul> | **January** | **February** | **March** | **April** | **May** |
| Jan - June | Staff Equity Team will engage in monthly meetings focused on work, as guided by CRE facilitator Bianca Jones. | | | | | |
| Jan - June | NPFH student leaders will engage in monthly meetings aimed at selecting and developing 3 | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | activities to be carried out throughout the school year. | | | | | |
| **Jan - June** | Staff will engage in reflective work led by Equity Team, aimed at improving cultural competency. | | | | | |
| **Jan - June** | Building leader will continue the partnership with Giffen Elementary School principal and focus on collaboratively growing the CRE of both buildings. | | | | | |
| **Oct- Dec** | Equity Team will commit to providing an opportunity in the first half of the school year for parents to connect in person around how our focus on equity is impacting various aspects of school life. | | | | | |

# COMMITMENT 6 - Montessori-Focused Effort

*This section can be deleted if the school does not have a fifth commitment.*

## Our Commitment

| | |
|---|---|
| **What is one Commitment we will promote for 2023-24?** | We are committed to fostering independence, accountability, development of critical thinking skills, and responsibility amongst students through a focus on daily practical life applications and the traditional Montessori pillars of the 5 Great Lessons and "Going-Out". |
| **Why are we making this Commitment?**<br><br>*Things to potentially take into consideration when crafting this response:*<br>● *How does this Commitment fit into what we envision for the school?*<br>● *How does this Commitment relate to what we heard when listening to others?*<br>● *How does this Commitment connect to what we observed through analysis?* | This commitment is foundational to the Montessori philosophy and to preparing our students for the world and life beyond Montessori Magnet School.<br><br>Our commitment is based on staff and parent observation, students struggle to demonstrate an ability to problem solve, think critically, persevere, and collaborate in a 21st century manner.<br><br>Staff survey data suggests a lower than desired percentage of students successfully monitoring their own progress and tracking their own learning(61%), accepting corrective feedback (56%) and knowing how to prioritize time to accomplish what they have to do (73% school and 53% family). |

## Progress Targets

By the end of the year, we will look to the see the following occur:

| | What data will we be reviewing? | What do we hope to see when we review that data? | What we ended up seeing<br>*(complete at the end of the year)* |
|---|---|---|---|
| | | | |

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| End-Of-The-Year Goals | Teacher assessment of students' ability to be resourceful, productive, independent problem solvers. | Teachers reporting that students have on average improved their ability to be resourceful, productive, independent problem solvers. | |
|---|---|---|---|

Insert Spring NWEA TABLE from Ken Robin with a focus on subgroup performance.

## Key Strategies, Resources, and Action

| Time Frame | STRATEGY/METHODS/RESOURCES | Monitor progress each month with notes and color code. Red-Not Started · Yellow-In Progres · Green-Completed · Grey-Unscheduled | | | | |
|---|---|---|---|---|---|---|
| Start and End Month | • **What strategies will we pursue as part of this Commitment?** <br> • What does this strategy entail? What will implementation look like in our school? <br> • What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? | Summer | September | October | November | December |
| July | Committee identifies goals for the school on how to improve students' ability to be resourceful, productive, independent problem solvers with traditional Montessori practices. | | | | | |
| Sept | Committee rolls out to staff a year-long focus on the Great lessons and "Going-Out" | | | | | |
| Sept - Oct | Teachers will lead students through the 5 great lessons. | | | | | |
| Sept - Dec | Teachers will guide students through the effort to successfully prepare them for interactions with the world beyond school. | | | | | |

We believe we will be on track to meet our Mid-Year Benchmark(s) if six to ten weeks into the school year, we are able to reach the following Early Progress Milestones:

| Early Progress Milestones | What data will we be reviewing? | What do we hope to see when we review that data? (*Identify Quantitative Data or Qualitative Descriptors in this space*) | What we ended up seeing (*complete six to ten weeks into the school year*) |
|---|---|---|---|
| **Student Data** | | | |
| **Adult/Schoolwide Behaviors and Practices** | Were the 5 Great Lesson videos viewed and discussed? | That 100% of teachers report lesson videos were shared within the first two weeks of school. | |
| **Student Behaviors and Practices** | | Teachers seeing greater student inquiry within the classroom leading to more "Teacher/Student" planned experiences. | |

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

| | Survey Question(s) or Statement(s) | Desired response (*e.g., % agree or strongly agree*) | What we ended up seeing (*complete once Spring survey results are available*) |
|---|---|---|---|
| **Student Survey** | | | |
| **Staff Survey** | Do you find yourself more mindful of the "Teacher Planned" and "Teacher/Student" planned interactions? | 75% or more indicating "Yes" | |

| Family Survey | | | |
|---|---|---|---|

We believe achieving the following Mid-Year Benchmark(s) will give us good insight into our ability to reach our year-end goal:

| | What data will we be reviewing? | What do we hope to see when we review that data? | What we ended up seeing *(complete when reviewing mid-year data)* |
|---|---|---|---|
| **Mid-Year Benchmark(s)** | % of staff who indicate increased focus on teacher/student planned interactions | at least 50% indicating an increase in their mindfulness. | |

| Time Frame | STRATEGY/METHODS/RESOURCES | Monitor progress each month with notes and color code. Red-Not Started · Yellow-In Progres · Green-Completed · Grey-Unscheduled | | | | |
|---|---|---|---|---|---|---|
| **Start and End Month** | • **What strategies will we pursue as part of this Commitment?**<br>• What does this strategy entail? What will implementation look like in our school?<br>• What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? | **January** | **February** | **March** | **April** | **May** |
| **Jan - June** | Teachers will guide students through the effort to successfully prepare them for interactions with the world beyond school. | | | | | |
| **April - June** | Teachers and students prepare for their final "Going-Out" experience. | | | | | |

Commitment 6- Montessori-Focused Effort

# 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 a strategy from the **State-Supported Evidence Based Strategies** 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 Strategy

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

| Evidence-Based Intervention Strategy Identified | Coaching |
|---|---|
| We envision that this Evidence-Based Intervention will support the following Commitment(s) | Commitment 1-ELA/SS, Commitment 2-Math/Science |
| How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process? | We are committed to increasing consistency practice throughout the building. Coaching helps standardize the integration of instructional tools with Montessori methods. |

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.

## Team Members

| Name | Role | Name | Role |
|---|---|---|---|
| Eleanor Culver | Teacher | Carton Tatum | Security Monitor |
| Deanna Carras | Teacher | Sabrina Brown | Attendance Teacher |
| Jannine Walton | Teacher | Molly Suwara | Art Teacher - Equity Team |
| Maran Person | Instructional Coach - ELA | Pat Stone | Music Teacher - Equity |
| Kim McDonough | Instructional Coach - Math | Krissy Bruce | Teacher |
| John Powell | Principal | Nora Bakes | Teacher |
| Marina Marcou-O'Malley | Parent | Maggie Johnson | Teacher |
| Sue Hodom | Social Worker | Kate Klink | Teacher |

## Meeting Dates

We completed the steps above across multiple meetings. Below is a list of dates we met as a team and what occurred during those meetings.

| Meeting Date | Envision | Analyze: Internal and External Data | Analyze: Survey Data | Analyze: Completing and Discussing the Tenet 1 Inventory | Listen: Interviewing Students | Putting it all Together: Completing the SCEP Planning Document | Writing the Plan |
|---|---|---|---|---|---|---|---|
| 5/4/23 | x | x | x | | | | |
| 5/11/23 | x | x | x | x | | x | x |
| 5/18/23 | x | x | x | x | | x | x |
| 5/26/23 | x | x | | | | x | x |
| 6/1/23 | x | x | | | | x | x |
| 6/8/23 | | | | | | x | x |
| 6/13/23 | | | | | | x | x |
| 7/5-7/6/23 | x | x | x | x | | x | x |