

School Comprehensive Education Plan 2025-26

District	School Name	Grades Served
RCSD	Francis Parker School No. 23	PreK-6

Collaboratively Developed By:

The Francis Parker School No. 23 School Improvement Plan Development Team
(Team Members: Kimberly McInerney, Aprille Burton, Katie Yarlett-Fenti, Patricia McKinney, Joanne Swick, Cheril Passamonte; with feedback and approval given by SBPT monthly)

And in partnership with the staff, students, and families of Francis Parker School No. 23.

Guidance for Teams

Navigating the Plan

You can expand or collapse any section of the plan by clicking the triangle next to the blue headings. Additionally, you can move through sections using the Navigation Pane in Google.

Before Writing the Plan

Before working on this document, school teams should have:

1. **Completed Steps 1-5 of the Data Wise Improvement Process**

1. Completed the Five-Part Needs Assessment , which consists of:	RCSD Process Alignment	
Activity 1: Analyze: Data Variation Identification	Data Wise Step 3: Create a Data Overview	February Agenda
Activity 2: Analyze: Data Variation Share and Explore	Data Wise Step 4: Dig into Student Data	March Agenda
Activity 3: Analyze: Survey Data	Data Wise Step 5: Examine Instruction	April Agenda
Activity 4: Listen: Student Interviews	Data Wise Step 5: Examine Instruction	April Agenda
Activity 5: Envision: Reflect and Synthesize	Data Wise Step 5: Examine Instruction	April Agenda

Key Strategies

Schools must identify the evidence-based, high-impact levers, known as “Key Strategies,” they believe will improve current outcomes. Each Key Strategy should represent a change in the upcoming year compared to previous years. The Key Strategy should fall into one of the following categories:

1. Something **new** to the school; or
2. An existing strategy **being expanded** to reach a wider audience; or
3. An existing strategy **being refined** or adjusted from previous years.

To ensure effective implementation, school teams must be strategic in selecting the number of approaches they plan to use to improve outcomes, **avoiding the temptation to implement too many initiatives.** To assist this process, RCSD has provided the following guidance:

- **1 Instructional Key Strategy for Literacy** must be identified.
- **1 Instructional Key Strategy for Math** must be identified.
- **1 Non-Instructional Key Strategy for Academic Culture** must be identified

These Key Strategies should be aligned with the data reviewed and student interviews from the needs assessment. Teams must also explain the rationale for each Key Strategy selected on the provided template.

Guidance for Teams

Schools may find Hattie's [High Impact Teaching Strategies](#) and the resources gathered at [Visible Learning](#), especially the Teaching Strategies, to be helpful resources when considering Key Strategies. The [Diagnostic Tool for School and District Effectiveness \(DTSDE\) Framework](#) and [Phases of Implementation](#) may also be useful when considering different options to pursue.

Key Strategy Implementation

For each Key Strategy, the school team needs to outline its implementation plan for the upcoming year.

- For new strategies, the plan should detail how the strategy will be introduced and rolled out.
- For expanded strategies, the plan should explain how the expansion will occur.
- For refined strategies, the plan should highlight how this year's approach differs from previous years.

Each plan should include **a sequence of activities that build upon one another**. In the column to the right of each activity, include **the target date for implementation**. This will help the team track progress during the 2025-26 school year.

Key Strategy Progress Monitoring

After identifying their Key Strategies, school teams should set success criteria and benchmarks to evaluate progress throughout the year.

Each Key Strategy must include at least one Early Progress Milestone to provide early feedback on the strategy's success. The data, which could be implementation data and/or outcome data, should directly align with the Key Strategy.

Each Key Strategy must include at least one outcome-based Mid-Year Benchmark and End-of-The-Year target that is directly related to the strategy.

Performance Targets

In addition to setting Mid-Year Benchmarks and End-of-Year targets for each Key Strategy, the plan must also establish overall Performance Targets that reflect the anticipated improvement from the combined impact of all strategies. While the Key Strategy Progress Monitoring will track data specific to each individual strategy, the Performance Targets serve as broader indicators of overall school improvement.

Ongoing Monitoring

The plan template allows school teams to revisit and update their plan throughout the year. A designated section tracks progress for each Key Strategy and for the Performance Targets, allowing teams to record outcome data or evidence alongside original targets. This section should remain blank when first writing the plan and will be updated throughout the year as the team assesses the success of the plan.

SCEP Rubric

NYSED has created [the SCEP Rubric](#) to help teams identify areas for improvement in their plan. The rubric can be a valuable reference tool while writing the plan. After completing the initial draft, schools should self-assess using the rubric before finalizing their plan.

Resources for Team

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

Learning as a Team

Directions

Teams should complete the reflective prompt below.

Student Interviews

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

Conducting student interviews always surprises us. We find that they are incredibly honest and forthcoming when given a safe forum to express themselves. We paired up the students from each grade level with a staff member they stated they trusted. The outcomes showed that they like working with their peers and talking with each other about their work in class. They find it difficult to sit still and work alone. They like working with a partner or in a small group, with more choice available in how they complete assignments. Some students in Grades 5 and 6 stated that they do not feel a connection to their teacher(s), and would like a better relationship with them. We chose to focus on students feeling seen, affirmed and valued.

Instructional Key Strategies for Improvement

Key Strategies

(What are we doing? Why are we doing this?)

In column 1, input one literacy and one math strategy that reflects 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, specify whether 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 for the school. For any Key Strategy that is not new, provide a 1-2 sentence summary of how the key strategy will be expanded or refined next year.

KEY STRATEGY (What are we doing?)	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 and will have a positive impact on students? Use evidence. <i>Consider both data trends observed and student interview responses. (Use Learning Centered- Problem and Problem of Practice)</i> <i>Additionally, for any Key Strategy that does not represent something new, provide 1-2 sentences describing how the school will expand or refine the Key Strategy next year.</i>
Literacy: Close Reading to Analyze and Evaluate Two Texts	<input checked="" type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	Learning Centered Problem- According to the 2024 NYS ELA Assessment, 47% of students are proficient in identifying the theme or central idea of one or more texts. While our students are able to find details in a text to answer questions, an area of growth is for our students to connect text details to the theme or central idea in writing across two texts. (Priority Standards: R2, RI9, W4) Problem of Practice- As educators we provide daily opportunities for students to write and interact with texts. The next level of work is for teachers to focus on teaching how to identify the theme or central idea across two texts using details to support it through a written response that meets grade level standards.
Math: Try-Discuss-Connect Protocol with Representation	<input checked="" type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	Learning Centered Problem- According to the 2024 NYS Math Assessment, 44% of students are proficient in numbers and operations . While our students are able to model mathematics with manipulatives or visual models with support, an area of growth is to create student-centered learning opportunities that promote problem solving through discussion with peers to learn how to be successful independently. Problem of Practice- As educators we try to provide daily opportunities for students to engage in mathematical discourse and problem solving with their peers as evidenced in some grade levels. The Try-Discuss-Connect framework provides an opportunity for students to represent

Instructional Key Strategies for Improvement

KEY STRATEGY (What are we doing?)	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 and will have a positive impact on students? Use evidence. <i>Consider both data trends observed and student interview responses. (Use Learning Centered- Problem and Problem of Practice)</i> <i>Additionally, for any Key Strategy that does not represent something new, provide 1-2 sentences describing how the school will expand or refine the Key Strategy next year.</i>
		their thinking, reasoning, and problem-solving skills. This will be evident in students' work through their use of models, pictures, words, and/ or other representations to demonstrate understanding
Academic Culture: Building Relationships in a Culturally Responsive Classroom	<input checked="" type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	Learning Centered Problem- While our students feel that they have a voice and sense of agency in our school, an area of growth is for students to learn how to build positive relationships with staff and students that both support and enrich their educational and social- emotional well-being. Problem of Practice- While we educators value individual student voice and agency, an area of growth is to model and provide strategies that will help students build healthy relationships with others to make a positive impact on their school community and beyond.

Implementation

How will we do this?

Literacy KEY STRATEGY	Writing Responses to Text Dependent Questions Across Two Texts
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BEFORE THE 1 st DAY OF SCHOOL IMPLEMENTATION		What is our plan for preparing our school for success with this Key Strategy before the school year starts? What steps are involved?	When will this be in place?
Summer Institute PD Focus on ELA Commitment: <ul style="list-style-type: none">- Text Dependent Constructed Response Questions focused on NYS Standards R2, RI9 and W4- CKLA Knowledge Strand for K-1 (Pilot Year - RCSD PD)- myView Reading for Grades 2-5- Being a Writer for Grades K-5- Expeditionary Learning for Grade 6- Really Great Reading for Grades 3-6- UFLI for Grades K-2			August 19th - Early September
NYS ELA Assessment analysis to determine which classroom teachers need support with NYS Standards R2, RI9 and W4 to start the school year and assigning the Instructional Coach to them			

Instructional Key Strategies for Improvement

Creating a Fall Baseline NYS ELA Assessment task for grades 1 - 6 focused on R2, RI9 and W4 in grade level teams to be given at the beginning of the school year	
Distribution of CKLA Knowledge Strand Materials to K and 1st Grade Classroom Teachers	
FIRST HALF OF THE YEAR IMPLEMENTATION What is our plan for implementing this Key Strategy in the first half of the year? What steps are involved?	When will this be in place?
Implement the Kindergarten and 1st Grade Core Knowledge Strand, the K-5 Being a Writer Program, and 6th Grade Expeditionary Learning Units with fidelity	
Administer Fall Baseline NYS ELA task created in the summer, iReady Reading Fall Assessment, and Reading Common Formative Assessment	
Create and implement Grade Level Walk to Intervention Groups using baseline/benchmark data	
Implement Writing Conferences where teachers give feedback on evidence based text analysis to improve students written responses.	
Conduct weekly administrative walkthroughs to ensure fidelity to implementation of all ELA programs with explicit feedback provided and adjustments made to instructional coach assignments based on the results	
Make monthly curricular and intervention group adjustments as needed according to student progress monitoring and walkthrough data at Grade Level Academic Team Meetings	Sept. 2024 - Jan. 2025
Meet in grade level teams monthly to review and analyze student performance in understanding the connection between texts read within a unit and compare it to students' baseline assessment to look for growth	
Meet in grade level teams quarterly for a half day to review all student data in regards to writing across two texts and determine areas of focus for school-based PD	
Develop and administer a mid-year baseline assessment to be given in January 2026	
Classroom walkthroughs by grade level teams to observe Tier 1 and 2 instruction in order to build their knowledge base with implementing effective instructional strategies.	
The Instructional Leadership Team will monitor student, classroom, and grade level data to adjust supports as needed.	
SECOND HALF OF THE YEAR IMPLEMENTATION What is our plan for implementing this Key Strategy in the second half of the year? What steps are involved?	When will this be in place?
Analyze data from the mid-year baseline assessment and make adjustments to curricular and instructional foci, instructional coach supports, etc. as needed	
Continue to implement the Kindergarten and 1st Grade Core Knowledge Strand, the K-5 Being a Writer Program, and 6th Grade Expeditionary Learning Units with fidelity	
Implement Writing Conferences where teachers give feedback on evidence based text analysis to improve students written responses.	

Instructional Key Strategies for Improvement

Conduct weekly administrative walkthroughs to ensure fidelity to implementation of all ELA programs with explicit feedback provided and adjustments made to instructional coach assignments based on the results	Feb. 2025 - June 2025
Make monthly curricular and intervention group adjustments as needed according to student progress monitoring and walkthrough data at Grade Level Academic Team Meetings	
Meet in grade level teams monthly to review and analyze student performance in understanding the connection between texts read within a unit and compare it to students' mid-year baseline assessment to look for growth	
Classroom walkthroughs by grade level teams to observe Tier 1 and 2 instruction in order to build their knowledge base with implementing effective instructional strategies.	
Meet in grade level teams quarterly for a half day to review all student data in regards to writing across two texts and determine areas of focus for school-based PD	
The Instructional Leadership Team will monitor student, classroom, and grade level data to adjust supports as needed.	

Progress Monitoring

How will we measure progress and impact for this Key Strategy?

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing. <i>What are our next steps? complete when reviewing data</i>
Early Progress Milestones (implementation/outcome data)	<ul style="list-style-type: none"> • iReady Fall Reading Benchmark Assessment • ELA Common Formative Assessment • Reading Fluency Assessment • CKLA K-2 Benchmark Assessment • Really Great Reading 3-6 Screening for SPED students • Administrator classroom walkthrough data • Professional Development Attendance Data • Student Data Binders 	<ul style="list-style-type: none"> • Students will show that they are on or above level on their Fall iReady Reading Benchmark Assessment • Students will meet or exceed the benchmark on ELA CFA constructed response questions • Students will meet their individual reading fluency goals by November • Classroom Walkthroughs will show that classroom teachers are on pace with iReady Reading and 6th Grade Expeditionary Learning Curriculum Timelines • Students will have Data Binders with updated evidence of student assessment data 	

Instructional Key Strategies for Improvement

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing. <i>What are our next steps? complete when reviewing data</i>
Mid-Year Benchmark(s) (outcome data)	<ul style="list-style-type: none"> • iReady Winter Reading Benchmark Assessment • ELA Common Formative Assessment • Reading Fluency Assessment • Administrator classroom walkthrough data • Professional Development Attendance Data • Student Data Binders 	<ul style="list-style-type: none"> • 30% of Students will meet their iReady Reading Stretch Growth • 25% of students will meet or exceed the benchmark on ELA CFA constructed response questions • 35% of students will meet their individual reading fluency goals by June • 85% of all students will have Data Binders with updated evidence of student assessment data • 85% of all Classroom Walkthroughs show that classroom teachers are on pace with iReady Reading and 6th Grade Expeditionary Learning Curriculum Timelines 	
End-of-the Year Targets (outcome data)	<ul style="list-style-type: none"> • iReady Winter Reading Benchmark Assessment • ELA Common Formative Assessment • Reading Fluency Assessment • Administrator classroom walkthrough data • Student Data Binders • Professional Development Attendance Data • Academic Team Meeting Attendance 	<ul style="list-style-type: none"> • 35% of Students will meet their iReady Reading Stretch Growth • 30% of students will meet or exceed the benchmark on ELA CFA constructed response questions • 40% of students will meet their individual reading fluency goals by June • 90% of all students will have Data Binders with updated evidence • 90% of all Classroom Walkthroughs show that classroom teachers are on pace with iReady Reading and 6th Grade Expeditionary Learning Curriculum Timelines 	

Math
KEY STRATEGY

Try-Discuss-Connect Protocol

Instructional Key Strategies for Improvement

BEFORE THE 1 st DAY OF SCHOOL IMPLEMENTATION		When will this be in place?
What is our plan for preparing our school for success with this Key Strategy before the school year starts? What steps are involved?		
Summer Institute PD Focus on Math Commitment: Number and Operations (Base Ten and Fractions). <ul style="list-style-type: none">“Try-Discuss-Connect” ProtocolText Dependent Constructed Response Questions focused on NYS Standards for Number and Operations - Base Ten and Number and Operations - Fractions in Grades K-6iReady Math Curriculum Grades K-5 TrainingIllustrative Math Curriculum Grade 6 Training		August 18th-20th
NYS Math Assessment analysis to determine which classroom teachers need support with NYS Standards for Number and Operations to start the school year and assigning the Instructional Coach to them		
Create a Fall Baseline NYS Math Assessment task for grades 3 - 6 focused on NYS Standards for Number and Operations in grade level teams to be given at the beginning of the school year		
Distribution of Math Materials to Classroom Teachers: Teacher Manuals, Student Workbooks, Manipulatives, and Math Center Materials		
FIRST HALF OF THE YEAR IMPLEMENTATION		When will this be in place?
What is our plan implementing this Key Strategy in the first half of the year? What steps are involved?		
Implement iReady Math and Illustrative Math Curriculums with fidelity		September to January 2025
Administer Fall Baseline NYS Math task created in the summer, iReady Math Fall Assessment, and Math Common Formative Assessment		
Create and implement Grade Level Math Walk to Intervention Groups		
Conduct weekly administrative walkthroughs to ensure fidelity to implementation of all Math Curriculum with explicit feedback provided and adjustments made to instructional coach assignments and PD focus areas based on the results		
Implement Math Conferences during each unit taught		
Meet in grade level teams monthly to review and analyze student data within a unit and compare it to students’ baseline assessment(s) to look for growth		
Make monthly math curricular and intervention group adjustments as needed according to student progress monitoring and walkthrough data at Grade Level Academic Team Meetings		
Meet in grade level teams quarterly for a half day to review all student data in regards to success with the “Try-Discuss-Connect” protocol and all other data collected to determine areas of focus for school-based PD		
Develop and administer a mid-year baseline assessment to be given in January 2026		
The Instructional Leadership Team will monitor student, classroom, and grade level data to adjust supports as needed.		
SECOND HALF OF THE YEAR IMPLEMENTATION		When will this be in place?
What is our plan for implementing this Key Strategy in the second half of the year? What steps are involved?		

Instructional Key Strategies for Improvement

Analyze data from the mid-year baseline assessment and make adjustments to curricular and instructional foci, instructional coach supports, etc. as needed	Feb. 2025 - June 2025
Restructure and implement Walk to Intervention Groups based on mid-year benchmark assessment data	
Conduct weekly administrative walkthroughs to ensure fidelity to implementation of all Math Curriculum with explicit feedback provided and adjustments made to instructional coach assignments and PD focus areas based on the results	
Implement Math Conferences during each unit taught	
Meet in grade level teams monthly to review and analyze student data within a unit and compare it to students' baseline assessment(s) to look for growth	
Make monthly math curricular and intervention group adjustments as needed according to student progress monitoring and walkthrough data at Grade Level Academic Team Meetings	
Meet in grade level teams quarterly for a half day to review all student data in regards to success with the "Try-Discuss-Connect" protocol and all other data collected to determine areas of focus for school-based PD	
The Instructional Leadership Team will monitor student, classroom, and grade level data to adjust supports as needed.	

Progress Monitoring

How will we measure progress and impact for this Key Strategy?

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing. <i>What are our next steps? complete when reviewing data</i>
Early Progress Milestones (implementation/outcome data)	<ul style="list-style-type: none"> iReady Math Benchmark and Progress Monitoring Data Fall Math Common Formative Assessment Data AIMSweb Fluency Assessment Data Classroom Walkthrough Data Student Data Binders Professional Development Attendance Academic Team Meeting Attendance 	<ul style="list-style-type: none"> 25% of students will show that they are on or above level on their Fall iReady Math Assessment 20% students will meet or exceed the benchmark on CFA constructed response questions 30% of students will meet their individual fluency goals on AIMSweb Fluency Assessments by November Classroom Walkthroughs show that 75% of all classroom teachers are on pace with the iReady Math and Illustrative Math Curriculum Timelines 	

Instructional Key Strategies for Improvement

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing. <i>What are our next steps? complete when reviewing data</i>
Mid-Year Benchmark(s) (outcome data)	<ul style="list-style-type: none"> • iReady Math Benchmark and Progress Monitoring Data From Fall to Winter • Winter Math Common Formative Assessment Data • AIMSweb Fluency Assessment Data • Classroom Walkthrough Data • Student Data Binders • Math Conferencing Notes • Academic Team Meeting Attendance • Professional Development Attendance 	<ul style="list-style-type: none"> • 30% of Students will meet their iReady Math Stretch Growth • 25% of students will meet or exceed the benchmark on CFA constructed response questions • 35% of students will meet their individual fluency goals on AIMSweb Fluency Assessments • Classroom Walkthroughs show that 85% of all classroom teachers are on pace with the iReady Math and Illustrative Math Curriculum Timelines 	
End-of-the Year Targets (outcome data)	<ul style="list-style-type: none"> • iReady Math Benchmark and Progress Monitoring Data From Winter to Spring • Spring Math Common Formative Assessment Data • AIMSweb Fluency Assessment Data • Classroom Walkthrough Data • Student Data Binders • Math Conferencing Notes • Academic Team Meeting Attendance • Professional Development Attendance 	<ul style="list-style-type: none"> • 35% of Students will meet their iReady Math Stretch Growth • 35% of students will meet or exceed the benchmark on CFA constructed response questions • 40% of students will meet their individual fluency goals on AIMSweb Fluency Assessments • Classroom Walkthroughs show that 90% of all classroom teachers are on pace with the iReady Math and Illustrative Math Curriculum Timelines 	

Academic Performance Targets

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

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

Instructional Key Strategies for Improvement

	What student data will we be reviewing?	What Key Strategies are intended to directly impact this student data?	What do we hope to see when we review that student data?	What we ended up seeing: (complete when reviewing mid-year data)
Mid-Year Benchmark(s)	<ul style="list-style-type: none"> - RCSD Math and ELA Common Assessments - iReady Math and ELA Benchmark Assessments 	Try-Discuss-Connect Protocol Walk to Intervention Math Conferences	30% of students will reach their stretch growth goal in iReady math	
End-of-the Year Targets	<ul style="list-style-type: none"> - RCSD Math and ELA Common Assessments - iReady Math and ELA Benchmark Assessments 	Try-Discuss-Connect Protocol Walk to Intervention Math Conferences	35% of students will reach their stretch growth goal in iReady math	

Non-Instructional Key Strategies for Improvement

Key Strategies

(What are we doing? Why are we doing this?)

In column 1, list the Non-Instructional, **Academic Culture** Key Strategy that the school has identified as likely to improve student outcomes.

Any strategy selected should 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, specify whether 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 for 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.

Academic Culture KEY STRATEGY	HOW DOES THIS COMPARE TO EXISTING EFFORTS?	WHY: What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? Use evidence. <i>Consider both data trends observed and student interview responses.</i> <i>Additionally, for any Key Strategy that does not represent something new, provide 1-2 sentences describing how the school will expand or refine the Key Strategy next year.</i>
Implementation of Culturally Responsive Teaching with Relationship-Centered Classrooms	X NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	<p>Learning-Centered Problem- While our students feel that they have a voice and sense of agency in our school, an area of growth is for students to learn how to build positive relationships with staff and students that both support and enrich their educational and social-emotional well-being.</p> <p>Problem of Practice- While we educators value individual student voice and agency, an area of growth is to model and provide</p>

Instructional Key Strategies for Improvement

		strategies that will help students build healthy relationships with others to make a positive impact on their school community and beyond.
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Implementation

(How will we do this?)

Academic Culture KEY STRATEGY	Culturally Responsive Teaching with Relationship-Centered Classrooms
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BEFORE THE 1 st DAY OF SCHOOL IMPLEMENTATION		When will this be in place?
What is our plan for preparing our school for success with this Key Strategy before the school year starts? What steps are involved?		
Form CRT Learning Team (including teacher leaders and coaches)		
Summer Institute PD Focus on Academic Culture Commitment: Culturally Responsive Teaching with Relationship-Centered Classrooms <ul style="list-style-type: none">● Culturally Responsive Teaching Checklist<ul style="list-style-type: none">○ Making the concept of a culturally responsive classroom concrete.○ Providing an opportunity for reflection and self-assessment.<ul style="list-style-type: none">■ Do I view my students through a deficit lens?■ Or, do I recognize the assets they bring?● Relationship Mapping (Harvard)<ul style="list-style-type: none">○ Identify students who staff believe do not currently have positive relationships with any school adults.○ Identify staff who will volunteer to build a stronger relationship with these identified students.○ Create a plan for staff volunteers to build and strengthen a relationship with the student throughout the year.		August 19th - Early September
FIRST HALF OF THE YEAR IMPLEMENTATION		When will this be in place?
What is our plan implementing this Key Strategy in the first half of the year? What steps are involved?		
Conduct baseline equity walkthroughs using CRT look-fors.		Sept. 2024 - Jan. 2025
Launch relationship mapping protocol to identify students with weak staff connections		
Monthly 30-minute team learning sessions using provided scope & sequence .		
Relationship mapping mentoring connections begin and are tracked bi-monthly.		
CRT walkthroughs conducted monthly with feedback cycles		
Staff collaboratively analyze student work for cultural relevance and access		
SECOND HALF OF THE YEAR IMPLEMENTATION		When will this be in place?
What is our plan implementing this Key Strategy in the second half of the year? What steps are involved?		
Conduct mid-year baseline equity walkthroughs using CRT look-fors.		Jan. 2025 - June 2025
Administer relationship mapping protocol to identify new or current students with weak staff connections		

Instructional Key Strategies for Improvement

Monthly 30-minute team learning sessions using provided scope & sequence .	
Relationship mapping mentoring continues and is tracked bi-monthly.	
Administrator walkthroughs conducted monthly with feedback cycles	
Staff collaboratively analyze student work for cultural relevance and access	

Progress Monitoring

How will we measure progress and impact for this Key Strategy?

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing. <i>What are our next steps? complete when reviewing data</i>
Early Progress Milestones (implementation/outcome data)	<ul style="list-style-type: none"> ● PD attendance ● Relationship maps ● Administrative walkthrough evidence ● Disciplinary Referrals by subgroup ● Suspensions by subgroup ● Student survey 	<ul style="list-style-type: none"> ● All staff trained ● 100% of students mapped ● Administrative walkthroughs completed ● 25% reduction in disciplinary referrals for students of color ● 15% reduction in students suspensions for students of color ● >75% of students of color feel known/valued 	
Mid-Year Benchmark(s) (outcome data)	<ul style="list-style-type: none"> ● PD attendance ● Relationship maps ● Administrative walkthrough evidence ● Disciplinary Referrals by subgroup ● Suspensions by subgroup ● Student survey 	<ul style="list-style-type: none"> ● All staff trained ● 100% of students mapped ● Administrative walkthroughs completed ● 30% reduction in disciplinary referrals for students of color ● 20% reduction in students suspensions for students of color ● >80% of students of color feel known/valued 	
End-of-the Year Targets (outcome data)	<ul style="list-style-type: none"> ● PD attendance ● Relationship maps ● Administrative walkthrough evidence ● Disciplinary Referrals by subgroup ● Suspensions by subgroup ● Student survey 	<ul style="list-style-type: none"> ● All staff trained ● 100% of students mapped ● Administrative walkthroughs completed ● 35% reduction in disciplinary referrals for students of color ● 25% reduction in students suspensions for students of color ● >85% of students of color feel known/valued 	

Non-Academic Performance Targets

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

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

	What student data will we be reviewing?	What Key Strategies are intended to directly impact this student data?	What do we hope to see when we review that student data?	What we ended up seeing: (complete when reviewing mid-year data)
Mid-Year Benchmark(s)	<ul style="list-style-type: none"> Chronic absenteeism for subgroups Disciplinary Referrals by subgroup Suspensions by subgroup 	<ul style="list-style-type: none"> Relationship-Centered Classrooms Culturally Responsive Teaching Practices Staff Mentoring 	<ul style="list-style-type: none"> 10% decrease in Chronic Absenteeism for students of color 30% reduction in disciplinary referrals for students of color 20% reduction in students suspensions for students of color >80% of students of color feel known/valued 	
End-of-the Year Targets	<ul style="list-style-type: none"> Chronic absenteeism for subgroups Disciplinary Referrals by subgroup Suspensions by subgroup 	<ul style="list-style-type: none"> Relationship-Centered Classrooms CRT Practices Staff Mentoring 	<ul style="list-style-type: none"> 15% decrease in Chronic Absenteeism (students of color) 35% reduction in disciplinary referrals for students of color 25% reduction in students suspensions for students of color >85% of students of color feel known/valued 	

Spring Survey Targets

We believe these Spring survey responses will give us helpful feedback about our progress with our Non-Instructional Key Strategy/Key Strategies:

Instructional Key Strategies for Improvement

	Survey Question(s) or Statement(s)	Corresponding Key Strategies	2024-25 data if available (e.g., % agree or strongly agree)	Desired response (e.g., % agree or strongly agree)	What we ended up seeing: (complete once Spring survey results are available)
Student Survey	"How often do you worry about safety at your school?"	<ul style="list-style-type: none"> Relationship- Centered Classrooms Culturally Responsive Teaching Practices 	Never 8% Rarely 35% Sometimes 28% Usually 12% Always 16%	75% Never and Rarely	
	"How well does your school affirm your identity?"	<ul style="list-style-type: none"> Relationship- Centered Classrooms Culturally Responsive Teaching Practices 	A Great Deal 30% A Lot 44% A Moderate Amount 19% A Little 4% None at All 3%	85% A Great Deal or A Lot	
	Respondent's sense of belonging at their school	<ul style="list-style-type: none"> Relationship- Centered Classrooms Culturally Responsive Teaching Practices 	Very High 42% High 30% Medium 16% Low 9% Very Low 3%	85% Very High or High	
Staff Survey	"How often do you worry about safety at your school?"	<ul style="list-style-type: none"> Relationship- Centered Classrooms Culturally Responsive Teaching Practices 	Never 25% Rarely 31% Sometimes 25% usually 19% Always 0%	70% Never or Rarely	
	"How well does your school affirm your identity?"	<ul style="list-style-type: none"> Relationship- Centered Classrooms Culturally Responsive Teaching Practices 	A Great Deal 29% A Lot 24% A Moderate Amount 29% A Little 6% None at All 12%	70% A Great Deal or A Lot	
	Respondent's sense of belonging at their school	<ul style="list-style-type: none"> Relationship- Centered Classrooms Culturally Responsive Teaching Practices 	Very High 13% High 44% Medium 38%	75% Very High or High	

Instructional Key Strategies for Improvement

	Survey Question(s) or Statement(s)	Corresponding Key Strategies	2024-25 data if available (e.g., % agree or strongly agree)	Desired response (e.g., % agree or strongly agree)	What we ended up seeing: (complete once Spring survey results are available)
			Low 6% Very Low 0%		
Family Survey	"How often do you worry about safety at your school?"	<ul style="list-style-type: none"> Relationship- Centered Classrooms Culturally Responsive Teaching Practices 	Never 18% Rarely 36% Sometimes 32% Usually 5% Always 9%	70% Never or Rarely	
	I believe this school has a good climate where my child (children) can learn and thrive.	<ul style="list-style-type: none"> Relationship- Centered Classrooms Culturally Responsive Teaching Practices 	A Great Deal 30% A Lot 44% A Moderate Amount 19% A Little 4% None at All 3%	85% A Great Deal or A Lot	
	Respondent's sense of belonging at their school	<ul style="list-style-type: none"> Relationship- Centered Classrooms Culturally Responsive Teaching Practices 	Very High 41% High 50% Medium 5% Low 5% Very Low 0%	95% Very High or High	

Team Collaboration

In the first two columns, identify the members of the school improvement 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	Organize for Collaborative Work: Steps 1&2	Analyze Student Work: Step 3&4	Analyze Survey and Instructional data: Step 5	Envision, Writing and Revision: Step 6&7
Kathryn Yarlett-Fenti	Principal	X	X	X	X
Patricia McKinney	Parent Liaison	X	X	X	X
Carla Roberts	Assistant Principal	X	X	X	Absent
Aprille Burton	Intervention Teacher	X	X	X	X
Kimberly McInerney	Instructional Coach	X	X	X	X
Robin Goldberg	CRT - Gen Ed (1st Grade)	X	Absent	X	X
Megan O'Hara	CRT - Gen Ed (5th Grade)	X	X	X	Absent
Cheril Passamonte	CRT - Gen Ed (3rd Grade)	X	X	X	X
Joanne Swick	CRT - SPED (3rd Grade)	X	X	X	X
Kristin Waxmonsky	Parent	X	X	X	X
Katherine Clark Walter	Parent	X	Absent	X	X

Next Steps

Sharing the Plan

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

1. Confirm that the team has completed the plan
2. Identify the areas of the plan where the team feels most confident;
3. If applicable, specify any areas of the plan where the team feels less confident.
4. Indicate to OSI that the plan is ready for Board of Education review and approval.

Implementing the Plan (All Schools)

1. Ensure 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 school improvement 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