

2021-2022 Contract for Excellence Narratives

Program Narrative - Please address changes in your existing C4E programs, including any redesign or reallocation. Also, describe how activities support the Regents Reform Agenda.

The strategy for addressing the needs of all students, including ELLs, students who live in poverty, and students who do not yet demonstrate proficiency on the NYS Assessments are contained in the following interventions:

The district will collaborate with our regional BOCES through opportunities for curriculum work, data meetings, instructional rounds, in district support for personalized learning and learning unit development. C4E funding will help support curriculum writing K-12, Unit writing through the use of Learning-Focused lesson Design model, professional development and implementation to generate change in instructional process and planning. Creation of Learning-Focused in-house turnkey trainers and refresher training for those trainers will be Continued. Curriculum writing and professional development for in-depth modification of our ELA and math units as related to Next Generation Standards will be our focus this year.

Development and expansion of our dual-language program and world languages program, including our Spanish ELA course to develop successful bilingual students. A team will be formed and a plan developed to enable our district to engage in the Seal of Biliteracy initiative for our qualified graduates.

At the high school, Professional learning communities will be supported. Teams will focus on development of data structures and processes for addressing student needs, as well as integration and implementation of new Next Generation Standards for ELA and mathematics at all levels.

The district will use i-Ready benchmarking instrument to progress monitor and assess our literacy and math program, specifically around gaps between students with low SES and students who are not part of that subgroup, while providing valuable data on student progress and instructional needs aligned to the standards. Panorama will be used to fully integrate all data for analysis and understanding of student individual needs and to improve student performance through the use of the dashboard.

Freshman orientation, along with continuation of LINK CREW and the freshman team will provide needed focus on the transition from MS to HS. Ninth Grade Academy planning will take place to further assist with implementation for the fall of 2022. We are seeing large gaps in academics as well as social emotional needs as a result of COVID-19. In order to address the delays, we will implement the Ninth Grade Academy in the fall where we see the largest needs.

PBIS and PAWS social leadership instruction will continue to promote safety, respect, and responsibility among our students and in our schools. We are also working towards using restorative practices and partnering with Hobart University and BOCES for facilitation of groups in grades 9-12. Professional development for staff will take place to promote safe and orderly environments in our schools. AM Program at the elementary schools will allow for additional AIS time, teaching and support time, literacy interventions and opportunities for teachers to connect with and help students grow in their areas of individual need.

Class size reduction for targeted instruction will continue to be embraced to allow for our student learning gaps to be addressed on an individual basis.

Targeting Narrative - Please address both student educational need and building-level accountability status as reflected in the attached Targeting Matrix. Explain how the district and school Comprehensive Plan supports the program. (See 2021-2022 Accountability Status:

High School: In good standing

PBIS social leadership instruction will continue to promote safety, respect, and responsibility among our students and in our schools. Addition of support from Solution Tree staff development around the formation of Professional learning communities, as well as Data Driven Instruction based on work with Data Wise Model, and Learning-Focused Lesson Design.

Middle School: Focus School- TAS

“What I need” (WIN) training will continue at the Middle school to address student targeted instruction. Students will be progressed monitored through the use of I- ready, NYS Assessments, and classroom assessments. Student support team meetings as well as data meetings will be held to identify ongoing needs of students and instructional changes. A Partnership with University of Rochester will support administrative leadership and efficacy throughout the year.

DDI training as above, in addition to Learning-Focused training around daily lesson plan design from in-house trainers who will be trained at national workshops by L-F trainers.

PBIS social leadership instruction will continue to promote safety, respect, and responsibility among our students and in our schools. The district will be further aligning our work with NYS SEL Standards.

North Street School: Focus School- TAS

“What I Need” (WIN) Program at the elementary schools will allow for additional AIS time and targeted instruction which incorporates literacy/math interventions. This morning program further allows for additional intervention time, literacy/math support, one-on-one instruction, small group intervention, and enrichment experiences within the regular school day. The breakfast program will continue to be part of the initiative. Partnership with University of Rochester will continue to support leadership and efficacy throughout the year. Additionally, Learning-Focused Lesson design training and i-Ready data benchmarking systems will be in place

West Street School: Focus School

“What I Need” (WIN) Program at the elementary schools will allow for additional AIS time and targeted instruction which incorporates literacy/math interventions. This morning program further allows for additional intervention time, literacy/math support, one-on-one instruction, small group intervention, and enrichment experiences within the regular school day. The breakfast program will continue to be part of the initiative Small class sizes are incorporated to allow for small group targeted instruction. Additionally, Learning-Focused Lesson design training and i-Ready data benchmarking systems will be in place. Responsive Classroom, SEL lessons and Zones of Regulations are used to target NYS SEL Standards.

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Performance Narrative - Describe the district's expected performance targets for the accountability criteria and disaggregated groups for those schools within the district not in good standing.

High School

Graduation rate: Made graduation rate accountability standard overall and in all subgroups
 Graduation rate, 4 year: made accountability standard overall and in all subgroups
 Graduation rate, 5 year: made accountability standard overall
 Secondary ELA: Made accountability standard overall and in all subgroups
 Secondary Math: Made accountability standard overall and in all subgroups

Middle School- SCEP School

Did not make accountability standard in the following areas: Middle Level ELA, Middle Level Math
 Did not make accountability standard in ELA and Math for African American and SES
 Made accountability standard in Middle Level science in all groups

Quarterly administrative walk-throughs will demonstrate a minimum 90% student engagement or at least a 10% increase from baseline data.

GMS Academic Support Metric			
Strategy	Cohort	Math	ELA
iReady	2021 -22	27% → 37%	24% → 34%
iReady	2020-21	32% → 42%	35% → 45%
iReady	2019-20	30% → 40%	30% → 40%
Strategy	Tier 1	Tier 2	Tier 3
WIN	10% increase	10% increase	10% decrease

15 % increase in the number of students on grade level in iReady from previous EOY and 2022 EOY iReady data
 10% increase in tier 2 students in iReady between previous EOY and 2022 EOY iReady data
 10% decrease in tier 3 students in iReady between previous EOY and 2022 EOY iReady data

North Street School - SCEP

Elementary ELA :Made accountability standard overall, but did not make accountability standard for Black, Latino

Elementary Math: Did not make accountability standard overall, and did not make AYP for Black, Latino, SWD, and Economically Disadvantaged

Elementary Science: Made accountability standard overall and in all subgroups

One of the district priorities for the 2021-2022 school year is to Raise Student Achievement. An approach to accomplishing this priority is the implementation of WIN (What I Need) time in all buildings throughout the district. This commitment is further supported by local data such as i-Ready and unit assessment data. Some data points that resonated with the SCEP Team were from the end of year administration of the iReady diagnostic assessment: • 45% of students on or above grade level in **reading**

- 28% of students are one grade level below in **reading**
- 17% of students are two grades level below in **reading**
- 10% of students are three or more grade levels below in **reading**
- 40% of students on or above grade level in **math**
- 36% of students are one grade level below in **math**
- 13% of students are two grades level below in **math**
- 10% of students are three or more grade levels below in **math**

West Street School -pre K-1 Building

Elementary ELA/Math: i-ready is used to progress monitor students towards meeting grade level standards