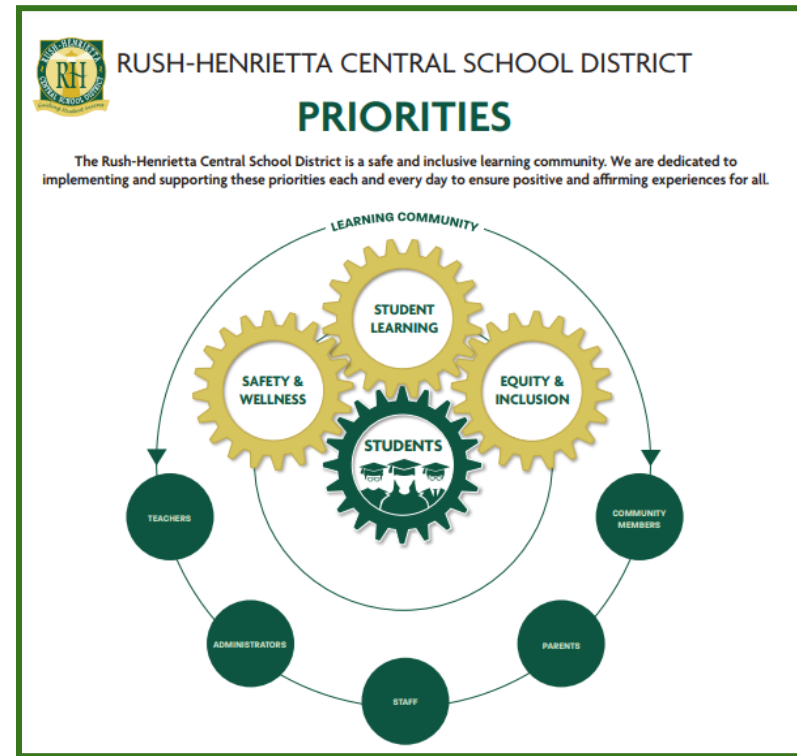


Crane School Improvement Plan

Beginning of Year Report 2022-2023



Crane Improvement Plan 2022-2023

District Priority: Student Learning

Goal: At Crane, all students will acquire foundational literacy, math, and ICT skills in child-centered learning environments.

Target 55% of students at each grade level will score 61% or higher on the NWEA Reading with an emphasis on students in grade 2 taking the K-2 assessment.

Improvement Actions:

- **Change-**
 - ❖ Use phonetically regular text to reinforce letter patterns and decode text. (grade 2)
 - ❖ Continue to embed the practices of the Science of Reading into classroom instruction.
 - ❖ Implement co-teaching cycles using the Foundations program
 - ❖ Use the core resource, *Talking, Drawing, and Writing* with all teachers to engage students in foundational writing and to provide consistent feedback. (grade k)
- **Support-**
 - ❖ Identify instructional practices that provide equitable access to learning standards and are inclusive of all students to promote increased student engagement and achievement.
 - ❖ Identify individual student reading goals based on aimswebPlus data and support these goals during small skills group instruction.
- **Monitor-**
 - ❖ Schedule and conduct classroom walk-throughs to determine student engagement in the program.
 - ❖ AIS data meetings will be held in October and February.

Impact:

Measures of Academic Progress (MAP) (ELA)

Proficiency rates for NWEA MAP assessments for the 2021-22 school year are reported below. Prior year proficiency rates (2020-2022) appear in parentheses. Expected proficiency rates appear as benchmarks (percent of students scoring at or above the 61%** percentile). The trend reports the differences between Fall and the most current administration. Building cohort and ethnicity group proficiency rates are included in Appendix B.

Reading	Fall	Winter	Spring	Benchmark	Gap	Trend
MAP K	Not Given	(46%)(40%)	(58%)56%	NA	NA	NA
MAP 1	40% (44%)(50%)	(34%)(35%)	(37%)(46%)	55%	-15%	NA
MAP 2	34% (51%)(46%)	(47%)(51%)	(52%)(62%)	55%	-21%	NA
MAP 3	45% (46%)(32%)	(41%)(29%)	(50%)(37%)	55%	-10%	NA

Reflection:

Students in all grade levels showed a decline in reading proficiency from last spring. Based on NWEA and Aimsweb, we will accelerate proficiency results by building foundational reading skills including letter name and letter sound fluency at kindergarten and oral reading fluency at all grades. Additionally, after conducting an item analysis of last year's grade 3 New York State Assessment, we will focus on developing students' ability to identify key ideas and details as well as craft and structure while reading and responding to text.

Proficiency rates on the New York State ELA assessments are reported below by year. Benchmarks are set to rank district performance among the top-half of Monroe County Schools. The reported gap and trend is the same as NWEA. For district cohort and ethnicity group proficiency rates refer to Appendix A. New York state assessments were not required for spring 2021 and 2020, the last year state exams were required was spring 2019.

ELA	2023	2022	Benchmark	Gap	Trend
Grade 3		52%	62%		

Target: 55% of students at each grade level will score 61% or higher on the NWEA Reading and Math, with an emphasis on students in grade 2 taking the K-2 assessment.

Improvement Actions:

- **Change-**
 - ❖ Unpack learning standards for each unit and identify learning targets.
 - ❖ Begin the implementation of the Eureka Math Squared program.
- **Support-**
 - ❖ Identify instructional practices that provide equitable access to learning standards and are inclusive of all students to promote increased student engagement and achievement.
 - ❖ Implement Boot Camps at all grade levels.
 - ❖ Implement fluency, launch, learn and land in Eureka Math Squared classrooms (co-teaching with math coach).
- **Monitor-**
 - ❖ Schedule and conduct classroom walk-throughs to determine student engagement in the program.
 - ❖ AIS data meetings will be held in October and February.

Impact:

Measures of Academic Progress (MAP) (Math)

Proficiency rates for NWEA MAP assessments for the 2021-22 school year are reported below. Prior year proficiency rates (2020-2022) appear in parentheses. Expected proficiency rates appear as benchmarks (percent of students scoring at or above the 61%** percentile). The trend reports the differences between Fall and the most current administration. Building cohort and ethnicity group proficiency rates are included in Appendix B.

Math	Fall	Winter	Spring	Benchmark	Gap	Trend
MAP K	Null	(61%)(40%)	(64%)(47%)	NA	NA	NA
MAP 1	44% (38%)(39%)	(30%)(31%)	(46%)(53%)	55%	-9%	NA
MAP 2	36% (63%)(39%)	(50%)(32%)	(45%)(31%)	55%	-19%	NA
MAP 3	38% (39%)(11%)	(42%)(23%)	(53%)(27%)	55%	-17%	NA

Reflection:

When comparing grade level administration from last fall to this fall, all grade levels decreased in the proficiency performance. Based on analyzing NWEA Math, screeners, and fluency assessments, students need to continue to develop fact and computational fluency to become efficient and automatic when solving multi-step math problems. This was also supported when we conducted an item analysis of the New York State Math Assessment.

Proficiency rates on the New York State Math assessments are reported below by year. Benchmarks are set to rank district performance among the top-half of Monroe County Schools. The reported gap and trend is the same as NWEA. For district cohort and ethnicity group proficiency rates refer to Appendix A. New York state assessments were not required for spring 2021 and 2020, the last year state exams were required was spring 2019.

Math	2023	2022	Benchmark	Gap	Trend
Grade 3		55%	65%		

Target: Crane will reduce the number of at-risk readers as identified using aimswebPlus Letter Naming/ Letter Word Sound Fluency scores (K) and Oral Reading Fluency scores (1,2,3).

Improvement Actions:

- **Change-**
 - ❖ Use aimswebPlus to identify students at risk of reading failure and the teacher will set individual goals for each student.
 - ❖ Use survey-level assessments within aimswebPlus along with research-based diagnostic tools to identify the cause of reduced fluency (phonemic awareness, decoding, automaticity, prosody, etc.) as well as determine appropriate interventions to increase reading fluency.
- **Support-**
 - ❖ Work with building literacy coach to identify research-based intervention practices to increase reading fluency in order to promote eventual reading comprehension
 - ❖ Identify individual reading goals based on aimswebPlus fluency data. Instruct students on their identified skills using research-based intervention tools and practices.
- **Monitor-**
 - ❖ Monitor the progress of individual reading fluency goals in aimswebPlus using the progress monitoring tools. After 6-8 weeks of instruction, meet with the building literacy coach to determine whether intervention methods should continue or be adjusted.
 - ❖ Complete walk-throughs during WINN times.

Impact:

aimswebPlus

Percent of students identified as at risk of reading failure at each grade level are reported below. Fall measures for kindergarten include students' ability to accurately and automatically name letters and sounds. Measures for first grade include students' performance on oral reading fluency. Measures for second and third grade include composite scores as well as performance on oral reading fluency tasks.

Expected proficiency rates appear as benchmarks (percent of students scoring at or above the 26%** percentile).

	Percentage of Students At Risk of Reading Failure		
	Fall	Winter	Spring
Kindergarten	42%		
First Grade	55%		
Second Grade	51%		
Third Grade	41%		

Crane Improvement Plan 2022-2023

District Priority: Equity and Inclusion

Goal: At Crane, all students will learn within environments that are welcoming, affirming, and culturally responsive. Students will learn to advocate for themselves and each other, value and celebrate differences, and become independent learners.

Target: Cultivate an inclusive library collection that includes multiple perspectives based on cultures, genders, and traditions that reflect the student population.

Improvement Actions:

- **Change-**
 - ❖ Implement a developed collection review process.
- **Support-**
 - ❖ Review non-fiction and digital collections.
 - ❖ Conduct author visits to promote literacy.
- **Monitor-**
 - ❖ The Library Media Specialist will meet with the principal to review the data each semester.

Impact:

The number of books added to our library that include multiple perspectives on cultures, genders and reflect the student population will be reported below.

<u>Semester One</u>	<u>Semester Two</u>
---------------------	---------------------

Reflection:

Target: Monitor the percentage of growth for students with disabilities at grade 2 and 3 on the NWEA Reading Assessment..

Improvement Actions:

- **Change-**
 - ❖ Use phonetically regular text to reinforce letter patterns and decode text.
 - ❖ Implement co-teaching cycles using the Foundations program.
- **Support-**
 - ❖ Work with building literacy coach to identify research-based intervention practices to increase reading fluency in order to promote eventual reading comprehension.
- **Monitor-**
 - ❖ Schedule and conduct classroom walk-throughs to determine student engagement in the program.
 - ❖ AIS data meetings will be held in October and February.

Impact:

The percentage of students that are meeting their growth projections in grade 2 and 3 on the NWEA Reading Assessment will be reported below.

<u>Fall</u>	<u>Winter</u>	<u>Spring</u>
-------------	---------------	---------------

Reflection:

Target: Monitor the black and hispanic ethnicity groups growth on the NWEA Reading and Math Assessments.

Improvement Actions:

- **Change-**
 - ❖ Use phonetically regular text to reinforce letter patterns and decode text.

Impact:

The percentage of students that are meeting their growth projections in the Black and Hispanic ethnicity groups on the NWEA Reading and Math Assessment will be reported below.

<u>Reading</u>	<u>Fall</u>	<u>Winter</u>	<u>Spring</u>
----------------	-------------	---------------	---------------

- ❖ Use aimswebPlus to identify students at risk of reading failure and the teacher will set individual goals for each student.
- ❖ Use phonetically regular text to reinforce letter patterns and decode text.

Support-

- ❖ Identify individual reading goals based on aimswebPlus fluency data.
- ❖ Instruct students on their identified skills using research-based intervention tools and practices.

Monitor-

- ❖ Schedule and conduct classroom walk-throughs to determine student engagement in the program.
- ❖ AIS data meetings will be held in October and February.

Hispanic	40%		
Black	41%		

Math	Fall	Winter	Spring
Hispanic	55%		
Black	59%		

Reflection:

Crane Improvement Plan 2022-2023

District Priority: Safety and Wellness

Goal: At Crane school, we must ensure that we are expanding our mental health supports and services to address existing and emerging needs of students and staff in the areas of mental wellness and social-emotional well-being. This is especially important as we seek to create a safer, equitable, and inclusive learning environment for all.

Target: Ensure that social-emotional learning (SEL) is embedded into the school day and aligned with equity, inclusion, and diversity topics (from BOE Needs Assessment, Focus Area 3) . Focus on our school theme: Building Courageous Independent Learners. 90% of students will show evidence of self-managing behaviors by receiving an ME (meeting expectations) on their progress report.

Improvement Actions:

- Change-
 - ❖ Embed concepts from CASEL's SEL Wheel into explicit lessons, daily lessons, assemblies, and other SEL/PBIS team initiatives.
 - ❖ Expand use of Community-Building circles and other restorative practices including restorative mediations with contracts.
 - ❖ Implement School Counseling Lessons.
- Support-
 - ❖ Develop Primary Student Satisfaction Survey.
 - ❖ SEL team meets monthly to plan and discuss progress of implementation.
 - ❖ Improve Every Lesson Plan with SEL (Author-Jeffrey Benson).
- Monitor-
 - ❖ SEL Team will administer, analyze, and develop an action plan using the student satisfaction survey.

Impact: Implementation of lesson and assembly creation and completion will be reported below. Additionally, we are in the process of creating a district primary student satisfaction survey that will be reported and analyzed by cohort.

Reflection:

Target: Begin implementing Next Step Curriculum and CASEL's SEL Wheel to ensure that social-emotional learning is embedded into the school day and aligned with equity and inclusion.

Improvement Actions:

- Change-
 - ❖ .5 School Counselor will be teaching the lessons weekly
- Support-
 - ❖ A schedule of the lessons will be planned out for the school year.
- Monitor-
 - ❖ Monthly meetings with the school counselor and grade levels to assess the implementation.
 - ❖ Observe the lessons in classrooms.

Impact: The counselor is slated to teach 63 lessons this school year. Reported below will be the number of lesson completed for each semester.

<u>Semester One</u>	<u>Semester Two</u>

Reflection:

APPENDIX A - New York State ELA and Math Data

ELA

NYS 3-8: School proficiency rates for New York State ELA assessments are below by cohort. Number of students in parentheses.

School ❶ ...	Grade ❷ ▲	All	GE	SE
Crane	3	52% (n=61)	57% (n=51)	30% (n=10)
Crane		52% (n=61)	57% (n=51)	30% (n=10)

School ❶ ▲	Grade ❷ ▲	Not ELL	ELL	Not Economically Disadvantaged	Economically Disadvantaged
Crane	3	53% (n=51)	50% (n=10)	55% (n=33)	50% (n=28)
Crane		53% (n=51)	50% (n=10)	55% (n=33)	50% (n=28)

NYS 3-8: School proficiency rates for New York State ELA assessments are below by ethnicity. Number of students in parentheses.

School ❶ ▲	Grade ❷ ▲	Asian	Black or African American	Hispanic	Multi-Racial	White
Crane	3	69% (n=16)	50% (n=12)	25% (n=4)	40% (n=10)	53% (n=19)
Crane		69% (n=16)	50% (n=12)	25% (n=4)	40% (n=10)	53% (n=19)

Math

NYS 3-8: School proficiency rates for New York State Math assessments are below by cohort. Number of students in parentheses.

School ❶ ...	Grade	All	GE	SE
Crane	3	55% (n=65)	64% (n=55)	10% (n=10)
Crane		55% (n=65)	64% (n=55)	10% (n=10)

School ❶ ▲	Grade ❷ ▲	Not ELL	ELL	Not Economically Disadvantaged	Economically Disadvantaged
Crane	3	54% (n=52)	62% (n=13)	56% (n=36)	55% (n=29)
Crane		54% (n=52)	62% (n=13)	56% (n=36)	55% (n=29)

NYS 3-8: School proficiency rates for New York State Math assessments are below by ethnicity. Number of students in parentheses.

School ❶ ▲	Grade ❷ ▲	Asian	Black or African American	Hispanic	Multi-Racial	White
Crane	3	65% (n=17)	38% (n=13)	20% (n=5)	70% (n=10)	60% (n=20)
Crane		65% (n=17)	38% (n=13)	20% (n=5)	70% (n=10)	60% (n=20)

APPENDIX B - NWEA MAP Data

ELA Proficiency

Year	School ❶ ▲	Gr... ❷ ▲	ALL	GE	SE
2022-2023	CRANE	1	40 (84)	46 (68)	19 (16)
2022-2023	CRANE	3	45 (77)	48 (65)	33 (12)
2022-2023	CRANE	21	11 (62)	14 (43)	5 (19)
2022-2023	CRANE	22	88 (26)	92 (25)	0 (1)
2022-2023	CRANE Total		40 (249)	45 (201)	17 (48)

Year	School ❶ ▲	Gr ❷ ▲	Not ELL	ELL	Not Economically Disadvantaged	Economically Disadvantaged
2022-2023	CRANE	1	42 (73)	27 (11)	51 (49)	26 (35)
2022-2023	CRANE	3	49 (72)	0 (5)	59 (34)	35 (43)
2022-2023	CRANE	21	13 (56)	0 (6)	12 (25)	11 (37)
2022-2023	CRANE	22	88 (26)	null	94 (17)	78 (9)
2022-2023	CRANE Total		42 (227)	14 (22)	51 (125)	28 (124)

ELA: Proficiency rates for the FALL NWEA MAP ELA assessments are below by ethnicity. Number of students in parentheses.

Year	School	Gr	Asian	Black or African American	Hispanic	Multi-Racial	White
2022-2023	CRANE	1	23 (22)	27 (11)	0 (6)	33 (3)	60 (42)
2022-2023	CRANE	3	39 (18)	55 (11)	22 (9)	0 (4)	57 (35)
2022-2023	CRANE	22	100 (4)	100 (1)	50 (4)	75 (4)	100 (13)
2022-2023	CRANE	21	18 (11)	14 (7)	20 (10)	0 (6)	7 (28)
2022-2023	CRANE Total		33 (55)	37 (30)	21 (29)	24 (17)	51 (118)

ELA Growth

ELA: Growth rates for the FALL NWEA MAP ELA assessments are below by cohort. Number of students in parentheses.

Year	School ① ▲	Gr	ALL	GE	SE
2022-2023	CRANE	1	0 (1)	0 (1)	null
2022-2023	CRANE	3	45 (69)	39 (57)	75 (12)
2022-2023	CRANE	22	40 (25)	42 (24)	0 (1)
2022-2023	CRANE	21	30 (54)	29 (35)	32 (19)
2022-2023	CRANE Total		38 (149)	36 (117)	47 (32)

Year	School ① ▲	Gr ② ▲	Not ELL	ELL	Not Economically Disadvantaged	Economically Disadvantaged
2022-2023	CRANE	1	0 (1)	null	0 (1)	null
2022-2023	CRANE	3	45 (64)	40 (5)	35 (31)	53 (38)
2022-2023	CRANE	21	33 (49)	0 (5)	33 (21)	27 (33)
2022-2023	CRANE	22	40 (25)	null	50 (16)	22 (9)
2022-2023	CRANE Total		40 (139)	20 (10)	38 (69)	39 (80)

ELA: Growth rates for the FALL NWEA MAP ELA assessments are below by ethnicity. Number of students in parentheses.

Year	School ❶ ▲	Gr ❷ ▲	Asian	Black or African American	Hispanic	Multi-Racial	White
2022-2023	CRANE	1	null	0 (1)	null	null	null
2022-2023	CRANE	3	28 (18)	33 (9)	33 (6)	33 (3)	61 (33)
2022-2023	CRANE	21	30 (10)	50 (6)	50 (10)	60 (5)	9 (23)
2022-2023	CRANE	22	0 (4)	100 (1)	25 (4)	0 (3)	62 (13)
2022-2023	CRANE Total		25 (32)	41 (17)	40 (20)	36 (11)	43 (69)

Math Proficiency

Year	School ❶ ▲	Gr...	ALL	GE	SE
2022-2023	CRANE	1	44 (85)	48 (69)	25 (16)
2022-2023	CRANE	3	38 (79)	40 (67)	25 (12)
2022-2023	CRANE	21	26 (74)	30 (54)	15 (20)
2022-2023	CRANE	22	87 (15)	87 (15)	null
2022-2023	CRANE Total		39 (253)	43 (205)	21 (48)

Year	School ❶ ▲	Gr ❷ ▲	Not ELL	ELL	Not Economically Disadvantaged	Economically Disadvantaged
2022-2023	CRANE	1	45 (74)	36 (11)	45 (49)	42 (36)
2022-2023	CRANE	3	38 (72)	43 (7)	49 (35)	30 (44)
2022-2023	CRANE	21	28 (68)	0 (6)	32 (31)	21 (43)
2022-2023	CRANE	22	87 (15)	null	82 (11)	100 (4)
2022-2023	CRANE Total		40 (229)	29 (24)	46 (126)	32 (127)

Math: Proficiency rates for the FALL NWEA MAP Math assessments are below by ethnicity. Number of students in parentheses.

Year	School ❶ ▲	Gr ❷ ▲	Asian	Black or African American	Hispanic	Multi-Racial	White
2022-2023	CRANE	1	41 (22)	36 (11)	17 (6)	0 (3)	53 (43)
2022-2023	CRANE	3	53 (19)	36 (11)	0 (9)	0 (4)	44 (36)
2022-2023	CRANE	21	0 (11)	25 (8)	31 (13)	0 (7)	37 (35)
2022-2023	CRANE	22	100 (5)	null	100 (1)	100 (3)	67 (6)
2022-2023	CRANE Total		42 (57)	33 (30)	21 (29)	18 (17)	47 (120)

Math Growth

Year	School ❶	Gr...	ALL	GE	SE
2022-2023	CRANE	1	100 (1)	100 (1)	null
2022-2023	CRANE	3	44 (68)	39 (57)	73 (11)
2022-2023	CRANE	21	55 (65)	60 (45)	45 (20)
2022-2023	CRANE	22	47 (15)	47 (15)	null
2022-2023	CRANE Total		50 (149)	48 (118)	55 (31)

Year	School ❶	Gr ❷	Not ELL	ELL	Not Economically Disadvantaged	Economically Disadvantaged
2022-2023	CRANE	1	100 (1)	null	100 (1)	null
2022-2023	CRANE	3	43 (63)	60 (5)	42 (31)	46 (37)
2022-2023	CRANE	21	60 (60)	0 (5)	54 (26)	56 (39)
2022-2023	CRANE	22	47 (15)	null	45 (11)	50 (4)
2022-2023	CRANE Total		51 (139)	30 (10)	48 (69)	51 (80)

Math: Growth rates for the FALL NWEA MAP Math assessments are below by ethnicity. Number of students in parentheses.

Year	School ① ▲	Gr ② ▲	Asian	Black or African American	Hispanic	Multi-Racial	White
2022-2023	CRANE	1	null	100 (1)	null	null	null
2022-2023	CRANE	3	44 (18)	33 (9)	67 (6)	67 (3)	41 (32)
2022-2023	CRANE	21	20 (10)	86 (7)	54 (13)	60 (5)	60 (30)
2022-2023	CRANE	22	40 (5)	null	0 (1)	100 (3)	33 (6)
2022-2023	CRANE Total		36 (33)	59 (17)	55 (20)	73 (11)	49 (68)