

COMPREHENSIVE DISTRICT EDUCATIONAL PLANNING (CDEP)

WEDNESDAY, FEBRUARY 26, 2025

AGENDA

- Welcome
- Elementary Principals Present an Update on Grade 5 Math
- Theresa Billington – NYSED
- Complete the Biennial Review of Shared Decision Making Form
- School Improvement Teams (SIT) Meet to Review Current Plans and Develop Plans for the 2025-2026 School Year
- SIT Reports out to CDEP Committee on the Progress of 2024-2025 School Year Plan and Developed 2025-2026 School Year Plans

A rectangular sign with a white background and a black border, mounted on a dark grey wall. The sign features the word "WELCOME" in a bold, black, sans-serif font, centered horizontally and vertically. The sign is set against a dark grey background, and a wooden floor is visible at the bottom of the image.

WELCOME



Plattekill
Elementary
5th Grade Math
Update



Plan

- Grade 5 teachers, Math AIS Teacher, and Tier 3 teacher collaborate to help increase 5th grade math scores on the state assessments.
- Utilize the 5th grade Tier time for math. Students are provided with additional support on ACE Days with two teachers in each classroom for 30 minutes. All teachers teach math.
- Mrs. Detoro and the Math AIS Aide work with 3/4 level students.
- Mrs. D'Addario and Mrs. Tanner (Math AIS teacher) work with 2/3 level students.
- Mrs. McDevitt and Ms. Vallaro (Tier 3 teacher) work with 1/2 students level and split into two smaller groups.
- This started in October 2024

The Process

- Math AIS teacher pushes into 5th grade more than any other grade.
 - She pushes into the ENL Cluster 5th grade math class everyday
 - B & F days she pushes into all three 5th grade math classes
 - D & E she pushes into 2 math classes
- 5th grade Math teacher and Math AIS teacher received additional PD with Jane O'Donnell
- Tier 3 teacher collaborates with the team and focuses on students that are Level 1 on Numbers and Operations on ACE Days for 30 minutes in her classroom.
- Math AIS teacher, 5th Grade math teacher and Tier 3 teacher meet weekly to plan from 8:30am-9:00am.
- Progress Monitoring occurs often.
- This team meets regularly to review data, discuss individual student progress, switch tier groups, and decide standards that need extra attention.
- Groups are flexible and fluid based on assessments, observation, and anecdotal notes.

Goals

- Build Math vocabulary
- Build critical thinking
- Build stamina
- Build perseverance
- Create a collaborative atmosphere but also build independence (*like on the assessment*).
- Word Problem Wednesdays
- How to unpack a word problem
- Consistent Progress Monitoring

Standards Focus During Tier Time

- In the fall the team (Gr. 5 math teacher, Math AIS, & Tier 3) focused on the following standards during ACE days Tier time based on NYS Math Assessment data and STAR Data :

Above level	On Level	Below Level (Created 2 groups)
<p>Multi-step word problems</p> <ul style="list-style-type: none">• 5NBT.3b (STAR)• 5NBT.4 (STAR)	<ul style="list-style-type: none">• 5.NF<ul style="list-style-type: none">• Fractions• Comparing Fractions• Finding Equivalent Fractions• Adding & Subtracting Fractions• Multiplying & Dividing Fractions• 5NBT.3b (STAR)• 5NBT.4 (STAR)	<ul style="list-style-type: none">• Multi digit multiplication• Multi digit division• Mrs. McDevitt - 5NBT 4-7 (started with multiplication, then to division, and multiplying decimals).• Ms. Vallaro - 4OA (gain familiarity with factors and multiples). Number sense and Operations• 5NBT.3b (STAR)• 5NBT.4 (STAR)

STAR DATA — Proficiency Growth

Above Level

On Level

Below Level

5NBT.3b Fall, 2024	5NBT.3b Winter, 2024	5NBT.4 Fall, 2024	5NBT.4 Winter, 2024
35	47	43	56
57	77	66	83
57	60	66	69
40	54	49	62
67	73	74	80
71	73	78	80
39	55	47	64
42	56	50	64
38	60	46	68
38	56	46	65
37	42	45	51
51	55	59	64
44	71	53	79
63	66	71	74
52	63	60	72
56	57	65	65
50	70	59	78
58	73	75	80
65	67	73	75
45	55	53	64
68	66	75	73

5NBT.3b Fall, 2024	5NBT.3b Winter, 2024	5NBT.4 Fall, 2024	5NBT.4 Winter, 2024
40%	42%	48%	51%
30%	45%	37%	53%
21%	54%	26%	63%
36%	43%	44%	52%
57%	60%	66%	69%
43%	50%	51%	59%
29%	58%	36%	67%
51%		60%	
27%	65%	33%	73%
49%	67%	58%	75%
29%	38%	36%	46%
27%	33%	24%	40%
35%	46%	42%	55%
40%	39%	48%	47%
29%	27%	35%	34%
42%	35%	50%	43%
29%	46%	36%	54%
23%	40%	29%	48%
26%		32%	
24%	30%	30%	38%
22%	24%	28%	30%
50%	70%	59%	78%
28%	23%	35%	28%

5NBT.3b Fall, 2024	5NBT.3b Winter, 2024	5NBT.4 Fall, 2024	5NBT.4 Winter, 2024
19	20	25	25
6	31	7	38
11	18	14	23
17	4	22	4
38	19	46	25
19	45	24	53
11	18	15	22
6	9	8	11
11	14	14	18
19	17	24	21
28	29	35	36
18		23	
12	32	15	40
25	32	31	39
24	34	30	41
9		12	
13	24	17	30
1	6	1	8
3	4	4	5

Down
0-5 growth
6-10 growth
>11 growth

STAR
 Beginning
 0-59%
 Developing
 60-79%
 Secure
 80-100%

Resources Around the Room

WORD PROBLEMS

Have The Total

Not Equal Groups

Subtraction

Gianna had 278 stamps left. If she started with 504 stamps, how many stamps did she use?

504	
?	278

Equal Groups

Division

Alfred has 6 boxes of chocolate bars. There are 24 chocolate bars, how many chocolate bars are in each box?

24					
?	?	?	?	?	?

Need The total

Not Equal Groups

Addition

Wesley collected 356 stickers on Monday and 127 stickers on Tuesday. How many stickers did Wesley collect on both days?

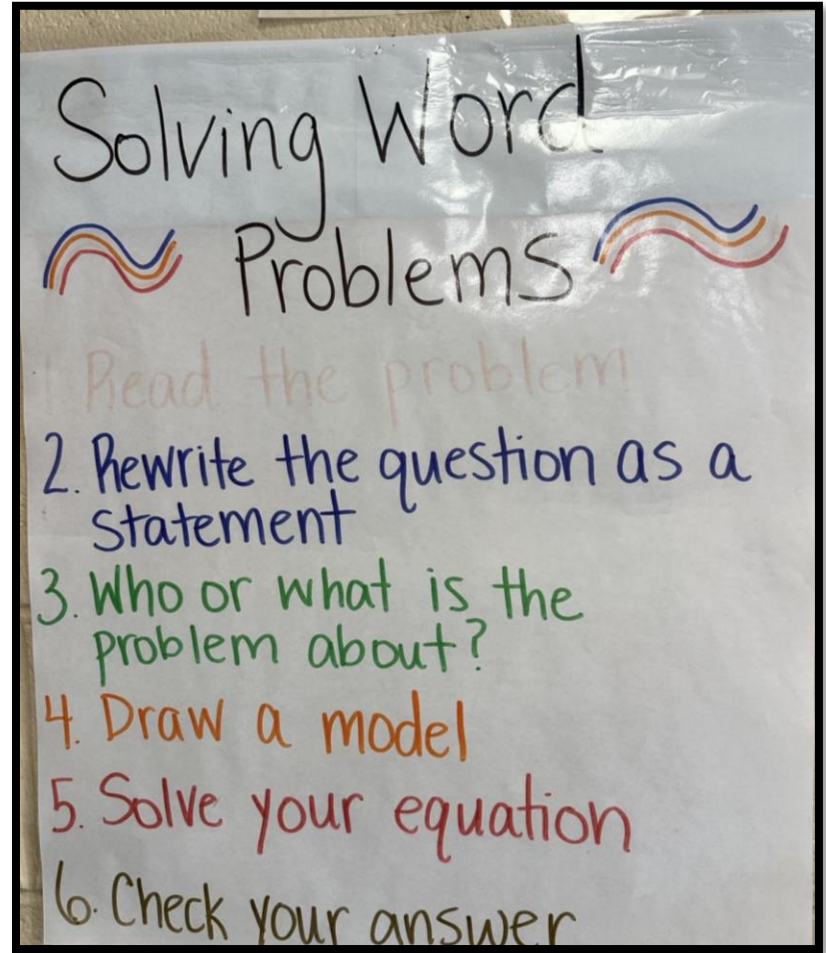
?	
356	127

Equal Groups

Multiplication

Marley made 7 bracelets. Each bracelet had 4 beads on it. How many beads did Marley use?

?						
4	4	4	4	4	4	4



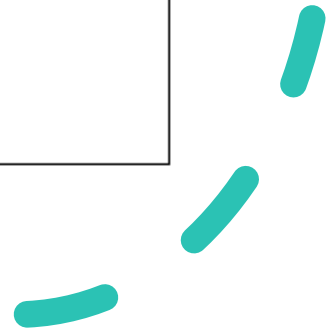
Math Organizer

Step 1: What are we trying to figure out?

Step 2: Create a tape diagram about what you know.

Step 3: What operation matches with the tape diagram you created?

Step 4: Solve and add a unit (**hint:** look at step 1)



What Teachers noticed...

- When students are in their tier groups, level 1 students participate more and have confidence. Many have moved up into level 2.
- They see students building stamina. They will push through a math problem, rather than give up and guess.
- Students are speaking and thinking mathematically.
- Students are learning to unpack the word problem, like a story.
- Students are able to work collaboratively without one person doing the "most" work.
- Above level students can soar and complete above grade level work.
- Word Problem Wednesdays have been a huge success.
- Having time to meet, plan, analyze data, and strategize has been a huge help.



Next Steps

- Meet March 6, 2025, to analyze data, plan, and look at groups.
- Review NYS Math Scores for students who took it last year.
- Remarketing ideas for students to get excited about new and fresh ideas:
 - Maker Monday - hands on
 - Thinking Thursday - project-based style
 - Fluency Friday - Using Sprints but make it a competition.

School-Wide

- Implement these ideas school wide
- Allowing for more opportunities to meet as a team.
- Create a K-6 version of the same math organizer.
- Word Problem Wednesdays
- Fluency Fridays



OSTRANDER
ELEMENTARY
5TH GRADE MATH

MATH SUPPORTS

- Meetings every F Day for update and discussion
- Collaboration with 4th grade math, math AIS teacher and math lab aide
- Structured supports during math blocks and tier time
- PD with Jane O'Donnell
- Regular assessments and restructuring of lessons, activities, and student groupings

AREAS OF FOCUS

- Facts and fluency
- Number Sense
- Place Value
- Decimals
- Fractions

MATH INSTRUCTION

- Focus on foundational skills (math facts and building fluency)
- Incorporate state testing questions into teacher-devised tests and daily practice
- Morning Math Sprint
- Daily Word Problems and Organizational Support
- Design and Implement “Math Challenges”
- Fostering Engagement and Excitement for Math

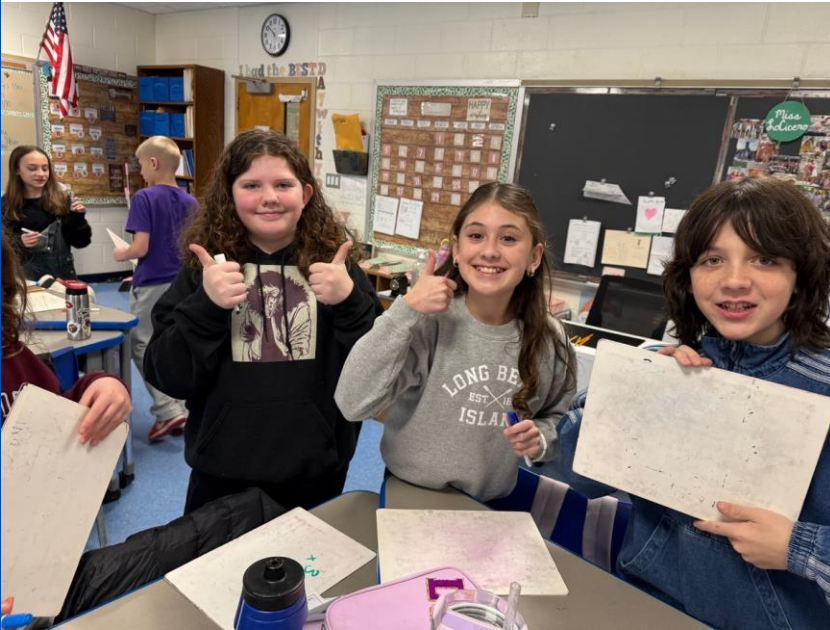
BUILDING EXCITEMENT



MATH GAMES



ESCAPE ROOMS



MATH INSTRUCTION

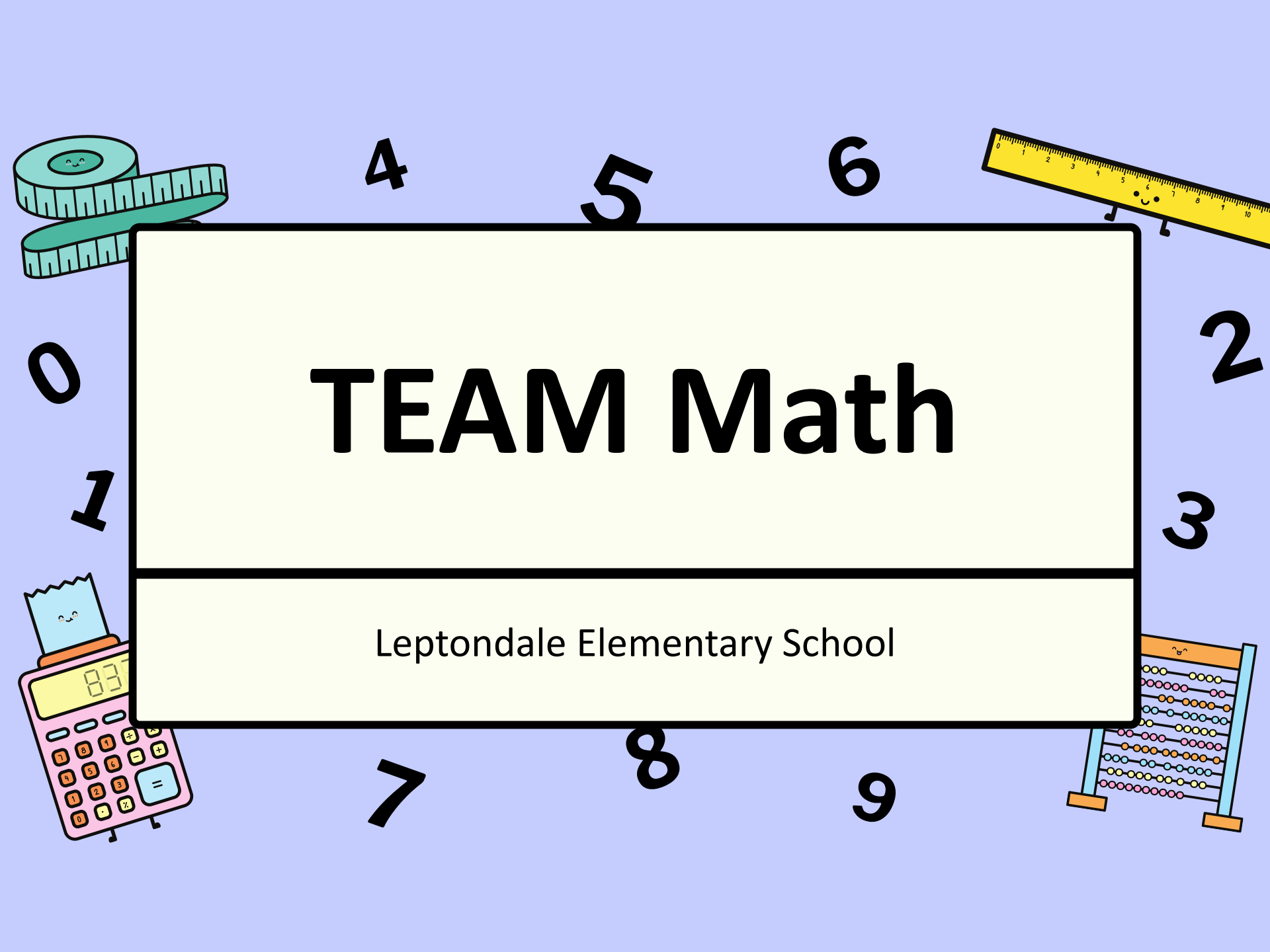
- Reviewing winter benchmark and Star data to identify low performing standards
- Compare with fall benchmark, Star, and state testing data from spring 2024
- Identify steps to continue to address low performing standards and reassessment timeline
- Adjust tiered groups as needed
- Progress Monitoring

VERTICAL ALIGNMENT

- Current collaboration with fourth grade math teacher to vertically align math instruction and change instructional practices to address the need
- Break apart state testing standards and data from the spring to connect vertically with grade below

MOVING FORWARD

- Extend vertical alignment data work to third grade
- Continue to review assessment data and adjust tiered groups as needed to better support student learning
- Continue to collaborate with math AIS
- Continue to build excitement for math
- Explore ideas for parent resources
- Review and adjust curriculum maps

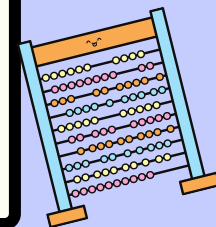
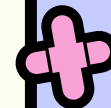
The background is light blue and features various math-related illustrations: a green measuring tape with a smiley face at the top left, a yellow ruler with a smiley face at the top right, a pink calculator with a receipt at the bottom left, and a colorful abacus at the bottom right. Large black numbers 0 through 9 are scattered around the central text box.

TEAM Math

Leptondale Elementary School

Rationale

Improve 5th Grade State Test scores
based on a reflection of
2022-2023 and 2023-2024 data



5th Grade TEAM Math Program

- Homogeneous groups divided into 3 sections
 - Groups formed using standard scores on STAR CBM & STAR Math
 - Levels 3 and 4
 - Taught by 5th Grade teacher, Mrs. Barbato and Mrs. DeSantis
 - Opportunity for enrichment
 - Levels 2 and 3
 - Taught by content teacher, Mrs. Dore, and Special Education teacher, Mrs. Berger
 - Maintain or improve 3s
 - Push 2s to 3s
 - Levels 1 and 2
 - Taught by Math AIS Teacher, Mrs. Hanke and 5th Grade teacher, Miss Gross
 - AIS strategies used to close gaps in skills
 - Meet 3 Days in a 6-Day Cycle
 - Additional support during regular math time with AIS provider pushing in once in a 6-day cycle

Protocols and Procedures

Where does it take place?

M: Math Class, T: Tier Time

- Spiral Review/ Daily Assessment (M,T)
- Grade Level Question (M,T)
- State Test Question (M,T)
- Instruction for the targeted skill is done at the level of the group (T)
- Use Assessment to address additional weaknesses (M,T)
- Additional Support during Math content time (M)
- Additional time for math dedicated 3 times in a 6-day cycle
- PLC (Professional Learning Communities) meet monthly to review data
- Use of perceptive and objective data
- 6-Week review of assessment data to reconfigure groups (T)

Moving Forward...

1. Overall, 88% of 5th grade students show positive growth (SGP) on STAR, from Fall to Winter administration.
 - o ICT Classroom has shown the most growth (89%).
2. Through perceptive data, “math talk” has improved with all students.
3. Classroom test scores have improved, as well as scores on Math AIS Progress Monitoring.
4. Next Steps: Groups have been adjusted to reflect gaps in three priority skill areas fractions, mixed numbers, and decimals
5. Started 4th grade TEAM Math January 2024 and expanding to 3rd and 4th grade for 2025-2026 School year.



BIENNIAL REVIEW 2025-2027

Components that need to be rated:

- Educational Issues Subject to Shared Decision Making
- Involvement of All Parties
- Means and Standards Used to Evaluate Improvement of Student Achievement
- Accountability for Decisions
- Dispute Resolution Process
- Coordination of State and Federal Requirements for Parental Involvement

EDUCATIONAL ISSUES SUBJECT TO SHARED DECISION MAKING

School teams will focus on federal, State, and local educational priorities and obtainable goals that improve student achievement.

SIT Teams will:

- Review achievement of previous plans
- Review federal, State, local, and Board of Education initiatives to inform plans
- Specify goals and outcomes in plan and how they will be measured, who is responsible party, timeline for implementation, resources needed
- Collaborate to identify best practices, programs, resources and staff development that will improve progress toward the goal based on research, data and fact.
- Facilitate the design of implementation steps, target dates and identification of the responsible parties
- Evaluate improvement after implementation
- Update and modify goals annually

INVOLVEMENT OF ALL PARTIES

In order to ensure continuity on the School Improvement Planning Teams so that information and the history of topics are transferred from year to year, the CDEP Committee members serve a three-year term.

The Committee is comprised of representatives from all constituency groups including but not limited to:

Elementary/Middle School/High School Teachers

K-12 Service Providers/K-12 Special Area Teachers

Parent Representative/Student Representative

Administration

Board Members



MEANS AND STANDARDS USED TO EVALUATE IMPROVEMENT OF STUDENT ACHIEVEMENT

Both Qualitative and Quantitative data will be used in assessing the success of the goals outlined on the School Improvement Team Plan.

Data used to evaluate improvement in student achievement are inclusive but not limited to the following:

- School report card data
- Standardized assessment data
- Post-high school studies
- Survey data
- Other local, State, national measures
- Teacher made assessments/ final course grades
- Behavior and/or attendance data
- Longitudinal research
- Student participation in programs and/or courses

ACCOUNTABILITY FOR DECISIONS

Teams will be held accountable for the implementation of the School Improvement Plan and monitor its progress.

The following aspects of the plan will be reported out each CDEP Meeting:

- Areas of Improvement/goals
- Degree to which attainment is made
- Recommended areas of focus for the following year based on results of implementation and student progress

DISPUTE RESOLUTION PROCESS

The District supports shared-decision making and participation by those closest to the point of implementation.

Team members are expected to commit their time to researching topics, studying data, and reviewing best practices. Team members work together toward their goal by building consensus.

Consensus is “ a generally accepted opinion or decision among a group of people” (source: Cambridge Dictionary). Although the final outcome may not be everyone’s first choice, enough people are comfortable with the outcome and can support it in a positive manner.



DISPUTE RESOLUTION PROCESS

Steps to be taken in the event a team cannot come to consensus:

1. Team leader will review, redefine, and clarify issue
2. Consult with an additional resource who is knowledgeable or has expertise and have him/her share information with team
3. Table the issue if steps one and two have not brought about consensus and revisit at next meeting after additional research has been conducted by the team and discussed at the next meeting
4. If the issue has not been resolved at the conclusion of the following meeting the team may:
 1. Table the topic until the following school year
 2. May seek mediation. The mediator will be selected by the group

COORDINATION OF STATE AND FEDERAL REQUIREMENTS FOR PARENTAL INVOLVEMENT

Federal and State requirements for the involvement of parents in planning and decision-making have been considered in the development of the school improvement plan and other districts plans. This includes but is not limited to:

- Discussions with PTO, PTA, parents in building

- Parent member on CDEP Team

- Surveying Parents

- Public Presentation of Plans

When analyzing educational issues, CDEP will take into consideration the resources, instructional and programmatic needs of students served by federal/State funded programs to assure an integrated continuity of service.



Part 2. Statement of Success: Required Components

Boards of education, in collaboration with district planning committees, are to submit a statement of success of the district plan in achieving its objectives. Section 2 provides an opportunity to collectively reflect on the required components of the plan.

For each of the six component areas shown below, check the box for the rating which most closely reflects the agreement of the board of education and the district committee regarding the overall level of implementation for that component of the plan by the Building Teams.

COMPONENT AREAS	A. Not Addressed or Not Implemented	B. Inconsistent Implementation and Success	C. Minimal Implementation and Success	D. Moderate Implementation and Success	E. Consistent Implementation and Success
Educational Issues Subject to Shared Decision Making					X
Involvement of All Parties					X
Means and Standards Used to Evaluate Improvement of Student Achievement					X
Accountability for Decisions					X
Dispute Resolution Process					X
Coordination of State and Federal Requirements for Parental Involvement				X	