

K-3 School Based Planning Team and Shared Decision Making

**Briarwood and
Colebrook**

August 25, 2025



PreK-3 Team Norms

01

Put what is best for students first.

02

Be transparent and honest.

03

Value ourselves and others.

04

Listen actively, include, and collaborate.

05

Be vulnerable, accountable, and willing to improve.

Warm Welcome



What has been the highlight of your summer so far?



What are you looking forward to for the remainder of the summer?



What's your neighbor to the right or left's classroom superpower – the thing they do better than anyone else?



What's your classroom superpower – the thing you do better than anyone else?



What's your favorite way to celebrate student success?



ACTIVITY 1

Have students read a short news article and two short opinion pieces from the same issue of the newspaper.

Have students discuss the following questions in groups and post their responses on chart paper:

- The two opinion pieces are very different but they also have some things in common. How do we know both authors are trying to persuade their readers of something?
- Make a list of differences between the news article and the opinion pieces. Which of these can be attributed to the authors' differing purposes?
- What would the author of the news article need to change if their purpose was to entertain instead of inform their reader?

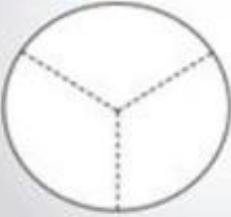


ACTIVITY 2

Ask students to go on a newspaper scavenger hunt. Provide them a newspaper and tell them to search for examples of each author's purpose described in the graphic organizer below. Have them record the titles of the articles they find in the graphic organizer.

Name _____

What piece of the P.I.E. is the author giving you? 



Persuade
Inform
Entertain

COGNITIVE WARM WELCOME

Imagine that you are an English teacher part-way through a unit on different author styles and you wish to deepen student understanding of that content. You scour the internet for available resources and narrow your search down to the two options seen in the figure. Which would you choose and why?

JUST BECAUSE THEY'RE ENGAGED...



Activity 1 is the correct answer according to the Science of Learning- provided examples and non-examples, students can appreciate the differences across examples and get to know each style of writing, move beyond the surface phenomena of the texts and are able to examine underlying components

- Research shows students are MOST engaged with material they already know (so what are they learning?) - Nuthall, 2007
- Learning and Performance are not the same thing. Performance is short term, learning is long term. -Soderstrom and Bjork, 2015
- “A core part of teaching is supporting students in thinking about to-be-remembered content and not other things... focus on the meaning of the content in question”- Hendrick and Heal, 2020



Close the gap between cognition and perception...

FROM ENGAGEMENT TO LEARNING

-Incremental Shifts (Based on Research) to our Practice within our K-12 Instructional Model to increase the percent of students at standard proficiency and beyond

-Embedded Goals and Action Steps in our School-Based Plans to Ensure Classroom Implementation





2025-26 Instructional Blueprint

We will develop college, career, and civic ready graduates as aligned to the implementation of the strategic and professional learning plans.

We will achieve this by working to consistently implement our K-12 Instructional Model to **directly impact student learning through evidence-based differentiation & targeted and direct instruction to increase number of students proficient in standards and beyond.**

Learning Targets

- We can set accurate, data-driven goals for the upcoming school year that reflect the Instructional Blueprint and based on the needs of our incoming students.
- We can consider how to leverage our school-based plans to enhance current skills and build new skills, focusing on evidence-based differentiation and targeted, direct instruction to increase the number of students at proficient and beyond.
- We can work together to identify areas of growth and opportunities for professional learning that will inform our work throughout the school year, as related to the desired outcomes of our school-based plans.



How does the Instructional Blueprint align with our Instructional Model?

How does these inform our School-Based Plans?

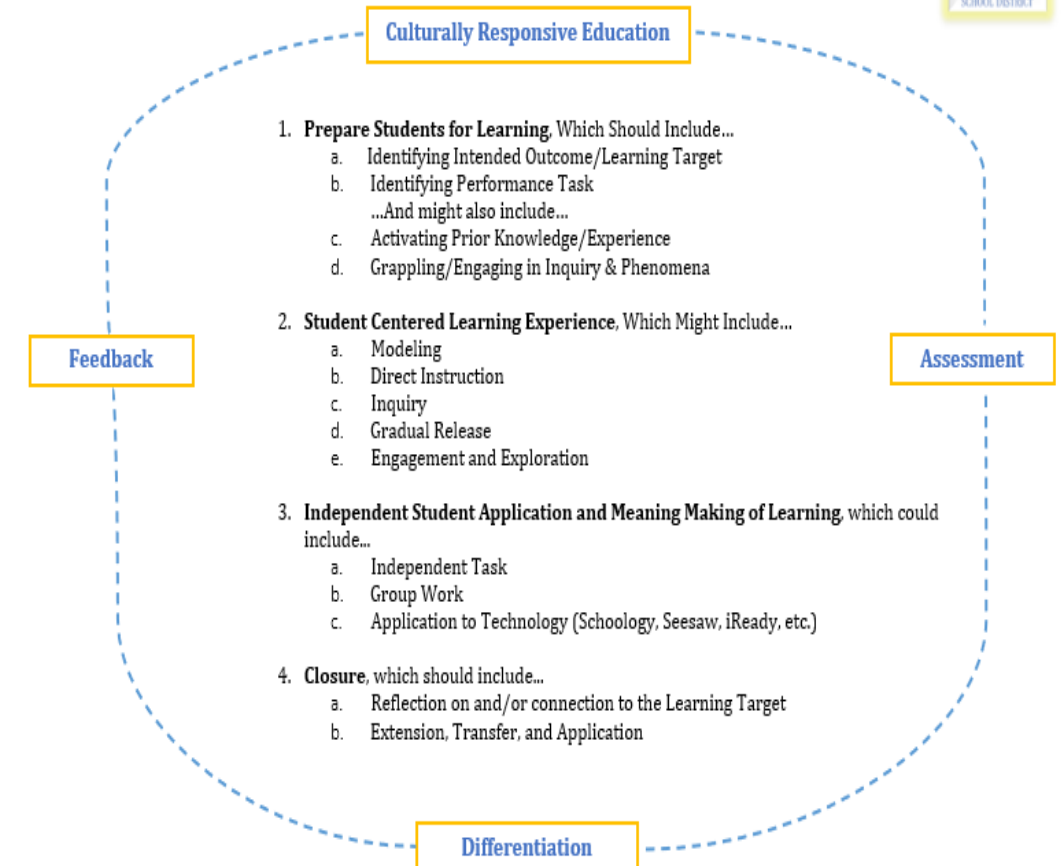
Professional Learning

District Wide Professional Learning will support the Instructional Focus Areas and Strategic Plan through the following:

What does it mean to be college, career, and civic ready?	
A) Instructional Model ➤ Small Group Instruction ➤ Extension & Acceleration ➤ High Leverage Tier 1 Strategies ➤ Data to Drive Instruction	B) Refine Implementation Systems ➤ Equitable Grading Practices ➤ K-6 Report Card Shift ➤ 7-12 EGP Committee ➤ IEP Implementation of Specially Designed Instruction ➤ Panorama Solara: Instructional Planning with Data and AI
C) Curriculum ➤ Portrait of Graduate ➤ Project-Based Learning and Assessment ➤ LETRS Training ➤ STEAM and Humanities Units ➤ Computer Science and Digital Fluency Standards- Artificial Intelligence	D) Social-Emotional Well-Being ➤ Attendance Interventions ➤ TCIS Training ➤ SEL Curriculum ➤ Restorative Practices/Behavioral Interventions

West Irondequoit CSD

K-12 Instructional Model

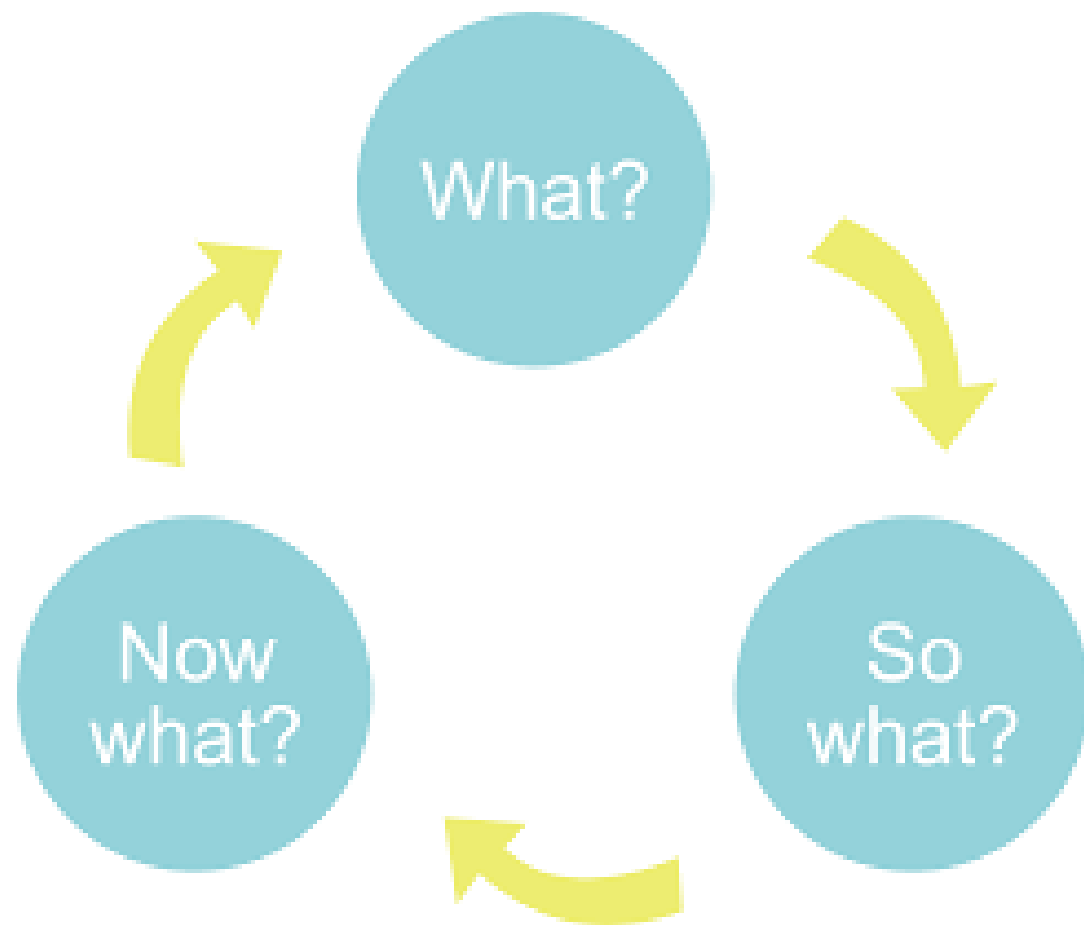


Reviewing Last Year's Plans

- 1. What was successful and WHY?**
- 2. What areas may need a closer look this year?**
- 3. Have someone make notes on your reflections for discussion.**



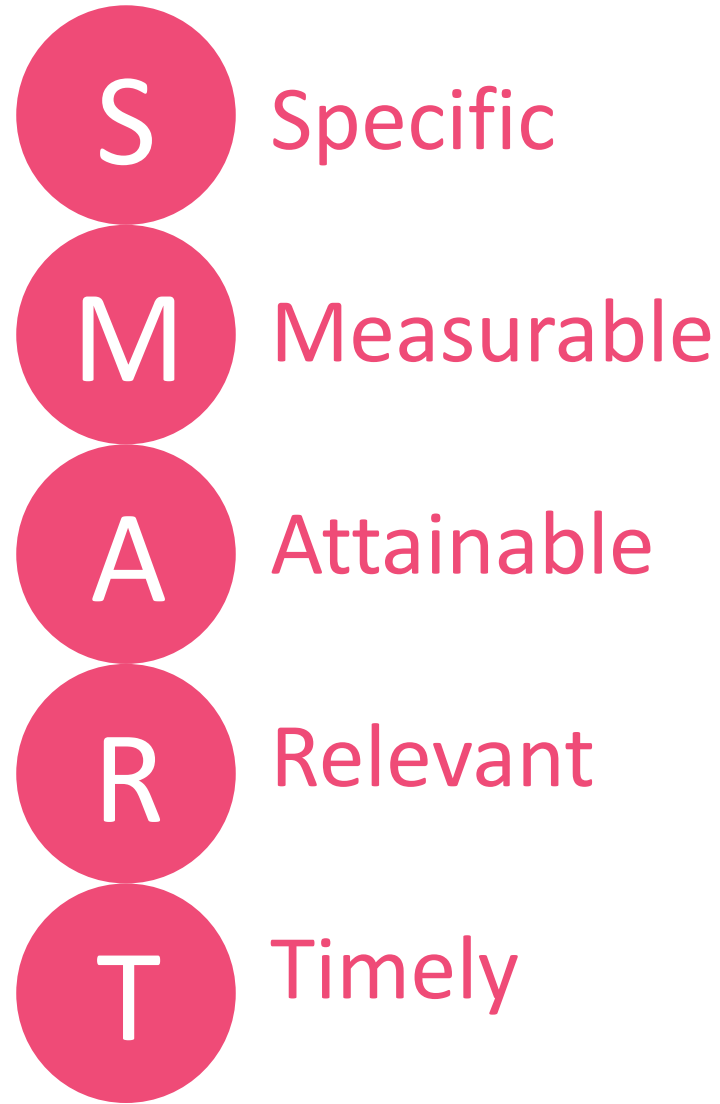
Data Dive Protocol: Launching Our 2025-2026 SBP



- **SharePoint→Building→School Based Plan→2025-2026→Click on Document**



To make a
meaningful and
effective goal,
we can use the
SMART Goal
criteria.



**Consider the “Action Plan” sections of both these School-Based Plans.
Which better provides actionable, instructional moves to accomplish the goal and why?**

Focus Area: Instruction & Curriculum (School Based Planning Teams – Grade Level/Department Meetings - Supervision)				
Goal(s): 1st Grade – Literacy By June 2024, 75% of Eco Dis students will be proficient in NWF.				
Action Plan <i>Include targeted instructional practice to examine (Problem of Practice- include instructional implications)</i>	Plan to Assess (Who/When)		Mid-Year Goal & Progress (Short Term)	End of the Year Goal & Progress (Long Term)
	How will it be monitored?	Who is responsible?		
Examine best practices in NWF and early literacy instruction for Eco Dis students. Collaborate with Intervention teachers, Literacy Coach (K-8), to implement best practices in classroom. Garner feedback from colleagues on application of best practices. Leverage IST/PST meetings to monitor specific student growth Connect with families and adjust instruction as needed.	Diagnostic Assessments Progress monitoring probes IST PST	Classroom Teacher Intervention Teachers Teacher Assistants Principal	Goal: 65% of eco dis students will score at least 48 (41-53 is end of year kinder) on the NWF probe.	Goal: 75% of eco dis students will score at least 57 on the NWF probe.
			Updated Progress:	Updated Progress:

Focus Area: Instruction & Curriculum (School Based Planning Teams – Grade Level/Department Meetings - Supervision)				
Goal(s): 1 st Grade – Mathematics				
Oral Counting: - Students will demonstrate proficiency in oral counting fluency with 80% of students meeting benchmark at MOY and 90% of students meeting benchmark at EOY. - ELL students will demonstrate proficiency in oral counting fluency with 60% of students meeting benchmark at MOY and 80% of students meeting benchmark at EOY. - EcoDis students will demonstrate proficiency in oral counting fluency with 60% of students meeting benchmark at MOY and 80% of students meeting benchmark at EOY.				
Missing Number: - Students will demonstrate proficiency in missing number fluency with 80% of students meeting benchmark at MOY and 90% of students meeting benchmark at EOY. - ELL students will demonstrate proficiency in missing number fluency with 60% of students meeting benchmark at MOY and 80% of students meeting benchmark at EOY.				
Action Plan <i>Include targeted instructional practice to examine (Problem of Practice- include instructional implications)</i>	Plan to Assess (Who/When)		Mid-Year Goal & Progress (Short Term)	End of the Year Goal & Progress (Long Term)
	How will it be monitored?	Who is responsible?		
Oral Counting: - Intentionally incorporate oral counting practice into morning meeting with the hundreds chart - Use AIMSWeb progress monitoring to drive instruction and continually assess student growth - Utilize IReady teacher toolbox differentiated learning activities to provide appropriate fluency practice - Collaborate with ENL teacher/TA, intervention teacher/TA, and building administration to plan intervention instruction Missing Number: - Intentionally incorporate missing number practice into math warmups before math mini lesson - Use AIMSWeb progress monitoring to drive instruction and continually assess student growth - Utilize IReady teacher toolbox differentiated learning activities to provide appropriate fluency practice - Collaborate with ENL teacher/TA, intervention teacher/TA, and building administration to plan intervention instruction	- AIMSWeb - IReady - Classroom observations - Bursts	- Classroom Teacher - Intervention Teacher/TA - ENL Teacher/TA	Goal: Students will demonstrate proficiency in oral counting fluency with 80% of students meeting benchmark at MOY. Students will demonstrate proficiency in missing number fluency with 80% of students meeting benchmark at MOY. Oral Counting: ELL students will demonstrate proficiency in oral counting fluency with 60% of students meeting benchmark at MOY. EcoDis students will demonstrate proficiency in oral counting fluency with 60% of students meeting benchmark at MOY. Missing Number: ELL students will demonstrate proficiency in missing number fluency with 60% of students meeting benchmark at MOY.	Goal: Students will demonstrate proficiency in oral counting fluency with 90% of students meeting benchmark at EOY. Students will demonstrate proficiency in missing number fluency with 90% of students meeting benchmark at EOY. Oral Counting: ELL students will demonstrate proficiency in oral counting fluency with 80% of students meeting benchmark at EOY. EcoDis students will demonstrate proficiency in oral counting fluency with 80% of students meeting benchmark at EOY. Missing Number: ELL students will demonstrate proficiency in missing number fluency with 80% of students meeting benchmark at EOY.
			Updated Progress:	Updated Progress:

Best Practices: CB and BW Mind Meld



CKLA, LETRS, Ready Math

New staff members→don't forget to speak up with your own background and expertise as well!

8 minutes

Come back together as a group and look for commonalities

What strategies can go into our School-Based Plans to support our goals?

Working in Grade Level Teams



Working with your grade level teams, find a breakout space that is comfortable and conducive to team planning.

Spend some time completing your notecatcher as you analyze your cohort data from the previous school year, the needs of this year's cohort, and brainstorm goals and action steps.

Using the SBP template in your building's SharePoint folder, collectively decide on your goals and action steps. Remember to add the mid-year goal. Keep in mind that goals met in winter should also be verified as met in spring.

SES members should focus on Implementation Systems.

Share Out

What are your goals?

What steps will you take to achieve these goals? More importantly, how will the incremental changes you make in your instruction boost student learning and success?

Let's hear from all our teams!



Optimistic Closure



We will revisit our SBP throughout the year in grade-level meetings.

SBP team → keep this document on your radar!