School 14
Board of Education Presentation

October 22,2025

THANK YOU!

Our Amazing School 14 Staff

opening Day 2025

Troy
30,000 Foot View

Public School 14

School 14
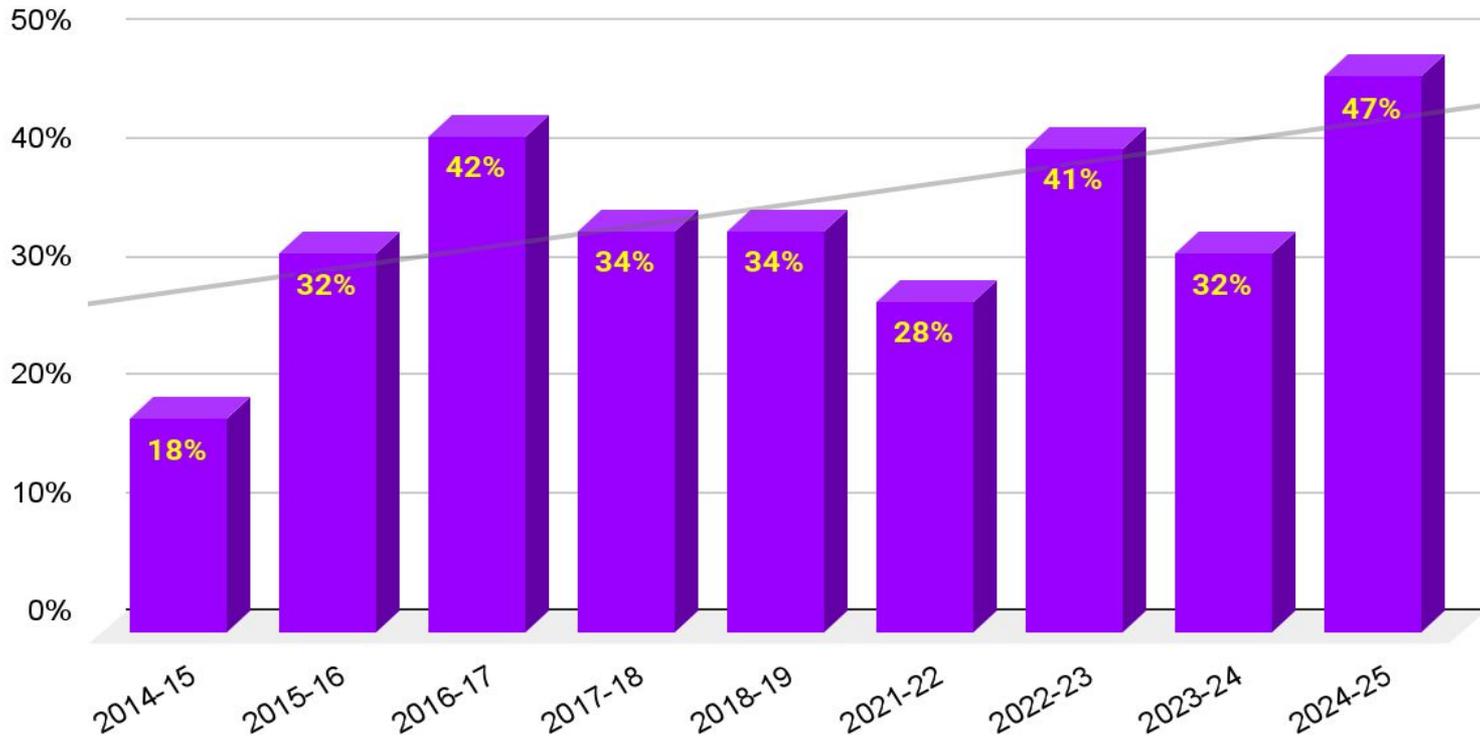
10,000 Foot View

NYS ELA Data

NYS ELA Proficiency Trends

3rd Grade

2021-22	30%
2022-23	28%
2023-24	39%
2024-25	42%

4th Grade

2021-22	42%
2022-23	42%
2023-24	22%
2024-25	61%

5th Grade

2021-22	14%
2022-23	55%
2023-24	36%
2024-25	35%

NYS ELA Results by Grade Level

NYS Math Data

NYS Math Proficiency Trends

NYS Math Proficiency Trends

Year	Proficiency
2014-15	19%
2015-16	32%
2016-17	30%
2017-18	35%
2018-19	33%
2021-22	37%
2022-23	47%
2023-24	44%
2024-25	50%
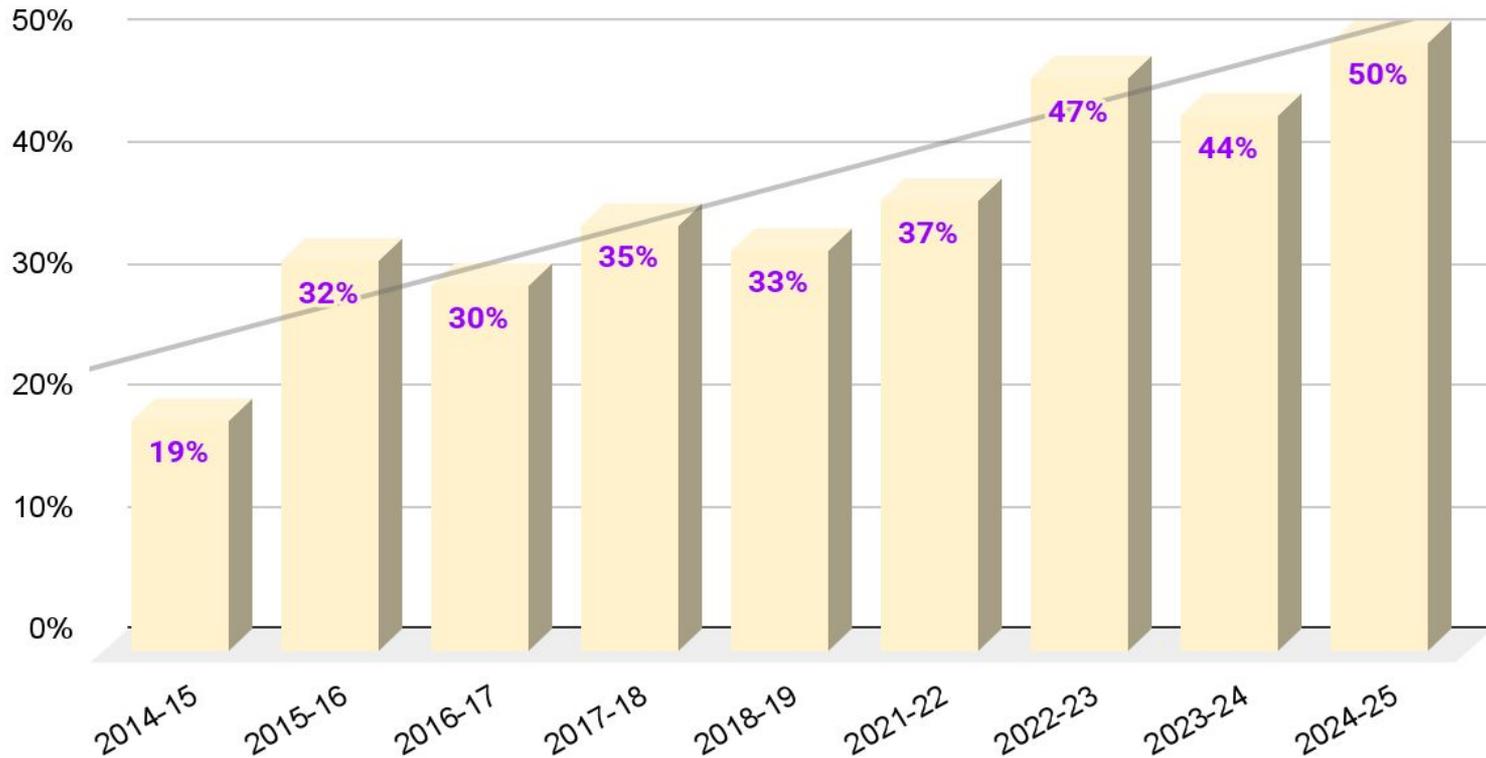
3rd Grade

2021–22	29%
2022–23	38%
2023–24	45%
2024–25	52%

4th Grade

2021–22	56%
2022–23	47%
2023-24	55%
2024-25	60%

5th Grade

2021–22	36%
2022–23	58%
2023–24	33%
2024–25	36%

NYS Math Results by Grade Level
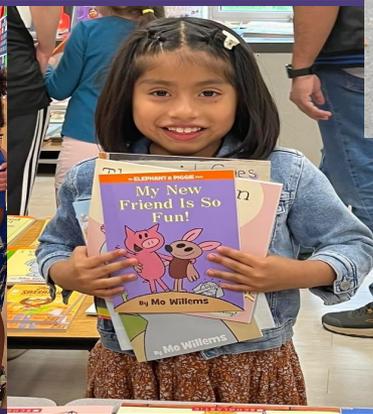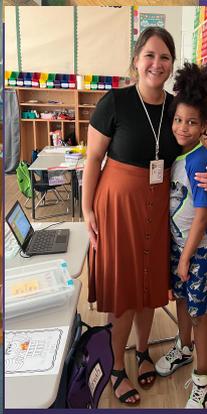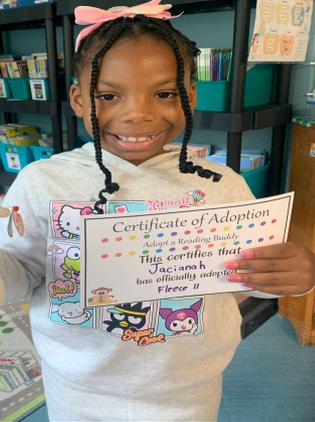
School 14

Ground View

School Comprehensive Education Plan 2025-2026

School 14

By June 2026, 25% of students who are intensive (well below grade level) will move to approaching grade level (strategic), on grade level (meeting), or above grade level (exceeding). By June 2026, 25% of students who are approaching grade level (strategic) will be on grade level (meeting) or above grade level (exceeding).

Why?

- Build from and expand upon momentum from 2024-25 School Year
- Ensure all students receive targeted support and high-quality instruction needed to grow
- Improve and enhance instructional practices that impact student achievement
  - Explicit instruction
  - Instructional Pacing
  - Refine and enhance Small Group Instruction
  - Accountable Talk
  - Gradual Release
  - Differentiated Instruction
- Ensure rigorous and responsive instruction
- Close achievement gaps and ensure equitable outcomes for all learners

How Will We Do This?

- UFLI implemented as Tier 1 Instruction
- Data Conversations around NYS Standards
- Data-Feedback-Strategy Meetings
- Mini-Assessments for grades 3-5
- Word of the Week
- Goal setting with students using MMI data multiple times throughout the year
- Reach Books
- Students Reading at Home - completing Reading Log
- Shared Reading
- Professional Development - explicit instruction and pacing

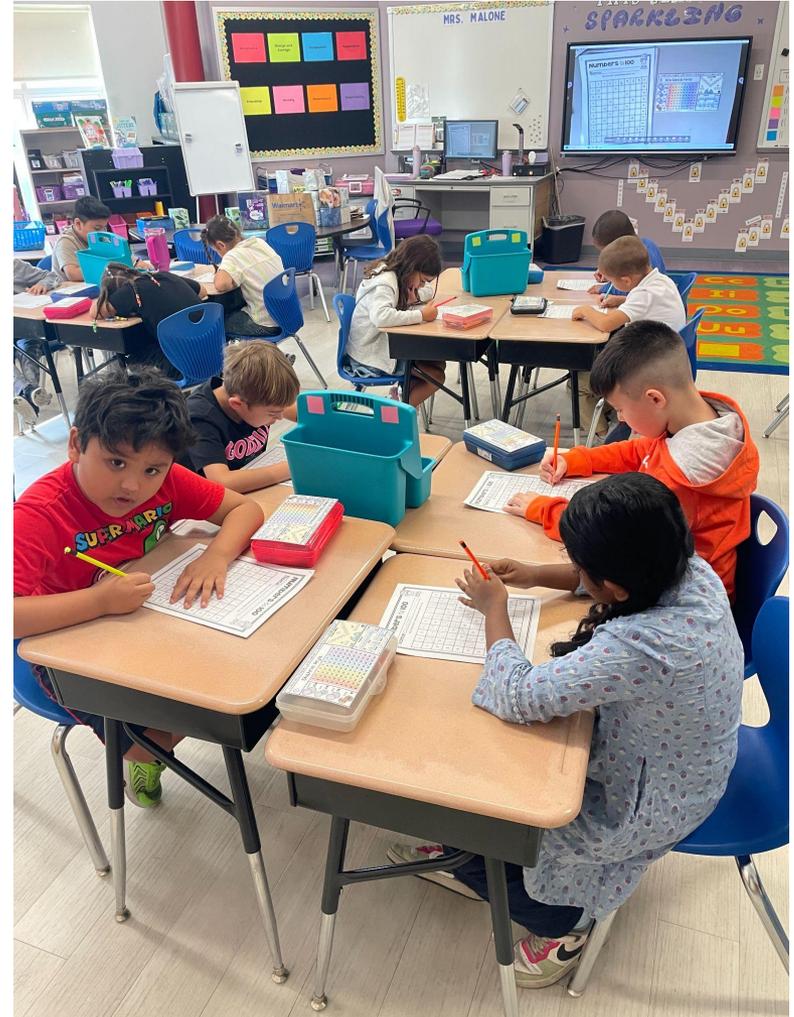# How will we measure this?

EARLY

- Student Fountas and Pinnell
- iReady Benchmark Data

MID-YEAR

- Standards Mastery
- Tri-Weekly Assessments
- iReady Benchmark data

END OF THE YEAR

- MMI Data
- iReady Benchmark Data
- NYS Assessments

By June 2026, we will reduce the number of chronically absent students at School 14 by 10%, based on end-of-year attendance data, using the 2024–2025 school year as the baseline.

Why?

- When students are consistently present they engage in meaningful, multidimensional learning experiences
  - Students miss 390 minutes of learning everyday they are not in school

- Chronic absenteeism disproportionately affects the most vulnerable students

- Equity opportunity - ensuring every child has full access to quality education

How Will We Do This?

- Proactively identify and remove barriers that prevent students from attending schools
- Phone calls to families when students are absent
- Family Buy-in:
  - PTO, Back to School BBQ, Fall Family Fest, Lego Masters, Multicultural Night, and more
- Student Attendance Calendars
- School Wide Attendance Incentives
- Stronger Connections
- Family Monthly Newsletter from administrators

How Will We Measure This?

EARLY
Student attendance data - Decrease in chronic absenteeism from 2024-25

MID-YEAR
Student attendance data - Continued decrease in chronic absenteeism from 2024-25

END OF THE YEAR
Student attendance data - 10% decrease in chronic absenteeism from June 2025

Barriers	Aversion	Disengagement	Misconceptions
• Chronic and acute illness • Family responsibilities or home situation • Poor transportation • Housing and food insecurity • Lack of access to needed services • System involvement • Unpredictable schedules for learning • Lack of access to tech • Impact of trauma • Violence in the community	• Struggling academically and/or behaviorally • Unwelcoming school climate • Social and peer challenges • Anxiety • Unfair disciplinary and suspension practices • Undiagnosed disability and/or disability accommodations • Caregivers had negative educational experiences	• Lack of challenging, engaging instruction • Bored • No meaningful relationships to adults or peers in school • Lack of enrichment opportunities • Lack of academic and behavioral support • Failure to earn credits • Need to work conflicts with being in high school	• Absences are only a problem if they are unexcused • Missing two days per month doesn't affect learning • Lose track and underestimate TOTAL absences • Assume students must stay home for any symptom of illness • Attendance only matters in the older grades • Suspensions don't count as absence

By June 2026, we will increase science vocabulary proficiency among African-American female students in grades K-5 at School 14 by 50%, as measured by monthly science vocabulary progress monitoring assessments, using September 2025 scores as the baseline.

Why?

- Science Vocabulary is foundational to understanding and engaging with scientific concepts across all grade levels
- Research shows that African American female students underperform in science compared to peers
- Anecdotal information from teachers suggests science vocabulary is a barrier for many students on the NYS Science Assessment
- Intervene early, build confidence and foster long-term success
- Equity, academic growth, and closing achievement gaps

How Will We Do This?

- Summer work to build a bank of science articles for each grade level
- Summer work to build monthly vocabulary monitoring tools
- Word of the week
- Cross-Content Lessons
  - Incorporate at least 5 science lessons into ELA or Math instruction in first half of the year and an additional 5 or more in the second half of the year
- Science Read Alouds/Shared Reading
  - At least 3 read alouds/shared readings will be science based in the first half of the year and an additional 3 or more in the second half of the year

How Will We Measure This?

EARLY
Monthly Progress Monitoring Tool - Baseline

MID-YEAR
Monthly Progress Monitoring Tool - Increase from baseline

END OF THE YEAR
Monthly Progress Monitoring Tool - 50% Increase in proficiency from African American females
Increase proficiency on NYS Science Assessment

- **Increased Proficiency in 25% of students**
  - Intensive ➜Approaching, Meeting or Exceeding
  - Approaching ➜ Meeting or Exceeding

- **10% Decrease in Chronic Absenteeism**

- **50% increase in science vocabulary proficiency among African-American females**