



School Comprehensive Education Plan

2023-24

District	School Name	Assistant Superintendent	Principal	Grades Served	Accountability Status
Syracuse City School District	STEAM at Dr. King Elementary	Melissa Evans	Kuricheses Alexander	PK-5	<input checked="" type="checkbox"/> CSI <input type="checkbox"/> ATSI/TSI <input type="checkbox"/> LSI

Collaboratively Developed By:

The STEAM at Dr. King SCEP Development Team

And in partnership with the staff, students, and families of STEAM at Dr. King.

Guidance for Teams

Process

Prior to working on this document, school teams should be sure to complete the following activities as part of its needs assessment:

- **Envision:** Explore its vision, values, and aspirations
- **Analyze:** Review and analyze internal and external data, including survey data, and reflect on systems and structures
- **Listen:** Conducting student interviews
- **Putting It All Together**

School teams should complete the SCEP *Putting it all Together* document to make connections between activities, identify areas of need and root causes, develop Theories of Action, and identify corresponding priorities and activities for the upcoming year as the team considers **“What should we prioritize to support our students and work toward the school we wish to be?”**

Year-End Goals and Progress Targets

Schools should consider success criteria and benchmarks that will help them determine if they are making sufficient progress toward their goals throughout the year. Each Goal Area will have at least one end-of-the-year goal, a mid-year benchmark, action steps that will allow the school to reach those goals and benchmarks, and early progress milestones.

The plan template is designed with the intention that school teams return to their plan regularly throughout the year and update as necessary and complete the reflection charts (light yellow sections) in the Early Progress Targets and Mid-Year Benchmark sections.

Action Steps

In conjunction with identifying benchmarks, teams should develop action steps that will allow the school to reach these benchmarks and year-end goals.

Resources for the Team

- [SCSD 2023-24 SCEP Development](#)

Submission Instructions

CSI Schools: By **July 7th**, upload the final version of the SCEP to your “Final 2023-24 SCEP” folder on Office 365, and **then email Dan Burton at dburton@scsd.us to inform him that it has been uploaded.** The District will present it to the Board of Education and share it with NYSED by July 28 for approval.

TSI/ATSI Schools: By **July 14th**, upload the final version of the SCEP to your “Final 2023-24 SCEP” folder on Office 365, and then **email Dan Burton at dburton@scsd.us to inform him that it has been uploaded.** The District will approve your plan and present it to the Board of Education.

LSI Schools: By **August 11th** upload the final version of the SCEP to your “Final 2023-24 SCEP” folder on Office 365, and **then email Dan Burton at dburton@scsd.us to inform him that it has been uploaded.** The District will then approve your plan.

ELA Goal

Directions: All schools should add at least one school-level goal that can be measured by June 2024. Identify the subgroup for which the school is generating a year-end goal. Schools in CSI and LSI status should use “All Students” and may add specific subgroups based on data. Schools in ATSI/TSI status should have a year-end goal for each identified subgroup.

Year-End Goals

Student Goals						
Goal #	Subgroup	Measure	Year-End Goal			
ELA 1	All Students	Academic Achievement Index	TBD/Place Holder Based on NYSED Provided MIPs			
ELA 2	3-5	Percent of Students at Each Performance Level on 2023-24 NYS ELA Assessment	Level 4	Level 3	Level 2	Level 1
			3%	8%	23%	66%
			# students= 5	# students=13	# students=38	# students= 109
ELA 3	K	DIBELS: NWF	By June 2024, 80% of students will meet or exceed grade level benchmarks.			
ELA 4	1-5	DIBELS: ORF	By June 2024, 75% of students will meet or exceed level benchmarks.			
ELA 5	K-5	NWEA ELA	By June 2024, 70% of students will meet or exceed their RIT growth goals.			

Theory of Action

Based on the needs assessment process and SCEP reflection, we have drilled down to the following root causes and theories of action:

	Root Cause	Theory of Action (TOA) <i>(If/Then Statement)</i>
1	We had a consistent process for analyzing benchmark data, but did not have a consistent process for analyzing formative data, such as common assessments throughout the school year. This led to a lack of using data to impact instruction in a timely manner.	If we identify and implement a system for analyzing formative data throughout the year and identify a data analysis protocol, and monitor and follow-up consistently, then student achievement will increase.

2	We created a calendar to let teachers know when to enter DIBELS progress monitoring data, but did not have a consistent process for reviewing the data to make impactful instructional decisions in a timely manner.	If we identify and implement a protocol for reviewing DIBELS progress monitoring data and ensure that teachers have an instructional plan based on the progress monitoring data, then student achievement will increase.
3	We have not consistently provided monitoring, feedback, and professional development on Tier 1 instructional practices for reading fluency and comprehension.	If we identify and implement expectations and strategies for effective reading instruction based on the science of reading and provide professional development and we monitor, provide feedback, and coach teachers consistently, then student achievement will increase.

Priority

Based on the needs assessment process and SCEP reflection, we identified the following priority(ies) we will focus on for this goal area (3 maximum):

Priority	
1	Structures to effectively analyze formative assessment data (student work samples) and DIBELS data to determine next steps for student learning.
2	Effective reading instruction to increase the number of students reading fluently and comprehending what they are reading at grade level.

Early Progress Milestones

We believe we will be on track to meet our benchmarks if eight weeks into the school year we are able to reach the following milestones (delete unused rows):

Subgroup / Group	Measure	8 Week Milestone	Actual Data	Status	Notes
K	DIBELS	25% of students will read 7 or more NWF correctly		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	
1	DIBELS	25% of students will read 39 words within a minute		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	
2-5	DIBELS	25% of 2 nd grade students will read		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	

		<p>94 words within a minute</p> <p>25% of 3rd grade students will read 114 words within a minute</p> <p>25% of 4th grade students will read 125 words within a minute</p> <p>25% of 5th grade will read 137 words within a minute</p>			
2-5	Common Assessments/Exit Tickets	25% of students will score 1 out of 2 points on CR based on passages that they read independently		<p>On Track <input type="checkbox"/></p> <p>Off Track <input type="checkbox"/></p>	

Action Plan: August to January

We will implement these action steps in the first half of the year which will enable us to meet our mid-year benchmark targets and place us on-track to meet our year-end goals *(add additional rows as needed)*:

Start Date (M/D/YY)	End Date (M/D/YY)	Action Step <i>(begin with verb)</i>	Lead(s)	TOA #
8-21-23	8-31-23	Create a calendar that includes dates when formative assessment (fluency and comprehension) data will be analyzed	Admin and Coach	1

8-21-23	8-31-23	Create a calendar that includes dates for when walkthroughs and feedback will be given based on the instructional next steps determined after the formative data has been analyzed	Admin and Coach	1
8-21-23	8-31-23	Identify a data analysis protocol to use during data analysis meetings for formative data and for DIBELs progress monitoring	Admin and Coach	1,2
8-21-23	10-2-23	Identify high leverage instructional practices for increasing student fluency and determine professional development needed for staff based on their needs and preliminary student data	Admin and Coach	3
8-21-23	10-2-23	Identify high leverage instructional strategies for increasing comprehension strategies with grade level text and determine professional development needed for staff based on their needs and preliminary student data	Admin and Coach	3
10-3-23	10-30-23	Provide professional development on high-leverage strategies for comprehension based on staff need.	Admin and Coach	3
8-21-23	8-31-23	Identify a protocol to be used for individual student conferences and goal setting meetings	Admin, Coach, Teachers	1,2
9-5-23	9-15-23	Provide expectations and professional development on the student conference and goal setting protocol/process	Admin and Coach	1,2
10-10-23	12-21-23	Conduct coaching cycles based on student data, teacher walkthrough data, teacher need/request	Coach	1, 2, 3
9-22-23	12-21-23	Conduct student conferences and goal setting meetings at least twice a month	Teachers	1, 2
10-2-23	10-13-23	Have teachers set annual classroom goals aligned with school-wide goals based on their student's benchmark data, their grade level data, and a personal/professional learning goal. Identify end-of-year goals for each student.	Admin, Coach, and Teachers	1, 2, 3
10-2-23	12-21-23	During Admin and Instructional Leadership meetings, discuss formative data relevant to student fluency and comprehension and determine next steps as instructional leaders based on this data. Make adjustments as needed based on teacher feedback and input	Admin and Coach	3
10-2-23	12-21-23	Based on student and walkthrough data, determine classrooms to be used for peer observations	Admin and Coach	3

12-1-23	12-21-23	Conduct meetings with teachers to review their goal progress	Admin and Coach	1, 2, 3
---------	----------	--	-----------------	---------

Action Step Status Check	Reflection Date	% of Scheduled Action Steps On-Track	Reflections & Adjustment
Marking Period 1	11-2-23		
Marking Period 2	1-12-24		

Mid-Year Benchmark Targets

We believe we will be on track to meet our year-end goals if, by Dec/Jan/Feb we are able to reach the following targets:

Subgroup / Group	Measure	8 Week Milestone	Actual Data	Status	Notes
K	DIBELS	50% of students will read 7 or more NWF correctly		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	
1	DIBELS	50% of students will read 39 words within a minute		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	
2-5	DIBELS	50% of 2 nd grade students will read 94 words within a minute 50% of 3 rd grade students will read 114 words within a minute 50% of 4 th grade students will read		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	

		125 words within a minute 50% of 5 th grade will read 137 words within a minute			
2-5	Common Assessments/Exit Tickets	50% of students will score 2 out of 2 points on CR based on passages that they read independently		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	
K-5	NWEA	55% of students at each grade level will meet or exceed their RIT growth score		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	

Action Plan: January to June

We will implement these action steps in the second half of the year which will enable us to meet our year-end goals *(add additional rows as needed)*:

Start Date (M/D/YY)	End Date (M/D/YY)	Action Step <i>(begin with verb)</i>	Lead(s)	TOA #
1-2-24	6-14-24	Continue formative data meetings to discuss student progress and instructional next steps	Admin, Coach, Teachers	1, 2
1-2-24	6-14-24	Continue providing professional development based on student data and teacher need/request	Admin, Coach, Teachers	1, 2, 3

1-2-24	6-14-24	Continue coaching cycles based on student data and teacher need/request	Admin and Coach	1, 2,3
1-2-24	6-14-24	Continue peer observations based on student data and instructional practices	Admin, Coach, Teachers	1, 2, 3
1-2-24	6-14-24	Continue reviewing student and teacher walkthrough data in admin and instructional leadership meetings to make instructional decisions	Admin and Coach	1, 2, 3
1-2-24	6-14-24	Continue student conferences and goal setting meetings	Teachers	1, 2
6-3-24	6-14-24	Conduct end of year meetings with teachers to reflect on their goals	Admin	1, 2, 3

Action Step Status Check	Reflection Date	% of Scheduled Action Steps On-Track	Reflections & Adjustments
Marking Period 3	3-7-24		
Marking Period 4	5-2-24		

ELA End-of-Year Reflections	Implications for 2024-25 School Planning

Math Goal

Directions: All schools should add at least one school-level goal that can be measured by June 2024. Identify the subgroup for which the school is generating a year-end goal. Schools in CSI and LSI status should use “All Students” and may add specific subgroups based on data. Schools in ATSI/TSI status should have a year-end goal for each identified subgroup.

Year-End Goals

Student Goals						
Goal #	Subgroup	Measure	Year-End Goal			
Math 1	All Students	Academic Achievement Index	<i>TBD/Place Holder Based on NYSED Provided MIPS</i>			
Math 2	All Students	Percent of Students at Each Performance Level on 2023-24 NYS Math Assessment	Level 4	Level 3	Level 2	Level 1
			3% # students=5	8% # students=13	19% # students=31	70% # students=116
Math 3	All Students	SCSD Survey-Fluency	By June 2024, 80% of students at each grade level will score at or above the 4 th quartile on the end of year grade level core fluency assessment.			
Math 4	All Students	NWEA	By June 2024, 70% of students will meet or exceed their RIT growth goals.			

Theory of Action

Based on the needs assessment process and SCEP reflection, we have drilled down to the following root causes and theories of action:

	Root Cause	Theory of Action (TOA) <i>(If/Then Statement)</i>
1	We had a consistent process for analyzing benchmark data, but did not have a consistent process for analyzing formative data, such as common assessments throughout the school year. This led to a lack of using data to impact instruction in a timely manner.	If we identify and implement a system for analyzing formative data throughout the year and identify a data analysis protocol, and monitor and follow-up consistently, then student achievement will increase.

2	We created a structure for math centers and provided professional development on math centers, but did not consistently monitor and provide feedback on the quality of what was occurring in math centers and its alignment to student needs based on data.	If we consistently monitor and provide feedback on the work that students are doing during math centers and ensure that the math centers are based on student data, and coach teachers consistently as a result of this data and we monitor, then student achievement will increase.
---	---	--

Priority

Based on the needs assessment process and SCEP reflection, we identified the following priority(ies) we will focus on for this goal area (3 maximum):

Priority	
1	Structures to effectively analyze formative assessment data (student work samples), and math center data to determine next steps for student learning.
2	Clarify expectations for mathematics instruction to ensure that students master grade level fluency expectations and to include expectations for math centers.

Early Progress Milestones

We believe we will be on track to meet our benchmarks if eight weeks into the school year we are able to reach the following milestones (delete unused rows):

Subgroup / Group	Measure	8 Week Milestone	Actual Data	Status	Notes
K-1	Oral Counting	80% of all kindergarten students will be able to accurately count to 20. 80% of all first-grade students will be able to accurately count to 50 by 1s, 2s, 5s, and 10s		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	
K-5	SCSD Math Survey: Fluency	50% of students at each grade level will score above the first		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	

		quintile on their core fluency assessments.			
--	--	---	--	--	--

Action Plan: August to January

We will implement these action steps in the first half of the year which will enable us to meet our mid-year benchmark targets and place us on-track to meet our year-end goals *(add additional rows as needed)*:

Start Date (M/D/YY)	End Date (M/D/YY)	Action Step <i>(begin with verb)</i>	Lead(s)	TOA #
8-21-23	8-31-23	Create a calendar that includes dates when formative assessment (fluency and exit tickets aligned to state test format) data will be analyzed	Admin and Coach	1
8-21-23	8-31-23	Create a calendar that includes dates for when walkthroughs and feedback will be given based on the instructional next steps determined after the formative data has been analyzed	Admin and Coach	1
8-21-23	8-31-23	Identify a data analysis protocol to use during data analysis meetings for formative data	Admin and Coach	1,2
8-21-23	10-2-23	Identify high leverage instructional practices for increasing student fluency in math and determine professional development needed for staff based on their needs and preliminary student data	Admin and Coach	2
9-5-23	10-30-23	Identify, communicate, and provide professional development on math center expectations	Admin and Coach	1,2
10-3-23	10-30-23	Provide professional development on high-leverage strategies for increasing math fluency.	Admin and Coach	1,2
8-21-23	8-31-23	Identify a protocol to be used for individual student conferences and goal setting meetings	Admin, Coach, Teachers	1,2
9-5-23	9-15-23	Provide expectations and professional development on the student conference and goal setting protocol/process	Admin and Coach	1,2
10-10-23	12-21-23	Conduct coaching cycles based on student data, teacher walkthrough data, teacher need/request	Coach	1, 2

9-22-23	12-21-23	Conduct student conferences and goal setting meetings at least twice a month	Teachers	1, 2
10-2-23	10-13-23	Have teachers set annual classroom goals aligned with school-wide goals based on their student's benchmark data, their grade level data, and a personal/professional learning goal. Identify end-of-year goals for each student.	Admin, Coach, and Teachers	1, 2
10-2-23	12-21-23	During Admin and Instructional Leadership meetings, discuss formative data relevant to student fluency and determine next steps as instructional leaders based on this data. Make adjustments as needed based on teacher feedback and input	Admin and Coach	1,2
10-2-23	12-21-23	Based on student and walkthrough data, determine classrooms to be used for peer observations	Admin and Coach	1,2
12-1-23	12-21-23	Conduct meetings with teachers to review their goal progress	Admin and Coach	1, 2

Action Step Status Check	Reflection Date	% of Scheduled Action Steps On-Track	Reflections & Adjustment
Marking Period 1	11-2-23		
Marking Period 2	1-12-24		

Mid-Year Benchmark Targets

We believe we will be on track to meet our year-end goals if, by Dec/Jan/Feb we are able to reach the following targets:

Subgroup / Group	Measure	Mid-Year Target	Actual Data	Status	Notes
K-1	Oral Counting	100% of all kindergarten students will be able to accurately count to 20.		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	

		100% of all first-grade students will be able to accurately count to 50 by 1s, 2s, 5s, and 10s			
K-5	SCSD Math Survey: Fluency	60% of students at each grade level will score at or above the third quintile on their core fluency assessments.		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	
K-5	NWEA	55% of students at each grade level will meet or exceed their RIT growth score		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	

Action Plan: January to June

We will implement these action steps in the second half of the year which will enable us to meet our year-end goals *(add additional rows as needed)*:

Start Date (M/D/YY)	End Date (M/D/YY)	Action Step <i>(begin with verb)</i>	Lead(s)	TOA #
1-2-24	6-14-24	Continue formative data meetings to discuss student progress and instructional next steps	Admin, Coach, Teachers	1,2
1-2-24	6-14-24	Continue providing professional development based on student data and teacher need/request	Admin, Coach, Teachers	1,2

1-2-24	6-14-24	Continue coaching cycles based on student data and teacher need/request	Admin and Coach	1,2
1-2-24	6-14-24	Continue peer observations based on student data and instructional practices	Admin, Coach, Teachers	1,2
1-2-24	6-14-24	Continue reviewing student and teacher walkthrough data in admin and instructional leadership meetings to make instructional decisions	Admin and Coach	1,2
1-2-24	6-14-24	Continue student conferences and goal setting meetings	Teachers	1,2
6-3-24	6-14-24	Conduct end of year meetings with teachers to reflect on their goals	Admin	1,2

Action Step Status Check	Reflection Date	% of Scheduled Action Steps On-Track	Reflections & Adjustments
Marking Period 3	3-7-24		
Marking Period 4	5-2-24		

Math End-of-Year Reflections	Implications for 2024-25 School Planning

English Language Proficiency (ELP) Goal

Directions: In the left column, identify the subgroup for which the school is generating a year-end goal. Schools should use “All English Language Learners” and may choose to add specific subgroups based on data. Schools may add additional goals.

Year-End Goals

Student Goals			
Goal #	Subgroup	Measure	Year-End Goal
ELP 1	All English Language Learners	ELP Success Ratio Based on NYSESLAT	School ELP Success Ratio: 1.00 or higher (Level 3)
ELP 2	All English Language Learners	National Geographic Assessment: Writing	School Rate of Success Target: 80%
ELP 3	All English Language Learners	National Geographic Assessment: Vocabulary, Grammar, Comprehension	School Rate of Success Target: 80%

Theory of Action

Based on the needs assessment process and SCEP reflection, we have drilled down to the following root causes and theories of action:

	Root Cause	Theory of Action (TOA) <i>(If/Then Statement)</i>
1	The ENL team analyzed their student data based on the ENL curriculum and determined next steps for instruction, but we did not ensure that structures were in place to support the consistent sharing and use of data, monitoring implementation based on shared data, nor providing feedback on classroom instruction.	If the ENL team conducts data meetings with grade level teachers and conducts PD on how to implement scaffolding and instructional best practices for ELLs based on that data, and if structures are in place to ensure that data is shared, practices are monitored, and feedback is provided, then student achievement will increase for ELLs.

Priority

Based on the needs assessment process and SCEP reflection, we identified the following priority(ies) we will focus on for this goal area (3 maximum):

	Priority
1	Schoolwide structures defining and implementing expectations for analyzing, sharing, monitoring and providing feedback based on ELLs data and professional development on how to implement strategies to improve ELLs access to grade level content.

Early Progress Milestones

We believe we will be on track to meet our benchmarks if eight weeks into the school year we are able to reach the following milestones (delete unused rows):

Subgroup / Group	Measure	8 Week Milestone	Actual Data	Status	Notes
K	National Geographic End of Unit Assessment	50% of students will score at least 10 of 14 points on the first unit assessment		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	
1-5	National Geographic End of Unit Assessment	50% of students will score at least 15 of 18 points on the first unit assessment		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	

Action Plan: August to January

We will implement these action steps in the first half of the year which will enable us to meet our mid-year benchmark targets and place us on-track to meet our year-end goals (add additional rows as needed):

Start Date (M/D/YY)	End Date (M/D/YY)	Action Step (begin with verb)	Lead(s)	TOA #
------------------------	----------------------	-------------------------------	---------	-------

8-31-23	9-30-23	Develop, share, and implement schoolwide structures and expectations for analyzing and sharing student data between ENL teachers and grade level teachers	Admin, ENL Department	1
8-31-23	9-15-23	Develop or refine instructional expectations and best practices to include scaffolding for ELLs.	Admin, ENL Department	1
9-1-23	9-30-23	Develop and implement professional development sessions with staff around scaffolding and instructional best practices.	Admin, ENL Department	1
10-20-23	11-15-23	ENL teachers will present Scaffolding 101 to staff	ENL Teachers	1
8-31-23	9-15-23	Develop a walkthrough/peer observation process based on the ENL Scaffolding training	ENL Teachers, ENL Department, Admin, Coach	1
9-1-23	12-29-23	Implement feedback and monitoring schedule for teachers to ensure best practices provided in ENL training and data analysis protocols are consistently followed.	Admin, ENL Department, Coach	1
9-18-23	10-13-23	ENL teachers will administer the ELP pretest, Comprehension Coach and ORF 1, and Writing Pilot Assessment 1 and analyze the data to determine next steps for instruction	ENL Teachers	1
10-30-23	12-8-23	ENL teachers will administer Comprehension Coach and ORF assessment 2 and analyze the data to determine next steps for instruction	ENL Teachers	1

Action Step Status Check	Reflection Date	% of Scheduled Action Steps On-Track	Reflections & Adjustment
Marking Period 1	11-2-23		
Marking Period 2	1-12-24		

Mid-Year Benchmark Targets

We believe we will be on track to meet our year-end goals if, by Dec/Jan/Feb we are able to reach the following targets:

Subgroup / Group	Measure	Mid-Year Target	Actual Data	Status	Notes
K	National Geographic End of Unit Assessment	60% of students will score at least 11 of 14 points on the third unit assessment		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	
1-5	National Geographic End of Unit Assessment	60% of students will score at least 15 of 18 points on the third unit assessment		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	

Action Plan: January to June

We will implement these action steps in the second half of the year which will enable us to meet our year-end goals *(add additional rows as needed)*:

Start Date (M/D/YY)	End Date (M/D/YY)	Action Step <i>(begin with verb)</i>	Lead(s)	TOA #
1-2-24	2-16-24	ENL teachers will administer Comprehension Coach and ORF Assessment 3 and Writing Pilot Assessment 2 and analyze the data to determine next steps for instruction	ENL Teachers	1
1-2-24	6-14-24	Continue to conduct walkthroughs and provide feedback to teachers based on the scaffolding training provided by the ENL teachers	ENL Teachers, ENL Department, Admin, Coach	1
2-1-24	2-10-24	Review and refine professional development needs based on mid-year data and walkthrough patterns or trends with staff around scaffolding and instructional best practices.	Admin, ENL Teachers, ENL Department	1

3-1-24	3-29-24	ENL teachers will present Scaffolding 102 to staff	ENL Teachers	1
3-11-24	4-5-24	ENL teachers will administer Comprehension Coach and ORF 4 and Writing Pilot Assessment 3 and analyze the data to determine next steps for instruction	ENL Teachers	1
4-8-24	5-1-24	ENL teachers will administer the ELP Post Test and analyze data to determine next steps for instruction	ENL Teachers	1
5-20-24	6-14-24	ENL teachers will administer Comprehension Coach and ORF assessment 5 and Writing Pilot 4 analyze the data	ENL Teachers	1

Action Step Status Check	Reflection Date	% of Scheduled Action Steps On-Track	Reflections & Adjustments
Marking Period 3	3-7-24		
Marking Period 4	5-2-24		

ELP End-of-Year Reflections	Implications for 2024-25 School Planning

Chronic Absenteeism Goal

Directions: Identify the subgroup for which the school is generating a year-end goal. Schools in CSI and LSI status should use “All Students” and may add specific subgroups based on data. Schools in ATSI/TSI status should have a year-end goal for each identified subgroup. Schools may add additional goals.

Year-End Goals

Student Goals			
Goal #	Subgroup	Measure	Year-End Goal
CA 1	All Students	Chronic Absenteeism Rate	Decrease Chronic Absenteeism Rate from 49.5% to 40%

Theory of Action

Based on the needs assessment process and SCEP reflection, we have drilled down to the following root causes and theories of action:

	Root Cause	Theory of Action (TOA) (If/Then Statement)
1	We have a process in place for monitoring attendance and providing support to families, but we need to ensure that we are communicating the impact of students missing instructional time on their academic success to families.	If we develop and consistently implement strategies to communicate what academic instruction students are missing and share relevant data with parents, such as DIBELS data, and communicate the importance of attending school daily, the number of students who are chronically absent will decrease.
2	Our attendance team processes did not consistently monitor and put in place supports for all students that could potentially become chronically absent.	If we continue to strengthen and refine the proactive processes that we have in place, then the number of students who are chronically absent will continue to decrease.

Priority

Based on the needs assessment process and SCEP reflection, we identified the following priority(ies) we will focus on for this goal area (3 maximum):

	Priority
1	Develop, implement, and monitor effective strategies to communicate to families what academics students are missing, what the student’s current academic scores are, and the impact on achievement.
2	Refine attendance team protocols to identify proactive strategies to analyze data.

Early Progress Milestones

We believe we will be on track to meet our benchmarks if eight weeks into the school year we are able to reach the following milestones *(delete unused rows)*:

Subgroup / Group	Measure	8 Week Milestone	Actual Data	Status	Notes
1-5	District Attendance Report	90% average weekly attendance		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	
Students who were chronically absent during the 2022-2023 school year	Building Attendance Report	90% average weekly attendance		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	

Action Plan: August to January

We will implement these action steps in the first half of the year which will enable us to meet our mid-year benchmark targets and place us on-track to meet our year-end goals *(add additional rows as needed)*:

Start Date (M/D/YY)	End Date (M/D/YY)	Action Step <i>(begin with verb)</i>	Lead(s)	TOA #
9-5-23	9-5-23	Develop and share schoolwide expectations with teachers in regards to recording attendance and contacting families	Admin	1,2
8-15-23	8-20-23	Identify proactive strategies for contacting families, including what data, information, and supports will be shared by whom	Admin	1,2
8-21-23	8-31-23	Develop a schedule to contact the families of our most chronically absent students to see what needs that they may have prior to school starting	Impact Team Members	1
8-22-23	9-5-23	Provide families with needs and supports that were identified as a result of contact and keep log of results	Impact Team Members	1,2

8-31-23	9-5-23	Develop and implement a plan to monitor students who are absent on a daily basis starting with the first day of school	Attendance Team Members	1,2
8-31-23	9-5-23	Develop and share schoolwide protocols, including dates, format, and messaging around the importance of attendance and impact on academic achievement	Admin, Attendance and Impact Team Members	1,2
9-5-23	12-21-23	Develop and follow a schedule to ensure that attendance and impact team members have current student data to share with families when making phone calls	Admin, Attendance and Impact Team Members	1,2
9-11-23	12-21-23	Contact families of students who have been identified by the impact team and/or who teachers recommend being called prior to school starting each day	Impact Team Members	1,2
8-25-23	8-30-23	Develop and implement a schedule for the impact team to meet monthly to review data and action plan for targeted students	Admin, Attendance and Impact Team Members	1,2

Action Step Status Check	Reflection Date	% of Scheduled Action Steps On-Track	Reflections & Adjustment
Marking Period 1	11-2-23		
Marking Period 2	1-12-24		

Mid-Year Benchmark Targets

We believe we will be on track to meet our year-end goals if, by Dec/Jan/Feb we are able to reach the following targets:

Subgroup	Measure	Mid-Year Target	Actual Data	Status	Notes
----------	---------	-----------------	-------------	--------	-------

1 st -5 th	Chronic Absenteeism Rate	Decrease the chronic absenteeism rate from the 2022-23 mid-year data of 48.2% to 38.6%	On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	
----------------------------------	--------------------------	--	---	--

Action Plan: January to June

We will implement these action steps in the second half of the year which will enable us to meet our year-end goals *(add additional rows as needed)*:

Start Date (M/D/YY)	End Date (M/D/YY)	Action Step <i>(begin with verb)</i>	Lead(s)	TOA #
1-5-24	6-23-24	Continue to monitor students who are absent on a daily basis and adjust strategies as needed	Attendance Team Members	1
1-15-24	1-30-24	Assess the effectiveness of the schoolwide protocols, and messaging around the importance of attendance and impact on academic achievement and adjust and refine the protocols and messaging as appropriate	Admin, Attendance and Impact Team Members	1,2
1-5-24	6-23-24	Continue to follow the schedule to ensure that attendance and impact team members have current student data to share with families when making phone calls	Teachers, Coaches, and Admin	1
1-15-24	1-30-24	Based on mid-year data, review families of students who have been identified by the impact team and/or who teachers recommend being called to target supports and refine plans.	Impact Team Members	1
1-5-24	6-30-24	Continue to implement a schedule for the impact team to meet monthly to review data and action plan for targeted students	Admin, Attendance and Impact Team Members	1,2

Action Step Status Check	Reflection Date	% of Scheduled Action Steps On-Track	Reflections & Adjustments
Marking Period 3	3-7-24		
Marking Period 4	5-2-24		

Chronic Absenteeism End-of-Year Reflections	Implications for 2024-25 School Planning

Survey Goal

Directions: Identify the stakeholder group for which the school is generating a year-end goal.

Year-End Goal

Goal #	Stakeholder Group	Survey Question	Year-End Goal
SRV 1	3 rd -5 th Grade Students	How often are people disrespectful to others at your school?	Increase favorable responses from 24% to 50%
SRV 2	3 rd -5 th Grade Students	At your school, how much does the behavior of other students hurt or help your learning?	Increase favorable responses from 39% to 65%

Theory of Action

Based on the needs assessment process and SCEP reflection, we have drilled down to the following root causes and theories of action:

	Root Cause	Theory of Action (TOA) (If/Then Statement)
1	Instruction around social emotional competencies was not systematically monitored.	If we create a system for monitoring the implementation of the SEL curriculum and seek input from the students on the best way for us to track and monitor their understanding and use of those strategies, then school safety and school climate will continue to increase as both areas increased based on the data from the student climate survey.
2	We do not have a structure to gain student insight and feedback on processes throughout the school.	If we create a structure for students to use their voices to create change in the school, then students will take ownership of school processes and school safety and school climate will continue to increase.

Priority

Based on the needs assessment process and SCEP reflection, we identified the following priority(ies) we will focus on for this goal area (3 maximum):

	Priority
1	Create structures to increase student voice throughout the school year.
2	Create processes for monitoring student understanding and implementation of the strategies taught in the SEL curriculum.

Early Progress Milestones

We believe we will be on track to meet our benchmarks if eight weeks into the school year we are able to reach the following milestones *(delete unused rows)*:

Group	Measure	8 Week Milestone	Actual Data	Status	Notes
3-5 Grade Students	School Developed Survey	Identify 2023-24 baseline student data on the school developed survey		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	
K-5 Grade Classrooms	Walkthroughs	60% of teachers will be implementing SEL curriculum consistently		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	

Action Plan: August to January

We will implement these action steps in the first half of the year which will enable us to meet our mid-year benchmark targets and place us on-track to meet our year-end goals *(add additional rows as needed)*:

Start Date (M/D/YY)	End Date (M/D/YY)	Action Step <i>(begin with verb)</i>	Lead(s)	TOA #
8-31-23	9-15-23	Develop structures for analyzing data related to the impact of SEL curriculum through student application.	Admin and Social Workers	1,2

		<p>a. Identify a team to create a protocol for assessing impact and application of the SEL curriculum</p> <p>b. Create a data analysis protocol for assessing impact and application of the SEL curriculum</p> <p>c. Develop a structure to get student input on SEL implementation and impact</p> <p>d. Develop a plan for reviewing and sharing the SEL data as it relates to our identified goals and SEL instruction</p>		
9-18-23	9-27-23	Create an application and campaign for getting student representatives for the student leadership team and interview and identify the school's student leaders	Teachers and Social Workers	1,2
10-1-23	12-21-23	Develop a schedule to ensure that the student leadership team is meeting, reviewing data, and determining next steps based on the data	Teachers and Social Workers	1,2
10-1-23	12-21-23	Create and implement a structure for the student leadership team to communicate its findings and next steps to the broader school community, including other students	Admin and Social Workers	1,2
8-31-23	12-21-23	Develop and implement a walkthrough schedule and feedback protocol for administrators to use with teachers for SEL instruction	Admin	1,2

Action Step Status Check	Reflection Date	% of Scheduled Action Steps On-Track	Reflections & Adjustment
Marking Period 1	11-2-23		
Marking Period 2	1-12-24		

Mid-Year Benchmark Targets

We believe we will be on track to meet our year-end goals if, by Dec/Jan/Feb we are able to reach the following targets:

Group	Measure	Mid-Year Target	Actual Data	Status	Notes
3 rd -5 th Grade Students	School-created Mini-Survey	37% of students will respond favorably to goal 1		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	

		52% of students will respond favorably to goal 2			
K-5 Grade Classrooms	Walkthroughs	80% of teachers will be implementing SEL curriculum consistently		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	

Action Plan: January to June

We will implement these action steps in the second half of the year which will enable us to meet our year-end goals *(add additional rows as needed)*:

Start Date (M/D/YY)	End Date (M/D/YY)	Action Step <i>(begin with verb)</i>	Lead(s)	TOA #
1-2-24	6-14-24	Ensure that the student leadership team is meeting, reviewing data, and determining next steps based on the data	Teachers and Social Workers	1,2
1-2-24	6-14-24	Continue the schedule to ensure that the student leadership team is meeting, reviewing data, and determining next steps based on the data	Teachers and Social Workers	1,2
1-2-24	6-14-24	Continue to structure for the student leadership team to communicate its findings and next steps to the broader school community, including other students	Admin and Social Workers	1,2
1-2-24	6-14-24	Continue to implement a walkthrough schedule and feedback protocol for administrators to use with teachers for SEL instruction	Admin	1,2

Action Step Status Check	Reflection Date	% of Scheduled Action Steps On-Track	Reflections & Adjustments
--------------------------	-----------------	--------------------------------------	---------------------------

Marking Period 3	3-7-24		
Marking Period 4	5-2-24		

Survey End-of-Year Reflections	Implications for 2024-25 School Planning

Learning As A Team

After completing the previous sections, the team should complete the reflective prompt below.

Student Interviews

Describe how the Student Interview process informed the team's plan. Please be specific for each goal area.

ELA, Math, and ELP: The student interviews helped us to see what our students understand about themselves as a whole, but most importantly as learners. One of the trends that we noticed was that students could articulate that they were better in reading or math. Some were able to say that they could read faster, do more math, read more, that they learned some strategies, one student stated that they learned that they needed to slow down to process information better, one stated that they learned division and fractions, and that when you listen you can discover new things. Although one student stated that teachers need to know that some students have a hard time in reading and math. These along with other responses helped us to see that we needed to ensure that students know specifics about how they are performing in ELA, Math, and ENL. We felt that the best way to do that was to be sure that not only teachers, but the students know their data and to give the students to opportunity to share their understanding of what they are learning and what strategies they think will help to be successful.

Chronic Absenteeism: The student interviews helped us to understand what makes students want to come to school and what barriers students may face for not coming to school. Out of 12 student interviews, 10 of them mentioned coming to school to learn, to be with their teachers, and to be with their friends. We can use this information as we are determining incentives for students. When asked why students might miss school, most of them stated when they are sick, oversleep, or miss the bus. We used this information to put processes in place to reach out to families of students who we may know have transportation issues or who may oversleep.

Survey: The student interviews gave students the opportunity to share how they feel about being a student in our school. The trend that we noticed is that all 12 students could name at least one adult in the building that made them feel valued, loved, and important at school. We also learned that students could identify strategies for helping them calm down when they are upset and they could also articulate what they needed from adults in the building to help them reset. We discovered that students want to be listened to and that they had differing opinions about what respect and disrespect looked and sounded like in school. They also had differing opinions on what help look like when you are getting bullied or they felt like they needed to handle things themselves. We used this information to create a student leadership team. This will give the opportunity for student voices to be heard all year long. This will also give us the opportunity to have the students develop a common definition for respect and bullying at our school. This will allow all students and staff to be on the same page when addressing concerns or issues in regards to being respectful, kind, and safe at school.

Evidence-Based Intervention

All schools must implement at least one evidence-based intervention as part of its SCEP. The intervention identified must meet the criteria of a Tier 1, Tier 2, or Tier 3 evidence-based intervention under ESSA. More information can be found at: <http://www.nysed.gov/accountability/evidence-based-interventions>

Directions: Place an "X" in the box next to the evidence-based intervention the school has chosen (select only 1) and complete the following prompts.

State-Supported Evidence Based Strategy	
Evidence-Based Intervention Strategy Identified	<input checked="" type="checkbox"/> Instructional Coaching <input type="checkbox"/> Professional Learning Communities <input type="checkbox"/> Restorative Justice <input type="checkbox"/> Establish an Early Warning Intervention and Monitoring System <input type="checkbox"/> Align High School and College Courses to Increase Post-Secondary Transition Outcomes
We envision that this Evidence-Based Intervention will support the following goal areas	While instructional coaching could support all of the goal areas, we want to use it to prioritize our ELA and Math goals.
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	As we completed the envision, analyze, and listen process, it was evident that we have systems in place to support the work of teaching and learning in our building. Systems have been developed and implemented to support the work of analyzing data, creating goals and action plans, and providing ongoing professional development. However, the consistent monitoring of these processes was not thorough enough to have large gains in student achievement. Our next step is to strengthen these processes by consistently monitoring the implementation of these systems and providing follow up through actionable feedback and differentiated coaching support for teachers based on their student data. This work would need to be facilitated, monitored and adjusted by building administrators and the instructional coaches on a continuous basis throughout the school year.

Our Team's Process

Background

NYSED requires that the SCEP is developed in consultation with parents and school staff, and in accordance with §100.11 of Commissioner's Regulations. All schools are expected to follow the guidelines outlined in the document "Assembling Your Improvement Planning Team" found at: <https://www.nysed.gov/sites/default/files/programs/accountability/assembling-your-improvement-planning-team.pdf>. This section outlines how we worked together to develop our plan.

Team Members

Use the space below to identify the members of the SCEP team and their role (e.g., teacher, assistant principal, parent).

Name	Role
Kuricheses Alexander	Principal
Saida Balume	Teacher
Jasmine Green	Teacher
Kristi King	Teacher
Emily Dittmar	Teacher
Diane Schulman	Teacher
Ashley Burke	Teacher
Victoria Fontana	Teacher
Savannah Soliday	Parent
Sylinda Ketcham	Parent

Our Team's Steps

Our plan is the result of collaborating to complete several distinct steps:

1. **Envision:** Exploring the Vision, Values and Aspirations for the school
2. **Analyze:** Analyzing Data
3. **Analyze:** Analyzing Survey Data
4. **Analyze:** Completing and Discussing the Tenet 1 Inventory
5. **Listen:** Interviewing Students
6. **Putting it all Together:** Completing the SCEP Planning Document
7. **Writing the Plan**

Meeting Dates

We completed the steps above across multiple meetings. Below is a list of dates we met as a team and what occurred during those meetings.

Meeting Date	Envision: Exploring the Vision, Values and Aspirations for the school	Analyze: Internal and External Data	Analyze: Survey Data	Analyze: Completing and Discussing the Tenet 1 Inventory	Listen: Interviewing Students	Putting it all Together: Completing the SCEP Putting it all Together document	Writing the Plan
4/21/23	x						
5/17/23		x					
5/25/23			x				
6/1/23				x			
6/8/23					x		
6/15/23						x	
6/22/23							x

Next Steps

1. In addition to having their plan approved by NYSED, plans for CSI schools will be approved by the Board of Education, as will plans for TSI schools.
2. The approved CSI and TSI plans will be posted on the District's website.
3. Schools should begin implementing their plan by the first day of the 2023-24 school year. Schools should continually monitor their implementation and make adjustments to their plans when appropriate.
4. Schools should ensure that there is professional development provided to support the strategic efforts described within this plan.