



School Comprehensive Education Plan 2023-24

District	School Name	Assistant Superintendent	Principal	Grades Served	Accountability Status
Syracuse City School District	Meachem Elementary School	Dr. Robert DiFlorio	Kathryne Moulton	PreK- 5	<input checked="" type="checkbox"/> CSI <input type="checkbox"/> ATSI/TSI <input type="checkbox"/> LSI

Collaboratively Developed By:

The Meachem Elementary School SCEP Development Team

And in partnership with the staff, students, and families of Meachem Elementary School.

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	All Students	Percent of Students at Each Performance Level on 2023-24 NYS ELA Assessment/NWEA	Level 4	Level 3	Level 2	Level 1
			8% # students=11	12% # students=15	40% # students=55	40% # students=55
ELA 3	All Students	DIBELS	85% of students who are not proficient in September 2023 will make above average growth by June 2024. 100% of the students who are proficient or above in September 2023 will make appropriate growth to maintain that classification by June 2024.			
ELA 4	Kindergarten	DIBELS: NWF-WRC	80% of students will meet or exceed benchmark by June 2024.			

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)
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1	Small group (tier 2) instruction is not being planned and executed effectively across grade levels, as teachers have not been provided with time, professional development, and coaching/feedback on clearly defined expectations specifically about aligning specific student needs and learning goals.	If we support teachers by providing time, professional development, and coaching/feedback based on clearly defined expectations, we will better align our instruction to specific student needs and learning goals, thereby improving tier 2 instruction and reducing the need for tier 3 interventions.
2	Walk-throughs and the data from them have not been effectively screened to support teachers and provide the expectations for what strong tier 1 instruction looks like and the feedback to improve.	If we use walk-throughs effectively and provide teachers with the necessary feedback to establish and improve their tier 1 instruction, then we will reduce the number of students who need tier 2 and 3 instructions.
3	We have not clearly prioritized the expectations for tier 3 and we have not intentionally planned for PLCs to provide teachers with support, monitoring, feedback and coaching as needed to close gaps for students with disabilities.	If we clearly provide teachers with expectations for tier 3, refine the structure for PLCs and PD to meaningfully and strategically engage Special Education Teachers in dialogue about common schoolwide practices and analysis of student data, and revisit and update our master schedule to support students across grade levels, THEN teachers will be more engaged in rigorous instruction and consistent instructional practices and the gap between special education students and their peers will decline.

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	Strong Tier 2 instruction
2	Consistent Tier 1 instruction across grade levels
3	Providing IEP students and teachers with more support

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
All Students	DIBELS	<p>TBD in Fall'23 (milestone will be based on baseline data)</p> <p>85% of students who are not proficient in September 2023 will make above average growth against the 8-week target.</p> <p>100% of the students who are proficient or above in September 2023 will make appropriate growth to maintain that classification.</p>		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	
Kindergarten	DIBELS	50% of students will increase their correct letter sounds by at least 8 points from			

		September baseline data			
Staff	Walkthroughs	100% of staff will be implementing tier 2 small group instruction during scheduled small group time.		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	
Staff	Walkthroughs	100% of staff will be implementing district provided tier 1 curriculum during ELA whole group.		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	
Special Education Teachers	Wilson	100% of special education teachers will be implementing Wilson during ELA blocks.		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 #
8/7/2023	12/21/2023	Develop and implement Meachem's 2023-2024 PD Plan that incorporates and schedules training on Meachem's priorities, including: strong tier 2 instruction, consistent tier 1 instruction, and providing more support to IEP students and teachers.	Instructional Leaders	1,2,3

8/14/2023	8/18/2023	Revise SPED specific look-fors on walkthrough tool related to implementation of ELA interventions (including Wilson for co-teaching model), SDI in ELA, and co-teaching models (when applicable).	Admin	3
8/14/2023	8/18/2023	Schedule a family engagement night for grades K-5 that will target grade level skills.	Admin	1,2
8/14/2023	8/25/2023	Identify look-fors based on ELA trainings and create monthly walkthrough tools that align to the PD Plan for Meachem's prioritized instructional strategies.	Admin	1,2,3
8/14/2023	8/25/2023	Determine specific interventions to be used in self-contained special education classes and CT classes that provide a range of research-based curriculum and strategies to address unique gaps of students with disabilities.	Instructional Leaders	3
8/14/2023	8/18/2023	Create a standing agenda item for grade level team meetings to identify Meachem's prioritized instructional strategies/needs for support in PLCs and PDs.	Instructional Leaders	1,2,3
8/14/2023	12/21/2023	Create a walkthrough schedule and complete walkthroughs according to the schedule and provide written feedback at least once a month to individual teachers, completed by administrators.	Admin	1,2,3
9/11/2023	9/29/2023	Train Interdisciplinary Instructional Coach and PYP coordinator to facilitate PLCs that address Meachem's prioritized instructional strategies and guide teachers in planning and progress monitoring progress towards their individual ELA targets and PYP instructional goals.	Admin	1,2,3
9/11/2023	12/21/2023	Monitor team meeting minutes to assess ongoing teacher priorities and needs for support in PLCs and PD.	Admin/ Coaches	1,2,3
9/18/2023	9/22/2023	Determine each teacher's personalized coaching focus areas and calendarize coaching plan cycles for each teacher.	Coaches	1,2,3
9/18/2023	9/22/2023	Identify model classrooms for each instructional priority and provide teachers with opportunities to complete peer visits to model ELA classes, as requested or needed.	Instructional Leaders	1,2,3
9/11/2023	12/21/2023	Create a walkthrough schedule and complete walkthroughs according to the schedule and provide written feedback at least once a month to individual teachers completed by the Interdisciplinary Instructional Coach.	Coaches	1,2,3

9/11/2023	12/21/2023	Analyze trends based on walk-through data within SPED instruction and offer specific professional development in areas of need.	Admin/ Coaches	3
9/11/2023	12/21/2023	Utilize PLC time to train and coach teachers on planning for and implementing Meachem's prioritized instructional strategies and additional needs based on survey results.	Instructional Leaders	1,2,3
9/11/2023	12/21/2023	Create and analyze a staff PLC interest survey to create differentiated PLCs	Instructional Leaders	1,2,3
9/11/2023	12/21/2023	Create differentiated PLCs monthly based on data, walkthrough findings, and district/building initiatives.	Instructional Leaders	1,2,3
9/11/2023	12/21/2023	Special Education Teachers will provide targeted Tier 3 small group interventions during the literacy block for special education students using Wilson or other research-based interventions.	Special Education Teachers	3
9/11/2023	12/21/2023	Teachers provide targeted Tier 2 small group intervention during scheduled small group instruction time for students.	Teachers	1
9/11/2023	12/21/2023	Utilize Elementary Intervention Teacher to provide targeted Tier 2 small group intervention during literacy block for students in grades 1-5 using PLL or other research-based interventions.	Intervention Teachers	1
9/11/2023	12/21/2023	Utilize Elementary Intervention Teacher to provide targeted Tier 2 small group intervention during literacy block for students in grades 4-5 using PLL or other research-based interventions.	Intervention Teachers	1
9/11/2023	12/21/2023	Plan monthly data meetings with ELA intervention team to celebrate progress and highlight students not making progress to obtain support.	Intervention Teachers	1
9/11/2023	12/21/2023	Collect ELA baseline data and set goals based on the data for individual students that are receiving interventions; and monitor bi-weekly progress towards goals and make instructional adjustments as needed.	Intervention Teachers	1
9/11/2023	12/21/2023	Collaborate with grade level partners to plan ELA lessons and activities that reflect the PYP and other instructional priorities and district curriculum, and to analyze data during common planning time, and complete team minutes submitted weekly.	Instructional Leaders/ Teachers	1,2,3
9/11/2023	12/21/2023	Implement a unified system and tools for: students to set goals, track their progress, reflect, increase ownership of learning, and develop reading stamina for ELA.	Admin/ Coaches	1,2,3

9/11/2023	12/21/2023	Implement and monitor interventions for phonics programs through DIBELS to determine small groups in grades K-2	Teachers	1
9/11/2023	12/21/2023	Collect data on the progress of interventions for phonics programs to determine additional needs BI-WEEKLY.	Intervention Teachers	1
9/11/2023	12/21/2023	Implement school wide initiatives to support and celebrate improvements in ELA academic achievement (incentive activities) based on NWEA and DIBELS data	Admin/ Committees	1,2,3
9/11/2023	12/21/2023	Schedule and hold designated special education PLCs/ PDs, including Wilson, to address the needs of the special education teachers and provide support in attaining ELA targets monthly.	Admin	3
9/11/2023	12/21/2023	Utilize diagnostic assessments and progress monitoring to target instruction specifically designed for deficits.	Teachers	1,2,3
9/11/2023	12/21/2023	Supplement curriculum with relevant, diverse literature, social justice and inquiry-based projects that are tied to the standards and Big Idea of each unit.	Teachers	1,2,3
9/11/2023	12/21/2023	Work with DEB coordinator at building level to seek out professional development opportunities and/or book studies to support teachers in incorporating topics of diversity, social justice, equity, and current events into the classroom.	Instructional Leaders	1,2,3
9/11/2023	12/21/2023	Implement daily writing activities in grades K-2	Teachers	2,3
9/11/2023	12/21/2023	Expand multi-syllabic word reading and nonsense word practice routines to grades 2-5 and continued trainings for LTRS schoolwide.	Teachers	1
9/11/2023	12/21/2023	Provide differentiated coaching to teachers in need of additional support with developing and/or delivering lesson plans that reflect analysis of ELA data to improve Tier 1 and Tier 2 small group instruction as defined in quarterly coaching plans.	Coaches	1,2,3
9/25/2023	12/21/2023	Create annual goals and quarterly targets in ELA for every class during individual and grade level data conferences with Administrator and/or Interdisciplinary Instructional Coach.	Instructional Leaders/ Teachers	1,2,3
10/2/2023	12/21/2023	Provide PD around building mini lessons in the daily routine that specifically address student stamina in reading.	Instructional Leaders	1,2,3

10/23/2023	12/21/2023	Analyze trends from walkthrough data a minimum of once quarterly to determine common ELA needs and provide aligned professional development in ELA based on these findings.	Instructional Leaders	1,2,3
10/23/2023	12/21/2023	Report out to staff quarterly on school wide progress of Meachem's prioritized instructional strategies.	Admin	1,2,3

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

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
All Students	DIBELS	<p>85% of students who are not proficient will make above average growth against the mid-year benchmark.</p> <p>100% of the students who are proficient or above will make appropriate growth to maintain that classification</p>		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	

		against the mid-year benchmark.			
Kindergarten	DIBELS	65% of students will meet the mid-year benchmark		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	
3-5 Students	NWEA	At least 10% of students will meet level 3 and 4 No more than 60% of students will perform at level 1		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	
Special Education	Wilson	TBD based on Sep.'23 baseline data		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	
Staff	Walkthroughs	100% of staff will be implementing tier 2 small group instruction during scheduled small group time.		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	
Staff	Walkthroughs	100% of staff will be implementing district provided tier 1 curriculum during ELA whole group.		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 #
1/2/2024	1/26/2023	Create and analyze a staff PLC interest survey to create differentiated PLCs	Instructional Leaders	1,2,3
1/2/2024	6/21/2024	Complete walkthroughs according to the schedule and provide written feedback at least once a month to individual teachers, completed by administrators.	Admin	1,2,3
1/2/2024	6/21/2024	Continue to monitor team meeting minutes to assess ongoing teacher priorities and needs for support in PLCs and PD.	Admin/ Coaches	1,2,3
1/2/2024	6/21/2024	Continue personalized coaching focus areas and calendarize coaching plan cycles for each teacher.	Coaches	1,2,3
1/2/2024	6/21/2024	Continue to complete walkthroughs according to the schedule and provide written feedback at least once a month to individual teachers completed by the Interdisciplinary Instructional Coach.	Coaches	1,2,3
1/2/2024	6/21/2024	Continue to analyze trends based on walk-through data within SPED instruction and offer specific professional development in areas of need.	Admin/ Coaches	1,2,3
1/2/2024	6/21/2024	Continue to utilize PLC time to train and coach teachers on planning for and implementing Meachem's prioritized instructional strategies and additional needs based on survey results.	Instructional Leaders	1,2,3
1/2/2024	6/21/2024	Continue to create differentiated PLCs monthly based on data, walkthrough findings, and district/building initiatives.	Instructional Leaders	1,2,3
1/2/2024	6/21/2024	Special Education Teachers will provide targeted Tier 3 small group interventions during the literacy block for special education students using Wilson or other research-based interventions.	Special Education Teachers	3
1/2/2024	6/21/2024	Teachers provide targeted Tier 2 small group intervention during scheduled small group instruction time for students.	Teachers	1

1/2/2024	6/21/2024	Continue to utilize Elementary Intervention Teacher to provide targeted Tier 2 small group intervention during literacy block for students in grades 1-5 using PLL or other research-based interventions.	Intervention Teachers	1
1/2/2024	6/21/2024	Continue to utilize Elementary Intervention Teacher to provide targeted Tier 2 small group intervention during literacy block for students in grades 4-5 using PLL or other research-based interventions.	Intervention Teachers	1
1/2/2024	6/21/2024	Continue to plan monthly data meetings with ELA intervention team to celebrate progress and highlight students not making progress to obtain support.	Intervention Teachers	1
1/2/2024	6/21/2024	Continue to collaborate with grade level partners to plan ELA lessons and activities that reflect the PYP and other instructional priorities and district curriculum, and to analyze data during common planning time, and complete team minutes submitted weekly.	Instructional Leaders/ Teachers	1,2,3
1/2/2024	6/21/2024	Continue to implement a unified system and tools for: students to set goals, track their progress, reflect, increase ownership of learning, and develop reading stamina for ELA.	Admin/ Coaches	1,2,3
1/2/2024	6/21/2024	Continue to implement and monitor interventions for phonics programs through DIBELS to determine small groups in grades K-2	Teachers	1
1/2/2024	6/21/2024	Continue to collect data on the progress of interventions for phonics programs to determine additional needs BI-WEEKLY.	Intervention Teachers	1
1/2/2024	6/21/2024	Continue to implement school wide initiatives to support and celebrate improvements in ELA academic achievement (incentive activities) based on NWEA and DIBELS data	Admin/ Committees	1,2,3
1/2/2024	6/21/2024	Continue to hold designated special education PLCs/ PDs to address the needs of the special education teachers and provide support in attaining ELA targets monthly.	Admin	3
1/2/2024	6/21/2024	Continue to utilize diagnostic assessments and progress monitoring to target instruction specifically designed for deficits.	Teachers	1,2,3
1/2/2024	6/21/2024	Continue to supplement curriculum with relevant, diverse literature, social justice and inquiry-based projects that are tied to the standards and Big Idea of each unit.	Teachers	1,2,3

1/2/2024	6/21/2024	Continue to work with DEB coordinator at building level to seek out professional development opportunities and/or book studies to support teachers in incorporating topics of diversity, social justice, equity, and current events into the classroom.	Instructional Leaders	1,2,3
1/2/2024	6/21/2024	Continue to implement daily writing activities in grades K-2	Teachers	2,3
1/2/2024	6/21/2024	Continue to expand multi-syllabic word reading and nonsense word practice routines to grades 2-5 and continued trainings for LTRS schoolwide.	Teachers	1
1/2/2024	6/21/2024	Continue to provide differentiated coaching to teachers in need of additional support with developing and/or delivering lesson plans that reflect analysis of ELA data to improve Tier 1 and Tier 2 small group instruction as defined in quarterly coaching plans.	Coaches	1,2,3
1/2/2024	6/21/2024	Continue to create quarterly targets in ELA for every class during individual and grade level data conferences with Administrator and/or Interdisciplinary Instructional Coach.	Instructional Leaders/ Teachers	1,2,3
1/2/2024	6/21/2024	Continue to analyze trends from walkthrough data a minimum of once quarterly to determine common ELA needs and provide aligned professional development in ELA based on these findings. (ILT)	Instructional Leaders	1,2,3
1/2/2024	6/21/2024	Continue to report out to staff quarterly on school wide progress of Meachem's prioritized instructional strategies.	Admin	1,2,3

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

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
			5% # students=7	6% # students=9	39% # students=53	50% # students=68
Math 3	All Students	NWEA	<p>By June 2024, 50% of our students in grades K- 5 will be proficient (blue and green) in math as measured by the NWEA.</p> <p>By June 2024, the percent of students in grades K-5 that are scoring low (red) will decrease by 50% in math as measured by the NWEA.</p>			

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	Small group (tier 2) instruction is not being planned and executed effectively across grade levels, as teachers have not been provided with time, professional development and coaching/feedback on clearly defined expectations specifically about aligning specific student needs and learning goals.	If we support teachers by providing time, professional development, and coaching/feedback based on clearly defined expectations, we will better align our instruction to specific student needs and learning goals, thereby improving tier 2 instruction and reducing the need for tier 3 interventions.

2	Walk-throughs and the data from them have not been effectively screened to support teachers and provide the expectations for what strong tier 1 instruction looks like and the feedback to improve.	If we use walk-throughs effectively and provide teachers with the necessary feedback to establish and improve their tier 1 instruction, then we will reduce the number of students who need tier 2 and 3 instructions.
3	A lack of consistent focus on fluency in the curriculum and a pacing guide that forces teachers to move on to new topics before students can successfully use strategies, keeps students from progressing as quickly as they need to.	If we provide more focus on math fluency, by training/monitoring of fluency activities and building more time in the schedule and spiraling it through the day and connecting it to other contents, then we will see a rise in students meeting math benchmarks.

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	Strong Tier 2 instruction
2	Consistent Tier 1 instruction across grade levels
3	Focus on fluency

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
All students	NWEA	5% increase in student proficiency based on baseline data		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	

Staff	Walkthroughs	100% of staff will be implementing tier 2 small group instruction during scheduled small group time.		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	
Staff	Walkthroughs	100% of staff will be implementing district provided tier 1 curriculum during Math whole group.		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	
Staff	Core Fluency Practice	100% of teachers will administer the core fluency progress monitoring bi-weekly.		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	
Students	Core Fluency Practice	100% of students will complete the core fluency 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	Lead(s)	TOA #
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8/7/2023	8/25/2023	Develop and implement Meachem's 2023-2024 PD Plan that incorporates and schedules training on Meachem's priorities, including: strong tier 2 instruction, consistent tier 1 instruction, and fluency practice.	Instructional Leaders	1,2,3
8/14/2023	8/18/2023	Revise SPED specific look-fors on walkthrough tool related to implementation of Math designated SPED math interventions (SOAR), SDI in math, and appropriate supports.	Admin	1,2
8/14/2023	8/25/2023	Schedule data meetings every 6-8 weeks to meet with admin/ coach to analyze NWEA progress monitoring data.	Admin/ Coach	1,2
8/14/2023	8/25/2023	Schedule progress monitoring for every 6-8 weeks NWEA.	Admin/ Coach	1,2
8/14/2023	8/25/2023	Identify look-fors based on math curriculum specific trainings and add to monthly walkthrough tools that align to the PD Plan for Meachem's prioritized instructional strategies. Include feedback areas on monthly walkthrough tool that includes use of manipulatives in instruction and lesson's alignment to district and PYP pacing guides.	Admin	1,2,3
8/14/2023	8/25/2023	Determine specific diagnostic and intervention tools to be used in self-contained special education classes and CT classes that provide a range of research-based curriculum to address unique gaps of students with disabilities in math.	Instructional Leaders	1,2
8/14/2023	12/21/2023	Create a walkthrough schedule and complete walkthroughs according to the schedule and provide written feedback at least once a month to individual teachers completed by administrators. Include monthly feedback related to math instruction and pacing in accordance with district pacing guides.	Admin	1,2,3
8/21/2023	8/25/2023	Establish ways to integrate measuring and data into every classroom across the building (charts, graphs, etc.)	Admin/ Coach	1,2,3
9/11/2023	9/15/2023	Create a standing agenda item for grade level team meetings to identify Meachem's prioritized instructional strategies/needs for support in PLCs and PDs.	Instructional Leaders	1,2,3
9/11/2023	9/15/2023	Train Interdisciplinary Instructional Coach to facilitate PLCs that address Meachem's prioritized instructional strategies, build capacity in best practices for math instruction, and unpack math curriculum	Admin	1,2,3

9/11/2023	9/29/2023	Use (Supporting Ongoing Achievement Responsively) SOAR mathematical surveys to provide additional screening for students that perform below benchmark on NWEA math assessments.	Intervention Teachers	1
9/11/2023	12/21/2023	Monitor team meeting minutes to assess ongoing teacher priorities and needs for support in PLCs and PD.	Admin/ Coaches	1,2,3
9/11/2023	12/21/2023	Teachers will utilize Khan Academy in grades 3-5 for targeted tier 2 instruction.	Teachers	1
9/11/2023	12/21/2023	Teachers will consistently utilize the assigned fluency practice for each Eureka math lesson.	Teachers	3
9/11/2023	12/21/2023	Utilize PLC time to analyze data from the core fluency progress monitoring and plan for strategies to increase student achievement.	Teachers	3
9/11/2023	12/21/2023	Utilize PLC time to train and coach teachers on planning for and implementing Meachem's prioritized instructional strategies, best practices in math instruction, Eureka math curriculum, and additional needs based on survey results.	Instructional Leaders	1,2,3
9/11/2023	12/21/2023	Create a walkthrough schedule and complete walkthroughs according to the schedule and provide written feedback at least once a month to individual teachers completed by the Interdisciplinary Instructional Coach.	Coaches	1,2,3
9/11/2023	12/21/2023	Create annual goals and quarterly targets in Math for every class during data conferences with Administrator, Interdisciplinary Instructional Coach, and PL coach.	Admin/ Coaches	1,2,3
9/11/2023	12/21/2023	Create differentiated PLCs monthly based on data, walkthrough findings, and district/building initiatives.	Instructional Leaders	1,2,3
9/11/2023	12/21/2023	Create and analyze a staff PLC interest survey to create differentiated PLCs	Instructional Leaders	1,2,3
9/11/2023	12/21/2023	Teachers provide targeted Tier 2 small group intervention during scheduled small group instruction time for students.	Teachers	1
9/11/2023	12/21/2023	Collaborate with grade level partners to plan small group math lessons and activities that reflect the instructional priorities and district curriculum, and to analyze data during common planning time, and complete team minutes submitted weekly.	Instructional Leaders/ Teachers	1,2,3

9/11/2023	12/21/2023	Implement a unified system and tools daily for: students to set goals, track their progress, reflect, and increase ownership of learning in math.	Admin/ Coaches	1,2,3
9/11/2023	12/21/2023	Implement school wide initiatives to support and celebrate improvements in mathematics academic achievement (incentive activities).	Admin/ Committees	1,2,3
9/11/2023	12/21/2023	Schedule and hold designated special education PLCs/ PDs to address the needs of the special education teachers in building student capacity in math, including support around SOAR intervention program.	Admin	1,2,3
9/11/2023	12/21/2023	Plan for and implement Tier 2 and Tier 3 math interventions utilizing diagnostic assessments and progress monitoring to target instruction specifically designed for deficits.	Teachers/ Intervention Teachers	1
9/11/2023	12/21/2023	Plan PLCs that utilize 'Learning from Student Work' protocols based on math lessons at least once a month.	Admin/Coaches	1,2
9/11/2023	12/21/2023	Create next steps and reteach math plans based on 'Learning from Student Work' protocols.	Teachers	1,2
9/11/2023	12/21/2023	Provide feedback in walkthroughs on differentiated stations through DDI look fors, monthly.	Admin	1,2
9/11/2023	12/21/2023	Monitor pacing of modules in lesson plans and through walkthroughs	Admin/ Coaches	1,2,3
9/11/2023	12/21/2023	Elementary Intervention Teacher will provide academic interventions to students using SOAR materials to those identified based on NWEA data (and additionally screened using SOAR) and maintain a data dashboard to track lessons mastered by these students. This data dashboard will be shared with the classroom teacher during team meetings and should be reflected in station work during math lessons.	Intervention Teachers	1
9/11/2023	12/21/2023	Ensure availability of manipulatives and technology in every classroom for students to use as they need to solve problems and explore math concepts.	Admin	1,2
9/11/2023	12/21/2023	Increase the amount of Tier 2 small group targeted instruction and collaborative learning structures during mathematics instruction.	Coaches/Teachers	1
9/18/2023	12/21/2023	Review and update each teacher's personalized coaching plan quarterly based on walkthrough data, including information gathered about alignment with the district's pacing calendar, and providing supports identified within their plan.	Coaches	1,2

9/18/2023	12/21/2023	Provide differentiated coaching to teachers in need of additional support with developing and/or delivering math lesson plans that reflect analysis of data to improve Tier 1 and Tier 2 small group instruction as defined in quarterly coaching plans.	Coaches	1,2
9/18/2023	9/22/2023	Create and implement a coaching schedule to support teachers with individualized instructional goals and support towards reaching individual math targets, including integrating Meachem's instructional strategies that align with the PD plan.	Coaches	1,2,3
9/18/2023	9/22/2023	Identify model mathematics classrooms for each instructional priority and provide teachers with opportunities to complete peer visits to model classes, as requested or needed.	Instructional Leaders	1,2,3
9/25/2023	9/29/2023	Facilitate a "sharing best practices" professional development to focus on working fluency activities and word problems into/throughout the school day. Staff will create a list of 5 ways they will build math fluency activities into their daily routine.	Coaches	3
9/25/2023	12/21/2023	Utilize screening and assessments (NWEA, mid module and end of module assessments) and progress monitoring tools within the module and to target DAILY instruction specifically designed for deficits.	Teachers	1,2,3
10/2/2023	12/21/2023	Analyze trends from walkthrough data to determine common mathematics needs and provide aligned professional development in math based on these findings a minimum of once quarterly.	Instructional Leaders	1,2,3
10/2/2023	12/21/2023	Report out to staff quarterly on schoolwide progress of Meachem's prioritized instructional strategies.	Admin	1,2,3
11/27/2023	12/1/2023	Facilitate Math Fluency event for grades 3-5 to engage whole school in fluency building efforts.	School Life Committee	3

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

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
All Students	NWEA	At least 6% of K-5 students will meet level 3 and 4. No more than 70% of K-5 students will perform at level 1.		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	
Staff	Walkthroughs	100% of staff will be implementing tier 2 small group instruction during scheduled small group time.		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	
Staff	Walkthroughs	100% of staff will be implementing district provided tier 1 curriculum during Math whole group.		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	
Staff	Core Fluency Practice	100% of teachers will administer the core fluency progress monitoring bi-weekly.		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 #
1/2/2024	6/21/2024	Continue to schedule data meetings every 6-8 weeks to meet with admin/ coach to analyze NWEA progress monitoring data.	Admin/ Coach	1,2
1/2/2024	6/21/2024	Continue to schedule progress monitoring for every 6-8 weeks NWEA.	Admin/ Coach	1,2
1/2/2024	6/21/2024	Continue to complete walkthroughs according to the schedule and provide written feedback at least once a month to individual teachers completed by administrators. Include monthly feedback related to math instruction and pacing in accordance with district pacing guides.	Admin	1,2,3
1/2/2024	6/21/2024	Continue to see (Supporting Ongoing Achievement Responsively) SOAR mathematical surveys to provide additional screening for students that perform below benchmark on NWEA math assessments.	Intervention Teachers	1
1/2/2024	6/21/2024	Continue to monitor team meeting minutes to assess ongoing teacher priorities and needs for support in PLCs and PD.	Admin/ Coaches	1,2,3
1/2/2024	6/21/2024	Teachers will utilize Khan Academy in grades 3-5 for targeted tier 2 instruction.	Teachers	1
1/2/2024	6/21/2024	Teachers will consistently utilize the assigned fluency practice for each Eureka math lesson.	Teachers	3
1/2/2024	6/21/2024	Utilize PLC time to analyze data from the core fluency progress monitoring and plan for strategies to increase student achievement.	Teachers	3
1/2/2024	6/21/2024	Continue to utilize PLC time to train and coach teachers on planning for and implementing Meachem's prioritized instructional strategies, best practices in math instruction, Eureka math curriculum, and additional needs based on survey results.	Instructional Leaders	1,2,3
1/2/2024	6/21/2024	Continue to complete walkthroughs according to the schedule and provide written feedback at least once a month to individual teachers completed by the Interdisciplinary Instructional Coach.	Coaches	1,2,3

1/2/2024	6/21/2024	Continue to create quarterly targets in Math for every class during data conferences with Administrator, Interdisciplinary Instructional Coach, and PL coach.	Admin/ Coaches	1,2,3
1/2/2024	6/21/2024	Continue to create differentiated PLCs monthly based on data, walkthrough findings, and district/building initiatives.	Instructional Leaders	1,2,3
1/2/2024	6/21/2024	Create and analyze a staff PLC interest survey to create differentiated PLCs	Instructional Leaders	1,2,3
1/2/2024	6/21/2024	Teachers provide targeted Tier 2 small group intervention during scheduled small group instruction time for students.	Teachers	1
1/2/2024	6/21/2024	Continue to collaborate with grade level partners to plan small group math lessons and activities that reflect the instructional priorities and district curriculum, and to analyze data during common planning time, and complete team minutes submitted weekly.	Instructional Leaders/ Teachers	1,2,3
1/2/2024	6/21/2024	Continue to implement a unified system and tools daily for: students to set goals, track their progress, reflect, and increase ownership of learning in math.	Admin/ Coaches	1,2,3
1/2/2024	6/21/2024	Continue to implement school wide initiatives to support and celebrate improvements in mathematics academic achievement (incentive activities).	Admin/ Committees	1,2,3
1/2/2024	6/21/2024	Continue holding designated special education PLCs/ PDs to address the needs of the special education teachers in building student capacity in math, including support around SOAR intervention program.	Admin	1,2,3
1/2/2024	6/21/2024	Continue to implement Tier 2 and Tier 3 math interventions utilizing diagnostic assessments and progress monitoring to target instruction specifically designed for deficits.	Teachers/ Intervention Teachers	1
1/2/2024	6/21/2024	Continue to plan PLCs that utilize 'Learning from Student Work' protocols based on math lessons at least once a month.	Admin/Coaches	1,2
1/2/2024	6/21/2024	Continue to create next steps and reteach math plans based on 'Learning from Student Work' protocols.	Teachers	1,2
1/2/2024	6/21/2024	Continue to provide feedback in walkthroughs on differentiated stations through DDI look fors, monthly.	Admin	1,2

1/2/2024	6/21/2024	Continue to monitor pacing of modules in lesson plans and through walkthroughs.	Admin/ Coaches	1,2,3
1/2/2024	6/21/2024	Teachers will continue to utilize Khan Academy in grades 3-5 for targeted tier 2 instruction.	Teachers	1
1/2/2024	6/21/2024	Teachers will continue to consistently utilize the assigned fluency practice for each Eureka math lesson.	Teachers	3
1/2/2024	6/21/2024	Continue to utilize PLC time to analyze data from the core fluency progress monitoring and plan for strategies to increase student achievement.	Teachers	3
1/2/2024	6/21/2024	Continue having Elementary Intervention Teachers provide academic interventions to students using SOAR materials to those identified based on NWEA data (and additionally screened using SOAR) and maintain a data dashboard to track lessons mastered by these students. This data dashboard will be shared with the classroom teacher during team meetings and should be reflected in station work during math lessons.	Intervention Teachers	1
1/2/2024	6/21/2024	Continue to ensure availability of manipulatives and technology in every classroom for students to use as they need to solve problems and explore math concepts.	Admin	1,2
1/2/2024	6/21/2024	Continue to increase the amount of Tier 2 small group targeted instruction and collaborative learning structures during mathematics instruction.	Coaches/Teachers	1
1/2/2024	6/21/2024	Continue to review and update each teacher's personalized coaching plan quarterly based on walkthrough data, including information gathered about alignment with the district's pacing calendar, and providing supports identified within their plan.	Coaches	1,2
1/2/2024	6/21/2024	Continue to provide differentiated coaching to teachers in need of additional support with developing and/or delivering math lesson plans that reflect analysis of data to improve Tier 1 and Tier 2 small group instruction as defined in quarterly coaching plans.	Coaches	1,2
1/2/2024	6/21/2024	Continue to implement a coaching schedule to support teachers with individualized instructional goals and support towards reaching individual math targets, including integrating Meachem's instructional strategies that align with the PD plan.	Coaches	1,2,3
1/2/2024	6/21/2024	Continue to facilitate a "sharing best practices" professional development to focus on working fluency activities and word problems into/throughout the school day. Staff will create a list of 5 ways they will build math fluency activities into their daily routine.	Coaches	1,2,3

1/2/2024	6/21/2024	Continue to utilize screening and assessments (NWEA, mid module and end of module assessments) and progress monitoring tools within the module and to target DAILY instruction specifically designed for deficits.	Teachers	1,2,3
1/2/2024	6/21/2024	Continue to analyze trends from walkthrough data to determine common mathematics needs and provide aligned professional development in math based on these findings a minimum of once quarterly.	Instructional Leaders	1,2,3
1/2/2024	6/21/2024	Continue to report out to staff quarterly on schoolwide progress of Meachem's prioritized instructional strategies.	Admin	1,2,3

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

Math 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 55.4% to 26.9%

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	Parents/guardians have not effectively been educated by the school on the importance of attendance and/or the impact that students missing time in class has on student learning and long-term academic achievement.	If we properly communicate what chronic absenteeism is and the importance of being in school every day, then parents/guardians and students will have a deeper understanding of the implications of missing school, and we will reduce the number of students with less than 90% attendance.
2	Our attendance system does not include proactively identifying students with previous poor attendance patterns, drilling down to a root cause the school can support, and creating and consistently monitoring corresponding support plans for them that is in our locus of control.	If we can proactively identify students with previous poor attendance patterns and systematically create plans to support them, then we will reduce the number of students who become chronically absent.

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	Educate families on the importance of daily school attendance

2	Proactively address attendance concerns
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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
All Students	Chronic Absenteeism Rate	Less than 26% of students will be chronically absent.		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	
All Students	Daily Attendance Rate	More than 90% of students will be in daily 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 #
8/14/2023	8/18/2023	Revise the protocol for teachers to use for tracking and communicating absences with support staff and families.	Admin	1,2
8/14/2023	8/18/2023	Schedule beginning of year meetings with the families of students who were chronically absent for the 2022-23 SY and offer continued access to supports and plan for the upcoming school year.	Attendance Team	1,2
8/14/2023	8/25/2023	Adjust protocol and script for daily attendance calls.	Admin	1,2
8/14/2023	8/25/2023	Schedule professional development to help staff recognize attendance patterns and create action steps for students in need.	Admin	1,2

8/14/2023	12/21/2023	Communicate and implement a protocol for teachers to use for tracking and communicating absences with support staff and families.	Admin/ Student Support	1,2
8/28/2023	9/1/2023	Create an attendance tracker for data binder for student daily use.	Admin	2
8/28/2023	9/8/2023	Communicate attendance expectations to all stakeholders (staff, families, students, etc.) through fliers, social media, school website, and the student handbook.	Admin/ Teachers	1,2
8/31/2023	9/8/2023	Form an Attendance Team and create norms and schedule, set goals, long-term plan, celebrate improvements, and develop a tiered system of communicating attendance concerns to families.	Admin	1,2
9/6/2023	9/29/2023	Attain a more diverse participation in PTO and other school leadership opportunities (such as SLT and Room Parents) that more accurately represents the ethnicities and races that make up the student body.	Teachers/PTO	1
9/11/2023	12/21/2023	Send attendance postcards home every week for grades PreK- 1	Teachers	1,2
9/11/2023	12/21/2023	Create a log to document communication (calls, texts, home visits, etc.) with 5 positive phone calls per week, and attendance communications.	Admin	2
9/11/2023	12/21/2023	Create and utilize a shared spreadsheet to track the attendance rates of all students, as well as other pertinent information, to be updated and monitored bi-weekly to identify trends, proactively address concerns, and inform SIT and the Data Team.	Admin/ Student Support	2
9/11/2023	12/21/2023	Analyze data weekly to determine attendance patterns and create and implement action plans as appropriate.	SIT and Attendance Team	1,2
9/11/2023	12/21/2023	Refer students to SIT for intervention and contact with Child Welfare Liaison, when students are at 10% absences.	Teachers/ Social Worker	1,2
9/11/2023	12/21/2023	Daily recognition of classrooms that have 90% or better attendance.	Admin	2
9/11/2023	12/21/2023	Send letter home for absences of 5 or more and refer student to SIT.	Attendance Team/ Teachers	1,2
9/11/2023	12/21/2023	Communicate school wide attendance data and CA data monthly at staff meetings.	Admin	2

9/11/2023	12/21/2023	Communicate grade level attendance in the weekly Friday Memo.	Admin	2
9/11/2023	12/21/2023	Incorporate attendance information into morning announcements. Identify classes with perfect attendance (daily) and include grade level attendance percentages for the week on Fridays.	Admin	2
9/11/2023	12/21/2023	Prioritize SIT team work on creating/modifying standard action plan to focus on unique needs of attendance. Create individual action plans for students in past chronic range.	SIT Team	1,2
9/11/2023	12/21/2023	Weekly incentive for students that have 100% attendance the week prior- announced at the Monday Morning Assembly.	Admin/ Attendance Team	2
9/11/2023	12/21/2023	Focus grade level team triage in creating classroom level attendance action steps for students in the pre-chronic range.	Teachers	2
9/11/2023	12/21/2023	Weekly communication to families who have been absent at least once that week to remind of daily attendance criteria and to offer support.	Teachers	1,2
9/11/2023	12/21/2023	Plan for and implement class-wide initiatives to support and celebrate improvements in behavior, attendance, and achievement (incentive activities).	Admin/ Teachers	1,2
9/11/2023	12/21/2023	Highlight attendance initiatives, statistics, and achievements in the Family Newsletter and through Meachem's social media accounts a minimum of monthly.	Admin/ Attendance Team	1,2
9/11/2023	12/21/2023	Update and monitor the attendance spreadsheet and assign support-staff members to at-risk students a minimum of bi-weekly.	Attendance Team/ SIT	1,2
9/11/2023	12/21/2023	Make daily phone calls to families with absent students	Attendance Team	1,2
9/11/2023	12/21/2023	Use the attendance spreadsheet to schedule parent meetings for students at risk (10% or more) of being chronically absent.	Attendance Team	1,2
9/28/2023	9/28/2023	At Curriculum Night, present past attendance data, explain attendance incentives, and provided an overview of chronic absenteeism/the importance of attending school daily.	Admin	1,2
10/2/2022	10/13/2022	Facilitate incentive events for students with exemplary attendance (95%-Perfect Attendance) for quarter 1 and 2	Attendance Team/ School Life	2

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

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
All Students	Chronic Absenteeism Rate	Less than 26% of students are chronically absent.		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	
All Students	Daily Attendance Rate	More than 90% of students will be in daily attendance.		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 #
1/2/2024	6/21/2024	Continue to implement a protocol for teachers to use for tracking and communicating absences with support staff and families.	Admin/ Student Support	1,2
1/2/2024	6/21/2024	Continue to communicate attendance expectations to all stakeholders (staff, families, students, etc.) through fliers, social media, school website, and the student handbook.	Admin/ Teachers	1,2
1/2/2024	6/21/2024	Maintain a more diverse participation in PTO and other school leadership opportunities (such as SLT and Room Parents) that more accurately represents the ethnicities and races that make up the student body.	Teachers/PTO	1

1/2/2024	6/21/2024	Continue to send attendance postcards home every week for grades PreK- 1	Teachers	1,2
1/2/2024	6/21/2024	Continue to document communication (calls, texts, home visits, etc.) with 5 positive phone calls per week, and attendance communications.	Admin	2
1/2/2024	6/21/2024	Continue to utilize a shared spreadsheet to track the attendance rates of all students, as well as other pertinent information, to be updated and monitored bi-weekly to identify trends, proactively address concerns, and inform SIT and the Data Team.	Admin/ Student Support	2
1/2/2024	6/21/2024	Continue to analyze data weekly to determine attendance patterns and create and implement action plans as appropriate.	SIT and Attendance Team	1,2
1/2/2024	6/21/2024	Continue to refer students to SIT for intervention and contact with Child Welfare Liaison, when students are at 10% absences.	Teachers/ Social Worker	1,2
1/2/2024	6/21/2024	Continue daily recognition of classrooms that have 90% or better attendance.	Admin	2
1/2/2024	6/21/2024	Continue to send letters home for absences of 5 or more and refer student to SIT.	Attendance Team/ Teachers	1,2
1/2/2024	6/21/2024	Continue to communicate school wide attendance data and CA data monthly at staff meetings.	Admin	2
1/2/2024	6/21/2024	Continue to communicate grade level attendance in the weekly Friday Memo.	Admin	2
1/2/2024	6/21/2024	Continue to incorporate attendance information into morning announcements. Identify classes with perfect attendance (daily) and include grade level attendance percentages for the week on Fridays.	Admin	2
1/2/2024	6/21/2024	Continue to prioritize SIT team work on creating/modifying standard action plan to focus on unique needs of attendance. Create individual action plans for students in past chronic range.	SIT Team	1,2
1/2/2024	6/21/2024	Continue weekly incentives for students that have 100% attendance the week prior- announced at the Monday Morning Assembly.	Admin/ Attendance Team	2
1/2/2024	6/21/2024	Continue to focus grade level team triage in creating classroom level attendance action steps for students in the pre-chronic range.	Teachers	2

1/2/2024	6/21/2024	Continue to communicate to families who have been absent at least once that week to remind of daily attendance criteria and to offer support.	Teachers	1,2
1/2/2024	6/21/2024	Continue to implement class-wide initiatives to support and celebrate improvements in behavior, attendance, and achievement (incentive activities).	Admin/ Teachers	1,2
1/2/2024	6/21/2024	Continue to highlight attendance initiatives, statistics, and achievements in the Family Newsletter and through Meachem's social media accounts a minimum of monthly.	Admin/ Attendance Team	1,2
1/2/2024	6/21/2024	Continue to update and monitor the attendance spreadsheet and assign support-staff members to at-risk students a minimum of bi-weekly.	Attendance Team/ SIT	1,2
1/2/2024	6/21/2024	Continue to make daily phone calls to families with absent students	Attendance Team	1,2
1/2/2024	6/21/2024	Continue to use the attendance spreadsheet to schedule parent meetings for students at risk (10% or more) of being chronically absent.	Attendance Team	1,2
1/2/2024	6/21/2024	Continue to facilitate incentive events for students with exemplary attendance (95%-Perfect Attendance) for quarter 3 and 4.	Attendance Team/ School Life	1,2
6/10/2024	6/14/2024	Schedule EOY meetings with the families of students who were chronically absent for the 2023-24 SY and offer continued access to supports and plan for the upcoming school year.	Attendance Team	1,2
6/14/2024	6/14/2024	Facilitate incentive for students with 100% attendance for all 4 quarters of the school year.	Admin/ Attendance Team	1,2

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

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	All Students	How often are people disrespectful to others at your school?	Increase from 16% to 60% of students that will state 'almost never' or 'once in a while' when asked, "How often are people disrespectful to others at your school?"
SRV 2	All Staff	Walkthroughs	100% of staff will consistently implement SEL curriculum and create student action plans by June 2024.

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	A limited amount of training on the 2 nd Step program for teachers and support staff combined with a lack of time to unpack the lessons and not enough follow-up/feedback on the implementation of the program by school and district administrators has contributed to inconsistent tier 1 social emotional skill instruction across all classrooms.	If we provide consistent social emotional skill instruction, then we will reduce the amount of real or perceived disrespect across the school.
2	Too many initiatives implemented around the same time has led to a lack of staff understanding about how and when to implement specific strategies, lessons, programs, and mindsets (the relationships between PAX, Second Step, TCIS, Restorative Practices, Panorama, SIT process) when more is needed than good tier 1 instruction.	If we clarify the relationships between PAX, Second Step, TCIS, Restorative Practices, Panorama, and other such initiatives, then teachers will be able to use the skills from each to better support students when in need.

3	Despite student success plans having been put in place for tier 3 identified students, data showed that 69% of Meachem’s total referrals came from 12 students. A need for more effective triage and action plans with a variety of supports for these identified students will lead to reduced disrespect and improved culture in the building.	If more effective triage and action plans can be made to support tier 3 identified students, then we can reduce recidivism, disrespect, and improve the culture of the building.
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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	Increase in consistent tier 1 SEL in all classrooms
2	Provide ongoing PD on the different strategies used at Meachem for SEL.
3	Create effective triage/ action plans for students that meet the criteria

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
Teachers	Walkthroughs	100% of teachers will utilize Second Step in their morning meeting.		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	
Teachers	PLC Calendar	100% of staff will attend bi-weekly PD on SEL supports.		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	

Teachers	Triage/ Action Plans	100% of identified students will have data collected for creation of plans.	On Track <input type="checkbox"/> Off Track <input type="checkbox"/>
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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 #
8/7/2023	8/11/2023	Refine the Intervention Guide based on end of the 2022-23 reflections and feedback from members of the team and District feedback.	Admin	1,2,3
8/7/2023	8/11/2023	Schedule "Morning Meeting" for 15 minutes in the master schedule.	Admin	1
8/7/2023	8/18/2023	Refine the SIT process based on end of 2022-23 reflections and feedback from members of the team and District feedback.	Admin	1,2,3
8/7/2023	8/18/2023	Revise the "cheat sheet" alignment document detailing the relationships between Meachem's SEL programs (PAX, TCIS, 2nd Step, and Responsive Classroom).	Admin	2
8/14/2023	8/18/2023	Create a weekly schedule for push-in support for modeling best practices for circles, infusing life skills.	Admin	1
8/31/2023	9/22/2023	Facilitate professional development on PAX and TCIS.	PAX/ TCIS Trainers	2
9/6/2023	9/15/2023	Provide professional development, for support staff that provide skill building, in reducing the number of disrespectful behaviors and the perception of violence in the school.		2
9/11/2023	12/21/2023	Teachers will make 5 positive two-way contacts per week and are kept in a log for documentation.	Teachers	1

9/11/2023	12/21/2023	Schedule PLC time for staff to review 2nd Step lessons in preparation for instruction.	Admin/ Instructional Leaders	2
9/11/2023	12/21/2023	Utilize student council to better leverage equity within the building through school-based projects that develop students' leaderships skills and allows a platform for student voice.	Admin/Special Teachers	1
9/11/2023	12/21/2023	Plan for support staff that provide push-in support to infuse skills that would decrease disrespectful behaviors and the perception of violence in the school.	Admin/ Support Staff	1,3
9/11/2023	9/22/2023	Train teachers on SIT process, including example triage and action plans.	Admin/ SIT Team	2,3
9/11/2023	9/15/2023	Train Interdisciplinary Literacy Coach and PYP coordinator to facilitate PLCs that address Meachem's prioritized SEL strategies.	Admin	1,2,3
9/11/2023	9/15/2023	Model expectations on the Meachem matrix for students- Meachem Matrix Walk	Teachers	1
9/11/2023	12/21/2023	Monitor interventions in place for individual students during scheduled SIT meetings.	Teachers	3
9/11/2023	9/11/2023	Train all staff that work in cafeteria on how to use Blue Crew with fidelity.	PAX/ TCIS Trainers	1,2
9/12/2023	12/21/2023	Implement school-wide cafeteria behavior incentive: Blue Crew.	Admin/ Café staff	1,2
9/11/2023	12/21/2023	Infuse life skills and PYP learner attributes as a focus in school-wide and classroom "Morning Meetings."	Teachers	1
9/11/2023	12/21/2023	Highlight a grade level student monthly for demonstrating the PYP Learning Profile attribute	PYP Coordinator	1
9/11/2023	12/21/2023	Highlight a student monthly for the 'Man in Progress' award given by the Building Men afterschool program.	Building Men teacher	1
9/11/2023	12/21/2023	Highlight a grade level PAX leader each week at the Monday Morning Assembly	Admin/ Teachers	1

9/11/2023	12/21/2023	Facilitate Monday School wide Meetings.	Admin/ Teachers	1
9/11/2023	12/21/2023	Facilitate professional development around the Panorama assessment and resources.	Coaches	2
9/11/2023	12/21/2023	Provide differentiated coaching to teachers in need of additional support with Meachem's prioritized SEL strategies.	Coaches	1,2,3
9/11/2023	12/21/2023	Facilitate lunch bunches with students, selected students based on teacher referral according to SEL needs.	Teachers/ Support Staff	1,3
9/11/2023	12/21/2023	Provide feedback and differentiated coaching and training support to staff on morning meetings, restorative circles, TCIS, peace circles, PMR, and PAX as needed based on walkthrough data and administrator observations.	Admin/ Coaches	2
9/11/2023	12/21/2023	Implementation of Tier 2 and 3 SEL interventions using the Panorama Student Assessment as the universal building SEL screener.	Teachers	2
9/11/2023	12/21/2023	Incorporate rich texts on SEL topics (that align to needs from the Panorama Student Assessment) in "Morning Meetings."	Teachers	1
9/11/2023	12/21/2023	Facilitate "Morning Meetings" each day.	Teachers	1
9/11/2023	12/21/2023	Distribute 'Caught Being Kind Cards' to students that are caught being kind, cards will be read daily on morning announcements.	Teachers/ Admin	1
9/18/2023	9/29/2023	Identify model classrooms for each SEL priority and provide teachers with opportunities to complete peer visits to model classes, as requested or needed.	Admin/ Instructional Leaders	1
12/4/2023	12/21/2023	Create and administer the mid-year student survey to obtain data on progress toward meeting the mid-year and year-end goals.	Admin/ Instructional Leaders	1,2,3

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

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
All Students	School-created Mini-Survey	38% of students will state 'almost never' or 'once in a while' "How often are people disrespectful to others at your school?"		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	
Teachers	PLC Calendar Walkthroughs	100% of staff will utilize SEL supports from bi-weekly PD.		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	
SIT	Triage/ Action Plans	100% of data collected will be provided within the created plan.		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	
SIT	School Tool Classroom Incident Data	Less than 40% of incident data will come from 10% of our students (decrease in recidivism).		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	

Teachers	Triage/ Action Plans	100% of identified students will have action plans created and implemented.		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	
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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 #
1/2/2024	6/21/2024	Continue to have push-in support for modeling best practices for circles, infusing life skills.	Admin	1
1/2/2024	6/21/2024	Continue to will make 5 positive two-way contacts per week and are kept in a log for documentation.	Teachers	1
1/2/2024	6/21/2024	Continue to schedule PLC time for staff to review 2nd Step lessons in preparation for instruction.	Admin/ Instructional Leaders	2
1/2/2024	6/21/2024	Continue to utilize student council to better leverage equity within the building through school-based projects that develop students' leaderships skills and allows a platform for student voice.	Admin/Special Teachers	1
1/2/2024	6/21/2024	Continue to plan for support staff that provide push-in support to infuse skills that would decrease disrespectful behaviors and the perception of violence in the school.	Admin/ Support Staff	1,3
1/2/2024	1/26/2024	Facilitate a professional development refresher on the SIT process, including example triage and action plans.	Admin/ SIT Team	2,3
1/2/2024	1/26/2024	Model expectations on the Meachem matrix for students- Meachem Matrix Walk	Teachers	1
1/2/2024	6/21/2024	Continue to monitor interventions in place for individual students during scheduled SIT meetings.	Teachers	3

1/2/2024	6/21/2024	Continue to implement school-wide cafeteria behavior incentive: Blue Crew.	Admin/ Café staff	1,2
1/2/2024	6/21/2024	Continue to infuse life skills and PYP learner attributes as a focus in school-wide and classroom "Morning Meetings."	Teachers	1
1/2/2024	6/21/2024	Continue to highlight a grade level student monthly for demonstrating the PYP Learning Profile attribute	PYP Coordinator	1
1/2/2024	6/21/2024	Continue to highlight a student monthly for the 'Man in Progress' award given by the Building Men afterschool program.	Building Men teacher	1
1/2/2024	6/21/2024	Continue to highlight a grade level PAX leader each week at the Monday Morning Assembly	Admin/ Teachers	1
1/2/2024	6/21/2024	Continue to facilitate Monday School wide Meetings.	Admin/ Teachers	1
1/2/2024	6/21/2024	Continue to provide differentiated coaching to teachers in need of additional support with Meachem's prioritized SEL strategies.	Coaches	2
1/2/2024	6/21/2024	Continue to facilitate lunch bunches with students, selected students based on teacher referral according to SEL needs.	Teachers/ Support Staff	1,3
1/2/2024	6/21/2024	Continue to provide feedback and differentiated coaching and training support to staff on morning meetings, restorative circles, TCIS, peace circles, PMR, and PAX as needed based on walkthrough data and administrator observations.	Admin/ Coaches	2
1/2/2024	6/21/2024	Continue the implementation of Tier 2 and 3 SEL interventions using the Panorama Student Assessment as the universal building SEL screener.	Teachers	2
1/2/2024	6/21/2024	Continue to incorporate rich texts on SEL topics (that align to needs from the Panorama Student Assessment) in "Morning Meetings."	Teachers	1
1/2/2024	6/21/2024	Continue to facilitate "Morning Meetings" each day.	Teachers	1
1/2/2024	6/21/2024	Continue to distribute 'Caught Being Kind Cards' to students that are caught being kind, cards will be read daily on morning announcements.	Teachers/ Admin	1

1/2/2024	6/21/2024	Continue to identify model classrooms for each SEL priority and provide teachers with opportunities to complete peer visits to model classes, as requested or needed.	Admin/ Instructional Leaders	1
6/10/2024	6/14/2024	Analyze results from the end-of- the-year student survey.	Admin/ Instructional Leaders	1,2,3
6/14/2024	6/21/2024	Report results out to staff, students, and families as applicable including celebrating gains.	Admin	1,2,3

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

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.

Student interview subjects were chosen to represent a variety of students across grade levels, gender, and race. SLT team members reviewed the interviews and engaged in a discussion guided by prompts to analyze the student experience through the lens of each indicator (ELA, Math, Chronic Absenteeism, Survey). Examples of students’ responses that helped create our action steps:

ELA and Math:

- Students reported that they were aware of what is on track and what is not on track.
- Students want more celebrations and rewards for positive behavior and effort.

Survey:

- Students were worried about the “older” students would misbehave and it would affect them.
- Students consistently said they wanted more rewards for those that do the right thing.

Chronic Absenteeism:

- Students seemed to make replies that highlight relationships. “I try to be there every day when Mr. Lamson comes to teach science.” “No. If I thought so, I could go to my teachers.” “Saying you miss me or where have you been?”

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	ELA and Math
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	The team felt that more work needed to be done to build up tier 1, tier 2, and tier 3 instruction. Time spent by administrators and coaches doing walkthroughs with feedback will lead to more improved and consistent practices.

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
Kathryne Moulton	Principal
Kevin Murphy	Vice Principal
Tiffany Mackey	Teacher
Colleen Lance	Special Education Teacher
Rebecca Coffel	Teacher
Jon Lamon	Teacher
Danielle Waldon	Teacher
Sheila Gaughan	PYP Coordinator

Sue Johnson	Interdisciplinary Coach
Joy MacKool	Teacher's Assistant
Olivia Shaw	Teacher
Tim Lambert	Parent
Lisa Lambert	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
4/21/2023	X						
4/27/2023	X						
5/18/2023	x	x					
5/19/2023		x					
5/25/2023		x					
5/25/2023		x	x		x		

6/1/2023				x	x		
6/6/2023						x	
6/13/2023							x
6/15/2023							x
6/20/2023						x	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.