New York State
EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

School Comprehensive Education Plan
2023-24

District	School Name	Assistant Superintendent	Principal	Grades Served	Accountability Status
Syracuse City School District	Seymour Dual Language Academy	Melissa Evans	James Nieves	PreK - 5	☒CSI ☐ ATSI/TSI ☐ LSI

Collaboratively Developed By:
The Seymour Dual Language Academy SCEP Development Team   *And in partnership with the staff, students, and families of Seymour Dual Language Academy.*

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/SLA 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**
			7.5% # students=18	7.5% # students=18	25% # students=59	60% # students=139
ELA 3	2-5	IRLA/ENIL	80% of students at each grade level will show total growth progress of 0.90 in combination of the IRLA/ENIL.			
ELA 4	K-1	IRLA or ENIL	70% of students in first grade will show total growth progress of 0.9 growth in their L1. 50% of students in kindergarten will show total growth progress of 0.70 in their L1.			
ELA 5	K English Native Language Speakers (non ENL)	DIBELS: NWF – WRC	80% of students will meet or exceed grade level benchmarks by June 2024.			

Optional Year-End Goal(s) *(Please delete this table if not applicable.)*

Adult/Schoolwide Behaviors and Practices Goals		
Group	**Measure**	**Year-End Goal**

Teachers (General, special education, SNL, ENL, Interventionists) K-5	Walkthroughs	All special education, general teachers, ENL/SNL, interventionist partnerships will utilize collaborative plans 100% of the time.
ELA/SLA Teachers K-5	Action Plan / Walkthroughs	All K-5 teachers will participate and utilize 100% of the learning based on lesson labs.
Teachers (General, special education, SNL, ENL, Interventionists) K-5	Data PLCs	All special education, general teachers, ENL/SNL, interventionist teachers will participate in weekly data PLCs and use the data to inform their instruction.

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 did not provide teachers with clear and consistent training on ELA/SLA Tier 1 best practices (differentiation, scaffolds, deconstructing units, lesson planning and objectives).	If we provide teachers with training on Tier 1 ELA/SLA, including unit unpacking, lesson planning, scaffolds and best bilingual instructional practices, then teachers will implement instructional strategies that allow students to master grade level standards in two languages and improve their bilingualism.
2	Teachers only received initial training in Tier 2 and Tier 3 interventions for ELA/SLA through coach's clinic and did not receive cross-linguistic training to better understand bilingual instructional approaches.	If we provide professional development on a bilingual whole child approach to teaching, data driven decisions, leveraging child's language(s), and cross linguistic instructional practices to create personalized student learning interventions for students, then student's will increase their bilingual repertoire.

3	Lack of an intentional plan for all teachers to receive individualized instructional support/coaching in ELA/SLA instruction and the connection to student growth in ELA/SLA.	If we plan and implement intentional coaching cycles and lab site lessons and implement frequent walk-through observations with specific feedback around differentiated instruction and best practices to include a focus on missing foundational skills; then students will exceed projected growth.

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	Define and provide teacher support around the best bilingual Tier 1 instructional practices so that students have better access to the curriculum and meet grade level standards in both languages.
2	Intentional focus of PLCs on bilingual approach to data analysis and data driven instruction to increase personalized learning for students and decrease gaps in foundational skills.
3	Ongoing differentiated instructional support for teachers (coaching, monitoring and feedback) to target student foundational skills and language acquisition.

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
Grades 2-5	IRLA/ENIL	0.20 months of growth		On Track ☐ Off Track ☐	
Grade 1	IRLA or ENIL L1	0.10 months of growth		On Track ☐ Off Track ☐	
Grades 3-5	NWEA Reading	50% of students show an increase of meeting or		On Track ☐ Off Track ☐	

		exceeding percentile benchmarks from their Spring 2023- Fall 2023 NWEA Assessment			
K English Native Language Speakers (non ENL)	DIBELS	40% of English Kindergarten Native Language Speakers have increased the number of letters identified correctly per minute by at least 5 letters from their September baseline data.		On Track ☐ Off Track ☐	
Teachers (General, special education, SNL, ENL, Interventionists) K-5	Walkthroughs	All special education, general teachers, ENL/SNL, interventionist partnerships will be developing and utilizing collaborative plans.		On Track ☐ Off Track ☐	
ELA/SLA Teachers K-5	Action Plan / Walkthroughs	Teachers will be trained on purpose, use and expectations of lesson labs		On Track ☐ Off Track ☐	
Teachers (General,	Weekly Data PLCs	All special education, general		On Track ☐	

special education, SNL, ENL, Interventionists) K-5		teachers, ENL/SNL, interventionist teachers will participate in data analysis protocol training to use the data to inform their instruction.		Off Track ☐	

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 #
08/23	9/23	Create a final version of the PD Plan for Semester 1 to reflect the roll-out of the following schoolwide bilingual instructional priorities (and assign teachers to those that align with their individual support plan). PD topics include: 1. "Implementing the humanities or integrated knowledge block effectively through cross linguistic connections (ELA and SLA)" based on teacher's stage rating on implementation guide. 2. Analyzing baseline data (District Benchmark, DIBELS, NWEA, IRLA, ENIL, Benchmark Adelante, etc.) and setting and monitoring classroom and students goals including student conferencing 3. Implementing and planning targeted tier 2 ELA/SLA interventions 4. Unpacking units to understand specific concepts, skills, language leveraging, and the assessments and to plan differentiation ("Supporting and Challenging Students") 5. Training all staff on the implementation of Accountable Talk to teach and provide students with opportunities to talk about, write about and think about what they are learning (make connection to Standards for each of these; utilize district coaches to create and deliver these sessions): a. All K-5: Listen, Summarize, Build, & Unpack	Building Coaches, Admin Team & Instructional Team	1

		b. 3-5: Verify, Support, Predict 6. Using formative assessments during and after the lesson to modify instruction. (Do Nows, asking questions, discussion or writing prompts, task/activities, exit tickets and planned questions). 7. Leveraging Seymour staff (ENL and Sped) to model and provide support and best practice to staff in need.		
08/202	1/2024	Embed in the PLC unencumbered weekly team planning time.	Building Coaches & Admin Team	1
08/23	1/2024	Train teachers during weekly PDs and PLC to integrate skills through content and not taught in isolation and more meaning based (CRE).	Building Coaches & Instructional Team	2
08/23	9/2024	Develop and offer teachers a lesson plan template for their use with Look Fors that aligns to the ELA/SLA walkthrough tool.	Building Coaches, Admin Team & Instructional Team	1
8/2023	10/2023	Develop, share and implement a walkthrough tool that aligns schoolwide expectations for ELA/SLA with the Look Fors in the lesson plan template, the mission and vision of our Dual Language program and the integration of both languages. The following topics are reflected / will be reflected in implementation guides as part of effective Tier 1 instruction: a. *Engagement* b. *Vocabulary* c. *Scaffolds: Visual models integrated for modeling and scaffolding* d. *Modification of objectives (Cultural and Language included)* e. *Accountable Talk* f. *Conferencing* g. *Utilization of district materials and resources* h. *Data collection* i. *Differentiation* j. *Monitoring data collection*	Building Coaches, Admin Team & Instructional Team	1

		k. Personalized learning		
8/2023	9/2023	Create a systematic cross-linguistic scope & sequence and instructional approaches template for PLC as a guidance for lesson plans, collaboration, co-teaching, cross-linguistic. The template will include Cultural Objective & Language alignment, scaffolds, differentiation.	Building Coaches, & Instructional Team	2
9/2023	1/2024	Create a walkthrough schedule with monthly frequency and feedback. Invite department personnel to conduct walkthroughs.	Building Coaches & Admin Team	3
10/2023	1/2024	Update school pace data bi-weekly to reflect current levels IRLA and ENIL.	Building Coaches & Admin Team	1
10/2023	11/2023	Create a schedule with admin and coaches so that each teacher has a point person to complete the self-assessment that includes each of the schoolwide expectations for ELA/SLA that is aligned with the 2023-24 instructional priorities (District coaches can support according to staff need).	Building Coaches & Admin Team	3

10/2023	1/2024	Create and use the template for the personalized teacher support plan that includes:
		
		    o the area of focus;
		    o the goal for that area (using the levels in the self-assessment);
		    o the type of support based on Tier: modeling, coaching, peer visits, guided peer visits, co-planning, co-teaching observation cycles, walkthrough feedback;
		    o the support provider / coach: school level (coach, admin, peers) and district (impact coaches, content coaches available); and
		    o the frequency of support: monthly, bi-weekly, weekly
			Building Coaches	3

10/2023	11/2023	Complete the self-assessment during PLCs of the schoolwide expectations (implementation guides) for ELA/SLA and targeted small groups during PLCs.	Teachers	2
11/2023	12/2023	Collaborate with district PD leaders to identify a support person for each teacher based on their area of focus from the self-assessment.	Building Coaches & Admin Team	3
11/2023	1/2024	Define the types and frequency of tiered support for teachers based on their personalized support plans and create the schoolwide Semester 1 support schedule and incorporated personalized feedback into the walkthrough system.	Building Coaches & Admin Team	3

11/2023	1/2024	Teachers will set classroom goals including identifying specific students to move from each tier and creating personalized learning action plans and monitoring to reach those goals.	Building Coaches & Admin Team	3
10/2023	1/2024	Collaborate with District leaders to plan and provide training for teachers on analyzing and utilizing the data to set and reach goals and incorporate the training and follow-up coaching support into the PD Plan and teacher support plans.	Building Coaches & Admin Team	3
9/2023	1/2024	Engage in lab-site classroom learning in vertical teams to create rich learning opportunities for students.	Building Coaches, Admin Team, Instructional Team	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
Grades 3-5	NWEA Reading	20% decrease in students at each grade level scoring intensive on mid-year benchmark. 50% increase in students at each grade level meeting or		On Track ☐ Off Track ☐	

		exceeding mid-year benchmarks.			
Grades 2-5	IRLA/ENIL	0.50 months of combined growth		On Track ☐ Off Track ☐	
K-1	IRLA or ENIL	Grade 1- 0.50 months of growth in L1		On Track ☐ Off Track ☐	
		Grade K- 0.30 months of growth in L1			
K English Native Language Speakers (non ENL)	Dibels	60% of English Kindergarten Native Language Speakers have increased the number of letters identified correctly per minute by at least 10 letters from their September baseline data.			
Teachers (General, special education, SNL, ENL, Interventionists)	Walkthroughs	All special education, general teachers, ENL/SNL, interventionist partnerships will be developing and utilizing			

K-5		collaborative plans 80% of the time.			
ELA/SLA Teachers K-5	Action Plan / Walkthroughs	80% of teachers are engaging and utilizing strategies learned in the lesson lab			
Teachers (General, special education, SNL, ENL, Interventionists) K-5	Action Plan / Walkthrough	80 % of all special education, general teachers, ENL/SNL, interventionist teachers will be implementing data analysis protocol to inform their instruction using data.			

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 *(begin with verb)*	Lead(s)	TOA #
01/2024	02/2024	Review and update the PD Plan to reflect Semester 2 priorities and schoolwide expectations for ELA/SLA and define for each marking periods 3 and 4 (based on the implementation guide) and identify the Look-Fors for each of them. Update the walkthrough tool to reflect the focus practices.	Building Coaches, Admin Team, Instructional Team	1
01/2024	02/2024	Update the SCEP to include the specific priorities and schoolwide expectations based on progress from Semester 1 & 2, analysis of walkthrough data, teacher needs, student data and District priorities. Update and/or create new implementation guides as appropriate.	Building Coaches & Admin Team	3

01/2024	2/2024	Administer a teacher Semester 2 self-assessment that includes each of the schoolwide expectations for ELA/SLA that is aligned with the 2023-24 instructional priorities (implementation guides) during PLCs.	Building Coaches & Admin Team	2
01/2024	06/2024	Support teachers with individual coaching for best practices for differentiating bilingual instruction using data collected from walkthrough and other formal and informal observations, as well as teachers' self-reflections and self-monitoring assessments.	Building Coaches, Admin Team, Instructional Team	3
01/2024	06/2024	Teachers will revise/adjust classroom goals including identifying specific students to move from each tier and creating personalized learning action plans and monitoring to reach those goals during PLCs.	Building Coaches, Admin Team, Teachers	2
03/2024	03/2024	Meet with each teacher to go over the progress towards their goals for each of their Semester 1 & 2 need areas and update their personalized support plan to reach the goals for the respective area(s) using the self-assessment, previous coaching information, and data from previous walkthroughs.	Building Coaches & Admin Team	3
01/2024	06/2024	Analyze and utilize data to continue moving students from each tier and monitor reaching their goals during PLCs.	Building Coaches, Admin Team, Instructional Team	2
01/2024	06/2024	Update school pace data bi-weekly to reflect current levels IRLA and ENIL.	Building Coaches & Admin Team	1
01/2024	06/2024	Engage in lab-site classroom learning in teams to build consensus on effective ELA/SLA instruction.	Building Coaches, Admin Team, Instructional Team, Teachers	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	*TBD/Place Holder Based on NYSED Provided MIPs*			
Math 2	3-5	Percent of Students at Each Performance Level on 2023-24 NYS Math Assessment/NWEA	**Level 4** 5 % # students= 12	**Level 3** 5 % # students= 12	**Level 2** 30 % # students= 71	**Level 1** 60 % # students= 139
Math 3	All Students	SCSD Fluency Survey	80% of students at each grade level will score at or above the 4th quartile on the end of year grade level core fluency assessment.			
Math 4	K-1	Oral Counting	80% of students in kindergarten will be able to oral count to 100 in their L1 by the end of the school year. 80% of students in grade 1 will be able to count to 120 in their L1 by the end of the school year			

Optional Year-End Goal(s) *(Please delete this table if not applicable.)*

Adult/Schoolwide Behaviors and Practices Goals		
Group	**Measure**	**Year-End Goal**
Teachers (General, special education, SNL, ENL)	Walkthroughs	All special education, general teachers, ENL/SNL teachers' partnerships will utilize collaborative plans 100% of the time.
Math Teachers	Action Plan / Walkthroughs	All Math 3-5 teachers will participate and utilize 100% of the learning based on lesson labs.

3-5		

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 not identified and prioritized Tier 1 Math instructional best practices nor provided consistent structures to unpack, dialogue and plan for effective instruction.	If we provide staff members professional development and support focused specifically on best practices for conceptually teaching math so that students understand the "why" behind the skills, teachers will implement instructional strategies that allow students to master grade level math standards and improve their performance on formative, benchmark and state assessments.
2	Lack of differentiated / individualized support based on current student assessment data to meet student learning needs in Tier 1 instruction due to lack of training and support to implement those instructional practices.	If we provide professional development on the use of data to guide instructional practices and individualized/differentiated supports for teachers to use to meet student learning needs during small group instruction along with structured common planning time focused on utilizing data analysis, then students will have supports that help them master math concepts based on performance on formative, district and benchmark assessments.
3	Lack of an intentional plan for all teachers to receive individualized instructional support/coaching in the area of math instruction and the connection to student growth in math.	If we plan and implement intentional coaching cycles and lab site lessons and implement frequent walk-through observations with specific feedback around differentiated instruction and best practices to include a focus on missing foundational skills; then students will exceed projected growth.

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	Refine Math Tier 1 instructional practices to ensure students are provided with consistent opportunities to engage in a balance of independent and teacher-led learning activities.

2	Intentional focus of PLCs on data analysis and data driven instruction to increase personalized learning for students.
3	Ongoing differentiated instructional support for teachers (coaching, monitoring and feedback) to target student foundational skills gaps.

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	SCSD Fall Math Survey: Fluency	50% of students at each grade level will score above the first quartile on their core fluency assessments.		On Track ☐ Off Track ☐	
Kindergarten – 1st Grade Students	Oral Counting	80% of all kindergarten students will be able to accurately count to 20 in L1. 80% of all first-grade students will be able to accurately count to 50 by 1s, 2s, 5s, and 10s in L1.		On Track ☐ Off Track ☐	
Teachers	Walkthroughs	100% of teachers are utilizing the defined protocol and time allotted			

		to them to collaboratively plan for math.			
Math Teachers Grades 3 - 5	Walkthroughs	Teachers will be trained on purpose, use and expectations of lesson labs			

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 #
7/1/23	8/20/23	Defining and refining Tier 1 best math practices	Instructional team	1
7/1/23	8/20/23	Plan math professional development for all teachers that focuses on vertical progression, module unpacking, module pacing, and models.	Instructional Team	1&3
7/1/23	10/1/23	Develop, introduce and support common math class structure that promotes student critical thinking and agency	Administrators	1
7/1/23	8/20/23	Create common planning time and data analysis protocols for common planning time	Instructional Team	2
9/1/23	12/31/23	Participate in professional development that focuses on vertical progression, module content, and models, including ENL/SNL.	Coach	2
7/1/23	8/20/23	Create student tracking sheet for counting assessment (to 100 by 1, 2, 5, 10s)	Coach	2
9/1/23	10/15/23	Give student district math assessment (NWEA, oral counting) to find students baseline levels and needs.	Coach	2

9/1/23	10/15/23	Review school-wide data and set yearly growth goals based on state, benchmark, and formative assessment data during ILT	Instructional Team	2
9/1/23	12/31/23	Review student data to determine appropriate interventions and Tier 1 scaffolds and identify priority strategies/skills using data analysis protocol	Instructional Team	2
9/1/23	12/31/23	Engage in team planning focused on unpacking modules prior to teaching them to understand specific concepts, skills, assessments and to plan differentiation using manipulatives and scaffolds.	Coach	1
7/1/23	8/20/23	Create school-wide initiative plan for District Survey rollout	Instructional Team	2
9/1/23	12/31/23	Collaborate with ENL/SNL and classroom teachers to provide scaffolds and language objectives for English Language Learners during weekly co-planning days.	Coach	2
9/1/23	12/31/23	Engage in monthly walkthroughs that provide feedback to teachers based on Tier 1 implementation.	Instructional Team	3
9/1/23	12/31/23	Communicate and monitor school-wide expectations around whole and small group math instruction.	Administration	3
9/1/23	12/31/23	Engage in progress monitoring of teacher implementation of data and instructional practices during ILT.	Administration	3
9/1/23	12/31/23	Develop and utilize common assessments to calibrate and improve teacher instructional practices	Instructional Team	2
9/1/23	12/31/23	Engage in lab-site classroom learning in vertical teams in order to create rich learning opportunities for students	Instructional Team	3
9/1/23	12/31/23	Create scaffolds and skills groups based on data from common assessments	Coach	2
9/1/23	12/31/23	Assess monthly student fluency skills. Communicate the growth across grade levels and for individuals.	Coach/ Instructional Team	2
11/1/23	12/31/23	Participate in professional development focused on solving word problems.	Coach	2

9/1/23	12/31/23	Utilize common planning time to backwards plan	Instructional Team	2
11/1/23	12/21/23	Participate in professional development around utilizing MAP accelerator and Dreambox and data from programs to provide personalized learning	Coach	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 / Group	Measure	Mid-Year Target	Actual Data	Status	Notes
All students	NWEA	80% of students will meet their projected growth		On Track ☐ Off Track ☐	
All students	SCSD Fluency	80% of students will pass course set A and B		On Track ☐ Off Track ☐	
Kindergarten – 1st Grade Students	Oral Counting	80% of all kindergarten students will be able to accurately count to 50 in L1. 80% of all first grade students will be able to		On Track ☐ Off Track ☐	

		accurately count to 100 by 1s, and 10s in L1.			
Teachers (General, special education, SNL, ENL)	Walkthroughs	80 % of the teachers are utilizing the collaborative team plans			
Math Teachers 3-5	Walkthroughs	80% of teachers are engaging and utilizing strategies learned in the lesson lab			

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 *(begin with verb)*	Lead(s)	TOA #
1/1/24	6/25/24	Progress monitor our yearly math goals and revise student plans as necessary	Instructional Team	2
1/1/24	6/25/24	Engage in lab-site classroom learning in teams in order to build consensus on effective math instruction	Admin; Coach	3
1/1/24	6/25/24	Communicate and monitor school-wide expectations around whole and small group math instruction through walkthroughs and ILT data analysis	Admin; instructional team	1; 2
1/1/24	6/25/24	Unpack upcoming modules and review important models that support conceptual understanding.	Coach	1
1/1/24	6/25/24	Engage in professional development on how to effectively use manipulatives, content vocabulary, and accountable talk for upcoming modules in Spring.	Coach	3

1/1/24	6/25/24	Review formative assessment data (NWEA, end of module assessments) to create personalized learning goals for students	Coach	2
1/1/24	6/25/24	Continually assess key fluency skills in each grade level. Communicate the growth across grade levels and for individuals.	Coach; instructional team	2

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

English Language Proficiency (ELP) / Spanish Language Proficiency (SLP) 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: 1.0
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 %

Optional Year-End Goal(s) *(Please delete this table if not applicable.)*

	Adult/Schoolwide Behaviors and Practices Goals	
Group	**Measure**	**Year-End Goal**
Teachers (General, special education, SNL, ENL, Interventionists) K-5	Walkthroughs	All special education, general teachers, ENL/SNL, interventionist partnerships will utilize collaborative plans that include modifications and scaffolds for students acquiring a new language 100% of the time.

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	Limited strategies were utilized when implementing vocabulary, grammar and comprehension practices within the lessons to help students meet their goals.	If we offer more targeted and personalized instruction, with the focus on vocabulary, grammar and comprehension strategies in grades 3-5, then students will meet their personalized language goals.
2	Not enough time has been dedicated to teaching the writing process and implementing the scaffolds and supports for students learning to write in a new language.	If we provide teachers with specific training and strategies to support students with writing skills, then, students will demonstrate better performance in the writing domain at the end of the school year.
3	We have not identified and prioritized best instructional practices for students acquiring new languages or provided consistent instruction to plan for effective instruction in a new language.	If we provide instructional staff with professional development on effective instructional practices for students acquiring new language and time for teachers to backwards plan, then teachers will implement appropriate scaffolds and supports that allow students to access grade level content.

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	Intentionally plan for lessons, through collaboration between ENL/SNL teacher and gen ed teacher, that shows the modifications and scaffolds needed to support L students to achieve their personalized goals
2	Develop clear protocols and action plans to support writing domain skills during both integrated and stand-alone time.
3	Define expectations and provide teachers with support around best instructional practices for students acquiring language acquisition.

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 English Language Learners	Nat. Geo. Writing	75% demonstrate progress from Fall of 2022 to Fall 2023		On Track ☐ Off Track ☐	
All English Language Learners	Nat. Geo. VGR	75% demonstrate progress from Fall of 2022 to Fall 2023		On Track ☐ Off Track ☐	
Teachers (General, special education, SNL, ENL)	Walkthroughs	100% of teachers are utilizing the defined protocol and time allotted to them to collaboratively plan for ELL students.			

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 #
8/1/23	9/1/23	Defining and refining best practices (non-negotiable) to implement vocabulary, grammar, and comprehension for all language learners.	Admin & Instructional Team	1
7/1/23	9/1/23	Create and define instructional practice expectations and a plan to monitor the implementation of effective scaffolds for language learners.	Admin & Instructional Team	1

7/1/23	9/8/23	Provide all instructional staff with PD on personalized instruction and implementation of effective scaffolds for new language learners.	Coaches	3
7/1/23	9/8/23	Offer Dual Language Orientation that addresses programming and expectations for teachers in a dual language school.	Administration and Instructional Coaches	3
9/1/23	12/31/23	Engage in unit unpacking for all subjects with a language learner lens, considering and planning for scaffolding and differentiation. Teachers explicitly indicate the scaffolds and differentiation for language learners in lesson plans.	Administration and Instructional Coaches	1 & 3
9/1/23	12/31/23	Provide opportunities for new instructional staff with the ENL PD series using Canvas Courses. Provide teachers with information on the ELLs in their classes. Guide their understanding of the levels of each ELLs in, their data from NYSESLAT & ELP assessment, their individual language goals, and the instructional strategies / scaffolds that match their levels (MP1 and 2)	ENL Department (New Educator Orientation and as needed throughout the school year)	1
9/1/23	10/30/23	Develop and participate in writing professional development that focuses on the writing process and integrating ENL/SNL scaffolds	Instructional Coaches	2
9/1/23	12/31/23	Create and follow a monthly walkthrough schedule with frequency of visits to each classroom based on the level of support the teacher needs. Provide teachers with written or in-person feedback on their implementation of strategies to support MLLs during instruction and the effective use of co-teaching strategies.	Administration and Instructional Coaches	3
9/1/23	12/31/23	Participate in collaborative planning and coordination between classroom teachers and specialized teachers to maximize the integration of content and language will happen daily	Instructional Coaches, Teachers, and Support Staff	1 & 2
9/1/23	12/31/23	Utilize multiple data points to develop language goals for students and monitor progress toward those goals using Ellevation.	ENL Teachers	1

9/1/23	12/31/23	Schedule data meetings to monitor the progress of the MLLs and make instructional adjustments to ensure equity.	Admin, Instructional Coaches	1
8/1/23	10/1/23	Create a systematic cross-linguistic scope & sequence and instructional approaches template for PLC as a guidance for lesson plans, collaboration, co-teaching, cross-linguistic. The template will include Cultural Objective & Language alignment, scaffolds, differentiation.	Admin, Instructional coaches	1 & 2
8/1/23	12/31/23	Develop, share and implement a walkthrough tool that aligns schoolwide expectations for ENL/SNL with the Look Fors in the lesson plan template, the mission and vision of our Dual Language program and the integration of both languages.	Admin, Instructional coaches	3
9/1/23	12/31/23	Collaborate with district PD science coach to provide professional development on linking science unit to the writing process.	Admin, Instructional coaches	2
9/1/23	12/31/23	Analyze ELP Data by grade level and create action plan based on results during PLCs.	Instructional Coach	1
9/1/23	12/31/23	Conduct walkthroughs of writing block and offer targeted feedback	Admin; Instructional Coach	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 / Group	Measure	Mid-Year Target	Actual Data	Status	Notes

All English Language Learners	Nat. Geo. - VGR	60% of students will have met the school success ratio		On Track ☐ Off Track ☐	
All English Language Learners	Nat Geo.- Writing	60% of students will have met the school success ratio		On Track ☐ Off Track ☐	
Teachers(general, special education, SNL, ENL)	Walkthroughs	80 % of the teachers are utilizing the collaborative team plans for ELL students.			

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 *(begin with verb)*	Lead(s)	TOA #
01/1/24	2/1/24	Refresh schoolwide expectations for supporting English Language Learners (ELLs) (and Spanish Language Learners – SNL).	Building Coaches, ENL Teacher Leaders	3
01/1/24	6/30/24	Continue unit unpacking and planning for scaffolding and differentiation. Teachers explicitly indicate the scaffolds and differentiation for language learners in lesson plans.	Building Coaches, ENL Teacher Leaders	3
01/1/24	6/30/24	Create and follow a monthly walkthrough schedule with frequency of visits to each classroom based on the level of support the teacher needs and provide them with written or in-person feedback on their implementation of strategies	Administration and Instructional Coaches	3

01/1/24	6/30/24	Participate in collaborative planning and coordination between classroom teachers and specialized teachers to maximize the integration of content and language daily	Instructional Coaches, Teachers, and Support Staff	3
1/1/24	6/30/24	Utilize multiple data points to develop language goals for students and monitor progress toward those goals using Ellevation.	ENL Teachers	1
1/1/24	6/30/24	Schedule data meetings to monitor the progress of multi-language learners and make instructional adjustments to ensure equity.	Admin, Instructional Coaches, Teachers	1
1/1/24	6/30/24	Collaborate with district PD science coach to provide professional development on linking science unit to the writing process.	Admin, Instructional coaches	2

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

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	Chronic Absenteeism Rate 51.9%
CA 2	2nd grade	Grade level chronic absenteeism rate	Decrease chronic absenteeism from 60.3% to 48.2%

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	Teachers have not been provided updated attendance protocols to respond to initial absences and to work with the Impact and Attendance Teams	If we clearly provide staff with updated schoolwide attendance protocols, structures to meet and analyze data, and consistently monitor and provide feedback for Tier 1 and Tier 2 supports, THEN all staff will be more effectively engaged in collaboration and student attendance will increase.
2	Attendance team was split into two groups and there was limited communication between the groups	If we create opportunities for the Tier 1/Tier 2 attendance team to collaborate with the Tier 3 attendance team around efforts to increase attendance then we will share best practices for improving absenteeism.

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	Refine/Update protocols and procedures pertaining to attendance to increase collaboration and consistency
2	Define Structures for multi-tiered attendance 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
CA 1 All Students	Chronic Absenteeism Rate	39.2%		On Track ☐ Off Track ☐	
CA 2 2nd Grade Students	Grade Level Chronic Absenteeism Rate	39.2%		On Track ☐ Off Track ☐	

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 #
8/1/23	8/30/23	Message to families in Spanish and English our Attendance Initiative for the 2023-2024 school year is for students to only miss 10 days or less of school.	Admin	1
7/1/23	8/30/23	Develop schoolwide attendance protocols, structures to meet and analyze data	Admin	1
8/30/23	9/30/23	Create attendance and impact teams for Tier 1 –3 supports	Admin	2

8/30/23	9/30/23	Communicate and provide training on attendance protocols to staff	Admin	1
9/1/23	12/31/23	Monitor and provide feedback to teachers on attendance contacts to family	Admin	1
9/1/23	12/31/23	Analyze attendance data weekly to create targeted support for groups and individual students (Tier 2 / 3)	Attendance Team	2
9/1/23	12/31/23	Contact Tier 3 families weekly to support them in getting child to school	Attendance Team	2
9/1/23	12/31/23	Report attendance data trends and schoolwide progress toward goals to staff at monthly staff meetings	Attendance Team; Admin	1
9/1/23	10/30/23	Create Tier 1 monthly attendance initiatives	Attendance Team	2
9/1/23	12/31/23	Utilize one common planning time a month to progress monitor student data and create appropriate next steps	Coach	1
9/1/23	12/31/23	Collaborate monthly with data-liaison to analyze attendance data through an Equity lens; adjust plans based on analysis	Attendance Team; Admin	2
9/1/23	12/31/23	Use communication platforms such as School Messenger, Talking Points, as well as District and Building social media pages to promote universal expectation for attendance (in both English and Spanish, and any other language represented in the building).	Attendance Team; Admin	1
8/1/23	9/1/23	Refine protocols for referrals to outside agencies working with district and families after five days absent. (Refer to Delaware plan) ACCESS Referral SW/Admin can refer to ACCESS as needed for short-term attendance support (voluntary participation) SIT Referral Teacher or Support Staff can make referral to SIT Team. The Student Intervention Team meets with the classroom teacher to create a child-specific action plan including identifying targeted interventions and progress-monitoring outcomes. Student and parent input should be included in SIT process.	Admin; SIT Team; Attendance Team	1

		Impact Team Referral Students with severely chronic absenteeism are supported by an assigned Impact Coach who will make weekly outreach, home visits and report to administrator and Impact Team on student progress at weekly meeting.		
9/1/23	12/31/23	Use communication platforms such as School Messenger, Talking Points, as well as District and Building social media pages to promote universal expectation for attendance (in both English and Spanish, and any other language represented in the building).	Attendance Team; Admin	1
9/1/23	12/31/23	Integrate the connection between attendance and academics at monthly family academic engagement events.	Coach; Admin	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
2nd Grade	Chronic Absenteeism Rate	No greater than 48.2%		On Track ☐ Off Track ☐	
All Students	Chronic Absenteeism Rate	49.28%		On Track ☐ Off Track ☐	

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 *(begin with verb)*	Lead(s)	TOA #
1/1/24	1/31/24	Engage in mid-year review of attendance protocols and processes and adjust as necessary	Admin; Attendance Team	2
1/1/24	6/30/24	Monitor and provide feedback to teachers on attendance contacts to family	Admin	2
1/1/24	6/30/24	Analyze attendance data weekly to create targeted support for groups and individual students (Tier 2 / 3)	Attendance Team	2
1/1/24	6/30/24	Contact Tier 3 families weekly to support them in getting child to school	Attendance Team; Social Workers	2
1/1/24	6/30/24	Report attendance data trends and schoolwide progress toward goals to staff at monthly staff meetings	Admin; Attendance Team	1
1/1/24	6/30/24	Utilize one common planning time a month to progress monitor student data and create appropriate next steps	Instructional Coach; Social Workers	1
6/1/24	6/30/24	Survey students on effectiveness of attendance initiatives	Admin	1
1/1/24	6/30/24	Collaborate monthly with data-liaison to analyze attendance data through an Equity lens; adjust plans based on analysis	Admin; Attendance Team	2
1/1/24	6/30/24	Use communication platforms such as School Messenger, Talking Points, as well as District and Building social media pages to promote universal expectation for attendance (in both English and Spanish, and any other language represented in the building).	Admin; Attendance Team	1
01/1/24	6/30/24	Integrate the connection between attendance and academics at monthly family academic engagement events.	Admin; Attendance Team	1

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	Overall, how much do you feel like you belong at your school? School year 2022-2023 only 67% answered favorably they feel like they belong.	By the end of the school year, we want to increase to 90% or more of our students to feel they have a sense of belonging to Seymour.
SRV 2	Classroom Teachers	How respectful are the relationships between staff and students? School year 2022-2023 only 44% responded it was favorably.	By the end of the school year, we want our staff to feel that the relationships between staff and students is 90% favorably respectful.
SRV 3	Classroom teachers	Walkthroughs	100% of teachers will implement SEL Curriculum with fidelity

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 not implemented with consistency an SEL curriculum to ensure our students are given opportunities to engage in conversations where the sense of belonging for students and families is emphasized. This has led to not all students at Seymour feeling a sense of belonging in the building.	If we provide staff members with clear expectations on the implementation of our SEL curriculum (Second Steps) that support our students during morning meetings and closing circles and provide accountability through walkthroughs on the implementation of the programs, then staff will be able to better meet the needs of our students and make them feel a sense of belonging.

2	We do not have a consistent message of belonging building-wide that is visible throughout the building. There is the need for all cultures, backgrounds, voices and individual groups to have opportunities engage in collaborative dialogues for decision making, as well as lead and being represented in different academic and extracurricular activities and events.	If we create a plan to address what Seymour looks like, feels like and sounds like, keeping in mind our students, families and staff, and intentionally involve our students and families in opportunities to participate in decision making, then all stakeholders will have ownership and feel integral part of our school community.
3	Lack of intentional or targeted PD and training to our staff on fostering and establishing positive relationships with our students and families.	If we provide professional development opportunities to staff on restorative practices, how to foster positive relationships with families, and create monthly opportunities for families to be involved in the school, then we can foster a positive and respectful school/family partnership.

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	Establish consistent expectations and monitoring around SEL and Restorative Practices in order to build a strong school community.
2	Develop an inclusive environment to acknowledge and celebrate diversity to foster a sense of belonging for all students
3	Clear and intentional focus on increasing partnerships between staff and students/families to strengthen positive relationships and positive behavior choices

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
All students	School created mini survey	Baseline data		On Track ☐ Off Track ☐	
Classroom teachers	Walkthroughs	100% of staff are trained on		On Track ☐	

		expectations, and implementing routines and best practices of SEL Curriculum		Off Track ☐	

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 #
7/1/23	9/1/23	Define school-wide expectations for SEL and restorative justice practices	Admin	1
7/1/23	9/1/23	Create a mid-year survey for staff and students around belonging.	Admin	1
7/1/23	12/31/23	Create and engage in monthly events where parents and staff partner together with regards to their child's learning	Admin; Steering Committee	3
7/1/23	12/31/23	Create and distribute a survey for families to complete at the end of each monthly family engagement event and adjust future family engagement events based on families' feedback.	Admin; Steering Committee	3
8/15/23	9/15/23	Revise and share with all instructional staff clear expectations about the implementation of the SEL (Second Step) curriculum and Restorative Practices	Admin	1
9/1/23	12/31/23	Provide support and guidance to all instructional staff on consistent implementation of the Second Step curriculum.	Admin; Coach; Social Workers; Counselors	1
9/1/23	12/31/23	Conduct consistent walkthroughs to monitor the implementation of the SEL lessons (Second Step curriculum) and restorative practices.	Admin	1
7/1/23	9/1/23	Create a protocol to monitor SEL lessons and curriculum throughout the year. (Walkthrough, lesson planning, PLC meetings, Coaches' clinic).	Admin	1

7/1/23	9/1/23	Create a plan and school wide initiatives that addresses the implementation of a school environment that acknowledges, includes and celebrates diversity.	Admin	2
8/1/23	12/31/23	Display visuals throughout all common areas of the building that represent what Seymour looks like, sounds like and feels like, keeping in mind our diverse population of students and staff.	Admin; Coach	2
9/1/23	12/31/23	Provide opportunities for training and review restorative practices to all staff	Admin; Coach	1
9/1/23	10/31/23	Formalize a Parent Teacher Organization	Admin	2 &3
10/31/23	1/31/23	Meet monthly with PTO president and attend PTO meetings	Admin	3
10/1/23	10/31/23	Conduct an election to select the Student Council and provide opportunities for decision making, as well as leading events and assemblies.	Admin; Coach	1
8/1/23	9/15/23	Designate support staff to partner with a grade level to support on the implementation of the second step lessons.	Admin; Social Workers	1
9/15/23	12/31/23	Conduct walkthrough to monitor the implementation of restorative justice practices.	Admin; Coach	1
9/1/23	12/31/23	Evaluate monthly the effectiveness of school-wide behavioral initiatives through data analysis at Equity School Climate (audits); adjust as necessary	Admin; Equity School Climate Team	1
9/1/23	12/31/23	Collaborate monthly meetings with building DEB coordinator and district liaison	Admin; DEB Coordinator	2
8/29/23	9/31/23	Provide PAX training to all new staff	PAX Leaders	1 & 3
9/1/23	12/31/23	Schedule data meetings with our PAX partner monthly	Admin Team	1 &3
9/1/23	12/31/23	Send out monthly communication to families regarding school priorities, data and school/family engagement events.	Family Engagement Team	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:

Group	Measure	Mid-Year Target	Actual Data	Status	Notes
All students	School-created Mini-Survey	75% increase in favorable response based on baseline data		On Track ☐ Off Track ☐	
Classroom teachers	Walkthroughs	70% of teachers will implement SEL curriculum with fidelity		On Track ☐ Off Track ☐	

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 *(begin with verb)*	Lead(s)	TOA #
1/1/24	1/31/24	Provide survey questions again to our students and staff to collect and monitor mid-year data.	Admin; Coach	2
1/1/24	6/30/24	Ongoing walkthrough to monitor the implementation of SEL restorative justice practices.	Admin; Coach	1
1/1/24	6/30/24	Meet monthly with PTO president and attend PTO meetings	Admin; Coach	3

1/1/24	6/30/24	Evaluate monthly the effectiveness of school-wide behavioral initiatives through data analysis at Equity School Climate (audits); adjust as necessary	Admin; Equity School Climate Team	1
1/1/24	6/30/24	Collaborate monthly meetings with building DEB coordinator and district liaison	Admin; DEB Coordinator	2
1/1/24	6/30/24	Disseminate the survey questions to staff and students and compare the results with mid-year data.	Admin	1
1/1/24	6/30/24	Ongoing monthly communication to families regarding school priorities, data and school/family engagement events.	Family Engagement Committee	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 interviews provided the need for explicit dual language integration of practices and instruction equitably in all areas to include ELA/SLA, Math, Chronic Absenteeism and ELP.

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	☐ Instructional Coaching ☒ Professional Learning Communities ☐ Restorative Justice ☐ Establish an Early Warning Intervention and Monitoring System ☐ 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, Math, and Survey Goals
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	PLC's will provide opportunities for teachers and staff to share ideas, immerse and support one another to enhance their teaching practices and create a learning environment where all students can reach their fullest potential and our dual language program vision.

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
James Nieves	Principal
Jessa Salibrici	Vice Principal
Danielle Guiffre	Admin Intern
Ilianatacha Rosa	Instructional Coach
Lillian Zayas	Dual Language Coach
Erica Daniels	ENL Coach
Karin Kirnie	SCSD Data Liaison
Michelle Brooks	K-1 Special Education Consultant Teacher
Gloria Kimmich	Kindergarten Dual Language Teacher
Neysha Andino	1st Grade Dual Language Techer
Shelly Simpson	AIS Math Spanish
Kelly Weatherby	School Psychologist
Catherine Romano	Special Education Teacher – Multi-age
Jennifer Steiner	Early Reading Intervention Teacher
Jennifer Coyle	Kindergarten Dual Language Teacher
Donna Worden	AIS - ELA
Evelyn Gonzalez	Spanish as a New Language Teacher
Sarah Phillips	3rd Grade Dual Language Teacher
Hannah Macko	5th Grade Dual Language Teacher
Sandra McKenney	5th Grade Dual Language Teacher

Krissy Kolbasook	Teaching Assistant
Mariesa Dranschak	Retired Teacher
Nicole Collazo	Community Partner – MANOS
Fanny Villarreal	Community Partner – YWCA Syracuse
Clifford Collins	Community Partner – The Hearth Management
Katia Thurn	Pre-K Teacher
Sara Pica	ENL Teacher
Lina Barrientos	Social Worker Assistant
Celimar Fuentes Boria	Clerical – Office Assistant II
Silvia Vergara	Family Engagement Facilitator
Leyanis De La Pena	Parent
Danielle Morales	Parent
Eliezer Matos	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
Example: 4/6/21				*x*	*x*		
5/18/2023	x						
5/24/2023	x						
5/25/2023	x						
5/26/2023		X					
6/05/2023		X		X			
6/6/2023		X	x				
6/16/2023					x		
6/22/2023						X	x
6/26/2023						X	X
6/27/2023							X
6/28/2023							x
6/29/2023							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.