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	Frazer K8 School	Dr. Robert DiFlorio	Latrina Brumfield	Pre-K-8	☒ CSI ☐ ATSI/TSI ☐ LSI

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

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 3 & 4** 28% # students= 154		**Level 2** 22% # students= 120	**Level 1** 50% # students= 274
ELA 3	Students in Grades 3-8	NWEA	Using September NWEA as a baseline, 80% of students will meet or exceed their projected growth by June 2024			
ELA 4	Students in grades K-5	DIBELS	90% of students who are below proficient will make at least above average growth (1.5 yrs) by June 2024 100% of students that are proficient (green) will make average growth (stay proficient) by June 2024			
ELA 5	Kindergarten	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**
All K-5 Teachers	Data Analysis Meeting and Growth Plan	100% of teachers will utilize the data analysis protocol to create, update, and monitor 4-week student growth plans

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 provided training and professional development to teachers in the areas of research based instructional routines and practices in tier 1 & 2 instruction happening in the classroom daily.	If teachers are trained and providing targeted small group instruction using research-based routines and practices, then students' foundational reading and writing skills will increase and they will be better prepared to engage in grade level text.
2	We have not consistently monitored and provided feedback to teachers on explicit instruction in vocabulary, study skills, student discourse.	If teachers engage students in explicit vocabulary and comprehension instruction along with providing opportunities for cognitive engagement through discourse and writing, then students will build their critical thinking skills in response to text.
3	We have not held teachers accountable for developed data analysis protocols and data cycles that will enable teachers to target instruction to students based on recent and relevant data.	If we provide teachers with explicit structures, including time and protocols, to analyze data points and provide monitoring, feedback, and implementation support, then teachers can design targeted classroom instruction and intervention that is reinforced with research-based practices.

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	Response to data employing research-based practices Analyzing data to determine instructional needs of students. (Data Driven Instruction)
2	Small group instruction targeted to Foundational reading and writing skills
3	Explicit instruction in vocabulary, study skills, student discourse and critical thinking

Early Progress Milestones

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

Subgroup / Group	Measure	8 Week Milestone	Actual Data	Status	Notes
K-5 Teachers	Data Analysis Protocol & Targeted 4-Week Small Group Growth Plans Turned in	100% of teachers trained to utilize the data analysis protocol and 100% have submitted 4-week small group student growth plans		On Track ☐ Off Track ☐	

	to Admin for Review				
K-5 Students	DIBELS	90% of students who were below proficient at baseline will make at least above average growth in predominant measure (1.5 yrs) 100% of the students who were proficient at baseline will make appropriate growth in predominant measure to maintain that classification.		On Track ☐ Off Track ☐	
3-8 Students	NWEA	60% of students will meet or exceed their projected growth target		On Track ☐ Off Track ☐	
Kindergarten	DIBELS	50% of students increase their correct letter sounds by at least 8 points from their September baseline			

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 #
9/23	1/24	Create and follow a schedule for data cycles, including data analysis protocols, 4-week student growth plan submission, and small group delivery with integrated monitoring and support.	Admin Instr Coach	1 & 3

			Peer support	
9/23	9/23	Schedule and hold data meetings with each teacher to review classroom baseline data and to set annual classroom goals aligned with school-wide goals and identify end-of-year goals for each student.	Admin Coach Teachers	1, 2 & 3
9/23	10/23	Utilize District look-fors for the ELA block that align to lesson expectations to create walk-through tools that reflect those expectations for whole and small group instruction based on data from those walk-throughs, to offer differentiated support to improve instructional practices.	Admin Instr Coach ELA Teachers	1, 2 & 3
9/23	1/24	Create and follow a walkthrough schedule (including ENL Teachers and AIS Teachers) to collect and analyze data to provide each teacher with feedback on delivery of the whole and/or small group instruction and planned lessons at least once per month.	Admin Instr Coach	1 & 3
9/23	1/24	Provide 2 small groups of instruction for students receiving AIS. One delivered by homeroom teacher and one by tier 3 teacher	Tier 3 tchrs ELA tchrs	1
9/23	9/23	Create a school wide schedule that allows for students to be taught tier 2 instruction from classroom teacher as well as Tier 3 teachers	Admin Tier 3 Tchrs	1
9/23	1/24	Reflect on data cycles; including 4 -week small group growth plans, and small group delivery, and adjust based on student growth and walk-through data. Fall, winter, spring for FABDP. Monthly for progress monitoring and 4-week plans	Teachers Coach	1
10/23	1/24	Provide professional development on research-based programs (tier 1&2), based on teacher need and walkthrough data.	Coach/Lead Teachers/Content Liaisons	1
10/23	1/24	Provide foundational reading skills professional development to all new teachers K-5	District Coach	1
10/23	1/24	Provide refresher foundational reading skill professional development and support to returning teachers K-5	District Coach	1
9/23	9/23	Research vocabulary strategies that are appropriate for each grade level	Admin Coach ILT	2

9/23	1/24	Unpack humanities units two weeks prior to implementation and map out instruction of tier 2 unit vocabulary. (K-5 ELA, MS Assigned Content Area)	Teachers Coach Liaison/Leads	2
9/23	1/24	Teach grade level district provided word study programs with fidelity (Gr.3 MSRC, Gr.4-5 Morpheme Magic)	Teachers	2
9/23	1/24	Implement AVID strategies for vocabulary, study skills, critical thinking and accountable talk (Gr.6-8)	Teachers Avid Coach	2
10/23	11/23	Train new teachers on Habits of Discussion and Accountable Talk	Coach Liaison/Leads	2
9/23	1/24	Provide feedback to teachers on Habits of Discussion and Accountable Talk moves through learning walks and collaborative coaching	Admin Coach Liaisons/Leads Teachers	2
9/23	10/23	Determine 3 to 5 student work protocols that will be utilized K-8 to support Accountable Talk and increase rigor	ILT	2
10/23	1/24	Meet 1:1 with teachers 3 times a year following Frazer's Academic Benchmark Data Protocol to review data and next steps.	Admin	3
10/23	1/24	Identify the differentiated needs of each teacher through use of walkthrough data and teacher request. Revise the tier of support each teacher will receive quarterly, including the type of support (i.e., observation & feedback cycle vs coaching cycle; modeling; co-teaching; co-planning; peer visits; walkthrough feedback) and align walkthrough schedule/frequency	Coach Admin ELA Liaison ELA teachers	3
9/23	10/24	Create timeline, following unit pacing, to analyze student work using unified protocols to create targeted next steps for students (K-8)	Coach Teachers	3
10/23	1/24	Collaborate, using student work protocol, to analyze student work, K-2 Integrated Knowledge, K-3 Dictation, 3-5 Readers Writers notebooks, MS content specific) and create next steps based on data	Coach Liaisons/Leads Teachers	3
10/23	1/24	Provide PL training from district	District Coaches	3
9/23	10/23	Create and commit to unified protocols including the use of Readers Writers' Notebooks K-5, dictation books K-3, built in tracked progress monitoring for all students.	Coach Teachers	3
9/23	1/24	Set goals for every student (K-5 DIBELS, 6-8 NWEA and CER)	Teachers	3

9/23	1/24	Progress-monitor all K-5 students in DIBELS, bi-weekly for Strategic and Intensive and monthly for Core and Core^ on Amplify	Tier 3 Teachers Classroom Teachers	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
K-5 Teachers	Data Analysis Protocol & Targeted 4-Week Small Group Growth Plans Turned in to Admin for Review	100% of teachers will analyze student data and continue to update, monitor, and implement 4-week small group student growth plans		On Track ☐ Off Track ☐	
Kindergarten	DIBELS NWF-WRC	60% of kindergarten students will meet the mid-year benchmark		On Track ☐ Off Track ☐	
K-5 Students	DIBELS	90% of students who have satisfactory attendance (90%) and were below proficient on fall 2023 benchmark will		On Track ☐ Off Track ☐	

		make at least above average growth in predominant measure (1.5 yrs) 100% of the students who were proficient on fall 2023 benchmark will make appropriate growth in predominant measure to maintain that classification.			
3-8 Students	NWEA	Using September NWEA as a baseline, 80% of students will meet or exceed their projected mid-year growth score		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 #
1/24	2/24	Reflect on Frazer's Instructional Priorities and our PD Plan for the first half of the year then monitor and adjust to address our current needs.	Admin Coach ILT/SLT	1, 2 & 3
1/24	2/24	Revisit and, if necessary, revise goals for every student (K-5 DIBELS, 3-8 NWEA and 6-8 CER)	Teachers	3
1/24	6/24	Follow pre-determined schedule for data cycles, including data analysis protocols, 4-week student growth plan	Admin	1 & 3

		submission, and small group delivery with integrated monitoring and support.	Instr Coach Peer support	
1/24	6/24	Create and follow a walkthrough schedule (including ENL Teachers and AIS Teachers) to collect and analyze data to provide each teacher with feedback on delivery of the whole and/or small group instruction and planned lessons at least once per month.	Admin Instr Coach	1 & 3
1/24	6/24	Provide 2 small groups of instruction for students receiving AIS. One delivered by homeroom teacher and one by tier 3 teacher	Tier 3 tchrs ELA tchrs	1
1/24	6/24	Reflect on data cycles; including 4 -week small group growth plans, and small group delivery, and adjust based on student growth and walk-through data. Winter, spring for FABDP. Monthly for progress monitoring and 4-week plans Schedule and hold mid-year data meetings with each teacher to reflect on data cycles and progress towards mid-year classroom goals	Teachers	1
1/24	6/24	Provide professional development on research-based programs (tier 1&2), based on teacher request and walkthrough data.	Coach/Lead Teachers/Content Liaisons	1
1/24	6/24	Unpack humanities units two weeks prior to implementation and map out instruction of tier 2 unit vocabulary. (K-5 ELA, MS Assigned Content Area)	Teachers Coach Liaison/Leads	2
1/24	6/24	Teach grade level district provided word study programs with fidelity (Gr.3 MSRC, Gr.4-5 Morpheme Magic)	Teachers	2
1/24	6/24	Implement AVID strategies for vocabulary, study skills, critical thinking and accountable talk (Gr.6-8)	Teachers Avid Coach	2
1/24	6/24	Provide feedback to teachers on Habits of Discussion and Accountable Talk moves through learning walks and collaborative coaching	Admin Coach Liaisons/Leads Teachers	2
1/24	6/24	Implement 3 to 5 pre-determined student work protocols consistently to support Accountable Talk and increase rigor	Teachers	2
1/24	6/24	Meet 1:1 with teachers in winter and spring following Frazer's Academic Benchmark Data Protocol to review data and next steps.	Admin	3

1/24	6/24	Identify the differentiated needs of each teacher through use of walkthrough data and teacher request. Revise the tier of support each teacher will receive quarterly, including the type of support (i.e., observation & feedback cycle vs coaching cycle; modeling; co-teaching; co-planning; peer visits; walkthrough feedback) and align walkthrough schedule/frequency	Coach Admin ELA Liaison ELA teachers	3
1/24	6/24	Collaborate, using student work protocol, to analyze student work, K-2 Integrated Knowledge, K-3 Dictation, 3-5 Readers Writers notebooks, MS content specific) and create next steps based on data	Coach Liaisons/Leads Teachers	3
1/24	6/24	Utilize unified protocols including the use of Readers Writers' Notebooks K-5, dictation books K-3, built in tracked progress monitoring for all students.	Coach Teachers	3
1/24	6/24	Progress-monitor all K-5 students in DIBELS, bi-weekly for Strategic and Intensive and monthly for Core and Core^ on Amplify	Tier 3 Teachers Classroom Teachers	3
6/2024	6/20/24	Schedule and hold end-of-year data meetings with each teacher to review progress and proximity towards reaching annual classroom goals and end-of-year goals for each student.	Admin Coach Teachers	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	*TBD/Place Holder Based on NYSED Provided MIPs*			
Math 2	All Students	Percent of Students at Each Performance Level on 2023-24 NYS Math Assessment	**Level 3&4**	**Level 3 &4**	**Level 2**	**Level 1**
			25% #students= 137	25% # students= 137	25% # students= 137	50% # students=274
Math 3	All Students	NWEA	Using September 2023 NWEA as a baseline, 80% of students will meet or exceed their projected growth 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)*
1	We have not implemented a system of intervention for all students to target growth of foundational math skills.	If we utilize targeted intervention plans to maximize time in the classroom to meet all students' specific needs, then-students will have the skills and-support needed to grow their foundational skills.
2	Due to limits in the master schedule we were not able to provide targeted small group instruction based on the needs of the students.	If we provide 60 minutes for small group instruction, professional development and support/coaching for teachers around the implementation of personalized learning (unpacking units, collaborative meeting time with teams to identify priority strategies/skills), then students will receive differentiated supports and instruction based on their needs which are identified in their Fall NWEA assessments.

| 3 | All teachers have not received intentional instructional support in the area of supporting student growth in Math. | If we plan and implement intentional coaching cycles, targeted professional development to support the teacher needs we find during coaching cycles, complete frequent walk through observations with specific feedback relating to instructional impact on student performance and provide common planning time during PLC's, then teachers will receive instructional support that will allow them to meet the specific student needs so that at least 80% of students will meet their projected growth goals according to NWEA Fall baseline. |

Priority

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

	Priority
1	Develop and implement targeted intervention plans that maximize and support the specific needs for students in the classroom.
2	Develop, deliver, and follow up on implementation of personalized learning professional development.
3	Create, schedule and deliver intentional coaching cycles to support teachers with Math instruction (to include collaborative coaching planning training for admin team).

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-survey	50% of students at each grade level will score above the first quartile on their core fluency assessments.		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 #
6/2023	6/2023	Review student data with Math team, determine % of students at each level (red, orange, yellow, green, blue)	SCEP Math Team	1
6/2023	6/2023	Determine intervention supports available to staff/school based on current system and what additional systems need to be in place for the start of the school year	Admin Instr Coach Math Teachers	1
08/2023	8/2023	Meet with teachers to determine which interventions will be most appropriate for students based on NWEA projected scores and proficiency levels	Admin Instr Coach	1
August	ongoing	Train staff as needed on TSGI using personalized learning station rotations	Tier 3 tchrs Math tchrs	1
Sept.	ongoing	Implement intervention strategies within the classroom during personalized learning station rotations	Classroom teachers	1
Sept	ongoing	Monitor the impact of the intervention on student performance using quarterly surveys, NWEA benchmarking, 2pt responses, classroom exit ticket data.	Teachers Coach	1
august	Ongoing	Retrain/Train teachers using district PL personnel during opening days and continue to provide supports during school year during PLC times	District Coach	2
August	Ongoing	Create master schedule that allows for collaborative meeting time for grade level teams to collaborate on best practice, pacing, and student progress	Admin Coach	2
Sept.	Monthly	Unpack units of study with building coach and content leads to ensure proper pacing and alignment among teaching team	Admin Coach ILT	2
Sept.	Monthly	Identify priority strategies/skills to focus on during station rotations based on NWEA data, align digital content data to reflect students needs for intervention.	Teachers Coach Liaison/Leads	2
Sept.	Ongoing	Provide feedback to teachers based on PL implementation and impact on student performance (formative assessment on current skills and benchmark NWEA assessments) by way of	Admin Coach	2

		consistent walkthroughs with immediate feedback via forms and email	Content liasons/Leads	
Sept	Ongoing	Create a timeline for grade level skill mastery by unit/month/quarter among grade level teams	Teachers Coach	2
Aug	Sept	Train admin staff on intentional coaching cycles using the gradual release model to provide supports to teachers for personalized learning	Admin Coach	3
Sept.	Ongoing	Schedule intentional coaching cycles for all teachers- to include frequent walk-through observations and specific feedback relating to instructional impact on student performance	Admin Coach	3
Sept.	Ongoing	Implement support/coaching for all teachers with a specific focus on math instruction	Admin Coach Content Lead/Liasons	3
Sept.	Ongoing	Reflect on the impact of admin intentional coaching by teacher monthly to adjust if necessary based on teacher practice and student performance	Coach Admin	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
3-8 Students	NWEA	Using September NWEA as a baseline, 80% of students will meet or exceed their		On Track ☐ Off Track ☐	

		projected mid-year growth score			
All Students	Math Surveys	Using September Survey as a baseline 50% of students will move to next level of surveys		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 #
Jan	Feb.	Reflect on Frazer's Instructional Priorities and our PD Plan for the first half of the year then monitor and adjust to address our current needs based on student performance of winter NWEA assessments	Admin Coach SCEP team	
Jan.	Feb	Revisit and, if necessary, revise goals for every student (NWEA and Math Surveys)	Teachers coach	
Jan.	June	Follow pre-determined schedule for data cycles, including data analysis protocols, 4-week student growth plan submission, and small group delivery with integrated monitoring and support.	Admin Instr Coach Peer support	
Jan.	June	Create and follow a walkthrough schedule (including AIS/AR Teachers) to collect and analyze data to provide each teacher with feedback on delivery of the whole and/or small group instruction and planned lessons at least once per month.	Admin Instr Coach	
Jan.	June	Provide 2 small groups of instruction for students receiving AIS. One delivered by homeroom teacher and one by tier 3 teacher	Tier 3 tchrs Math tchrs	

Jan.	June	Reflect on data cycles; including 4 -week small group growth plans, and small group delivery, and adjust based on student growth and walk-through data. Winter, spring for FABDP. Monthly for progress monitoring and 4-week plans	Teachers Coach Admin	
Jan.	June	Provide professional development on research-based programs (tier 1&2), based on teacher request and walkthrough data.	Coach/Lead Teachers/Content Liaisons	
Jan.	June	Unpack Math modules units two weeks prior to implementation and map out instruction of tier 2 unit vocabulary/skills. (K-5 Math, MS Assigned Content Area)	Teachers Coach Liaison/Leads	
Jan.	June	Provide feedback to teachers on Habits of Discussion and Accountable Talk moves in whole group and small group instruction through learning walks and collaborative coaching	Teachers Admin	
Jan.	June	Meet 1:1 with teachers in winter and spring following Frazer's Academic Benchmark Data Protocol to review data and next steps.	Teachers Avid Coach	
Jan.	June	Identify the differentiated needs of each teacher through use of walkthrough data and teacher request. Revise the tier of support each teacher will receive quarterly, including the type of support (i.e., observation & feedback cycle vs coaching cycle; modeling; co-teaching; co-planning; peer visits; walkthrough feedback) and align walkthrough schedule/frequency	Admin Coach Liaisons/Leads Teachers	
Jan.	June	Utilize unified protocols during PLC time to look at student work, including the use of problem set, math surveys, digital content (MAPS and Dreambox) Student exit ticket data.	Teachers Coach Admin	
Jan.	June	Collaborate, using student work protocol, to analyze student work in problem set, exit ticket data, and digital content tools and create next steps based on data	Teachers Leads Coach	

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) Goal

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

Year-End Goals

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

Theory of Action

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

	Root Cause	**Theory of Action (TOA)** *(If/Then Statement)*
1	We have not provided teachers with professional development, monitoring, and feedback on effective strategies to increase student engagement.	If we provide teachers with a professional development plan focused on high-level student engagement strategies and consistently monitor and provide feedback on those strategies, then student engagement and achievement will increase.
2	We have not developed structures or dedicated time to allow ENL teachers and classroom teachers to collaborate.	If we define structures to include time and protocols for ENL teachers and classroom teachers to-unpack, plan, analyze data, and create meaningful lessons, then student engagement and achievement will increase.

Priority

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

	Priority
1	Providing teachers with targeted professional development, monitoring, and feedback on high-level student engagement strategies
2	Establishing a formal structure for ENL and classroom teachers to unpack, plan, analyze data, and create meaningful lessons.

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
ENL Students	National Geographic End of Unit Assessment	60% of students will score at least 15 of 18 points on the first unit assessment		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 #
9/23	1/24	Teachers and ENL certified teachers will meet twice a month to set and discuss appropriate scaffolds and curricular supports that align with the immediate grade level unit and objectives • Supports will be specific to NYSESLAT levels 1,2 3 • Teachers will be specific with the leveling of each student based on the specific levels • Teachers will have individual data meetings with ENL teachers to review progress monitoring • Goal setting will include identification of student demographics and goals will be specific to targeted subgroups	ENL staff Grade Level Team Leaders	
9/23	1/24	Teachers and ENL certified teachers will ensure that their lesson plans include specific language objectives based on the lesson/unit • Weekly planning time/PLC	ENL staff Grade Level Team Leaders	

9/23	1/24	ENL teachers and grade level staff will meet after each NWEA and DIBELS administration to measure and track student progress • Student groups will be adjusted based on NWEA and DIBELS data	ENL staff Grade Level Team Leaders	
8/23	10/23	ENL teachers will meet in the beginning of the year to identify specific ENL students for reading ENL AIS • AIS list will be shared with specific grade level teams • Students will be discussed twice a month at PLC • Progress monitoring will continue on a monthly basis	ENL staff Grade Level Team Leaders	
9/23	1/24	Teachers and ENL certified staff will ensure the following on a weekly basis • Small group instruction will be targeted to their levels and the specific standards that they are working on • ENL Teachers will work with grade level staff, support staff, and building coach to support students with language and literacy skills • Bi-monthly PLCs will be held for teacher to co-plan and discuss student progress	ENL staff Grade Level Teachers	
9/23	1/24	Teams will partner with community-based organizations for additional learning opportunities to support ELL families.	ENL staff	
9/23	1/24	Communications will be translated to provide families with academic goals in their primary language. This will be primarily supported by Talking Points and utilizing staff and students who speak specific languages. • Primary language will be utilized for PTO flyers • Reminders will be sent through talking points of all family engagement	ENL staff	
8/23	9/23	ENL Team will build in Professional development at school opening for ELL practices ENL Professional development will be added to PLC calendar quarterly topics will include • Curriculum and instruction • Best practices for engagement • Looking at plans and objectives • Monitoring ELL data	ENL staff Instructional coach	

		• Sharing data with families		

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
ENL Students	National Geographic End of Unit assessment	75% of students will score at least 15 of 18 points on the third unit assessment		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 #
1/24	6/24	Teachers and ENL certified teachers will meet twice a month to set and discuss appropriate scaffolds and curricular supports that align with the immediate grade level unit and objectives • Supports will be specific to NYSESLAT levels 1,2 3 • Teachers will be specific with the leveling of each student based on the specific levels • Teachers will have individual data meetings with ENL teachers to review progress monitoring	ENL staff Instructional coach	

		• Goal setting will include identification of student demographics and goals will be specific to targeted subgroups		
1/24	6/24	Teachers and ENL certified teachers will review and reflect on their unit plans to ensure that their lesson plans include specific language objectives based on the lesson/unit	ENL staff Grade level team leaders	
1/24	2/24	ENL teachers will meet with grade level teams, support staff, and building coach to do the following • Review the ENL AIS list • Discuss progress monitoring and data with each student • Readjust the list to ensure students are being supported • Connect with families to let them know of any changes	ENL staff Grade Level Team Leaders Instructional coach	
1/24	6/24	Teachers and ENL certified staff will continue to ensure the following on a weekly basis • Small group instruction will be targeted to their levels and the specific standards that they are working on • ENL Teachers will work with grade level staff, support staff, and building coach to support students with language and literacy skills	ENL staff Grade Level Team Leaders	
1/24	6/24	Teams will partner with community-based organizations for additional learning opportunities to support ELL families.	ENL Staff	
1/24	6/24	Communications will be translated to provide families with academic goals in their primary language. This will be primarily supported by Talking Points and utilizing staff and students who speak specific languages. • Primary language will be utilized for PTO flyers • Reminders will be sent through talking points of all family engagement	ENL Staff	
1/24	3/24	ENL Team will send out a Microsoft Form to staff to conduct differentiated PD based on responses. ENL Professional development will be added to PLC calendar quarterly topics will include • Curriculum and instruction • Best practices for engagement • Looking at plans and objectives	ENL Staff	

| | | • Monitoring ELL data
• Sharing data with families | | |
| | | | | |

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	Decrease Chronic Absenteeism Rate from 55% to 41%

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	Lack of systems to identify and implement a plan for increase of student attendance.	If we are more consistent with our plan to increase attendance, then we will see an increase in student attendance
2	Lack of specific strategies for family engagement around attendance for both students and families	If we continue to engage specific families in the attendance process, then we will see an increase in student attendance.
3	Lack of Positive rewards for parents whose students are excelling in attendance.	If we are consistent with our incentive program, then we will motivate our students and families to increase attendance.

Priority

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

	Priority
1	Schoolwide systems for attendance monitoring and intervention
2	Targeted student and family engagement strategies.
3	Schoolwide attendance incentive program

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	Attendance Rate	90% average daily attendance		On Track ☐ Off Track ☐	
All Students	Chronic Absenteeism Rate	No more than 25% of students chronically absent		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 #
9/23	1/24	Communicate and incentivize school goal of 95% daily attendance through daily classroom tracking, daily announcements, morning announcement slides, and notifications sent home in preferred language.	ADMIN, attendance team, Office staff	1,2,3
8/23	10/23	Create a data/excel and communication system to communicate with parents of chronically absent students. We will partner with families and monitor their attendance to ensure we increase their attendance.	Attendance team, ADMIN	1,2,3
8/23	9/23	Create systems for daily, weekly, monthly monitoring/reporting of absences with emphasis on consecutive days for specifically targeted students and school wide data. Write the protocols that include: • Schedule when the data will be pulled. • Schedule time to analyze the CA data. • Communicate the information to teachers via spreadsheet-live document-email • Teachers will utilize PLC time to analyze the data, make phone calls, make plans for improvement, and adjust if necessary.	Guidance, secretary, ADMIN, Attendance team	1

8/23	10/23	Review protocols of the SIT Expert Team to include regularly monitoring chronic absenteeism K-8 and identifying students who need to be monitored and supported through the SIT process. Review SIT Expert Team protocols which include: • Creating timelines, creating tools, and meeting agendas, identifying needs for preparation for the meetings and assignment of roles.	ADMIN	1,2
8/23	9/23	Create a system with clearly defined expectations for admin, support staff and teachers to proactively address chronic absenteeism and engaging teachers in the process including use of primary contact teacher calls, etc. • Ensure all student information in SchoolTool is correct utilizing robocalls, letters, Talking points, etc. • Use SchoolTool so support staff and admin can access to capture the interventions and attendance notes on the students. For documentation purposes, use the outreach log under user-defined and make sure that it is updated weekly • Analyze the data to determine the impact of the actions and to identify next steps. • Teachers must ensure to reach out to the families after 2 absences within a week. This must be documented in SchoolTool, in the Outreach log. Add system of accountability to make sure this is happening. • Teacher must refer student to support staff for additional calls and or home visits to follow up with families. This will be monitored for 4-weeks. • Grade level teams collaborate in SIT/PLC if the above intervention is unsuccessful to create, implement, and monitor appropriate action plan.	ADMIN, SIT, Teachers	1,2
8/23	9/23	Proving Ground: Pull report of all students chronically absent (missing 7-10 days-ENL students), review by grade level and assign to teachers to be monitored and targeted at the start of the school year. Distribute information on this program to qualifying students to establish and build relationships with staff member. • Grade level teams collaborate in SIT/PLC if the above intervention is unsuccessful to create, implement, and monitor appropriate action plan	Guidance, ADMIN, 6th grade team-all staff	1,2

8/23	9/23	Identify suspensions of chronically absent students and assess impact on specific absenteeism rates of students. • Communicate with families and develop a success plan to reduce suspensions • Collaborate with grade level teams, support staff, school counselor, social worker	ADMIN, SIT team	1,2
8/23	1/24	Identify and address preemptive vaccination exclusions and communicate information with families to prevent exclusion absences.	Nurse, ADMIN	1,2
8/23	1/24	Utilize Talking Points and other multi-language technologies to send all communications home from Attendance Team and Proving Grounds program in the preferred language.	Attendance team, secretary, guidance, staff	1,2,3
8/23	11/23	Partner with systems and structures to host a technology parent night - Parents will create emails, sign up for Talking Points, DOJO, and or other means of communication to improve attendance.	Systems and structures team, ADMIN, Staff	1,2,3
8/23	1/24	Utilize data from SchoolTool to incentivize weekly attendance. Provide incentives for perfect attendance and incentivize students who missed one day to ensure they move into the perfect attendance category. Perfect attendance- Weekly - shout out/candy Missed one day- Classroom shout outs Monthly School-wide/grade level incentive plan Target specific grade levels- September/October	Attendance Team	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	Measure	Mid-Year Target	Actual Data	Status	Notes
All Students	Average Daily Attendance	At least 90%			
All Students	Chronic Absenteeism Rate	35%		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 #
1/24	6/24	Continue to be consistent with the communication and incentivizes for school goal of 95% daily attendance through daily classroom tracking, daily announcements, morning announcement slides, and notifications sent home in preferred language.	ADMIN, attendance team, Office staff	1,2,3
1/24	6/24	Reflect and update the data/excel and communication system to communicate with parents of chronically absent students.	Attendance team, ADMIN	1,2,3
1/24	2/24	Review Mid-Year data of students who are approaching and or chronically absent to either update and or create plans to partner with families to decrease their chronic absenteeism.	Attendance team, ADMIN, Staff	1,2,
1/24	2/24	Proving Ground: Reflect and review mid-year data to either add students to the list and or remove them due to their progress. • Grade level teams- review data • Create new plans based on the data • Grade level teams collaborate in SIT/PLC if the above intervention is unsuccessful to create, implement, and monitor appropriate action plan	Guidance, ADMIN, 6th grade team- all staff	1,2,3

1/24	3/24	Review suspensions of chronically absent students and assess impact on specific absenteeism rates of students.
		
		   • Communicate with families about the plan
		   • Update the plan as necessary
		   • Collaborate with grade level teams, support staff, school counselor, social worker
			ADMIN, SIT team	1,2

1/24	6/24	Monitor preemptive vaccination exclusions and communicate information with families to prevent exclusion absences.	Nurse, ADMIN	1,2
1/24	6/24	Continue to utilize Talking Points and other multi-language technologies to send all communications home from Attendance Team and Proving Grounds program in the preferred language	Attendance team, secretary, guidance, staff	1,2,3

1/24	3/24	Partner with Family engagement to host a parent night focusing on attendance
		
		   • Individualize reports for parents
		   • Discuss strategies for improve attendance for the rest of the year
		   • Provide resources to parents about the importance of attendance
			Systems and structures team, ADMIN, Staff, Family engagement	1,2,3

1/24	6/24	Provide incentives for perfect attendance and incentivize students who missed one day to ensure they move into the perfect attendance category. Perfect attendance- Weekly - shout out/candy Missed one day- Classroom shout outs Monthly School-wide/grade level incentive plan Target specific grade levels- September/October	Attendance Team	1,2,3

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	Students	How often do you worry about violence and or physical fights happening at your school?	75% of students will respond favorably

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	Inconsistent Systems for scheduling in order to fully implement SEL in the classrooms.	If we use our data to target specific students and grade levels, then we can create supports around them to help students feel safe.
2	Lack of system of accountability for teachers in order to build their community in their classrooms.	If we can include our students in the self-regulation process, then they can assist to help their peers feel safe at school. If we can also include a consistent walk-through schedule, then we can give them feedback to assist them with building community in their classrooms.

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	Student systems of support based on data.
2	Clearly define and monitor implementation of expectations for classroom and schoolwide community building.

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	Survey question based on school safety	50% or more students will answer favorably		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 #
8/23	9/23	Evaluate Second Step to identify and select appropriate grade lessons and/or activities that address active problem solving, school safety, self-control and conflict resolution. Middle school students will utilize their homeroom time, Elementary school will use their morning meeting time for scheduling of teaching second step lessons.	Grade level teams	1,2
8/23	9/23	Create a schedule/system of buddy classrooms from Middle school to elementary to build trust, problem solving, and self-regulation skills.	Grade level teams, ADMIN	1,2
8/23	8/23	Admin will set up expectation meetings with the parents of grades 6-8 to go over expectations and consequences for any fights and or acts of violence against students' staff or school community.	ADMIN	1

8/23	10/23	Schedule and provide to staff with differentiated professional development on integrating strategies that support teaching the students skills to improve their self-control and conflict resolution for all grade levels to ensure consistency and fidelity to the programs / strategies school wide. Incorporate the trainings in the schoolwide PD Plan for the year. Training topics include:
		
		• Incorporating the following in Morning Meetings:
		  ○ K-5: Refresher and Second Step Lessons
		  ○ Restorative Circles - 1 time/week during Morning Meeting or SEL
		• TCIS Strategies: Life Space Interview Refresher
			ADMIN, teacher, TCIS Consultants	1,2

8/23	9/23	Create a schedule for Monthly PLC time with your grade level team to discuss strengths and areas of growth with these restorative circles.	Grade level teams	1,2

		• Encourage people to take advantage of the SCSD professional developments.		
8/23	1/24	Incorporate specific slides on school safety tips and conflict resolution strategies once a week on the morning news announcements. These slides will also incorporate school-wide expectations.	ADMIN, morning announcement team	1,2
9/23	11/23	Create a student review board that is student led to talk about student concerns and how to address them	Grade level teams, counselor, DEAN, social workers	1,2
9/23	1/24	Implement Second Step in daily Morning Meetings K-8 with fidelity and PAX throughout the school day at all grade levels to teach students skills necessary to improve problem solving, self-control, and conflict resolution skills.	ADMIN, counselors, teachers, support staff	1,2
9/23	1/24	Schedule and complete walkthroughs once in every class a minimum of quarterly to monitor implementation of Morning Meeting, and PAX Good Behavior Game and provide individual teachers with feedback.	PAX partners, ADMIN	2
9/23	1/24	Incorporate the Dean of Students and other support staff to provide feedback and support in the Restorative Circles process daily.	DEAN	2
9/23	10/23	Select schoolwide strategies for creating a safe school environment. Identify ways to engage students and parents displays including social media and bulletin boards. • Targets stairwells to enforce our school safety tip of month.	Students, DEAN, grade level teachers	1,2
9/23	1/24	Continue grade level morning meetings each week to build community and include messages about school safety and conflict resolution. Include trusted adults in each week to ensure students know who to go to feel heard and or problem-solving help.	ADMIN, Teachers, DEAN	1,2
9/23	1/24	Implement PAX Good Behavior games in all classes K-8 to increase self-regulation skills in the classroom. • Facilitate age-appropriate self-regulation strategies daily as needed.	Teachers	1,2

9/23	1/24	Related studies teachers should be in morning meetings/SEL at the beginning of the year. Create a schedule that allows related studies teachers to push into morning meeting/SEL when they have struggles with classes. Monitor integration of these strategies through walkthroughs, provide teachers with feedback, and identify and provide any teachers in need of follow-up support.	Grade level teams, DEAN	1,2
9/23	1/24	Collect and analyze the data on Morning Meetings and on PAX quarterly from walkthroughs to determine schoolwide trends and identify if there are any schoolwide training needs and schedule and deliver those trainings.	PAX partners, DEAN, grade level leads	1,2
9/23	10/23	Schedule and administer Panorama survey. Create and administer the mid-year survey on the selected question and determine the progress towards the goal. Analyze the data to determine needs and adjustments to the PD plan.	ADMIN, teachers	1,2

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:

Group	Measure	Mid-Year Target	Actual Data	Status	Notes
All students	School-created Mini-Survey	60% Favorable		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 #

1/24	6/24	Reflect on the implementation of the Second Step Curriculum to identify areas that have been a success and areas that we need to target for the rest of the year.	Grade level teams, DEAN	
1/24	6/24	Revisit the schedule of the buddy classroom to see if we need to adjust classrooms and or target specific classes with lessons.	Grade level teams, ADMIN	1,2

1/24	6/24	Schedule monthly meetings with grade-level teams to discuss the monitoring, support, and implementation of the following.
		• Incorporating the following in Morning Meetings:
		  o K-5: Refresher and Second Step Lessons
		  o Restorative Circles - 1 time/week during Morning Meeting or SEL
		• TCIS Strategies: Life Space Interview Refresher
		
		Incorporate the Dean of Students and other support staff to provide feedback and support in the Restorative Circles process daily.
			ADMIN, DEAN, grade level teams, counselors, TCIS consultants	1,2

1/24	6/24	Reflect and refine the student review board that is student led to talk about student concerns and how to address them	Grade level teams, counselor, DEAN, social workers	1,2
1/24	6/24	Continue grade level morning meetings each week to build community and include messages about school safety and conflict resolution. Include trusted adults in each week to ensure students know who to go to feel heard and or problem-solving help.	ADMIN, Teachers, DEAN	1,2
1/24	6/24	Schedule a mid-year meeting with the PAX partner to discuss Implementation of the PAX Good Behavior games in all classes K-8 to increase self-regulation skills in the classroom. • Identify specific grade level supports • Identify celebration points within the building • Create a schedule of implementation for the rest of the year.	PAX partners, DEAN, grade level leads	1,2
5/24	5/24	Schedule and administer Panorama survey. Create and administer the end of the year survey on the selected question and determine the progress towards the goal. Analyze the data to determine needs and adjustments to the PD plan.	ADMIN, teachers	1,2

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.

During the student interview process the team learned how our students perceive the school culture, their teacher's role in their education, and how some of our students feel about the school environment as a whole.

Math/ELA
Students reported that they spent a lot of time working in whole group settings and the trend was that the teacher did the majority of the talking. While responses were varied based on students' class/teacher, the trend was that when they did get to talk to classmates in an academic discussion it was typically a quick turn and talk. The interview process brought to light that students were getting enough time for academic discourse.

Students communicated that they wanted to do well in school, but teachers often went too fast when teaching lessons and that it left them feeling like they were falling behind. Upon further probing, we uncovered that students were unable to communicate ways in which teachers cleared up misconceptions during lessons or provided follow up support when students were struggling. While they could speak to the ways in which teachers provided feedback to completion of an assignment, they could not explain ways in which the feedback they received was actionable. They were also unable to communicate ways in which they set, or worked to reach, personal academic goals.

Interview responses supported data collected from other sources which uncovered that teachers need a range of differentiated support to internalize grade level standards, curriculum, and best practice teaching methods, as well as to support their growth in examining student work to provide actionable feedback and goal setting.

ELP:
Students' responses were similar to the responses provided for ELA and Math. Students want to do well in school but can, at times, feel as if they are falling behind. This information supported our root causes and action planning for the ELP goal. We need to provide teachers with strategies to engage the ENL student in the learning process and establish a formal structure for ENL and classroom teachers to collaborate and set actionable goals for students.

Chronic Absenteeism:
Students reported that they understood the importance of coming to school every day and were able to speak to a myriad of ways that teachers and administrators work to improve attendance at Frazer, including both class and school-wide incentives. They reported that the strategies employed at Frazer motivated them to come to school but that there are times that things are happening in their lives outside of school that are out of their control and make it difficult to get to school. The interviews confirmed our need to continue with our incentive program and strengthen our systems for daily, weekly and monthly monitoring/reporting, and communication with, and support for, families of chronically absent students.

 Survey Goal:
Students reported that morning SEL meetings were inconsistent. They feel that they should be able to see a counselor or social worker whenever they want. They want the grown-ups to connect with them by talking

with them and asking how they are doing and letting them know that there is someone here for them that cares about them. They stressed that they want teachers to try to understand their feelings and what they are going through at home. Students expressed that it was a select few students at each grade level that were unruly and/or bullied other classmates but the actions of these students disrupted the learning of all students and left some feeling unsafe.

The interview process uncovered students' yearning for a stronger sense of community within their classrooms and the school at-large. Further unearthed our need to support staff with differentiated professional development on integrating strategies that support teaching the students skills to improve their self-control and conflict resolution, as well as the need to monitor and adjust based on staff progress. It also uncovered the need to use our data to target specific students and grade levels, to create supports around them to help students feel safe.

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, ELP
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	Through the process we identified a need to support teachers with explicit instruction in vocabulary, study skills, and student discourse through instructional coaching.

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
Latrina Brumfield	Principal
Stanley Whalen	Vice Principal
Jessica Corasaniti	Vice Principal
Ashley Pedrotti	Admin. Intern
Teresa Sauro	Instructional Coach
Karine Kirnie	Data Coach
Amy Vargason	Teacher
Alicia Mahaney	Teacher
Curtis Patterson	Teacher
Sarah Lambert	Teacher
Tracy Waters	Teacher
Crysten Rushmore	Teacher
Emma Hofman	Teacher
Joe Sessler	Teacher
Danielle Watt`	Teacher
Sarah Craft	Teacher
Diana Ebner	Teacher
Marcy Fasulo	Teacher
Shanette Logan	Teacher
Sarah Whelan	Teacher
Rachel Sheer	Teacher
Leighann Adams	Teacher
Cathy Louer	Teacher
Matt Andino	Teacher
Brittney Carter	Teacher
Olivia Emond	Teacher
Martin Boatwright	Teacher
Meg D'Orsogna	Teacher
Maria Alejo	Teacher
Nicole Schwartz	Teacher
Carol Weatherby	Teacher
Lisa Saka	Teacher
Jaime Commisso	Teacher
Takula Adow	Parent
Kim Coy	Parent
Kaisha McMillen	Parent
Traci Houston	Parent

Tamara Williams	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*		
5/10/2023	x						
516/23	X	X	X		X		
5/17/23		X	X		X		
5/18/23				X	X		
5/23/23				X			
5/24/23				X			
5/25/23						X	
5/30/23						X	
5/31/23						X	
6/1/23						X	
6/6/23						X	
6/7/23						X	
6/8/23						X	
6/13/23						X	X
6/14/23						X	X

6/15/23						X	X
6/20/23							X
6/21/23							X
6/22/23							X

Next Steps

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