



School Comprehensive Education Plan 2023-24

District	School Name	Assistant Superintendent	Principal	Grades Served	Accountability Status
Syracuse City School District	Dr. Edwin E. Weeks Elementary School	Melissa Evans	Diane Vitello	PK-5 th	<input checked="" type="checkbox"/> CSI <input type="checkbox"/> ATSI/TSI <input type="checkbox"/> LSI

Collaboratively Developed By:

The Dr. Weeks Elementary School SCEP Development Team

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

Guidance for Teams

Process

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

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

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

Year-End Goals and Progress Targets

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

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

Action Steps

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

Resources for the Team

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

Submission Instructions

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

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

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

ELA Goal

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

Year-End Goals

Student Goals					
Goal #	Subgroup	Measure	Year-End Goal		
ELA 1	All Students	Academic Achievement Index	TBD/Place Holder Based on NYSED Provided MIPs		
ELA 2	All Students	Percent of Students at Each Performance Level on 2023-24 NYS ELA Assessment/NWEA	Level 3 & 4	Level 2	Level 1
			30% # students=92	30% # students=92	40% # students=123
ELA 5	Kindergarten	DIBELS: NWF – WRC	75 % of students will meet or exceed grade level benchmarks 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	Lack of opportunities for students to read books at their independent levels due to lack of time and lack of skill-building around choosing an appropriate book.	If we provide students skills and opportunities to choose books on their independent level, then students will spend more time reading appropriate texts.
2	Lack of knowledge on how to provide appropriate scaffolded tier I ELA instruction to students with a variety of learning needs due to lack of professional development and resources.	If we provide teachers with professional development and needed resources focused on scaffolding tier I instruction, then all students will be given the opportunity to access tier I grade level curriculum.
3	Inconsistent structures used for small group ELA scheduling and instruction due to lack of standardized non-negotiables and lack of monitoring.	If we provide all teachers with standardized structures and protocols for small group ELA instruction and regularly monitor the implementation, then all students will receive consistent, targeted small group instruction.

Priority

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

	Priority
1	Increase time students spend reading texts at appropriate levels allowing all students to improve their fluency and build a love of reading.
2	All students receive scaffolded ELA instruction at the tier I level allowing all students to access grade level curriculum.
3	Standardize structures and protocols for small group ELA instruction ensuring all students are provided with consistent, targeted instruction.

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
Teachers	Habits of Avid Readers Lessons Completion	All teachers will complete the Habits of Avid Readers Lessons		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	
All Students	Independent Reading Book	100% of all students will have chosen a book on their independent level		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	
All Students	ELA Small Groups	100% of students will be in an ELA small group at their level.		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	

Kindergarten Students	DIBELS NWF - WRC	50% of students at each grade level have increased their correct letter sounds by at least 3 points from their September baseline data.			
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Action Plan: August to January

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

Start Date (M/D/YY)	End Date (M/D/YY)	Action Step <i>(begin with verb)</i>	Lead(s)	TOA #
8/1/23	9/1/23	Create and implement a schedule where all K-5 th grade classrooms have regular visits to the library to check out books.	Administration and Library Media Specialist	1
8/1/23	12/31/23	Create and implement community-wide book sharing campaign: <ul style="list-style-type: none"> a) Classroom displays highlighting books being read b) Staff board displaying the books staff are reading c) Morning announcements highlighting readers each week 	Administration, Instructional Coach and Teacher Leaders	1
8/1/23	11/1/23	Design and implement professional development for teachers on supporting students with Habits of Avid Readers such as picking a just right book, when to abandon a book, reading stamina, etc.	Administration, Instructional Coach and Teacher Leaders	1
9/1/23	11/1/23	Design and implement beginning of the year lessons for grade levels 2-5 on Habits of Avid Readers.	Grade Level Teachers	1

8/1/23	12/31/23	<p>Create a PLC structure for teachers to plan collaboratively unpacking standards, planning for ELA units, designing common formative assessments, analyzing data, creating scaffolds, gathering leveled materials, differentiating instruction, etc.</p> <ul style="list-style-type: none"> a) Monthly calendar design b) Agendas/Minutes templates c) Expectations d) Roles/Norms e) Data Dives 	Administration, Instructional Coach, and Teacher Leaders	2, 3
9/1/23	12/31/23	Monitor PLC work regularly through observation, reviewing calendars, and reviewing agendas/minutes.	Administration and Instructional Coach	2
8/1/23	9/1/23	Design professional development on unpacking ELA units, creating scaffolds for various learners to access grade level material	Administration, Instructional Coach and Teacher Leaders	2
9/1/23	10/1/23	Review ELA block structure and expectations with teachers	Instructional Coach	2
8/1/23	12/31/23	<p>Partner with the Mid-State Regional Partnership Center to focus on data-based decision making for instruction.</p> <ul style="list-style-type: none"> a) Design beginning of the year professional development to introduce data-based decision making as well as precise problem statements. b) Schedule monthly meetings with each grade level to review data, create problem statement, SMARTER goals, action planning, and progress monitoring with follow up as needed c) Design monthly professional development sessions for teachers to continue to build their capacity around data-based decision making 	Administration and Instructional Coach	3
9/1/23	10/1/23	Review small group ELA structures and expectations with teachers	Instructional Coach	3

9/1/23	12/31/23	Monitor implementation of ELA block structures and expectations by conducting regular walkthroughs looking for time spent on parts of the ELA block, texts used, work students are producing, student discourse, etc.	Administration	2, 3
9/1/23	12/31/23	Implement monthly data meetings with grade level teams to review student growth and adjust instruction as needed (NWEA, DIBELS, etc)	Administration and Instructional Coach	2, 3

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

Mid-Year Benchmark Targets

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

Subgroup / Group	Measure	Mid-Year Target	Actual Data	Status	Notes
All Students	NWEA	No more than 50% of students will score in Level 1 on mid-year benchmarks		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	
All Students	NWEA	At least 20% of will score at levels 3 and 4 on mid-year benchmarks.		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	
Kindergarten Students	DIBELS NWF - WRC	60% of students at each grade level are meeting or			

		exceeding mid-year benchmarks			
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Action Plan: January to June

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

Start Date (M/D/YY)	End Date (M/D/YY)	Action Step <i>(begin with verb)</i>	Lead(s)	TOA #
1/1/24	6/25/24	Review the impact of schedule where all K-5 th grade classrooms have regular visits to the library to check out books. Make necessary adjustments.	Administration and Instructional Coach	1
1/1/24	6/25/24	Review effectiveness of the community-wide book sharing campaign, and adjust as needed: <ul style="list-style-type: none"> a) Classroom displays highlighting books being read b) Staff board displaying the books staff are reading c) Morning announcements highlighting readers each week 	Administration and Instructional Coach	1
1/1/24	6/25/24	Implement PLC structure for teachers to plan collaboratively - unpacking standards, planning for ELA units, designing common formative assessments, analyzing data, creating scaffolds, gathering leveled materials, differentiating instruction, etc. <ul style="list-style-type: none"> a) Monthly calendar design b) Agendas/Minutes templates c) Expectations d) Roles/Norms e) Data Dives 	Administration and Instructional Coach	2
1/1/24	6/25/24	Monitor PLC work regularly through observation, reviewing calendars, and reviewing agendas/minutes.	Administration and Instructional Coach	2

1/1/24	6/25/24	Monitor implementation of ELA block structures and expectations by conducting regular walkthroughs	Administration and Instructional Coach	2, 3
1/1/24	6/25/24	Partner with the Mid-State Regional Partnership Center to focus on data-based decision making for instruction. a) Schedule monthly meetings with each grade level to review data, create problem statement, SMARTE goals, action planning, and progress monitoring with follow up as needed b) Design monthly professional development sessions for teachers to continue to build their capacity around data-based decision making	Administration and Instructional Coach	3
1/1/24	6/25/24	Implement monthly data meetings with grade level teams to review student growth and adjust instruction as needed (NWEA, DIBELS, etc)	Administration and Instructional Coach	2, 3

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

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

Math Goal

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

Year-End Goals

Student Goals					
Goal #	Subgroup	Measure	Year-End Goal		
Math 1	All Students	Academic Achievement Index	<i>TBD/Place Holder Based on NYSED Provided MIPS</i>		
Math 2	All Students	Percent of Students at Each Performance Level on 2023-24 NYS Math Assessment/NWEA	Level 3 & 4	Level 2	Level 1
			30% # students=95	30% # students=95	40% # students=126
Math 3	All Students	Core Fluencies	The percentage of students scoring on or above grade level on their core fluencies will be 75%.		

Theory of Action

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

	Root Cause	Theory of Action (TOA) <i>(If/Then Statement)</i>
1	Inconsistent and ineffective tier I math instruction due to lack of content knowledge, lack of consistent professional development, and lack of coaching.	If we continue to build teacher capacity in tier I math instruction, then all students will have the opportunity to access grade level material.
2	Insufficient PLC math planning due to imbalance in PLC focus, lack of confidence in math, lack of structures.	If we refine the PLC work for math, then teachers will be more confident in not only unpacking and planning units but also in analyzing student data to adjust instruction.
3	Lack of focus on grade level core fluencies due to lack of knowledge, lack of resources, and lack of time dedicated to the work.	If we build a core fluency progression program, then students will be able to fill gaps in foundational skills and will master grade level fluencies.

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	Focus on tier I math instructional practices to ensure all students are receiving effective math instruction.
2	Increase the intentionality of math PLC work leading to students being able to access grade level curriculum.
3	Create a core fluency progression program leading to all students having the opportunity to fill gaps and master grade level core fluency.

Early Progress Milestones

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

Subgroup / Group	Measure	8 Week Milestone	Actual Data	Status	Notes
Grade Level Teachers	Math Implementation Guide	All teachers will be scoring level 2 or higher		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	
Professional Learning Communities	Implementation Guide	All PLCs will score a level 2 or higher with basic expectations of PLC work		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	
Students	Math Core Fluencies	All students will take their initial fluency screening		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	

Action Plan: August to January

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

Start Date (M/D/YY)	End Date (M/D/YY)	Action Step <i>(begin with verb)</i>	Lead(s)	TOA #
8/1/23	9/30/23	Design and implement professional development focused the best practices in each of the following aspects of math instruction: <ul style="list-style-type: none"> a) Fluency b) Application Problem c) Concept Development d) Problem Set 	Administration and Instructional Coach	1
9/5/23	9/30/23	Review the math implementation guide and expectations with teachers	Administration and Instructional Coach	1
10/2/23	12/31/23	Monitor implementation of Math Tier I structures and expectations by conducting regular walkthroughs using the Math Implementation Guide.	Administration and Instructional Coach	1
11/1/23	12/31/23	Identify teacher “experts” in each aspect (fluency, application problem, concept development, problem set) of math instruction.	Administration and Instructional Coach	1
11/1/23	12/31/23	Create a schedule for peer observations giving teachers the opportunity to observe a teacher “expert” with a de-brief with “expert” and instructional coach or administrator.	Administration and Instructional Coach	1
8/1/23	12/31/23	Create a PLC structure for teachers to plan collaboratively unpacking standards, planning for Math units, designing common formative assessments, analyzing data, creating scaffolds, gathering materials, differentiating instruction, etc. <ul style="list-style-type: none"> a) Monthly calendar design b) Agendas/Minutes templates c) Expectations d) Roles/Norms e) Data Dives 	Administration and Instructional Coach	2

9/1/23	12/31/23	Monitor PLC work regularly through observation, reviewing calendars, and reviewing agendas/minutes.	Administration and Instructional Coach	2
8/1/23	9/1/23	Create a progression of core fluencies including assessments at each level, data tracker as well as resources to use while supporting students in mastering each level.	Administration and Instructional Coach	3
9/1/23	9/30/23	Introduce the core fluency progression program to teachers. Review timeline of assessments, data tracker form use, celebration plan, and resources to use to assist students in mastering each level.	Administration and Instructional Coach	3
10/1/23	12/31/23	Monitor student growth on core fluencies through monthly data meetings with teachers as well as reviewing data trackers.	Administration and Instructional Coach	3
10/1/23	12/31/23	Implement monthly data meetings with grade level teams to review student growth and adjust instruction as needed (NWEA, Core Fluencies, Quarterly Surveys, etc)	Administration and Instructional Coach	1,2,3

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

Mid-Year Benchmark Targets

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

Subgroup / Group	Measure	Mid-Year Target	Actual Data	Status	Notes
All Students	NWEA	No more than 50% of students will score in Level 1 on		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	

		mid-year benchmarks			
All Students	NWEA	At least 20% of students will score at levels 3 and 4 on mid-year benchmarks.		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	
All Students	Core Fluency	The percentage of students scoring on or above grade level on their core fluencies will be 35%.		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	

Action Plan: January to June

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

Start Date (M/D/YY)	End Date (M/D/YY)	Action Step <i>(begin with verb)</i>	Lead(s)	TOA #
1/1/24	6/25/24	Monitor implementation of Math Tier I structures and expectations by conducting regular walkthroughs using the Math Implementation Guide.	Administration and Instructional Coach	1
1/1/24	6/25/24	Create a schedule for peer observations giving teachers the opportunity to observe an “expert” with a de-brief with “expert” and instructional coach or administrator.	Administration and Instructional Coach	1
1/1/24	6/25/24	Implement PLC structure for teachers to plan collaboratively - unpacking standards, planning for math units, designing common formative assessments, analyzing data, creating scaffolds, gathering materials, differentiating instruction, etc. a) Monthly calendar design	Administration and Instructional Coach	2

		<ul style="list-style-type: none"> b) Agendas/Minutes templates c) Expectations d) Roles/Norms e) Data Dives 		
1/1/24	6/25/24	Monitor PLC work regularly through observation, reviewing calendars, and reviewing agendas/minutes.	Administration and Instructional Coach	2
1/1/24	6/25/24	Monitor student growth on core fluencies through monthly data meetings with teachers as well as reviewing data trackers.	Administration and Instructional Coach	3
1/1/24	6/25/24	Implement monthly data meetings with grade level teams to review student growth and adjust instruction as needed (NWEA, Core Fluencies, Quarterly Surveys, etc)	Administration and Instructional Coach	1,2,3

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

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

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: 1.0 or higher
ELP 2	All English Language Learners	National Geographic Assessment: Writing	School Rate of Success Target: 80 %
ELP 3	All English Language Learners	National Geographic Assessment: Vocabulary, Grammar, Comprehension	School Rate of Success Target: 80 %

Theory of Action

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

	Root Cause	Theory of Action (TOA) <i>(If/Then Statement)</i>
1	Inconsistent implementation of effective co-teaching instruction during integrated services due to lack of professional development and lack of collaborative planning with grade level teachers.	If we provide professional development and ongoing coaching on effective co-teaching instruction, then the instruction provided to ELLs during integrated services will be more effective.
2	Lack of explicit writing instruction during stand-alone time with ELLs due to lack of writing focus in National Geographic materials.	If we incorporate explicit writing instruction during stand-alone paired with scaffolds and supports across the content areas, then ELLs writing achievement will improve.
3	Lack of adequate phonics instruction opportunities for Level 1 and 2 ELLs due to ELL services	If we provide instruction through REACH phonics to Level 1 and 2 ELLs, then ELLs will have the opportunity to show 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 co-teaching practices used during integrated services to allow all ELLs to benefit from more effective instruction.
2	Provide explicit writing instruction to ELLs during stand -alone services paired with scaffolds and supports during integrated services ensuring all ELLs receive effective writing instruction.
3	Provide REACH Phonics program to Levels 1 and 2 ELLs to ensure students are receiving effective phonics instruction.

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
Teachers	Schedule	All ELLs are receiving writing instruction in stand-alone services and REACH phonics instruction		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	
3 rd – 5 th Grade Students	National Geographic: End of Unit Assessment	65% of students will score at least 15/18 points on the first unit assessment.			

Action Plan: August to January

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

Start Date (M/D/YY)	End Date (M/D/YY)	Action Step <i>(begin with verb)</i>	Lead(s)	TOA #
8/1/23	12/31/23	Collaborate with ENL department instructional coaches to provide professional development and coaching to ENL teachers on effective co-teaching models and practices.	Administration and Instructional Coach	1
8/1/23	12/31/23	Create and follow a schedule of bi-weekly meetings with the ENL team to reflect on student growth (both writing and REACH) and co-teaching practices. Provide additional coaching and adjust practices as needed.	Administration and Instructional Coach	1
8/1/23	12/31/23	Create a schedule for ENL teachers to observe one another during co-teaching integrated services to learn from each other and continue to improve upon co-teaching practices.	Administration and Instructional Coach	1
8/1/23	12/31/23	Collaborate with ENL department instructional coaches to provide professional development and coaching to ENL teachers on effective writing instruction to be provided during stand-alone services.	Administration and Instructional Coach	2
8/1/23	12/31/23	Schedule opportunities for ENL teachers and grade level teachers to collaboratively plan writing scaffolds and supports for ELLs.	Administration and Instructional Coach	2
9/1/23	12/31/23	Implement the REACH phonics program with Level 1 and 2 ELLs.	ENL Teachers	3
9/1/23	12/31/23	Utilize QPS progress monitoring monthly, reflect on groupings and growth, adjust as needed	ENL Teachers	3

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

Marking Period 2			
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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
Level 1 and 2 ELLs	QPS	TBD based on baseline data		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	
3 rd -5 th grade ELL Students	National Geographic: End of Unit Assessment	70% of students will score at least 15/18 points on the third unit assessment		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	

Action Plan: January to June

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

Start Date (M/D/YY)	End Date (M/D/YY)	Action Step <i>(begin with verb)</i>	Lead(s)	TOA #
1/1/24	6/25/24	Hold bi-weekly meetings with the ENL team to reflect on student growth and co-teaching practices. Provide additional coaching and adjust practices as needed.	Administration and Instructional Coach	1
1/1/24	6/25/24	Create a schedule and follow for ENL teachers to observe one another during co-teaching integrated services to learn from each other and continue to improve upon co-teaching practices.	Administration and Instructional Coach	1
1/1/24	6/25/24	Schedule opportunities for ENL teachers and grade level teachers to collaboratively plan writing scaffolds and supports for ELLs.	Administration and Instructional Coach	2

1/1/24	6/25/24	Implement the REACH phonics program with Level 1 and 2 ELLs.	ENL Teachers	3
1/1/24	6/25/24	Utilize QPS progress monitoring monthly, reflect on groupings and growth, adjust as needed	ENL Teachers	3

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 44% to 30%

Theory of Action

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

	Root Cause	Theory of Action (TOA) <i>(If/Then Statement)</i>
1	There are too many inaccurate or inconsistent messages being sent to families about student attendance due to the involvement of too many staff.	If we limit family communication about student attendance to only attendance team members and impact team members, then the messages will be clear and consistent.
2	There is an inconsistency with following communication protocols due to the protocols being unclear and staff not following them precisely.	If we refine communication protocols and monitor their implementation, then consistent steps will be followed to communicate with families about student attendance.
3	There is a lack of tier I attendance data meetings with classroom teachers due to not building them into the monthly Professional Learning Communities calendars.	If there are bi-weekly tier I attendance data meetings scheduled with grade level teams along with the attendance team, then early identification and intervention will be possible.

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	Limit communications with families about student attendance to members of the attendance team and the impact team so that messaging is clear, consistent and accurate.

2	Standardize and consistently implement student attendance communication protocols to ensure all families are thoroughly informed, therefore leading to students having the best opportunity to attend school regularly.
3	Bi-weekly tier 1 attendance data meetings scheduled during PLC time to identify students needing attendance support early and often.

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	Student Absences	Less than 30% of students will have 4 or more absences		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	

Action Plan: August to January

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

Start Date (M/D/YY)	End Date (M/D/YY)	Action Step <i>(begin with verb)</i>	Lead(s)	TOA #
8/1/23	9/1/23	Utilize the District attendance protocols to create a communication protocol for all staff.	Attendance Team	2
9/1/23	12/31/23	Communicate the student attendance communication protocol to staff	Administration and Attendance Team	2
9/1/23	9/30/23	Create and implement professional development on student attendance laws, protocols, communication best practices, and record keeping.	Administration and Attendance Team	1
8/1/23	9/1/23	Create the attendance team and impact team and communicate the members to staff	Administration	1, 2, 3

8/1/23	9/1/23	Create schedule for bi-weekly tier 1 attendance data meetings to be held with grade level teams and an attendance team liaison.	Administration	3
8/1/23	9/1/23	Create a schedule for weekly attendance team meetings to analyze data, review tier I attendance data meetings, assign interventions, plan celebrations, implement communication plan, etc.	Administration	2
9/6/23	9/19/23	During first 10 days of the school year, the attendance team will review all students who do not come to school at all in order find their locations and either plan to support their arrival in school or work to withdraw them and send records to their new school.	Administration and Attendance Team	2, 3
9/1/23	12/31/23	Plan and conduct monthly awards ceremonies highlighting students with excellent and improved attendance.	Administration	1, 2, 3
9/1/23	12/31/23	Pull attendance reports daily to check accuracy of attendance taken by teachers. Administration will follow up with teachers who take attendance inconsistently or inaccurately and provide support as needed.	Administration	2, 3
9/1/23	12/31/23	Send attendance post-cards to parents/guardians weekly when students in PK, K and 1 st grade are absent including the learning opportunities missed due to absences.	Attendance Team	2

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

Mid-Year Benchmark Targets

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

Subgroup	Measure	Mid-Year Target	Actual Data	Status	Notes
All Students	Chronic Absenteeism Rate	Less than 30% will have 8 absences or more		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	

Action Plan: January to June

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

Start Date (M/D/YY)	End Date (M/D/YY)	Action Step <i>(begin with verb)</i>	Lead(s)	TOA #
1/1/24	6/25/24	Conduct weekly attendance team meetings to analyze data, review tier I attendance data meetings, assign interventions, plan celebrations, implement communication plan, etc.	Attendance Team	1, 2, 3
1/1/24	6/25/24	Conduct monthly awards ceremonies highlighting students with excellent and improved attendance.	Administration	1, 2, 3
1/1/24	6/25/24	Pull attendance reports daily to check accuracy of attendance taken by teachers. Administration will follow up with teachers who take attendance inconsistently or inaccurately and provide support as needed.	Administration	2, 3
1/1/24	6/25/24	Send attendance post-cards to parents/guardians weekly when students in PK, K and 1 st grade are absent including the learning opportunities missed due to absences.	Attendance Team	2
1/1/24	6/25/24	Hold bi-weekly tier I attendance data meetings with grade level teams and attendance team liaison.	Attendance Team and Grade Level Teams	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	3 rd -5 th Grade Students	At your school, how much does the behavior of other students hurt or help your learning?	Students answering that other students' behavior hurts their learning a tremendous amount to a little bit will decrease from 33% to 10%.
SRV 2	K-2 nd Grade Students	To Be Created	Create a developmentally appropriate, brief survey for all K-2 nd grade students to gather their thoughts about other students' behavior hurting or helping your learning.
SRV 3	All Staff	Walkthroughs	100% of Staff will implement the Protect the Learning Environment Protocols

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 consistent protection of the learning environment from disruptions and unsafe behavior due to inconsistent adult actions, acceptance of disruptive behavior, and undefined re-entry procedures.	If we outline specific procedures for when to remove a student from a learning environment and when/how to reacclimate the student, then learning environments will be protected and will be safer.
2	Inconsistent communication, documentation and implementation of tier III behavior plans due to a lack of defined procedures.	If we define procedures to follow for tier III behavior plans, then we will have consistent communication, documentation, and implementation of the plans.
3	Calm Down Corners are defined as places only students who are angry or escalated can go due to teaching students that the primary use is for students who are angry instead of as a place all students can go who need a break.	If we reimagine the Calm Down Corners, then it will be a tool more students can benefit from.

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	Protect the learning environments from disruption by explicitly outlining the procedures for supporting a student who is escalated. Define procedures for removing a student from a space and the procedures for re-entry once the student is ready.
2	Define the procedures for tier III behavior plans including communication, documentation and implementation allowing students to be fully supported and therefore successful in their classrooms.
3	Reimage the purpose, structures, and procedures for the “Calm Down Corner” to allow more students the opportunity to use the space effectively.

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
Staff	Professional Development	100% of staff will be trained on “Protect the Learning Environment” protocols		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	

Action Plan: August to January

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

Start Date (M/D/YY)	End Date (M/D/YY)	Action Step (begin with verb)	Lead(s)	TOA #
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8/1/23	9/1/23	Create “Protect the Learning Environment” protocols for when and how to remove a student from a learning environment, support a student through returning to “ready to learn” and re-entry back into the environment.	Administration and Equity School Climate Team	1
8/1/23	9/1/23	Create and implement professional development for all staff on the “Protect the Learning Environment” protocols.	Administration and Equity School Climate Team	1
9/1/23	12/31/23	Monitor implementation of “Protect the Learning Environment” protocols by conducting regular walkthroughs. Provide feedback to staff.	Administration and Equity School Climate Team	1
8/1/23	9/1/23	Schedule bi-weekly behavior meetings with grade level teams and a support staff member liaison.	Administration	2
8/1/23	9/1/23	Define protocols for “Kid Talk” conversations and documentation.	Administration and Support Team	2
8/1/23	9/1/23	Define protocols for when and how tier III behavior plans will be communicated to all staff involved.	Administration and Support Team	2
9/1/23	12/31/23	Monitor implementation of behavior meetings, “kid talk” protocols, and tier III behavior plan implementation through review of documentation and review of behavior data.	Administration	2
8/1/23	9/1/23	Create a new name and procedures for the “calm down corner” and update climate implementation guide.	Administration and Equity School Climate Team	3
9/1/23	10/1/23	Communicate with all staff about new “calm down corner” non-negotiable and share climate implementation guide.	Administration and Equity School Climate Team	3
9/1/23	12/31/23	Monitor use of new “calm down corner” through walkthrough and review of sign in documentation.	Administration and Equity School Climate 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
3 rd -5 th Graders	School-created Mini-Survey	No more than 20% of students will say others behavior is harming their learning.		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	
Staff	Walkthroughs	100% of staff will consistently implement "Protect the Learning Environment" protocols			

Action Plan: January to June

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

Start Date (M/D/YY)	End Date (M/D/YY)	Action Step <i>(begin with verb)</i>	Lead(s)	TOA #
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1/1/24	6/25/24	Monitor implementation of “Protect the Learning Environment” protocols by conducting regular walkthroughs. Provide feedback to staff.	Administration and Equity School Climate Team	1
1/1/24	6/25/24	Monitor implementation of behavior meetings, “kid talk” protocols, and tier III behavior plan implementation through review of documentation and review of behavior data.	Administration and Equity School Climate Team	2
1/1/24	6/25/24	Monitor use of new “calm down corner” through walkthrough and review of sign in documentation.	Administration and Equity School Climate Team	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 team with the student voice and perspective. Too often, the adults assume we know how our students feel about learning and about Dr. Weeks. Unless we ask students and give them the forum to share their thoughts, the adults can only make educated guesses. The interviews conducted this Spring gave the SCEP team the true student perspective. We learned that students do not perceive Dr. Weeks as safe. They feel as though the hallways are loud and unsafe. They do not like it when other students misbehave in the classroom or are disruptive and are not removed. They fear violence in the neighborhood outside of our school. This fear trickles in to fear when they play on our playgrounds. Students believe they have opportunities to learn and grow in both ELA and Math, but they would like more assistance when they are not confident about their work. They want their questions answered. They want to be praised when they do a good job. Our students love celebrations, competitions, and awards ceremonies.

Evidence-Based Intervention

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

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

State-Supported Evidence Based Strategy

Evidence-Based Intervention Strategy Identified	<input type="checkbox"/> Instructional Coaching <input checked="" type="checkbox"/> Professional Learning Communities <input type="checkbox"/> Restorative Justice <input type="checkbox"/> Establish an Early Warning Intervention and Monitoring System <input type="checkbox"/> Align High School and College Courses to Increase Post-Secondary Transition Outcomes
We envision that this Evidence-Based Intervention will support the following goal areas	ELA Math Chronic Absenteeism English Language Proficiency Climate Survey

How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?

Much of what the S CEP team learned is that collaborating is the way to accomplish this work. School staff working together, learning from each other, growing together are the ways our students will have high quality learning opportunities.

Our Team's Process

Background

NYSED requires that the S CEP 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 S CEP team and their role (e.g., teacher, assistant principal, parent).

Name	Role
Diane Vitello	Principal
Leah Mazella, Mary Lowe	Vice Principals
Steve Orlando, Jessica Charboneau, Kristin Proper, Rachel Tarbell, Madison Shaw, Allison Sarenski, Erika Bird	School Leadership Team
Tracy Bottrill	Instructional Coach
Nichole Hass, Kristi Schoff	Parents
Melanie Amodio, Emma Coyne, Katie Carroll, Nicole Crisalli	Content Liaisons
Heather Ayling, Megan Randall, Courtney Marx, Stephanie Slechta	Teachers
Emily Hart-Gorman, Vonetta Daniels, Susan Hunter, Jerryanne Arocho, Holden White, Alyssa Lafaver	Teaching Assistants

Our Team's Steps

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

1. **Envision:** Exploring the Vision, Values and Aspirations for the school
2. **Analyze:** Analyzing Data
3. **Analyze:** Analyzing Survey Data

4. **Analyze:** Completing and Discussing the Tenet 1 Inventory
5. **Listen:** Interviewing Students
6. **Putting it all Together:** Completing the SCEP Planning Document
7. **Writing the Plan**

Meeting Dates

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

Meeting Date	Envision: Exploring the Vision, Values and Aspirations for the school	Analyze: Internal and External Data	Analyze: Survey Data	Analyze: Completing and Discussing the Tenet 1 Inventory	Listen: Interviewing Students	Putting it all Together: Completing the SCEP Putting it all Together document	Writing the Plan
4/20/23	x						
4/27/23	x						
5/4/23			x				
5/11/23			x				
5/18/23				x			
5/25/23				x			
6/5/23-6/9/23					x		
6/9/23-6/16/23		x					
6/26/23-6/29/23						x	
6/28/23-7/6/23							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.