



School Comprehensive Education Plan

2023-24

| District | School Name | Assistant Superintendent | Principal | Grades Served | Accountability Status |
|-------------------------------|------------------------------|--------------------------|--------------------|-----------------------|--|
| Syracuse City School District | McKinley-Brighton Elementary | Dr. Robert DiFlorio | Mr. Eric Patterson | Pre-K-5 th | <input checked="" type="checkbox"/> CSI <input type="checkbox"/> ATSI/TSI <input type="checkbox"/> LSI |

Collaboratively Developed By:

The McKinley Brighton SCEP Development Team

And in partnership with the staff, students, and families of McKinley Brighton Elementary.

Guidance for Teams

Process

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

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

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

Year-End Goals and Progress Targets

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

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

Action Steps

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

Resources for the Team

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

Submission Instructions

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

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

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

ELA Goal

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

Year-End Goals

| Student Goals | | | | | | |
|---------------|--|--|--|-----------------------|-----------------------|-----------------------|
| Goal # | Subgroup | Measure | Year-End Goal | | | |
| ELA 1 | All Students | Academic Achievement Index | TBD/Place Holder Based on NYSED Provided MIPs | | | |
| ELA 2 | All Students | Percent of Students at Each Performance Level on 2023-24 NYS ELA Assessment/NWEA | Level 4 | Level 3 | Level 2 | Level 1 |
| | | | 5% # students= 10 | 20% # students= 39 | 25% # students= 47 | 50% # students= 99 |
| ELA 3 | Grades 1 st and 2 nd | DIBELS | 85% of students who are not proficient at baseline will make above average growth against the year-end target. 100% of the students who are proficient or above will make appropriate growth to maintain that classification. | | | |
| ELA 4 | Kindergarten | DIBELS: NWF – WRC | 80% of kindergarten students will meet or exceed benchmark by June 2024. | | | |

| Adult/Schoolwide Behaviors and Practices Goals | | |
|--|-------------------------------------|--|
| Group | Measure | Year-End Goal |
| All K-5 Teachers | Walkthroughs and feedback | 100% of teachers will improve to the next level of the implementation guide from baseline based on personalized goal |
| All K-5 Teachers | Data Analysis meetings Growth Plans | 100% of teachers will utilize the data analysis protocol to create, monitor, and update 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) <i>(If/Then Statement)</i> |
|----------|--|--|
| 1 | <p>Teachers are at a range of levels to deliver effective instruction.</p> <p>We have not provided new teachers with enough differentiated professional development on planning daily and unit lessons that reflect specific schoolwide instructional priorities (gradual release of responsibility, differentiation in Tier 1 instruction, comprehension strategies, and writing instruction).</p> <p>(Tier 1 – planning)</p> | <p>If new teachers receive differentiated coaching, monitoring, support and feedback on planning daily and unit lessons that reflect the schoolwide instructional priorities of systematic instruction (gradual release of responsibility), differentiation in Tier 1, comprehension strategies, and writing instruction, then student engagement and achievement will increase.</p> |
| 2 | <p>We have not provided all teachers with differentiated professional development with follow-up monitoring, feedback and coaching on delivery of specific schoolwide Tier 1 ELA instructional priorities (gradual release of responsibility, differentiation in Tier 1 instruction, comprehension strategies, and writing instruction).</p> <p>(Tier 1 - delivery)</p> | <p>If teachers receive differentiated coaching, monitoring, support and feedback to deliver explicit, systematic instruction (gradual release of responsibility) that reflects the schoolwide instructional priorities, then student engagement and achievement will increase.</p> |
| 3 | <p>We have not provided teachers with explicit structures, including designated time, protocols, monitoring, feedback and implementation support, to analyze benchmark & formative assessment data to identify specific student needs and to create and implement corresponding action plans for targeted instruction.</p> <p>(Tier 2)</p> | <p>If we provide teachers with explicit structures, including time and protocols, to analyze benchmark and formative data points, and provide monitoring, feedback and implementation support, then they can identify specific student needs, plan for and deliver targeted instruction, then student engagement and achievement will increase.</p> |

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 | Coaching cycles/professional development on planning and delivering explicit, systematic instruction (gradual release of responsibility - GRR) and differentiation for comprehension & writing |
| 2 | Supporting teachers in data analysis and next steps instruction for Tier 2 |

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 K-5 Teachers | Teacher Goal Setting Checklist & Data Reflection Turned in to Admin for Review | 100% of teachers will choose a personalized goal (in collaboration with instructional leaders) to improve practices & reflect on their progress | | On Track <input type="checkbox"/> Off Track <input type="checkbox"/> | |
| All K-5 Teachers | Data Analysis Protocol & Targeted 4-Week Student Growth Plans Turned in to | 100% of teachers trained to utilize the data analysis protocol and 100% have submitted to create and monitor 4-week student growth plans | | On Track <input type="checkbox"/> Off Track <input type="checkbox"/> | |

| | Admin for Review | | | | |
|--|------------------|--|--|--|--|
| Grades 1 st and 2 nd | DIBELS | <p>85% of students who are not proficient will make above average growth against the 8-week target.</p> <p>100% of the students who are proficient or above will make appropriate growth to maintain that classification.</p> | | <p>On Track <input type="checkbox"/></p> <p>Off Track <input type="checkbox"/></p> | |
| Kindergarten | DIBELS: | 50% of K students increased their correct letter sounds by at least 8 points from their September baseline data. | | | |

Action Plan: August to January

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

| Start Date (M/D/YY) | End Date (M/D/YY) | Action Step <i>(begin with verb)</i> | Lead(s) | TOA # |
|-------------------------------|-----------------------------|---|---|--------------|
| 8/31/23 | 9/15/23 | Review the ELA instructional priorities for 2023-24 and define the specific roll-out plan that identifies which practices will be focused on each month/bimonthly. Align the training, walkthroughs, etc. with this plan. Create the PD Plan that reflects the roll-out plan for the first marking period. Procedures and Routines, Comprehension, Writing (CER) | Admin Coach SCEP – ELA Team | 1 & 2 |
| 8/31/23 | 9/18/23 | Create the PLC support monthly schedule that includes Resource, ENL, AIS to discuss and plan for addressing the needs and support for teachers to provide students with effective, differentiated instruction. The monthly schedule will be implemented during PLC time beginning on 9/18/2023. | Admin Coach ENL, AIS, Resource | 1 & 2 |
| 9/18/23 | 10/10/23 | 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 |
| 9/18/23 | 12/21/23 | Provide monthly training and support for teachers during PLCs, with follow-up monitoring, to plan for unit lessons, and assessments prior to teaching them to know exactly what the outcome of the lessons and unit are, and how to plan/modify specific activities for differentiating for students on level, below level, far below level and above level (backwards mapping- utilize SCSD Learning Protocols. Capture in PLC schedule / PD Plan. | Admin Coach | 1 & 2 |
| 9/18/23 | 12/21/23 | 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 Coach Peer Support | 3 |
| 8/31/23 | 10/10/23 | Revisit the implementation guides for the school priorities and update them as needed in collaboration with district and consultant supports. | Admin Coach | 1, 2 & 3 |

| | | | | |
|----------|----------|---|--|-----------|
| 8/31/23 | 10/6/23 | Utilize District look-fors for the ELA block that align to PD Plan, lesson expectations, and the Implementation Guide to create walk-through tools and PD “menu(s)” that reflect those expectations for whole and small group instruction to offer differentiated support to improve instructional practices. | Admin Coach ELA Teachers | 1 & 2 |
| 10/10/23 | 10/31/23 | Roll out Implementation Guide (expectations), walk-through tools and PD menus. Based on these, teachers reflect on current practice, collaborate and calibrate with instructional leaders, identify an area for growth, and create a personalized SMART goal. Revisit goals monthly to assess progress, modify goals, or create new goals. | Admin Coach ELA Teachers | 1 & 2 |
| 8/31/23 | 12/21/23 | Create and follow a walkthrough schedule (including Resource Teachers, ENL Teachers, Special Area 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. The monthly schedule will begin 10/16/2023. | Admin Coach | 1, 2 & 3 |
| 8/31/23 | 12/21/23 | Teachers will receive the walkthrough criteria during our Opening Days of school. Walkthrough data will be collected beginning 10/16/2023. Use walkthrough data to identify the differentiated needs of each teacher quarterly. Revise the tier of support each teacher will receive, including the type of support (i.e., observation & feedback cycle vs coaching cycle; modeling; co-teaching; co-planning; peer visits; walkthrough feedback) for Semester 1 and align walkthrough schedule / frequency to this. Monthly analyze trend data and adjust PD Plan and coaching and support as needed. | ILT SLT Peer Support (Collaborative Coaching) | 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 |
|--|---|--|-------------|---|-------|
| 3-5 Students | NWEA 22-23 Baseline Winter Data : 01% Level 4 10% Level 3 15% Level 2 74% Level 1 | At least 17% of students will meet level 3 and 4 | | On Track <input type="checkbox"/> Off Track <input type="checkbox"/> | |
| Grades 1 st and 2 nd | K-5 DIBELS | 85% of students who are not proficient will make above average growth. against the mid-year benchmark 100% of the students who are proficient or above will make appropriate growth to | | On Track <input type="checkbox"/> Off Track <input type="checkbox"/> | |

| | | | | | |
|------------------|---|--|--|---|--|
| | | maintain that classification against the mid-year target. | | | |
| Kindergarten | DIBELS NWF-WRC | 60% of kindergarten students will meet the mid-year benchmark | | On Track <input type="checkbox"/> Off Track <input type="checkbox"/> | |
| All K-5 Teachers | Implementation Guide Level | 50% of Teachers will improve to the next level of the implementation guide based on personalized goal | | On Track <input type="checkbox"/> Off Track <input type="checkbox"/> | |
| All K-5 Teachers | Student Growth Plans Data meetings/ conferences | 100% of teachers will analyze student data and continue to update, monitor and implement 4-week student growth plans. 100% of teachers will meet with admin/ instructional leader for mid- | | | |

| | | | | | |
|--|--|-----------------------|--|--|--|
| | | year data conference. | | | |
|--|--|-----------------------|--|--|--|

Action Plan: January to June

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

| Start Date (M/D/YY) | End Date (M/D/YY) | Action Step <i>(begin with verb)</i> | Lead(s) | TOA # |
|------------------------|----------------------|--|-----------------------------------|-----------|
| 1/ 2/24 | 1/12/24 | Reflect on McKinley’s Instructional Priorities, our PD Plan for the first half of the year, walkthrough data, and teacher personalized instructional goals then monitor and adjust to address our current needs (Procedures and Routines, Habits of Discussion/Accountable Talk, Comprehension, Writing (CER). | Admin Coach SCEP – ELA Team | 1 & 2 |
| 1/2/24 | 1/12/24 | Revisit the PLC support monthly schedule that includes Resource, ENL, AIS to monitor our plan and adjust to address the needs and support for teachers to provide students with effective, differentiated instruction at the mid-year mark. | Admin Coach SCEP – ELA Team | 1, 2, & 3 |
| 1/2/24 | 6/2024 | Continued monitoring and differentiated support for teachers to plan for unit lessons, and assessments prior to teaching them to know exactly what the outcome of the lessons and unit are, and how to plan/modify specific activities for differentiating for students on level, below level, far below level and above level (backwards mapping- utilize <u>SCSD Learning Protocols</u>). | Admin Coach Teachers - ELA | 1, 2, & 3 |
| 1/2/24 | 1/19/24 | Reflect on data cycles; including data analysis protocols, 4-week student growth plans, and small group delivery with integrated monitoring and adjust based on student growth and walk-through data. Schedule and hold mid-year data meetings with each teacher to reflect on data cycles and progress towards mid-year classroom goals. | Admin Coach Teachers - ELA | 3 |
| 1/2/24 | 6/2024 | Revisit Implementation Guide (expectations), walk-through tools and PD menus. Based on these, teachers continue to reflect on current practice, identify an area for growth, and update | Admin Coach | 1, 2, 3 |

| | | | | |
|---------|---------|--|----------------------------|----------|
| | | personalized SMART goals. Continue to revisit goals monthly to assess progress, modify goals, or create new goals. | Teachers- ELA | |
| 1/2/24 | 1/19/24 | Revisit the walkthrough tools and revise if necessary and update as needed the tier of support each teacher will receive, including the type of support (i.e., observation & feedback cycle vs coaching cycle; modeling; co-teaching; co-planning; peer visits; walkthrough feedback) for Semester 2 and align walkthrough schedule / frequency to this. The schedule will reflect the data and trends seen in classrooms. | Admin Coach | 1, 2, 3 |
| 1/19/24 | 6/2024 | Update and follow a walkthrough schedule (including Resource Teachers, ENL Teachers, Special Area 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. Monthly analyze trend data and adjust PD Plan and coaching and support as needed. | Admin Coach Teachers | 1, 2 & 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 | <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 4 | Level 3 | Level 2 | Level 1 |
| | | | 8% # students= 16 | 7% # students= 14 | 39% # students= 67 | 51% # students= 98 |
| Math 3 | 1 st -5 th Students | SCSD Survey – Word Problems | 70% of students will demonstrate proficiency with each of the four types of word problems assessed at each grade level. | | | |
| Math 4 | 1 st –5 th Students | SCSD Survey – Fluency | 80% of students at each grade level will score at or above the 4 th quartile on the end of year grade level core fluency assessment. | | | |

| Adult/Schoolwide Behaviors and Practices Goals | | |
|--|--|---|
| Group | Measure | Year-End Goal |
| K-5 Teachers | Fluency Instruction Walk-Through Data | 100% of teachers will implement all the fluencies in daily Eureka lessons. |
| K-5 Teachers | Data Analysis meetings Growth Plans | 100% of teachers will utilize the data analysis protocol to create, monitor, and update 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 teachers with enough differentiated professional development and follow up monitoring and support around utilizing the Eureka curriculum to plan daily module lessons that include the differentiation and scaffolds necessary for student success. (Tier 1 math instruction). | If new teachers receive differentiated coaching, monitoring, support and feedback on planning of daily Eureka module lessons with scaffolds and differentiation in Tier 1, then student engagement and achievement will increase. |
| 2 | We have not provided teachers with enough differentiated professional development and follow up monitoring and support for utilizing the Eureka curriculum to effectively deliver daily module lessons that include the differentiation and scaffolds necessary for student success. (Tier 1 math instruction). | If new teachers receive differentiated coaching, monitoring, support and feedback on effective delivery of daily Eureka module lessons with scaffolds and differentiation in Tier 1, then student engagement and achievement will increase. |
| 3 | Teachers have not been provided with sufficient training and support on foundational math skills to understand and identify the skill deficits of students who are below grade level, and plan for small group targeted instruction to address unfinished learning. (Tier 2 planning and instruction) | If teachers receive differentiated coaching, monitoring, support and feedback to deliver explicit, systematic instruction that reflects the schoolwide instructional priorities (foundational skills & NBT standards), then student engagement and achievement will increase. |
| 4 | We have not provided teachers with explicit structures, including designated time, protocols, monitoring, feedback and implementation support, to analyze benchmark & formative assessment data to identify specific student needs and to create and implement corresponding action plans for targeted instruction. (Tier 2) | If we provide teachers with explicit structures, including time and protocols, to analyze benchmark and formative data points, and provide monitoring, feedback and implementation support, then they can identify specific student needs, plan for and deliver targeted instruction, 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 | PD around planning and delivering effective instruction with differentiation & scaffolds using the Eureka curriculum. |
| 2 | PD around NBT standards and identifying foundational skill gaps in learning to plan small group targeted instruction |
| 3 | Data analysis protocols & guiding questions |

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 | Fluency Instruction Walk-Through Data | 100% of teachers are implementing all the fluencies in daily Eureka lessons. | | On Track <input type="checkbox"/> Off Track <input type="checkbox"/> | |
| K-5 Teachers | Data Analysis Protocol & Targeted 4-Week Student Growth Plans Turned in to Admin for Review | 100% of teachers trained to utilize the data analysis protocol to create, deliver, and monitor 4-week student growth plans | | On Track <input type="checkbox"/> Off Track <input type="checkbox"/> | |
| 1-5 Students | SCSD Fall Math Survey: Word Problems | 80% of students at each grade level will be able to accurately solve at least one of the four required | | On Track <input type="checkbox"/> Off Track <input type="checkbox"/> | |

| | | | | | |
|---|--------------------------------|--|--|--|--|
| | | grade level problem types. | | | |
| 1 st –5 th Students | SCSD Fall Math Survey: Fluency | 50% of students at each grade level will score above the first quintile on their core fluency assessments. | | | |

Action Plan: August to January

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

| Start Date (M/D/YY) | End Date (M/D/YY) | Action Step <i>(begin with verb)</i> | Lead(s) | TOA # |
|------------------------|----------------------|--|--|-------|
| 8/31/23 | 9/15/23 | Review the Math instructional priorities for 2023-24 and define the specific roll-out plan that identifies which practices will be focused on each month/bimonthly. Align the training, walkthroughs, etc. with this plan. Create the PD Plan that reflects the roll-out plan for the first marking period. Procedures and Routines, fluency, NBT Standards | Admin Coach SCEP Team | 1 & 2 |
| 8/31/23 | 9/18/23 | Create a PLC schedule for Resource, AIS, ENL, and QR teachers to engage in data analysis and discussion with classroom teachers, at least monthly, to plan for addressing the needs and support for students. | Admin Coach AIS Resource ENL | 1 & 2 |
| 9/18/23 | 12/21/23 | Provide training and support for teachers, with follow-up monitoring, to plan for module lessons, and assessments prior to teaching them to know exactly what the outcome of the | Admin | 1&2 |

| | | | | |
|----------|----------|---|---|----------|
| | | lessons and module are, and how to plan/modify specific activities for differentiating for students on level, below level, and above level. | Coach | |
| 9/18/23 | 10/10/23 | 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 |
| 10/2/23 | 12/21/23 | Provide monthly training and support for teachers, during PLCs with follow-up monitoring, on math foundational skills, best instructional practices for teaching specific foundational skills, and analyzing data to include foundational skills in students' intervention plans for implementation during targeted small group instruction. Capture in PLC schedule/PD Plan. | Admin Coach District Coach Content Liaison | 1&2 |
| 10/16/23 | 12/21/23 | 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. (10/16-10/20 data analysis and identifying unfinished learning) | Admin Coach Peer Support | 3 |
| 8/31/23 | 10/6/23 | Utilize District look-fors for the math block that align to PD Plan, lesson expectations, and the Implementation Guide to create/utilize SCSD Math Dept. walk-through tools and PD "menu(s)" that reflect those expectations for whole and small group instruction to offer differentiated support to improve instructional practices. | Admin Coach Math Teachers | 1&2 |
| 8/31/23 | 10/10/23 | Revisit the implementation guides for the school priorities and update them as needed in collaboration with district and consultant supports. | Admin Coach | 1, 2 & 3 |
| 10/10/23 | 10/31/23 | Roll out Implementation Guide (expectations), walk-through tools and PD menus. Based on these, teachers reflect on current practice, collaborate and calibrate with instructional leaders to identify an area for growth, and create a personalized SMART goal for math instruction. Revisit goals monthly to assess progress, modify goals, or create new goals. | Admin Coach Math Teachers | 1&2 |

| | | | | |
|---------|----------|---|---|----------|
| 8/31/23 | 12/21/23 | Create and follow a walkthrough schedule (including Resource Teachers, ENL Teachers, Special Area 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. The monthly schedule will begin 10/16/2023. | Admin Coach | 1, 2 & 3 |
| 8/31/23 | 12/21/23 | Teachers will receive the walkthrough criteria during our Opening Days of school. Walkthrough data will be collected beginning 10/16/2023. Use walkthrough data to identify the differentiated needs of each teacher quarterly. Revise the tier of support each teacher will receive, including the type of support (i.e., observation & feedback cycle vs coaching cycle; modeling; co-teaching; co-planning; peer visits; walkthrough feedback) for Semester 1 and align walkthrough schedule / frequency to this. Monthly analyze trend data and adjust PD Plan and coaching and support as needed. | ILT SLT Peer Support (collaborative coaching) | 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 |
|------------------|---|---|-------------|---|-------|
| 3-5 | NWEA 22-23 Baseline Winter Data : 3% Level 4 5% Level 3 | At least 4% of students will meet level 4 | | On Track <input type="checkbox"/> Off Track <input type="checkbox"/> | |

| | | | | | |
|---|---------------------------------------|--|--|---|--|
| | 7% Level 2 85% Level 1 | | | | |
| 1-5 Students | SCSD Fall Math Survey: Word Problems | 60% of students at each grade level will demonstrate proficiency with at least 3 of the 4 assessed word problem types. | | On Track <input type="checkbox"/> Off Track <input type="checkbox"/> | |
| 1 st –5 th Students | SCSD Fall Math Survey: Fluency | 60% of students at each grade level will score at or above the third quintile on their core fluency assessments. | | On Track <input type="checkbox"/> Off Track <input type="checkbox"/> | |
| K-5 Teachers | Fluency Instruction Walk-Through Data | 100% of teachers are implementing and analyzing the data from fluencies in daily Eureka lessons. | | | |
| All K-5 Teachers | Student Growth Plans | 100% of teachers will analyze student data and continue to update, monitor and implement 4- | | | |

| | | | | | |
|--|-------------------------------|---|--|--|--|
| | Data meetings/ conferences | <p>week student growth plans.</p> <p>100% of teachers will meet with admin/instructional leader for mid-year data conference.</p> | | | |
|--|-------------------------------|---|--|--|--|

Action Plan: January to June

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

| Start Date (M/D/YY) | End Date (M/D/YY) | Action Step <i>(begin with verb)</i> | Lead(s) | TOA # |
|------------------------|----------------------|---|--|-------|
| 1/2/24 | 1/12/24 | Reflect on the Math instructional priorities for 2023-24 and define the specific roll-out plan that identifies which practices will be focused on each month/bimonthly. Align the training, walkthroughs, etc. with this plan. Create the PD Plan that reflects the roll-out plan for the first marking period. Procedures and Routines, fluency, NBT Standards | Admin Coach SCEP Team | 1 & 2 |
| 1/2/24 | 1/12/24 | Revisit the PLC schedule for Resource, AIS, ENL, and QR teachers to engage in data analysis and discussion with classroom teachers, at least monthly, to plan for addressing the needs and support for students. | Admin Coach AIS Resource ENL | 1 & 2 |
| 1/2/24 | 6/24 | Continue differentiating support for teachers, with follow-up monitoring, to plan for module lessons, and assessments prior to teaching them to know exactly what the outcome of the | Admin Coach | 1&2 |

| | | | | |
|---------|---------|--|---|-------------|
| | | lessons and module are, and how to plan/modify specific activities for differentiating for students on level, below level, and above level. | | |
| 1/2/24 | 6/24 | Continue differentiating training and support for teachers, with follow-up monitoring, on math foundational skills, best instructional practices for teaching specific foundational skills, and analyzing data to include foundational skills in students' intervention plans for implementation during targeted small group instruction. | Admin Coach District Coach Content Liaison | 1&2 |
| 1/29/24 | 2/2/24 | Reflect on data cycles; including data analysis protocols, 4-week student growth plans, and small group delivery with integrated monitoring and adjust based on student growth and walk-through data. Schedule and hold mid-year data meetings with each teacher to reflect on data cycles and progress towards mid-year classroom goals. | Admin Coach Peer Support | 3 |
| 1/2/24 | 6/24 | Revisit and reflect on Implementation Guide (expectations), walk-through tools and PD menus. Based on these, teachers continue to reflect on current practice, identify an area for growth, and update personalized SMART goal. Continue to revisit goals monthly to assess progress, modify goals, or create new goals. | Admin Coach Math Teachers | 1, 2 & 3 |
| 1/2/24 | 6/20/24 | Revisit the walkthrough tools and revise if necessary and update as needed the tier of support each teacher will receive, including the type of support (i.e., observation & feedback cycle vs coaching cycle; modeling; co-teaching; co-planning; peer visits; walkthrough feedback) for Semester 2 and align walkthrough schedule / frequency to this. The schedule will reflect the data and trends seen in classrooms. Monthly analyze trend data and adjust PD Plan and coaching and support as needed. | Admin Coach ILT SLT | 1, 2 & 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 | | | |

| 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 | English Language Learners in Stand Alone | National Geographic Assessment: Writing | School Rate of Success Target: (22-23 Current 78%) 80% |
| ELP 3 | English Language Learners in Stand Alone | National Geographic Assessment: Vocabulary, Grammar, Comprehension | School Rate of Success Target: (22-23 Current 89%) 92% |

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

| Adult/Schoolwide Behaviors and Practices Goals | | |
|--|--|---|
| Group | Measure | Year-End Goal |
| All Teachers | Data Analysis meetings Growth Plans | 100% of teachers will utilize the data analysis protocol to create, monitor, and update 4-week student growth plans |
| All Teachers | Walkthroughs | 100% of teacher implementing explicit vocabulary instruction protocols during instruction |

| | | |
|--------------|------------|---|
| All Teachers | ELlevation | 100% of teachers will utilize the ELlevation platform to gain information and share information about English Language Learners (ELLs) in their classrooms and on their caseloads |
|--------------|------------|---|

Theory of Action

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

| | Root Cause | Theory of Action (TOA) <i>(If/Then Statement)</i> |
|---|---|--|
| 1 | We have not provided ENL teachers with explicit structures, including designated time, protocols, monitoring, feedback and implementation support, to analyze benchmark & formative assessment data to identify specific student needs and to create and implement corresponding action plans for targeted instruction. (Tier 2) | If we provide ENL teachers with explicit structures, including time and protocols, to analyze benchmark and formative data points, and provide monitoring, feedback and implementation support, then they can identify specific student needs, plan for and deliver targeted instruction, then student engagement and achievement will increase. |
| 2 | We have not provided sufficient training and structures for collaboration (between ENL Teacher and Classroom Teacher) around explicit, systematic vocabulary and writing instruction to ensure ENL and classroom teachers' goals & strategies for ENL students are aligned. | If we provide ENL and classroom teachers with training and structures for collaboration, and follow-up monitoring and support on explicit, systematic vocabulary and writing instruction, then ENL and classroom goals and strategies will be aligned, and 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 | Supporting teachers in data analysis and next steps instruction for Tier 2 |
| 2 | Professional development on explicit vocabulary and writing instruction |
| 3 | Collaboration between ENL & classroom teachers on strategies to support ELLs |

Early Progress Milestones

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

| Subgroup / Group | Measure | 8 Week Milestone | Actual Data | Status | Notes |
|-------------------------------|--|---|-------------|---|-------|
| All English Language Learners | Reach Writing (Grade Level Rubrics) | Growth in at least 2 areas on the rubric (Written Conventions & Focus & Coherence) | | On Track <input type="checkbox"/> Off Track <input type="checkbox"/> | |
| All Teachers | ELLevation | 100% of teachers will receive training on using ELLevation | | On Track <input type="checkbox"/> Off Track <input type="checkbox"/> | |
| All Teachers | Data Analysis meetings Growth Plans | 100% of teachers will analyze student data and continue to update, monitor and implement 4 week student growth plans. | | On Track <input type="checkbox"/> Off Track <input type="checkbox"/> | |

Action Plan: August to January

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

| Start Date (M/D/YY) | End Date (M/D/YY) | Action Step <i>(begin with verb)</i> | Lead(s) | TOA # |
|------------------------|----------------------|--|---------|-------|
| 9/2023 | 11/2023 | Identify teachers in need of training on ELLevation during the first quarter. Provide training for them on strategies that support ELLs during core instruction. | Admin | 1-2 |

| | | | | |
|---------|----------|--|-----------------------------------|-----|
| | | Update the PD Plan to reflect the training. Embedded training during integrated ENL. | Coach ENL | |
| 8/31/23 | 10/6/23 | Create and roll out long term plan for explicit vocabulary & writing instruction that aligns to PD Plan, lesson expectations, and the Reach Rubric to create walk-through tools and PD “menu(s)” that reflect those expectations for whole and small group instruction to offer differentiated support to improve instructional practices. | Admin Coach ENL Teachers | 1-2 |
| 8/31/23 | 12/21/23 | Follow the PLC support monthly schedule, collaborating with the classroom teacher to discuss and plan for addressing the needs and support for teachers to provide students with effective, differentiated instruction. The monthly schedule will be implemented during PLC time beginning on 9/18/2023. | Admin Coach ENL | 1-2 |
| 8/31/23 | 12/21/23 | Create and follow a walkthrough schedule (including classroom and ENL 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. The monthly schedule will begin 10/16/2023. | Admin Coach | 1-2 |
| 9/2023 | 12/21/23 | Provide monthly training and support for teachers, during PLCs, with follow-up monitoring, to plan for explicit, systematic vocabulary and writing instruction, and how to plan/modify specific activities scaffolding and differentiating for ENL students. Capture in PD schedule. | Admin Coach ENL Teachers | 1-2 |
| 9/2023 | 12/21/23 | ENL teachers follow the schedule for data cycles and collaborate with classroom teachers to align goals & strategies, including data analysis protocols, 4-week student growth plan submission and targeted small group delivery during stand alone with integrated monitoring and support. Add goals to ELlevation and share with teachers during monthly meetings. | Admin Coach ENL Teachers | 1 |

| | | | | |
|---------|----------|--|----------------|-------|
| 9/18/23 | 10/10/23 | Schedule and hold data meetings with each teacher to review baseline ELLs data and to set annual classroom goals aligned with school-wide goals and identify end-of-year goals for each student. | Admin Coach | 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:

| Subgroup / Group | Measure | Mid-Year Target | Actual Data | Status | Notes |
|---|---|---|-------------|---|-------|
| English Language Learners in Stand Alone | National Geographic Assessment: Writing | School Rate of Success: 60% | | On Track <input type="checkbox"/> Off Track <input type="checkbox"/> | |
| English Language Learners in Stand Alone | National Geographic Assessment: Vocabulary, Grammar, Comprehension | School Rate of Success: 72% | | On Track <input type="checkbox"/> Off Track <input type="checkbox"/> | |
| All Teachers | Walkthroughs | 85% of teacher implementing explicit vocabulary instruction protocols during instruction | | | |

| | | | | | |
|--------------|--|---|--|---|--|
| All Teachers | ELlevation | 100% of teachers will utilize the ELlevation platform to gain information and share information about ELLs in their classrooms and on their caseloads | | | |
| All Teachers | Data Analysis meetings Growth Plans | 100% of teachers will utilize the data analysis protocol to create, monitor, and update 4-week student growth plans | | 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 # |
|------------------------|----------------------|--|-----------------------|-------|
| 1/2024 | 6/2024 | Continue to provide training on strategies that support ELLs during core instruction (PLC/PD Menu) Update the PD Plan to reflect the training. Embedded training during integrated ENL. | Admin Coach ENL | 1-2 |
| 1/24 | 6/21/24 | Revisit & modify the PLC support monthly schedule, collaborating with the classroom teacher to discuss and plan for addressing the needs and support for teachers to provide students with | Admin Coach | 1-2 |

| | | | | |
|---------|---------|--|-----------------------------------|-------|
| | | effective, differentiated instruction, based on walkthrough data. The monthly schedule will continue to be implemented during PLC time. | ENL Teachers | |
| 1/2024 | 6/21/24 | Continue to provide training and support for teachers, with follow-up monitoring, to plan for explicit, systematic vocabulary and writing instruction, and how to plan/modify specific activities scaffolding and differentiating for ENL students. | Admin Coach ENL | 1-2 |
| 1/02/24 | 6/21/24 | ENL teachers follow the schedule for data cycles and collaborate with classroom teachers to align goals & strategies, including data analysis protocols, 4-week student growth plan submission and targeted small group delivery during stand alone with integrated monitoring and support. | Admin Coach ENL Teachers | 1 & 2 |
| 1/02/24 | 1/19/24 | Revisit the walkthrough tools and revise if necessary and update as needed the tier of support each teacher will receive, including the type of support (i.e., observation & feedback cycle vs coaching cycle; modeling; co-teaching; co-planning; peer visits; walkthrough feedback) for Semester 2 and align walkthrough schedule / frequency to this. The schedule will reflect the data and trends seen in classrooms. | Admin Coach ENL | 1 & 2 |
| 1/19/24 | 6/2024 | Update and follow a walkthrough schedule (including Resource Teachers, ENL Teachers, Special Area 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. Monthly analyze trend data and adjust PD Plan and coaching and support as needed. | Admin Coach | 1 & 2 |
| 1/02/24 | 2/10/24 | Schedule and hold mid-year data meetings with each teacher to reflect on data cycles and progress towards mid-year classroom goals. | Admin Coach | 1 & 2 |

| | | | | |
|--------|---------|--|-----------------------|-------|
| | | | ENL | |
| 6/2024 | 6/24/24 | 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 ENL | 1 & 2 |

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

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

Chronic Absenteeism Goal

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

Year-End Goals

| Student Goals | | | |
|--|--------------|---|---|
| Goal # | Subgroup | Measure | Year-End Goal |
| CA 1 | All Students | Chronic Absenteeism Rate | Decrease Chronic Absenteeism Rate from 56% to 47% |
| | | | |
| Adult/Schoolwide Behaviors and Practices Goals | | | |
| Group | Measure | Year-End Goal | |
| All Teachers Members of Attendance Team | Walkthroughs | 100% of staff will implement attendance protocols and communication logs with all families that are chronically absent. | |

Theory of Action

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

| | Root Cause | Theory of Action (TOA) <i>(If/Then Statement)</i> |
|---|--|---|
| 1 | We as the school have not provided consistent training or a consistent opportunity to reach out to families. | If we provide opportunities for parents to participate and offer attainable incentives, then this will reduce our chronic absenteeism. |
| 2 | Classroom teachers and Attendance Team have not been provided with consistent structures, protocols, monitoring or feedback on schoolwide expectations for contacting families about attendance. | If we clearly define, communicate and monitor protocols and structures for communication about attendance with teachers and Attendance Team members, including MTSS for attendance and setting aside time for teachers to reach out to families regarding attendance, then we can problem solve barriers related to attendance before they become chronic, consistently communicate a common message, and improve attendance and chronic absenteeism. |

| | | |
|----------|--|--|
| 3 | We have several practices in place that have positively impacted chronic absenteeism for most students. However, we need to continue to identify additional innovative ways to engage the few families of students who have been chronically absent. | If we utilize various data points to identify families who are chronically absent, then we can focus our outreach efforts to engage them and meet their needs. |
|----------|--|--|

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 | Proactive and preventative measures with tracking scholars' absences beginning with the first week of school. |
| 2 | Schoolwide structures, protocols and monitoring of expectations around MTSS for Attendance |
| 3 | Provide more attendance incentives for our scholars. |

Early Progress Milestones

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

| Subgroup / Group | Measure | 8 Week Milestone | Actual Data | Status | Notes |
|--|---|--|-------------|---|-------|
| All students | Chronic Absenteeism Report | 35.2% | | On Track <input type="checkbox"/> Off Track <input type="checkbox"/> | |
| Attendance Team Members & All Teachers | Training Attendance & Communication Log | 100% of teachers and Attendance Team members are trained in attendance | | On Track <input type="checkbox"/> Off Track <input type="checkbox"/> | |

| | | | | | |
|--|--|--|--|--|--|
| | | protocols and utilize the attendance communication log daily | | | |
|--|--|--|--|--|--|

Action Plan: August to January

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

| Start Date (M/D/YY) | End Date (M/D/YY) | Action Step <i>(begin with verb)</i> | Lead(s) | TOA # |
|------------------------|----------------------|---|---|-------|
| 8/31/23 | 9/30/23 | <p>Collaborate with Family Engagement Specialist to create student, staff, parent and family friendly communication about the expectations for attendance (including the measures being taken to ensure the health and safety of both staff and students), what it means to be chronically absent, why it is important for student learning, and how it impacts the school's accountability status.</p> <ul style="list-style-type: none"> Send letters home to families to inform them of the status of attendance for their children. Follow up with phone calls within the first week of school. | Attendance team, classroom teachers | 1 |
| 8/31/23 | 12/21/23 | Institute and implement the district supported Impact Attendance Team to provide personalized contact and support to families of students who are chronically absent outside of the school day including home visits and contacts. | Admin, Impact Team | 3 |
| 8/31/23 | 12/21/23 | <p>Determine next steps communicating to families regarding how information will be shared.</p> <ul style="list-style-type: none"> Create a parent committee and include attendance in those discussions. Continue to contact families to discuss attendance as needed. Share data on chronic absenteeism and strategies to improve attendance with families. | Admin, Attendance Team, Family Engagement Specialist, Classroom Teachers, Impact Team | 1 |

| | | | | |
|---------|----------|--|--|------|
| 8/31/23 | 12/21/23 | <p>Create a survey for families of students who are at-risk of CA to learn more about their experience with the school and identify and incorporate strategies that directly address the needs of families. Contact each family to administer the survey.</p> <ul style="list-style-type: none"> Analyze the parent survey information and identify additional interventions, including proactive support and reinforcers, that can be incorporated in our plans for individual families and/or in our tiers of support. Update the SCEP to reflect changes in plans based on information learned through the survey. | Admin, Family Engagement Attendance Team | 1, 3 |
| 8/31/23 | 9/29/23 | <p>Review and refine the system of tiered support for students who are chronically absent or at-risk of being chronically absent and implement the following system of support as of 8/2023:</p> <p>Tier 1 Interventions:</p> <ul style="list-style-type: none"> Building Classroom Community, Positive and Personalized Regular Communication to Families (continuing from closure) from school leaders and teachers, Explicitly Building Relationships with Students and Families, Home Visits, Talking Points, Language Line, Attendance Awards, Robocalls, Attendance Postcards, District Energy Attendance Letters, Monthly Newsletter <p>Tier 2 Interventions:</p> <ul style="list-style-type: none"> SIT Triage, Social Worker Support, Home Visits Attendance Letters, Daily Monitoring, Personalized / Individualized Intervention Plans. <p>Tier 3 Interventions:</p> <ul style="list-style-type: none"> ACCESS referral, Home Visits, Personalized / Individualized Intervention Plans <p>Tier 4 Interventions:</p> <ul style="list-style-type: none"> Hotline, Home Visits, Personalized Individualized Intervention Plans | Attendance Team | 2 |
| 8/31/23 | 9/1/23 | <p>Review the information with staff including the Tier 1 and Tier 2 interventions all teachers will incorporate in their classrooms and support roles. We will utilize PLC time/faculty meetings to review information.</p> | Admin, Attendance Team | 2 |

| | | | | |
|---------|----------|---|---|---|
| 8/31/23 | 12/21/23 | Implement practices and interventions at each Tier to improve chronic absenteeism, including the proactive activities that reinforce attendance. <ul style="list-style-type: none"> • Outside Community Support and Mentorship with Attendance | Admin Team, Attendance Team, Tachers, District and School Support Staff | 1 |
| 8/31/23 | 12/21/23 | Create a schedule of when the updates on chronic absenteeism will be provided to staff monthly. <ul style="list-style-type: none"> • Provide staff with updates on chronic absenteeism (CA) during each faculty meeting. This includes CA schoolwide percentages, students receiving support for attendance, suggestions how to improve attendance, and progress towards the accountability goals. | Admin Team, Impact Team, Attendance Team | 3 |
| 8/31/23 | 12/21/23 | Incorporate monthly incentives for attendance; by grade level, individual class, or individual students. Staff will advocate for these incentives to help students understand the importance of attendance. Attendance totals will be shared during the morning announcements. | Admin, Att. Team, Impact team, Teachers, Support Staff, Family Engagement | 2 |
| 8/31/23 | 12/21/23 | Hold weekly Attendance Team meetings to monitor schoolwide attendance and chronic absenteeism data, analyze the data, identify students who are chronically absent or are at-risk of being chronically absent, and create and monitor action plans. | Admin, Attendance Team, Impact Team, Family Engagement | 3 |
| 8/31/23 | 12/21/23 | Analyze which students have improved their attendance ratings. Celebrate updated attendance improvements during Student of the Month assemblies. | Admin Team, Attendance Team, Family Engagement, Teachers, Support Staff | 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 | Chronic Absenteeism Rate | 47% | | On Track <input type="checkbox"/> Off Track <input type="checkbox"/> | |
| Attendance Team Members & All Teachers | Training Attendance & Communication Log | 100% of teachers and Attendance Team members are utilizing attendance protocols and the attendance communication log daily | | 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 (begin with verb) | Lead(s) | TOA # |
|------------------------|----------------------|---|-------------------------------------|-------|
| 01/2/24 | 6/26/24 | Continue to collaborate with the Family Engagement Specialist to share information and strategies on chronic absenteeism and to improve attendance according to the schedule. | Admin Team, Family Engagement | 1 |
| 01/2/24 | 6/26/24 | Continue to analyze the survey information of parents/families surveyed and identify additional interventions, including proactive supports and reinforcers, that can be incorporated in our plans for individual families and/or in our tiers of support. | Admin Team, Attendance Team, Impact | 2-3 |

| | | | | |
|---------|---------|---|---|-----|
| | | | Team, Family Engagement, Teachers, Support Staff | |
| 01/2/24 | 6/26/24 | We will have had at least 3 incentive reward celebrations to increase student attendance. | Admin Team, Attendance Team, Family Engagement, Teachers, Support Staff | 3 |
| 01/2/24 | 6/26/24 | Continue to provide staff with updates on chronic absenteeism at least monthly, either grade level team meetings or faculty meetings, that includes CA schoolwide percentages, students receiving support for attendance, tips/ reminders to improve attendance, and progress towards the accountability goals. | Admin Team, Attendance Team, Family Engagement, Teachers, Support Staff | 1-2 |
| 01/2/24 | 6/26/24 | Continue to celebrate/announce during student of the month assemblies updated improvements. | Admin Team, Attendance Team, Family Engagement, Teachers, Support Staff | 1-3 |
| 01/2/24 | 6/26/24 | Celebrate meeting end-of-year goals with the schoolwide community including students, families and staff. | Admin Team, Attendance Team, Family Engagement, Teachers, Support Staff | 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 | K-5 | How often are people disrespectful to others at your school? | Increase favorable responses from 16% to 40% Decrease feelings of disrespect by 50% |
| SRV 2 | K-5 | If a student is bullied in school, how difficult is it for him/her to get help from an adult? | Increase favorable responses from 40% to 60% Decrease our unfavorable responses from 60% to 30% |
| SRV 3 | All Teachers | Walkthroughs | 100% of staff will implement SEL curriculum during defined time |

Theory of Action

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

| | Root Cause | Theory of Action (TOA) <i>(If/Then Statement)</i> |
|---|--|---|
| 1 | We have not worked intentionally to come to a mutual agreement about what safety means for students and staff. | If students do not feel safe, then we need to be intentional about finding common ground to improve overall sense of safety. |
| 2 | We have not intentionally asked parents why they are not engaged, nor have we taken those responses and used them to develop a system of trust, encouragement, and safety. | If we survey parents consistently and utilize the responses to develop meaningful engagement opportunities, then a stronger school-family relationship will be established. |
| 3 | We have not consistently and explicitly focused on a common schoolwide approach to prioritize Social Emotional Learning | If we develop a schoolwide plan, provide training and consistently monitor implementation of SEL, then our students will have a higher sense of belonging, safety, and purpose. |

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 our systems, procedures, and standards of what safety means and how to identify it. |
| 2 | Develop meaningful engagement opportunities for families |
| 3 | Refine the master schedule to allow for more time to implement a SEL block to improve school community and moral. |

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 |
|------------------------------|---|---|-------------|---|-------|
| PreK – 5 th Grade | Mini-Surveys on family engagement needs | 85% response from families | | On Track <input type="checkbox"/> Off Track <input type="checkbox"/> | |
| K-5 | Referrals/Classroom Referrals | 20% decrease from October of 2022-2023 (Amount of referrals from September and October of 2022 referrals was 21 referrals) To meet this goal, we cannot have no more | | On Track <input type="checkbox"/> Off Track <input type="checkbox"/> | |

| | | | | | |
|--|--|-----------------------------------|--|--|--|
| | | than 15 referrals by October 2023 | | | |
|--|--|-----------------------------------|--|--|--|

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 | 8/30/23 | Alter the master schedule to allocate Social and Emotional Learning (SEL) time block daily for all classes. | Admin & Master Schedule Committee | 3 |
| 8/1/23 | 8/30/23 | Collaborate with MBES Staff to define expectations and the structures that all classes will follow to address SEL (CREW) explicitly and consistently during the allocated time. EL CREW: <ul style="list-style-type: none"> • Check in /Topic Skill Introduction (5 Min) • Student Activity and Discussion (30 Min) • Closing (5 Min) | Admin team | 3 |
| 8/1/23 | 12/22/23 | Collaborate with MBES Staff to build the curriculum for CREW, TCIS, schoolwide and classroom procedures and routines, Code of Conduct lessons, and PAX. Provide expectations to teachers monthly. | Admin Team | 3 |
| 8/1/23 | 12/22/23 | Schedule and provide teachers with professional development around the SEL block expectations, the curriculum, the resources, the practices, and the strategies during the first marking period and third marking period. <ul style="list-style-type: none"> • CREW • TCIS • Bobcat Matrix • Code of Conduct Lessons | ESCT and Student Support Team | 3 |

| | | | | |
|---------|----------|---|------------------------|---|
| | | <ul style="list-style-type: none"> • PAX • Restorative Practices • Trauma Informed Practices for Educators | | |
| 9/25/23 | 12/22/23 | Visit classes during the CREW block and provide each teacher with feedback at least once a month. Identify teachers that need support and provide them with support and training. | Admin Team and Coaches | 3 |
| 8/1/23 | 9/25/23 | Review the Bobcat Matrix and determine any revisions that are necessary and develop a list of essentials for teachers to implement as priorities or “Look-Fors”. | ESCT | 3 |
| 7/1/23 | 7/31/23 | Develop a committee to assist Office of Engagement Specialist (Wyatt, Patterson, Dotson, Gibson, Jennings, Rudolph, Belanger, Hayes) | Admin & OFE | 2 |
| 8/1/23 | 8/31/23 | Plan for a Back to School BBQ | Admin & OFE | 2 |
| | | Back to School BBQ | Admin & OFE | 2 |
| 9/18/23 | 10/1/24 | Create mini survey targeted on family engagement needs and analyze results | Admin & OFE | 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 |
|------------------------------|--------------------------|---|-------------|---|-------|
| PreK – 5 th Grade | Engagement: Family Night | Have a 20% increase of parent attendance for Family Nights from | | On Track <input type="checkbox"/> Off Track <input type="checkbox"/> | |

| | | | | | |
|---------------------------------|--------------------|--|--|---|--|
| | | (2022-2023- 158 to 2023-2024-190 | | | |
| PreK – 5 th Grade | Panorama Survey | Survey Goal 1: 30% favorable response Survey Goal 2: 50% favorable response | | On Track <input type="checkbox"/> Off Track <input type="checkbox"/> | |

Action Plan: January to June

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

| Start Date (M/D/YY) | End Date (M/D/YY) | Action Step <i>(begin with verb)</i> | Lead(s) | TOA # |
|------------------------|----------------------|--|--|-------|
| 1/2/24 | 6/21/24 | Review and revise collaboration with the Family Engagement Specialist to share information on chronic absenteeism and strategies to improve attendance with families according to the schedule. | Admin & Attendance Team | 2 |
| 1/2/24 | 6/21/24 | Review and revise to analyze the survey information of parents/families surveyed and identify additional interventions, including proactive supports and reinforcers, that can be incorporated in our plans for individual families and/or in our tiers of support. | Attendance Team | 2 |
| 1/2/24 | 6/21/24 | Review and revise to collaborate with ESCT and grade level teams to determine how, what and when the communication on attendance and chronic absenteeism will be shared with students, including identifying classroom (Morning Crew, etc.) or grade level meetings and assemblies and where the information will be shared and celebrated. Share the information on attendance and chronic absenteeism with students according to the schedule. We have a variety of challenges (popcorn, popsicles, gift cards, hot chocolate, etc.) to increase student attendance. | Attendance Team ESCT (Equity School Climate Team) | 2 & 3 |

| | | | | |
|--------|---------|--|---|-------|
| 1/2/24 | 6/21/24 | Review and revise to collaborate with District staff, including Family Engagement Specialist (FES) and ENL Staff, to identify and provide professional development to staff on Tier 1 and Tier 2 interventions, including the different methods/platforms of communicating with families, as needed. | Attendance Team | 2 |
| 1/2/24 | 6/21/24 | Review and revise to implement practices and interventions at each Tier to improve chronic absenteeism, including the proactive activities that reinforce attendance. | Admin, Attendance Team, Teachers, District & School Support Staff | 2 |
| 1/2/24 | 6/21/24 | Review and revise to provide staff with updates on chronic absenteeism (CA) at least monthly, either grade level team meetings or faculty meetings, that includes CA schoolwide percentages, students receiving support for attendance, tips/ reminders to improve attendance, and progress towards the accountability goals. Celebrate meeting end-of-year goals with staff. Support Staff speak with grade level team members when there is a student who is chronically absent. | Attendance Team and Admin | 2 |
| 1/2/24 | 6/21/24 | Review and revise to hold weekly Attendance Team meetings and Impact Team Meetings to monitor schoolwide attendance and chronic absenteeism data, analyze the data, identify students who are chronically absent or are at-risk of being chronically absent, and create and monitor action plans. | Admin and Social Work Team | 2 |
| 1/2/24 | 6/21/24 | Review and revise to create and implement the plans for each family, based on the root cause analysis of needs for each family, that is tailored to address the needs and barriers impacting consistent attendance at weekly meetings. | Attendance Team | 2 |
| 1/2/24 | 6/21/24 | Review and revise to communicate the personalized plans for students to all stakeholders and implement the plans. | Attendance Team | 2 & 3 |
| 1/2/24 | 6/21/24 | Review and revise to monitor the implementation of students' plans and the data weekly to determine impact and adjust as needed. | Attendance Team | 2 & 3 |

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

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

Learning As A Team

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

Student Interviews

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

Overall trends: Students feel as though they feel smarter, they are getting better in math, and learning about their personalities. The ways students feel about their growth over the year is gaining more confidence in themselves. If there is something to motivate them, such as a test, they do want the challenge. They want teachers to believe they can complete tasks. Some students feel the teacher’s set failure before they begin teaching. Some ways students would feel safer is helping students calm down so they do not frighten the others in the classroom, talking with other adults makes them feel safe because they can learn how to calm themselves. They like the break passes too. Students do not feel as safe in the cafeteria because there are not enough adults.

Evidence-Based Intervention

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

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

State-Supported Evidence Based Strategy

| | |
|---|---|
| Evidence-Based Intervention Strategy Identified | <input checked="" type="checkbox"/> Instructional Coaching <input type="checkbox"/> Professional Learning Communities <input type="checkbox"/> Restorative Justice <input type="checkbox"/> Establish an Early Warning Intervention and Monitoring System <input type="checkbox"/> Align High School and College Courses to Increase Post-Secondary Transition Outcomes |
| We envision that this Evidence-Based Intervention will support the following goal areas | ELA, Math, ELP |
| How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process? | We have several new teachers who need differentiated coaching on the instructional priorities. Root cause analysis showed us that a lack of teaching training, coaching support and consistent feedback on best practices resulted in not all teachers effectively implementing schoolwide priorities and students not reaching goals consistently. |

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 |
|---------------------|-------------------------------|
| Eric Patterson | Principal |
| Karen Dotson | Vice Principal |
| Lisa Dillman | Administrative Intern |
| Kathleen Kurgan | Instructional Coach |
| Kelly Carey Raymond | Teacher |
| Katherine Sauro | Teacher |
| Clint Crysler | Teacher |
| Mandi Sanchez | ENL Teacher |
| Lisa Garofalo | Teacher |
| Tara Hayes | Teacher |
| Arlene Smith | Teacher |
| Jessica Svoboda | Teacher |
| Danae Wyatt | Family Engagement Coordinator |
| Elizabeth Dupra | Teacher |
| Lisa Egan | Teacher |
| Brianna Escho | Teacher Assistant |
| Taya Fable | Teacher |
| Taylor Belanger | Teacher |

| | |
|-------------------|---------|
| Suzanne Creekmore | Teacher |
| Penny Clark | Parent |
| Kristina Cooper | 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 |
|------------------------|--|--|-------------------------|---|----------------------------------|--|------------------|
| <i>Example: 4/6/21</i> | <i>4/21/2023</i> | <i>5/18/2023</i> | <i>5/18/2023</i> | <i>x</i> | <i>x</i> | | |
| 4/21/2023 | X | | | | | | |
| 5/23/2023 | | X | X | X | | | |
| 5/25/2023 | | X | X | X | | | |
| 6/2/2023 | | | | | X | | |
| 6/5/2023 | | | | | X | | |
| 6/12/2023 | | | | | | X | X |

| | | | | | | | |
|-----------|--|--|--|--|--|---|---|
| 6/13/2023 | | | | | | X | X |
| 6/14/2023 | | | | | | X | X |
| 6/15/2023 | | | | | | X | X |
| 6/16/2023 | | | | | | X | X |
| 6/20/2023 | | | | | | X | X |
| 6/21/2023 | | | | | | X | X |
| 6/22/2023 | | | | | | X | X |
| 6/23/2023 | | | | | | X | X |
| 6/26/2023 | | | | | | | X |
| 6/27/2023 | | | | | | | X |
| 6/28/2023 | | | | | | | X |
| 6/29/2023 | | | | | | | X |

Next Steps

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