



School Comprehensive Education Plan 2023-24

District	School Name	Assistant Superintendent	Principal	Grades Served	Accountability Status
Syracuse City School District	J.T. Roberts PreK-8	Dr. Robert DiFlorio	Dr. Sharon Archer	PreK-8	<input checked="" type="checkbox"/> CSI <input type="checkbox"/> ATSI/TSI <input type="checkbox"/> LSI

Collaboratively Developed By:

The J.T. Roberts PreK-8 SCEP Development Team

And in partnership with the staff, students, and families of J. T. Roberts PreK-8.

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	Level 4	Level 3	Level 2	Level 1
			27%		33%	40%
			# students= 57	# students= 158	# students= 144	
ELA 3	All Students	NWEA	10%-point decrease in Level 1 from NWEA September baseline 5%-point increase in Level 3 + 4 from NWEA September baseline			
ELA 4	Kindergarten	DIBELS: NWF – WRC	80% of kindergarten students will meet or exceed benchmark by June 2024.			

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

Adult/Schoolwide Behaviors and Practices Goals		
Group	Measure	Year-End Goal
All ELA Teachers	Observable Common expectations for Tier 1 ELA Instruction Determined by ILT 8/23 Measured by walkthrough tool	100% of ELA teachers use observable expectations for ELA instruction

All ELA Teachers	Observable use of common data analysis system for Tier 2 ELA intervention Determined by ILT 8/23 Measured by walkthrough tool	100% of ELA teachers will use observable data analysis system protocol for Tier 2 ELA instruction
Tier 3 Interventionists	Observable use of common identification and progress monitoring system for Tier 3 intervention Determined by ILT 8/23 Measured by walkthrough tool	100% of Tier 3 ELA teachers will use common identification and progress monitoring system

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	Students have not had access to rigorous ELA instruction in Tier 1. Tier 2 small group instruction has not been differentiated in a way that provides multiple entry points for students to access rigorous grade level skills. Targeted small groups have not been flexible to reflect student growth.	If a refined structure (Roberts PK-8 Implementation Guide) is utilized and monitored consistently and if professional development prioritizes progress monitoring, unpacking and planning then it would lead to consistency among instructional practices and assessment to improve student achievement in ELA.

2	Teachers have not been provided with a common process for identifying and assessing student understanding to determine places of unfinished learning or opportunities for enriching learning to differentiate Tier 2 instruction.	If teachers are given a structure for assessment (formative and summative), data collection, regularly scheduled data analysis opportunities, and professional development related to data driven instruction, then teachers will be able to differentiate instruction and improve their students' achievement in ELA.
3	We have not consistently monitored or utilized time to assess the impact of the Tier 3 ELA interventions, nor have we provided communication to teachers on expectations or outcomes what data, assessment, and instruction students receive.	If we clearly define and effectively communicate outcomes (data assessments and instructional practices used) of Tier 3 ELA interventions and school leaders systematically monitor and support teachers with thoughtful discussions of data during PLCs, then teachers will be more effectively engaged in collaboration, students will be exposed to more rigorous and differentiated intervention and instruction, and student achievement will improve.

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	Common instructional expectations, monitoring, and feedback for Tier 1 instruction
2	Common data analysis system for identifying students for Tier 2 Intervention
3	Common progress monitoring system and system for accountability for Tier 3 data

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	Communication of Tier 1	80% of classrooms consistently employ	Walkthrough Data: Lesson Planning Data:	On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	

	<p>instructional expectations</p> <p>Goal Setting Document</p>	<p>instructional expectations</p> <p>100% of teachers trained on updated instructional expectations and selected personalized growth goal</p>			
Teachers	<p>Communication, execution and monitoring of data system for Tier 2 Intervention</p> <p>Data Analysis Protocol</p>	<p>100% of Tier 2 students identified and bench marked</p>	<p>Data used for Tier 2:</p> <p>List of Students Identified:</p> <p>Students benchmarked at 5 weeks:</p>	<p>On Track <input type="checkbox"/></p> <p>Off Track <input type="checkbox"/></p>	
Interventionists	<p>Communication, execution, and monitoring of progress monitoring system for Tier 3 Intervention</p>	<p>100% of Tier 3 Identified and progress monitored on bi-weekly basis</p>	<p>Data used for Tier 2:</p> <p>List of Students Identified:</p> <p>Students progress monitored bi-weekly:</p>	<p>On Track <input type="checkbox"/></p> <p>Off Track <input type="checkbox"/></p>	

All Students	NWEA	100% of students complete NWEA Fall assessment	NWEA Completion Data:	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 #
9/1/23	9/30/23	Create structure and schedule for Students set their own ELA goals quarterly	ILT	1
9/1/23	9/30/23	Create and monitor schedule for student- teacher goal conferences every two weeks	ILT	1
8/15/23	9/15/23	Develop communication structure of goals for parents	ILT	1
8/15/23	9/15/23	Create Tier 2 schedule for K-2 double dipped with tier 2 interventions (push in and pull out)	ILT	2
9/1/23	9/15/23	Create and share list of tier 3 ELA interventions available in the building with instructional staff	Coaches	3
9/1/23	12/31/23	Partner effective, veteran elementary teachers with MS teachers to develop targeted small group instruction skills	ILT	1
8/1/23	8/25/23	Revisit and revise the instructional priorities that define the Tier 1 lesson planning and delivery expectations and create walkthrough tool. Update the Implementation Guides for each of the instructional priorities	ILT Instructional Coaches	1

8/1/23	8/25/23	<p>Revisit and revise the instructional priorities that define the Tier 2 lesson planning and delivery expectations and create walkthrough tool.</p> <p>Update the Implementation Guides for each of the instructional priorities</p>	<p>ILT</p> <p>Instructional Coaches</p>	2
8/1/23	8/25/23	<p>Revisit and revise the instructional priorities that define the Tier 3 lesson planning and delivery expectations and create walkthrough tool.</p> <p>Update the Implementation Guides for each of the instructional priorities</p>	<p>ILT</p> <p>Instructional Coaches</p>	3
8/26/23	8/30/23	Create goal setting document		
9/1/23	9/30/23	Communicate the common expectations for Tier 1, 2, and 3 lesson planning and instruction to all teachers across all content areas.	ILT	1, 2, 3
8/15/23	9/30/23	Share the information about our expectations with district-level teacher support / coaches for consistent communication and support to staff, especially new staff.	Admin/ILT	1,2,3
8/1/23	9/1/23	Create a walkthrough schedule that ensures each teacher is visited and provided feedback at least once every two weeks.	ILT/Admins.	1, 2,3
8/1/23	9/30/23	Create a yearly calendar and accountability system for 4-6-week instructional priority cycles and student data analysis cycles.	ILT	1,2
9/1/23	12/30/23	<p>Provide staff with the opportunity to participate in the cycle of</p> <ul style="list-style-type: none"> • Self-reflection; • Goal setting; • Growth Monitoring; and • Set new goals for concurrent cycle <p>based on current level of implementation of effective instruction as defined in action step 1 and to set goals for growth. Repeat every 4-6 weeks.</p>	<p>ILT</p> <p>Team Leaders/ Teachers</p>	1,2,3

		Complete a calibration session with each grade level team and individual teacher to finalize their current stage of implementation.		
9/1/23	12/30/32	Identify which instructional leader will lead the personalized support to teachers based on personalized areas of focus. Repeat every 4-6 weeks based on self-reflection.	Admin/ILT	1
9/1/23	12/30/23	Conduct walkthroughs to each class at least once every 2 weeks focusing on Tier 1 expectations and the Instructional Priorities with specific feedback and follow-up coaching support.	ILT/Admins.	1
9/1/23	9/30/23	Complete screening of all students using district-wide assessment (NWEA).	Teachers	2
10/1/23	10/31/23	Provide teacher teams (grade level for elementary, department for middle) with a template and training/support to complete NWEA data analysis review and create action plans that address the data.	Instructional Coaches	1,2
9/1/23	12/30/23	Staff will participate in student data analysis cycle to create action plans that: <ul style="list-style-type: none"> • Drive instruction; • Determines small group lessons; and • Uses multiple data points (including, but not limited to: NWEA, CKLA, DIBELS, Haggerty, PAST, running records, walkthroughs); Repeats every 4-6 weeks.	Team Leaders/ Teachers	1,2,3
9/1/23	12/30/23	Provide staff with differentiated training, coaching and feedback on implementation of small group instruction based on their current status and growth goals.	Instructional Leaders	1,2
1/1/24	1/30/24	Create a 3-8 Mock testing plan using the NWEA Map Reading growth assessment.	Testing Coordinator	2
1/1/24	1/30/24	Administer 3-8 Mock test using NWEA Map Reading Assessment.	Teachers	2

Action Step Status Check	Reflection Date	% of Scheduled Action Steps On-Track	Reflections & Adjustment
Marking Period 1	11/1/23		

Marking Period 2	1/15/24		
-------------------------	---------	--	--

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
Teachers	Communication of Tier 1 instructional expectations	80% of classrooms consistently employ instructional expectations	Walkthrough Data: Lesson Planning Data:	On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	
Teachers	Communication, execution and monitoring of data system for Tier 2 Intervention	100% of Tier 2 students identified and benchmarked	Data used for Tier 2: List of Students Identified: Students benchmarked at 5 weeks:	On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	
Interventionists	Communication, execution, and monitoring of progress monitoring system for Tier 3 Intervention	100% of Tier 3 Identified and progress monitored on bi-weekly basis	Data used for Tier 2: List of Students Identified: Students progress monitored bi-weekly:	On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	
All Students	NWEA	100% of students complete NWEA Fall assessment	NWEA Completion Data:	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	6/15/24	Continue structure and schedule for Students set their own ELA goals quarterly	ILT	1
1/1/24	6/15/24	Continue schedule for student- teacher goal conferences every two weeks	ILT	1
1/1/24	6/15/24	Continue Tier 2 schedule for K/ 1/ 2 double dipped with tier 2 interventions (push in and pull out)	ILT	2
1/1/24	6/15/24	Create and share list of tier 3 ELA interventions available in the building with instructional staff	Coaches	3
1/1/24	6/15/24	Partner effective, veteran elementary teachers with MS teachers to develop targeted small group instruction skills. <ul style="list-style-type: none"> • Benchmarks of effective partnering: collaboration, modeling, co-teaching , and implementation of targeted small group instruction in secondary classrooms. • Collaboration scheduled during weekly PLC time • Implement quarterly check ins with partners to assess partnership and provide support 	ILT	1
1/1/24	1/30/24	Plan revisions to the data analysis template for 2nd semester that reflects a shift in mindset that includes triangulating data to identify needs and make action plans for each small group.	ILT, Instructional Coaches	1,2
2/1/24	2/28/24	Provide teacher teams (grade level for elementary, department for middle) with a template and training/support to complete NWEA data analysis review and create action plans that address the data.	ILT, Instructional Coaches	1,2
1/1/24	6/20/24	Provide staff with the opportunity to participate in the cycle of <ul style="list-style-type: none"> • Self-reflection; • Goal setting; • Growth Monitoring; and 	ILT Team Leaders/ Teachers	1,2,3

		<ul style="list-style-type: none"> Set new goals for concurrent cycle <p>based on current level of implementation of effective small group instruction, IB, and CER and to set goals for growth. Repeat every 4-6 weeks.</p> <p>Complete a calibration session with each grade level team and individual teacher to finalize their current stage of implementation.</p>		
1/1/24	6/20/24	Identify which instructional leader will lead the personalized support to teachers based on personalized areas of focus. Repeat every 4-6 weeks based on self-reflection.	Admin/ILT	1
1/1/24	6/20/24	Conduct walkthroughs to each class at least once every 4-6 weeks focusing on Tier 1 expectations and the Instructional Priorities with specific feedback and follow-up coaching support.	ILT/Admins.	1
1/1/24	6/20/24	Staff will participate in student data analysis cycle to create action plans that: <ul style="list-style-type: none"> Drive instruction; Determine small group lessons; and Uses multiple data points (including, but not limited to: NWEA, CKLA, DIBELS, Haggerty, PAST, running records, walkthroughs) <p>Repeats every 4-6 weeks.</p>	Team Leaders/ Teachers	1,2,3
1/1/24	6/20/24	Provide staff with differentiated training, coaching and feedback on implementation of small group instruction based on their current status and growth goals.	Instructional Leaders	1,2
5/1/24	6/15/24	Complete screening of all students using district-wide assessment (NWEA).	Teachers	2

Action Step Status Check	Reflection Date	% of Scheduled Action Steps On-Track	Reflections & Adjustments
Marking Period 3	3/15/24		
Marking Period 4	5/15/24		

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

Math Goal

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

Year-End Goals

Student Goals						
Goal #	Subgroup	Measure	Year-End Goal			
Math 1	All Students	Academic Achievement Index	<i>TBD/Place Holder Based on NYSED Provided MIPs</i>			
Math 2	All Students	Percent of Students at Each Performance Level on 2023-24 NYS Math Assessment	Level 4	Level 3	Level 2	Level 1
			2%	14%	44%	40%
			# students= 7	# students= 50	# students= 158	# students= 144
Math 3	All students	NWEA	10%-point decrease in Level 1 from NWEA Math September baseline 5%-point increase in Level 3 + 4 from NWEA Math September baseline			
Math 4	All 2 nd graders	SOAR	80% of students will meet or exceed place value benchmark by June 2024			

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

Adult/Schoolwide Behaviors and Practices Goals		
Group	Measure	Year-End Goal
All Math Teachers	Observable Common expectations for Tier 1 Math Instruction	100% of Math teachers use observable expectations for mathematics instruction
All Math Teachers	Observable use of common data analysis system for Tier 2 math intervention	100% of Math teachers use observable data analysis system for Tier 2 math instruction
Tier 3 Interventionists	Observable use of common identification and progress	100% of Tier 3 Math teachers use common identification and progress monitoring system

	monitoring system for Tier 3 intervention	
--	---	--

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	Students have not had access to and consistent practice with building concrete and foundational skills in mathematics. Teachers across all grade levels are not provided with consistent professional development, feedback, and support in guiding students through building math understanding through concrete, representational, and abstract models of mathematics.	If a refined structure (Roberts PK-8 Implementation Guide) is utilized and monitored consistently and if professional development prioritizes progress monitoring, unpacking and planning then it would lead to consistency among instructional practices and assessment to improve student achievement in math.
2	Teachers have not been provided with a common process for identifying and assessing student understanding to determine places of unfinished learning or opportunities for enriching learning to differentiate Tier 2 instruction. Analysis of math data shows that teachers, across all grade levels grades K-8, were not provided with consistent feedback and monitoring on the implementation of Tier 1 instructional expectations, guidelines for progress monitoring standards, and opportunities to collaboratively unpack and plan what students are supposed to know by the end of a unit.	IF we provide teachers with a common data analysis protocol and school leaders systematically monitor and support teachers with discussion of data during PLCs; THEN teachers will consistently use protocols to analyze student data, and action plan in response to the data, leading to more purposeful and effective feedback, and student achievement will increase.

3	We have not consistently monitored or utilized time to assess the impact of the Tier 3 math interventions, nor have we provided communication to teachers on expectations or outcomes. what data, assessment, and instruction students receive.	If we clearly define and effectively communicate outcomes (data assessments and instructional practices used) of Tier 3 math interventions and school leaders systematically monitor and support teachers with thoughtful discussions of data during PLCs, then teachers will be more effectively engaged in collaboration, students will be exposed to more rigorous and differentiated intervention and instruction, and student achievement will improve
---	---	---

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	Common instructional expectations, monitoring, and feedback for Tier 1 instruction
2	Common data analysis system for identifying students for Tier 2 Intervention
3	Common progress monitoring system and system for accountability for Tier 3 data

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	Communication of Tier 1 instructional expectations	80% of classrooms consistently employ instructional expectations	Walkthrough Data: Lesson Planning Data:	On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	

Tier 2 ELA Students	Communication, execution and monitoring of data system for Tier 2 Intervention	100% of Tier 2 students identified and benchmarked	Data used for Tier 2: List of Students Identified: Students benchmarked at 5 weeks:	On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	
Tier 3 ELA Students	Communication, execution, and monitoring of progress monitoring system for Tier 3 Intervention	100% of Tier 3 Identified and progress monitored on bi-weekly basis	Data used for Tier 2: List of Students Identified: Students progress monitored bi-weekly:	On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	
All Students	NWEA	100% of students complete NWEA Fall assessment	NWEA Completion 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 #
8/1/23	8/30/23	Develop accountability systems for regular data analysis, student identification, and bi-weekly progress monitoring.	Admin	1
9/1/23	12/31/23	Begin quarterly math fluency campaigns with a math-based family engagement event at all levels.	Math Committee Instructional Coaches	

8/1/23	8/30/23	<p>Revisit and revise the instructional priorities that define the Tier 1 lesson planning and delivery expectations that align to the increasing rigor of instruction, including the use of manipulatives and CRA process.</p> <p>Update the Implementation Guides for each of the instructional expectations.</p>	<p>Instructional Coaches Admin</p>	1
8/1/23	8/30/23	Determine and communicate the common expectations for Tier 1 lesson planning and instruction to all math teachers PreK-8.	<p>ILT Admin</p>	1
8/15/23	8/30/23	Share the information about our expectations with district-level teacher support/coaches for consistent communication and support to staff, especially new staff.	Admin	1, 2, 3
8/1/23	9/1/23	Create a universal walkthrough tool that is aligned with the tier 1 instructional expectations for mathematics.	ILT/Admin	1
9/1/23	9/30/23	Create a timeline for quarterly revision of walkthrough tool based on walkthrough data.	ILT	1
8/1/23	9/1/23	Create a walkthrough schedule that ensures each teacher is visited and provided feedback at least once every two weeks	Admin	1
8/1/23	9/30/23	Create a yearly calendar with 6–8-week instructional priority cycles and student data analysis cycles.	ILT	1, 2
9/1/23	12/30/23	<p>Create structure and schedule for staff to participate in the cycle of</p> <ul style="list-style-type: none"> • Self-reflection; • Goal setting; • Growth Monitoring; and • Set new goals for concurrent cycle <p>based on current level of implementation of effective small group instruction, IB, and math instruction and to set goals for growth. Repeat every 4-6 weeks.</p> <p>Complete a calibration session with each grade level team and individual teacher to finalize their current stage of implementation.</p>	<p>Team Leaders/ Teachers</p>	1, 2, 3

9/1/23	12/30/23	Identify which instructional leader will lead the personalized support to teachers based on personalized areas of focus. Repeat every 4-6 weeks based on self-reflection.	Admin/ILT/ District Coaches	1
8/1/23	12/31/23	Create and monitor common data analysis system for Tier 2 identification and benchmarking	ILT AIS teachers	2
8/1/23	12/31/23	Create and monitor common data analysis system for Tier 3 identification and bi-weekly progress monitoring	ILT AIS teachers	3
8/1/23	12/31/23	Create and schedule monthly lesson plan feedback cycle	admin	1, 2, 3
9/1/23	9/30/23	Complete screening of all students using district-wide assessment (NWEA).	Teachers/ Coaches	1
9/1/23	10/31/23	Provide teacher teams (grade level for elementary, department for middle) with a template and training/support to complete NWEA data analysis review and create action plans that address the data.	Instructional Coaches	2
9/1/23	12/30/23	Schedule student data analysis cycle to create action plans that: <ul style="list-style-type: none"> • Drive instruction; • Determines small group lessons; and • Uses multiple data points (including, but not limited to: NWEA, fluency, quarterly surveys, Eureka (K-5), IM (6-8), and walkthroughs) <p>Repeats every 4-6 weeks.</p>	ILT	2
9/1/23	12/30/23	Create schedule to Provide staff with differentiated training, coaching and feedback on implementation of small group instruction based on their current status and growth goals.	Instructional Leaders	1
9/1/23	12/30/23	Schedule, plan and provide differentiated professional development for teachers based on the areas of need including Eureka (K-5) and IM (6-8) programs and the utilization of manipulatives and CRA process in collaboration with the district math coach and building level coaches. Leverage the expertise of Lead Teachers as appropriate to plan and deliver sessions.	Instructional Coach(es) Lead Teachers	1

1/1/24	1/30/24	Create a 3-8 Mock testing plan using the NWEA Map Math growth assessment.	ILT	1
1/1/24	1/30/24	Administer 3-8 Mock test using NWEA Map Math Assessment	Teachers/ ILT	1

Action Step Status Check	Reflection Date	% of Scheduled Action Steps On-Track	Reflections & Adjustment
Marking Period 1	11/1/23		
Marking Period 2	1/15/24		

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	10%-point decrease in Level 1 from NWEA Math September baseline		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	
All students	NWEA	5%-point increase in Level 3 + 4 from NWEA Math September baseline	All students	NWEA	10%-point decrease in Level 1 from NWEA Math September baseline

			All students	NWEA	5%-point increase in Level 3 + 4 from NWEA Math September baseline
--	--	--	--------------	------	--

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	1/30/24	Create a 3-8 Mock testing plan using the NWEA Map Math growth assessment.	Coaches	1
1/1/24	1/30/24	Administer 3-8 Mock test using NWEA Map Math Assessment	Teachers/ coaches/ admin	1
1/1/24	6/30/24	Continue quarterly math fluency campaigns with a math-based family engagement event at all levels.	Math committee coaches	
1/1/24	1/30/24	Revisit and revise common expectations for Tier 1 lesson planning and instruction to all teachers across all content areas.	ILT	1
1/1/24	1/30/24	Share any changes about our expectations with district-level teacher support/coaches for consistent communication and support to staff, especially new staff.	Admin/ILT	1
1/1/24	1/30/24	Revisit and make changes if necessary to the universal walkthrough tool that is aligned with the tier 1 instructional expectations that were identified and shared with staff.	ILT/Admins.	1
1/1/24	6/30/24	Maintain walkthrough schedule that ensures each teacher is visited and provided feedback at least once every two weeks.	ILT/Admins.	1
1/1/24	6/30/24	Continue to schedule staff for the opportunity to participate in the cycle of	Team Leaders/	1, 2, 3

		<ul style="list-style-type: none"> • Self-reflection; • Goal setting; • Growth Monitoring; and • Set new goals for concurrent cycle <p>based on current level of implementation of effective small group instruction, IB, and math instruction and to set goals for growth. Repeat every 4-6 weeks.</p> <p>Complete a calibration session with each grade level team and individual teacher to finalize their current stage of implementation.</p>	Teachers	
1/1/24	6/30/24	Identify which instructional leader will lead the personalized support to teachers based on personalized areas of focus. Repeat every 4-6 weeks based on self-reflection.	Admin/ILT/ District Coaches	1
1/1/24	6/30/24	Conduct walkthroughs to each class at least once every 4-6 weeks focusing on Tier 1 expectations and the Instructional Priorities with specific feedback and follow-up coaching support.	ILT/Admins.	1
1/1/24	1/30/24	Revise data analysis template for grades 3 through 8 that includes triangulating the data to identify the needs and make action plans for each small group.	Instructional Coaches	2
1/1/24	1/30/24	Schedule data analysis template meetings for grades 3-8		2
1/1/24	2/15/24	Schedule data meetings for teacher teams (grade level for elementary, department for middle) with an updated template and training/support to complete NWEA data analysis review and create action plans that address the data.	Instructional Coaches	2
1/1/24	6/30/24	Staff will participate in student data analysis cycle to create action plans that: <ul style="list-style-type: none"> • Drive instruction; • Determines small group lessons; and • Uses multiple data points (including, but not limited to: NWEA, fluency, quarterly surveys, Eureka (K-5), IM (6-8), and walkthroughs) <p>Repeats every 4-6 weeks.</p>	Team Leaders/ Teachers	2

1/1/24	6/30/24	Provide staff with differentiated training, coaching and feedback on implementation of small group instruction based on their current status and growth goals.	Instructional Leaders	1, 2
1/1/24	6/30/24	Provide differentiated professional development for teachers based on the areas of need including Eureka (K-5) and IM (6-8) programs and the utilization of manipulatives and CRA process in collaboration with the district math coach. Leverage the expertise of Lead Teachers as appropriate to plan and deliver sessions.	Instructional Coach(es) Lead Teachers	1
5/1/24	6/15/24	Complete screening of all students using district-wide assessment (NWEA Map Math Assessment)	Teachers	1

Action Step Status Check	Reflection Date	% of Scheduled Action Steps On-Track	Reflections & Adjustments
Marking Period 3	3/15/24		
Marking Period 4	5/15/24		

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

English Language Proficiency (ELP) Goal

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

Year-End Goals

Student Goals			
Goal #	Subgroup	Measure	Year-End Goal
ELP 1	All English Language Learners	ELP Success Ratio Based on NYSESLAT	School ELP Success Ratio: 1.00 or higher ELP Success Ratio
ELP 2	All English Language Learners	National Geographic Assessment: Writing	School Rate of Success Target: Will increase the written composition school rate of success from % to 85%.
ELP 3	All English Language Learners	National Geographic Assessment: Vocabulary, Grammar, Comprehension	School Rate of Success Target: Will increase the vocabulary/grammar/comprehension school rate of success from % to 80%.

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

Adult/Schoolwide Behaviors and Practices Goals		
Group	Measure	Year-End Goal
All ENL Teachers	Observable Common expectations for push in and stand alone ENL instruction as determined by ILT 8/23	100% of ENL teachers use observable expectations for writing instruction

All ENL Teachers	Observable Common expectations for push in and stand alone ENL instruction as determined by ILT 8/23	100% of ENL teachers use observable expectations for vocabulary, grammar, and comprehension instruction.
------------------	--	--

Theory of Action

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

	Root Cause	Theory of Action (TOA) <i>(If/Then Statement)</i>
1	Analysis of National Geographic Assessment data shows that students in grade levels grades 2-8, students are not growing in their writing and written expression at the same rate as other areas of their English language development.	If professional development prioritizes explicit instruction in writing during stand-alone and push-in classes, and if there is time allowed for collaboration with general education teachers to plan for writing and written expression development, then instructional practices and assessment will lead to greater outcomes in writing and written expression.
2	Analysis of National Geographic Assessment data shows that students in grade levels grades 2-8, students are not growing in their vocabulary, grammar, and comprehension at the same rate as other areas of their English language development	If professional development prioritizes explicit instruction in vocabulary, grammar, and comprehension development during stand-alone and push-in classes, and if there is time allowed for collaboration with general education teachers to plan for vocabulary, grammar, and comprehension development, then instructional practices and assessment will lead to greater outcomes in vocabulary, grammar, and comprehension.

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	Common professional development for ENL and general education teachers on writing and written expression development.
2	Common professional development for ENL and general education teachers on vocabulary, grammar, and comprehension.
3	Dedicated time for collaborative planning for ENL and general education teachers focused on writing, vocabulary, grammar, and comprehension.

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 ENL students	Communication of ENL push in and stand alone instructional expectations	80% of classrooms consistently employ instructional expectations	Walkthrough Data: Lesson Planning Data:	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 #
08/23	09/23	Meaningfully place students in classrooms to leverage success.	Administration	1, 2

			ENL team	
08/23	09/23	Develop national geographic unit unpacking document	ENL lead	1, 2
08/23	12/23	Weekly ENL team meetings to discuss curriculum unpacking (when appropriate), progress, and data	ENL team	1, 2
08/23	09/23	Determine appropriate TSG interventions and resources for all ENL students	ENL team Classroom teachers Instructional Coaches	1, 2
08/23	12/23	Implement district writing initiative during stand alone and integrated classes.	ENL team	2
08/23	12/23	Provide teachers with professional development during monthly faculty meetings on a rotating schedule the following and capture them in the district-required PD Plan: <ul style="list-style-type: none"> • Creating and implementing scaffolds for students at varying levels across all content areas • The use of protocols that promote student talk. • The use of consistent vocabulary routines • The use of digital content to develop vocabulary, grammar, and comprehension 	Administration Instructional Coaches ENL lead	2
08/23	09/23	Develop a system for monitoring the implementation of: <ul style="list-style-type: none"> • Scaffolds across content areas daily in lessons • Student talk daily in lessons • Vocabulary routines • Use of digital content daily in stand alone 	Administration Instructional Coaches	2
08/23	9/15/23	Develop consistent vocabulary routines to be utilized building wide.	Administration Instructional Coaches	2

08/23	12/23	Utilize digital content daily for developing: <ul style="list-style-type: none"> • Vocabulary • Grammar • Comprehension aligned to where the students independently read Monitored by bi-weekly data audits by Coaches	Administration Instructional Coaches	2
08/23	12/23	Consistently implement a system for collecting and analyzing the following data to be rolled out Sept. 1st: <ul style="list-style-type: none"> • Digital content • NYSESLAT aligned writing tasks 	Administration Instructional Coaches	1, 2
10/23	12/23	Engage teachers in regular cycles and protocols to identify and analyze data during weekly PLC ENL meetings: <ul style="list-style-type: none"> • Share data findings with tier 1 teachers to modify tier 1 instruction • Adjust stand-alone instruction to meet students' needs bi-weekly 	Administration Instructional Coaches	1, 2

Action Step Status Check	Reflection Date	% of Scheduled Action Steps On-Track	Reflections & Adjustment
Marking Period 1	11/1/23		
Marking Period 2	1/15/24		

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 ENL students	NWEA	10%-point decrease in Level 1 from NWEA ELA September baseline		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	
All ENL students	NWEA	5%-point increase in Level 3 + 4 from NWEA ENL September baseline		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 #
01/1/24	1/30/24	Reassess student placement in classrooms to leverage success and make adjustments as necessary	Administration ENL team	1, 2
1/24	6/24	Continue to use unit unpacking document for national geographic	ENL lead	1, 2
1/24	6/24	Continue Weekly ENL team meetings to discuss curriculum unpacking (when appropriate), progress, and data	ENL team	1, 2
1/24	6/24	Monitor and adjust appropriate TSG interventions and resources for all ENL students	ENL team Classroom teachers	1, 2

			Instructional Coaches	
1/24	6/24	Continue to Implement district writing initiative during stand alone and integrated classes.	ENL team	2
1/24	6/24	Continue to provide teachers with professional development during monthly faculty meetings on a rotating schedule the following and capture them in the district-required PD Plan: <ul style="list-style-type: none"> • Creating and implementing scaffolds for students at varying levels across all content areas • The use of protocols that promote student talk. • The use of consistent vocabulary routines • The use of digital content to develop vocabulary, grammar, and comprehension 	Administration Instructional Coaches ENL lead	2
1/24	6/24	Continue with a system for monitoring the implementation of: <ul style="list-style-type: none"> • Scaffolds across content areas daily in lessons • Student talk daily in lessons • Vocabulary routines • Use of digital content daily in stand alone 	Administration Instructional Coaches	2
1/24	6/24	Continue to use consistent vocabulary routines to be utilized building wide.	Administration Instructional Coaches	2
1/24	6/24	Continue to utilize digital content daily for developing: <ul style="list-style-type: none"> • Vocabulary • Grammar • Comprehension aligned to where the students independently read Monitored by bi-weekly data audits by Coaches	Administration Instructional Coaches	2

1/24	6/24	Continue to implement a system for collecting and analyzing the following data to be rolled out Sept. 1st: <ul style="list-style-type: none"> • Digital content • NYSESLAT aligned writing tasks 	Administration Instructional Coaches	1, 2
1/24	6/24	Continue to engage teachers in regular cycles and protocols to identify and analyze data during weekly PLC ENL meetings: <ul style="list-style-type: none"> • Share data findings with tier 1 teachers to modify tier 1 instruction • Adjust stand-alone instruction to meet students' needs bi-weekly 	Administration Instructional Coaches	1, 2

Action Step Status Check	Reflection Date	% of Scheduled Action Steps On-Track	Reflections & Adjustments
Marking Period 3	3/15/24		
Marking Period 4	5/15/24		

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 41% to 27.5%

Theory of Action

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

	Root Cause	Theory of Action (TOA) <i>(If/Then Statement)</i>
1	We have not consistently communicated with all stakeholders the impact of attendance on academic achievement.	If we communicate and document the outreach conversation, we have with stakeholders then we will see an increase in understanding of the outcome the absences have on academic ability.
2	We have not created, developed, and refined our data protocols for attendance	If we develop and communicate created protocols to all stakeholders, then we will have a more accurate data collection system and we would see a decrease in our chronic absenteeism.

Priority

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

	Priority
1	The collection of valid and reliable attendance data on a daily basis.
2	Clear and consistent communication with families regarding their child’s attendance before the student’s attendance becomes chronic.

3	Celebrate positive attendance across school related platforms. (Newsletter, school social media, assemblies)
----------	--

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
PreK and 8 th grade	Schooltool attendance reports	Chronic Absenteeism 18%		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	
Special Education Students	Schooltool attendance reports	Chronic Absenteeism 18%		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	
English Language Learners	Schooltool attendance reports	Chronic Absenteeism 18%		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	8/30/23	Robocalls and flier distribution prior to day one to emphasize the importance of consistent attendance from Pre-K through 8 th grade.	Admin	1

8/1/23	8/30/23	Visit homes of Pre k and of chronically absent student to communicate attendance expectations	SW/Family engagement/ Admin	2
8/30/23	12/31/23	Recognition of students who reach 95% attendance per month have a (TBD) reward. Tier 1 and incentivize student with weekly perfect attendance	Attendance team/PYP/MYP	2
8/15/23	8/30/23	Communicate with families of Tier II (less than 90%), Tier III (less than 80%) students and work to eliminate any possible barriers to strong attendance to start the year Using 2023-2024 Tiers, School Social Worker and members of the attendance team will communicate with families prior to the start of the school year	SW/SIT team	1
9/1/23	12/31/23	Identification of Students with more than 10 absences to receive intensive family interventions.	SW/SIT/Admin	2
8/15/23	8/30/23	Intentionally place Tier II and Tier III CA students into SEL with SEL leaders who have demonstrated skill in building relationships and communicating with families <ul style="list-style-type: none"> SEL leaders who have demonstrated strengths in implementing SEL with fidelity have been placed into high leverage SEL with Tier II and Tier III students 	SW/SIT/ ADMIN	2
8/15/23	8/30/23	Review data, put students into specific groups with Tier II and Tier III based on identifiable need (transportation, communication, historical attendance data, etc.) <ul style="list-style-type: none"> Continuously move students among Tiers through MTSS process weekly 	SW/SIT/ ADMIN	2
9/1/23	12/31/23	Train teachers on best tier 1 and tier 2 social-emotional supports that meet student needs through: <ul style="list-style-type: none"> Reground vision and purpose of SEL Create shared responsibility for SEL Implementation Teachers experience Staff SEL to allow staff to experience SEL Resources before implementing with students 	SW/SIT/ ADMIN	2

		<ul style="list-style-type: none"> Monthly PD on Tier I and II SEL strategies 		
9/1/23	12/31/23	Track data, reach out to families who move into Chronically Absent: <ul style="list-style-type: none"> Ensure CA students are on an attendance caseload monthly Utilize Access workers, district attendance workers to conduct home visits and create attendance plans/goals bi-weekly Celebrate improvements in attendance quarterly 	SW/SIT/ ADMIN	2
9/1/23	12/31/23	For preK-8 teachers complete and record at least four positive monthly communications with families and log in schooltool. All teachers will be given time once a week to log communication with families and administrative team will monitor monthly	SW/SIT/ ADMIN	1, 2

Action Step Status Check	Reflection Date	% of Scheduled Action Steps On-Track	Reflections & Adjustment
Marking Period 1	11/1/23		
Marking Period 2	1/15/24		

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	Chronic Absenteeism 27%		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	6/24	Review data, set students into specific groups with Tier II and Tier III based on identifiable need (transportation, communication, historical attendance data, etc.) <ul style="list-style-type: none"> Continuously move students among Tiers through MTSS process weekly 	Administration SIT Counselors Social Worker	1, 2
1/24	6/24	Communicate with families of Tier II, Tier III students and work to eliminate any possible barriers to strong attendance to start the year <ul style="list-style-type: none"> Using 2022-2023 Tiers, School Social Worker and members of the attendance team will communicate with families prior to the start of the school year 	Administration SIT Counselors Social Worker	1
1/24	6/24	Continue to train teachers on best tier 1 and tier 2 social-emotional supports that meet student needs through: <ul style="list-style-type: none"> Reground vision and purpose of SEL Create shared responsibility for SEL Teachers experience Staff SEL to allow staff to experience Crew Resources before implementing with students Monthly PD on Tier I and II SEL strategies 	Administration SIT School Counselors Social Worker	22
1/24	6/24	Track data, reach out to families who move into Chronically Absent: <ul style="list-style-type: none"> Ensure CA students are on an attendance caseload monthly Utilize Access workers, district attendance workers to conduct home visits and create attendance plans/goals bi-weekly Celebrate improvements in attendance quarterly 	Administration SIT Counselors Social Worker	2
1/24	6/24	Implement Rapid Response Outreach protocol daily: <ul style="list-style-type: none"> Run list of absent students Merge absence list with current attendance percentages Contact families of Tier II absent students to touch base, ensure future attendance 	Administration School Counselors Social Worker	2

Action Step Status Check	Reflection Date	% of Scheduled Action Steps On-Track	Reflections & Adjustments
Marking Period 3	3/15/24		
Marking Period 4	5/15/24		

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	6-8 students	I feel a sense of belonging at school	Increase from 23% to 50% of Middle School students feel a sense of belonging
SRV 2	families	I feel welcomed by my child's school	Increase from 21% to 50% of parents feel welcomed
SRV 3	staff	I feel professional trust in the staff and administrators	Increase from 16% to 50% of staff feel relational trust with staff and administrators

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	Analysis of survey data shows that students in grades 6-8 do not feel a sense of belonging and lack meaningful relationships with adults while at school.	If a consistent structure for building relationships is developed, supported, and monitored in grades 6-8, then it would lead to students developing a sense of feeling welcomed, affirmed, and belonging.
2	Analysis of survey data shows that parents do not feel welcomed and affirmed when communicating with and visiting school.	If time and space is dedicated to making parents feel welcomed, and consistent systems for parent communication are developed and monitored, then it would lead to parents feeling welcomed and heard as a valuable member of the school community.
3	Analysis of survey data shows that staff do not feel relational trust in each other and in administration.	If regular time is dedicated to relationship building and developing traditions within the professional community, then it would lead to relational trust within the staff and administration.

Priority

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

	Priority
1	Establish universal norms and traditions amongst students and staff in an effort to build relationships or strengthen sense of belonging for students , build an identity of the Roberts Community
2	Create a welcoming and affirming environment for parents and families
3	Develop relational trust among staff and between staff and administrative team

Early Progress Milestones

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

Group	Measure	8 Week Milestone	Actual Data	Status	Notes
6-8 students	Communication and monitoring of consistent structures for relationship and community development	Observable common structures used during SEL to foster relationship and community	Walkthrough data:	On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	
Families	Regular communication and dedicated space for families	Universal routines for two-way communication and observable space dedicated to welcome families	Communication Data: Observable space:	On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	
Staff	Regular time, routines, and traditions dedicated to	Observable time in meeting agendas and professional development	Agenda items Exit tickets	On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	

	developing community	dedicated to developing relationships and community			
--	----------------------	---	--	--	--

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 #
07/23	08/23	Align rebranding with revised Mission, Vision, and Motto	Admin	1
7/23	8/23	Solicit student, staff, and community input to rebrand school with updated Mascot		1, 2
08/23	09/23	Develop and communicate clear SEL structures and relevant topics in MS to target student need and have open dialog	Teachers/Support Staff	1
08/23	09/23	Create a schedule to have Support Staff push-in to SEL	Teacher/Support Staff	1
08/23	08/23	Create a duty schedule for staff/sentry to welcome families during school day	Admin	2
08/23	12/23	Create opportunities for students to attend workshops on SEL and DEB training to be more informed and have access to dialog circles	Admin SW DEB	1
9/1/23	12/31/23	Schedule quarterly staff vs student games		1, 3
8/23	12/23	Create a visual and rebranded upstairs for Middle School (mascot, painting, high-school choices, build-up MYP)	Admin ILT	1, 3
8/23	9/23	Schedule primary and MS separate Open Houses	ILT	1, 2, 3

9/1/23	9/30/23	Schedule Primary and MS Student Council Advisor elections	ADMIN advisor	1, 2, 3
9/1/23	9/30/23	Create schedule for primary and MS student council to lead SEL/ DEB initiatives	Advisor admin	1
9/1/23	12/31/23	Create opportunities for students to attend workshops on SEL and DEB training to be more informed and have access to	Advisor admin	1
9/1/23	12/31/23	Create develop welcoming environment for families to gather in school (family room) <ul style="list-style-type: none"> • Establish family room • Create protocols for parents entering – single point, sign in, wait in parent room with support staff/ family engagement staff • Re-establish first point of contact for parents- 	Admin SW team Family engagement team	2
9/1/23	9/30/23	Establish protocols for welcoming families into school during school hours	Admin SW team Family engagement team	2
8/1/23	12/31/23	Schedule monthly coffee hour with principal	principal	2
8/1/23	8/31/23	Create protocol for parents/guests to follow same entering procedures as students and staff	admin	2
8/1/23	8/31/23	Create separate Middle School Entrance and Exit procedures	Admin	1, 2, 3

			School Design Team	
8/1/23	12/31/23	Create Monthly Newsletter and update Social Media platforms	Admin team	1, 2, 3
8/1/23	8/31/23	Reestablish FTO Norms	Admin Teachers Families FTO Officers	2
8/1/23	12/31/23	Plan for quarterly math fluency campaigns and math-based family engagement events.	Family engagement Committee FTO	2
8/1/23	8/31/23	Schedule Parent Nights every other month to look at data	ILT	2
8/1/23	12/31/23	Create quarterly Family Engagement Nights	Family engagement team	2
8/1/23	12/31/23	Schedule Staff SEL and Circles monthly	admin	3
8/1/23	12/31/23	Schedule vertical team meetings to see learning progression from PreK-8;	ILT	3
8/1/23	12/31/23	Schedule inter-team collaboration along academic tracks including TAs;	ILT	3
8/1/23	12/31/23	Develop a culture that maintains confidentiality, professional expectations and consistency for all staff	Admin ILT	3
8/1/23	12/31/23	Develop Organizational trust with admin by admin exhibiting the following behaviors:	Admin	3

		<ul style="list-style-type: none"> • following through • acknowledging missteps • institutional trust • Develop and follow structures in place • respecting time • Maintaining accountability • Featuring staff spotlights • observable acts of gratitude • Maintain professional trust • Maintain consistency in language and communication 		
Action Step Status Check	Reflection Date	% of Scheduled Action Steps On-Track	Reflections & Adjustment	
Marking Period 1	11/1/23			
Marking Period 2	1/15/23			

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
Students	School-created Mini-Survey	30% of 6-8 students report feeling a sense of belonging and have a trusted adult that is a classroom teacher		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	
Families	School-created Mini-Survey	30% of families report feeling welcomed and		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	

		affirmed by the school			
Staff	School-created Mini-Survey	From a baseline of 18%, 30% of staff report feeling a sense of trust with peers and administration		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	6/30/24	Continue rebranding with revised Mission, Vision, and Motto	Admin	1, 2, 3
1/1/24	6/24	Facilitate SEL structures and relevant topics in MS to target student need and have open dialog	Teachers/Support Staff	1
1/1/24	6/24	Continue a schedule to have Support Staff push-in to SEL	Teacher/Support Staff	1
1/1/24	6/24	Continue a duty schedule for staff/sentry to welcome families during school day	Admin	2
1/1/24	6/24	Continue opportunities for students to attend workshops on SEL and DEB training to be more informed and have access to dialog circles	Admin SW DEB	1
1/1/24	6/1/24	Schedule quarterly staff vs student games		1, 3
1/24	6/24	Create a visual and rebranded upstairs for Middle School (mascot, mural, high-school choices, build-up MYP)	Admin ILT	1, 3

1/24	6/24	Continue schedule for primary and MS student council to lead SEL/ DEB initiatives	Advisor admin	1
1/24	6/24	Continue opportunities for students to attend workshops on SEL and DEB training to be more informed and have access to	Advisor admin	1
1/1/24	6/15/24	Schedule monthly coffee hour with principal	principal	2
1/1/24	6/15/24	Continue Monthly Newsletter and update Social Media platforms	Admin team	1, 2, 3
1/1/24	6/15/24	Continue Parent Nights every other month to look at data	ILT	2
1/1/24	6/15/24	Continue quarterly Family Engagement Nights	Family engagement team	2
1/1/24	6/15/24	Continue Staff SEL and Circles monthly	admin	3
1/1/24	6/15/24	Continue vertical team meetings to see learning progression from PreK-8;	ILT	3
1/1/24	6/15/24	Continue inter-team collaboration along academic tracks including	ILT	3
1/1/24	6/30/24	Maintain a culture that maintains confidentiality, professional expectations and consistency for all staff	Admin ILT	3
1/1/24	6/30/24	Maintain Organizational trust with admin by admin exhibiting the following behaviors: <ul style="list-style-type: none"> • following through • acknowledging missteps • institutional trust • Develop and follow structures in place • respecting time • Maintaining accountability 	Admin	3

		<ul style="list-style-type: none"> • Featuring staff spotlights • observable acts of gratitude • Maintain professional trust • Maintain consistency in language and communication 		
--	--	---	--	--

Action Step Status Check	Reflection Date	% of Scheduled Action Steps On-Track	Reflections & Adjustments
Marking Period 3	3/15/24		
Marking Period 4	6/15/24		

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.

For both ELA and Math Goal areas, student survey responses supported the team's conclusion that Roberts would benefit from a renewed focus on quality Tier 1 instruction that includes differentiation and tier 2 interventions. Students specifically spoke about the instruction moving too fast or too slowly, being too easy, and teachers talking too much.

Our ENL students spoke about needing a specific structure for written responses and needing more time to practice writing. One student said they wished they could get ‘better help with writing in all my classes, not just when I’m with Ms. Hudson’ (ENL teacher)

Student surveys connected the goals of chronic absenteeism and belonging. Many middle school students expressed feelings of apathy around attendance because ‘the teachers don’t care if I’m there or not’.

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?

Instructional coaching provides the embedded planning and support to strengthen our tier 1 instruction and monitor our tier 2 and 3 data.

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
Sharon Archer	Principal
Lindsay Thompson	Vice Principal
Erin Kolwaite	Pre K
Jess Mohr	K
Molly Drogo	2
Annabelle Maldonado	3
Tessa Seymour	4
Kathy Doner	6 ELA
Laura Byington	7 ELA
Christian Suarez	Special Ed/ Chief Rep
Tara Rudy	Tier 2 ELA AIS
Mary Bloss	Tier 3 ELA AIS
Cindi Metallo	Tier 3 ELA AIS
Renee Curkendall	Speech
Sarah Hudson	ENL
Amy Phinney	Social Worker

Leigh Sexton	Social Worker
Marissa Mims	CTE
Hollyann Farwell	Instructional Coach
Kaitlyn Curry	IB Coach
Meghan Fry	Parent
Angela Lee	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
5/3/23	Overview						
5/10/23	X						
5/17/23		X	X	X			
5/24/23		X	X	X			
5/25/23		X	X				

6/1/23					x		
6/6/23		x			x		
6/9/23		x					
6/12/23			x				
6/13/23						x	
6/16/23						x	
6/21/23						x	
6/27/23							x
6/28/23							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.