New York State
EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

School Comprehensive Education Plan

2021-22

District	School Name	Grades Served
Syracuse City School District	Porter Elementary	Pre-K-5

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

Guidance for Teams

Goals & Actions

After completing the Student Interviews, discussing the Equity Self-Reflection, and reviewing recent data, including survey data, school teams should discuss what was learned and review the document "How Learning Happens," particularly page 3. Then the team should ask, "**What should we prioritize to support our students and work toward the school we wish to be?**

Resources for the Team

- Guidance on Interviewing Students in Advance of Developing the SCEP
- Equity Self-Reflection for Identified Schools
- How Learning Happens
- Writing Your SCEP
- Staying Connected with the School Community Throughout the Development of the SCEP

ELA Goal End-of-the-Year Desired Outcomes

Subgroup	June 2022 Goal Academic Achievement Index	2018-19 ELA Academic Achievement Index/Baseline Data
Black	61.4 + 7.4 = **68.8**	61.4
Hispanic	64.9 + 6.5 = **71.4**	64.9
Multiracial	59.1 + 6 = **65.1**	59.1
White	62.5 + 6.7 = **69.2**	62.5
SWD	20.5 + 7.9 = **28.4**	20.5
All Students	69.1 + 7 = **76.1**	69.1
All Students	10%-point decrease in Level 1 from September baseline *(minimum pending baseline data results)* 5%-point increase in Levels 3 + 4 from September baseline *(minimum pending baseline data results)*	TBD with new benchmark assessment administered in September 2021.

Root Causes

What theories or hypotheses does the school have as to why the school has had its past outcomes for ELA? Please consider longitudinal student achievement data, student interview data, and Equity Self-Reflection results when developing root causes.	Is this specific to certain sections of the school (grade/content area?)
Our Porter instructional practices were not always prioritized as evidenced by inconsistent implementation and monitoring throughout the year in our PLC discussions, team meetings, or walkthroughs. (We did not stick with our planned PLC topics).	Teachers K-5
We did not implement the system or structures for creating Personalized support plans for each teacher on Porter's prioritized instructional best practices including Personalized Learning.	Teachers K-5
Sufficient training and professional development on interventions for phonics programs, such as CKLA, and early literacy, are not provided for all intermediate teachers; as a result, they are often limited in their ability to integrate these proven interventions when addressing the needs of students who have skill gaps aligned to primary grades.	Teachers K-5
We have not prioritized vertical articulations by having needed conversations to help upper grade level teachers know the expectations and strategies for early literacy and for primary grade level teachers to learn the expectations and skill gaps of the future grade levels; improved focus on prioritizing these conversations would allow teaching staff to	Teachers K-5

better address the gaps and/or to stretch students who are at a range of levels.

We have not prioritized the needs of Special Education Teachers in PLCs and/or PD scheduling to support them with modifying the general education curriculum and planning lessons to address the IEP goals consistently for Students with Disabilities and to continue to grow their skills and achievement (as reflected in the inequity assessment).	Special Education Teachers K-5

Action Plan: August to January

What will the school do in the first half of the year to address the root causes identified above?

Start	End	Action	Lead
8/01/2021	8/31/2021	Create the template / tool that will be utilized to capture the personalized plans for teachers and the process that will be implemented to develop, monitor, and update regularly to reflect individualized goals and growth.	Admin./ Instructional Leaders
8/2/2021	8/13/2021	Define Porter's prioritized instructional best practices for Semester 1, including Personalized Learning that Porter will focus on this year.	Admin./ Instructional Leaders
8/9/2021	8/12/2021	Participate in the School Team Institute and plan how to integrate texts K-5 that reflect diverse cultures, religion, and backgrounds. Update the SCEP to reflect the actions including engagement in the School Climate Transformation Grant (possible activities the team discussed: include a diversity bookshelf; book of the month, etc.). Utilize PLC time with grade level teams to plan how to integrate texts K-5 that reflect diverse cultures, religion and backgrounds.	Admin./ Instructional Leaders
8/16/2021	8/26/2021	Create the Semester 1 PLC and PD schedule to align with supports needed in Porter's prioritized instructional best practices defined for the year including PL, vertical articulations on Power Standards, phonics interventions and instruction for intermediate teachers, student goal setting and progress monitoring, support for Special Education Teachers:	Admin./ Instructional Leaders
8/23/2021	8/31/2021	Align the walkthrough tool and team meeting topics to Porter's prioritized instructional best practices including PL and modify quarterly based on trainings.	Admin./ Instructional Leaders

8/23/2021	8/31/2021	Plan how and when to report walkthrough progress and celebrations out to staff at one faculty meeting quarterly.	Admin./ Instructional Leaders
8/23/2021	8/31/2021	Create the teacher survey to reflect Porter's prioritized instructional best practices, including PL and phonics interventions for intermediate teachers, that each teacher and admin will use to collect data.	Admin./ Instructional Leaders
8/23/2021	8/31/2021	Create differentiated walkthrough tools or differentiated look-fors to align with specialized classrooms, such as Special Education, AIS, and Related Studies, and modify quarterly based on trainings.	Instructional Leaders
8/30/2021	9/10/2021	Collect and analyze baseline data for each teacher on implementation of Porter's prioritized instructional best practices, including PL, and analyze this with teacher survey self-reflections to finalize the personalized focus areas for individual teachers.	Admin./ Instructional Leaders/ Teachers
8/30/2021	9/10/2021	Create a meeting template that reflects the curriculum and lesson planning process teachers will consistently follow during PLCs (for example, 4 questions) and include a section for student data that teachers may want to be focused on as well to add to monitoring their progress in their respective areas.	Admin/ Instructional Leaders
9/1/2021	9/17/2021	Distribute the teacher survey to determine what PLC and/or PD supports and analyze the data in coordination with the admin feedback to finalize the personalized focus areas for individual teachers.	Admin
9/1/2021	9/17/2021	Define a protocol / process to facilitate the grade level vertical articulation meetings for the ELA power standards.	Instructional Leaders
9/1/2021	12/23/2021	Utilize Porter's Weekly Staff Memo to share best practices and instructional delivery tootles with staff based on weekly findings in walkthroughs.	Admin.
9/7/2021	9/30/2021	Create the document / tools the grade level teams will use to vertically align ELA standards and map out the progression of mastery in each grade level and will allow modification for IEP goals for individual students. Reference this document during unpacking and to plan for differentiations and small group instruction.	Instructional Leaders

9/13/2021	12/23/2021	Create a walkthrough schedule and complete walkthroughs according to the schedule and provide feedback at least monthly to individual teachers on implementation of school wide quarterly instructional best practices and Semester 1 personalized coaching plan.	Admin/ Instructional Leaders
9/13/2021	12/23/2021	Create monthly or quarterly targets in ELA for identified subgroups and monitor quarterly to determine proximity to reaching the end-of-year goals.	Admin./ Instructional Leaders
9/13/2021	12/23/2021	Create annual goals and quarterly targets in ELA for every class during data conferences with Administrator and Disciplinary Literacy Coach.	Admin/ Instructional Leaders
9/13/2021	9/27/2021	Analyze the survey data to determine what PLC and/or PD supports are needed focusing on interventions for phonics program, such as CKLA.	Admin/ Committees
9/13/2021	9/27/2021	Create differentiated PLC and/or PD groups based on survey data.	Admin/ Committees
9/13/2021	9/25/2021	Utilize teacher survey data to determine the PLC and/or PD sessions needed for Special Education teachers, based on district initiatives, including soliciting and integrating District-level support through PLCs.	Instructional Leaders
9/13/2021	12/23/2021	Utilize the differentiated walkthrough tool to provide Special Education teachers with feedback based on current PLC and/or PD topics covered and the focus area of their personalized plans; in addition to the school-level support, incorporate District-level coaching support in personalized plans as applicable and collaborate with District coaches to plan the support.	Instructional Leaders
9/13/2021	12/23/2021	Implement and monitor interventions for phonics programs, such as CKLA and adjust small group plans based on the data.	Teachers
9/13/2021	12/23/2021	Schedule and hold designated meetings with Special Education teachers and general education teachers to unpack ELA standards and the core curriculum at each grade level.	Instructional Leaders
9/20/2021	12/23/2021	Schedule and hold PLCs or trainings for upper grade teachers on the expectations and strategies for early literacy and for primary grade teachers to learn the expectations and skill gaps of the future grades to better	Instructional Leaders

		fill the gaps and/or to stretch students who are at a range of levels.	
9/20/2021	12/23/2021	Schedule and hold vertical articulations on the power Standards for teachers to learn the expectations and skill gaps of the future grades and previous grades to better fill the gaps and/or to stretch students who are at a range of levels and to know the expectations of the Standards at each level.	Instructional Leaders
9/20/2021	12/23/2021	Schedule and hold designated meetings for Special Education Teacher and guided peer visits to General Education classes with debriefs to plan adjustments to Special Education Teacher instruction.	Admin.
9/20/2021	12/23/2021	Schedule and hold designated monthly PLC and/or PD sessions for Special Education teachers based on the needs of Special Education Teachers.	Instructional Leaders
10/4/2021	12/23/2021	Analyze the data from the walkthroughs and look at trends in specific areas monthly to identify strengths and growth areas school wide, by grade level and/or by individual teachers.	Instructional Leaders
10/4/2021	12/23/2021	Report out to staff walkthrough % completed, and school progress on school wide instructional best practices, including celebrations, at one faculty meeting per quarter.	Admin.
10/4/2021	12/23/2021	Collect data on the progress of interventions for phonics programs to determine additional supports needed and/or if a change of intervention is needed.	Instructional Leaders
10/4/2021	12/23/2021	Implement guided peer visits for Special Education teachers to observe and create modifications bridging the IEP goals with general education content.	Instructional Leaders
10/12/2021	10/29/2021	Schedule and hold individual meetings with each teacher to draft/finalize their Semester 1 personalized coaching plan to include frequency of feedback based on differentiated needs utilizing the personalized coaching plan template / tool.	Admin./ Instructional Leaders
10/18/2021	12/23/2021	Implement the Semester 1 personalized coaching plan in each individual classroom. Provide teachers with support identified in their coaching plan.	Instructional Leaders

11/8/2021	12/23/2021	Review and update the personalized coaching plan as needed quarterly based on walkthrough data and completed steps.	Instructional Leaders

Gauging Success: Mid-Year Benchmark

Identify the specific assessment of ELA performance that the school will administer mid-year and what specifically you expect to see in the results of that assessment to know that you are on track to achieve the goal.

Add additional rows when necessary if there are multiple assessments or if the school has identified targets for specific grade levels.

Assessment	September 2021 Baseline	January 2022 Target
Reading NWEA	TBD in September 2021	7%-point decrease (minimum) in Level 1 from baseline 3%-point increase (minimum) in Levels 3-4 from baseline

Planning for January to June

If the school is successful in achieving its Mid-Year Benchmark(s), what will the school do in the second half of the year to address the root causes identified above?

Start	End	Action	Lead
1/3/2022	1/15/2022	Refine Porter's prioritized instructional best practices for Semester 2, including Personalized Learning that Porter will focus on this year.	Admin.,/Instructional Leaders
1/3/2022	1/15/2022	Create the Semester 2 PLC and PD schedule to align with supports needed in Porter's prioritized instructional best practices defined for the year including PL, vertical articulations on Power Standards, phonics interventions and instruction for intermediate teachers, student goal setting and progress monitoring, support for Special Education Teachers.	Admin./Instructional Leaders
1/03/2022	2/01/2022	Schedule and hold individual meetings with each teacher to draft/finalize their Semester 2 personalized coaching plan to include frequency of feedback based on differentiated needs.	Admin./Instructional Leaders

1/3/2022	6/24/2022	Continue to schedule and hold designated monthly PLC and/or PD sessions based on the needs of Special Education teachers.	Instructional Leaders
1/3/2022	6/24/2022	Continue to implement interventions for phonics programs, such as CKLA.	Teachers
1/3/2022	6/24/2022	Continue to collect data on the progress of interventions for phonics programs to determine additional supports needed and/or if a change of intervention is needed.	Instructional Leaders
1/3/2022	6/24/2022	Continue to utilize Porter's Weekly Staff Memo to share best practices and instructional delivery tootles with staff based on weekly findings in walkthroughs.	Admin.
1/10/2022	6/24/2022	Continue to align the walkthrough tool and team meeting topics to Porter's prioritized instructional best practices including PL and modify quarterly based on trainings.	Admin./Instructional Leaders
1/10/2022	6/24/2022	Continue to collect data from each teacher on current level of implementation of Porter's prioritized instructional best practices, including PL, using walkthrough tools monthly.	Admin./Instructional Leaders/Teachers
1/10/2022	6/24/2022	Create a walkthrough schedule and complete walkthroughs according to the schedule and provide feedback at least monthly to individual teachers on implementation of school wide quarterly instructional best practices and Semester 2 personalized coaching plan.	Admin./Instructional Leaders
1/10/2022	6/24/2022	Create monthly or quarterly targets in ELA for identified subgroups and monitor quarterly to determine proximity to reaching the end-of-year goals.	Admin./Instructional Leaders
1/10/2022	6/24/2022	Create annual goals and quarterly targets in ELA for every class during data conferences with Administrator and Disciplinary Literacy Coach.	Admin./Instructional Leaders
1/10/2022	6/24/2022	Continue to analyze monthly the data from the walkthroughs and the teacher surveys and look at trends in specific areas to determine the needs of individual teachers and/or groups of teachers to schedule individual coaching.	Admin./Instructional Leaders
1/10/2022	6/24/2022	Continue to implement the Semester 2 personalized coaching plan in each individual classroom. Provide teachers with support identified in their coaching plan.	Instructional Leaders
1/10/2022	6/24/2022	Continue to schedule and hold vertical articulations on the power Standards for teachers to learn the	Instructional Leaders

		expectations and skill gaps of the future grades and previous grades to better fill the gaps and/or to stretch students who are at a range of levels and to know the expectations of the Standards at each level.	
1/10/2022	6/24/2022	Continue to analyze the data from the walkthroughs and look at trends in specific areas monthly to identify strengths and growth areas school wide, by grade level and/or by individual teachers.	Instructional Leaders
1/10/2022	6/24/2022	Use information from analysis to revise PD plan or personalized coaching as needed quarterly.	Instructional Leaders
1/10/2022	6/24/2022	Report out to staff walkthrough % completed, and school progress on school wide instructional best practices, including celebrations, at one faculty meeting per quarter.	Admin.
1/10/2022	6/24/2022	Continue to schedule and hold designated meetings for Special Education Teacher and guided peer visits to General Education classes with debriefs to plan adjustments to Special Education Teacher instruction.	Admin.
1/10/2022	6/24/2022	Continue to utilize the differentiated walkthrough tool to provide Special Education teachers with feedback based on current PLC and/or PD topics covered and the focus area of their personalized plans.	Instructional Leaders
1/24/2022	6/24/2022	Continue to review and update the personalized coaching plan as needed quarterly.	Instructional Leaders

Learning As A Team

Directions

After completing the previous sections for ELA, the team should complete the reflective prompts below.

Student Interviews

Describe how the Student Interview process informed the team's plan for ELA
• Students stated in the interview they had strategies when they did not learn the concept the first time such as: small group instruction, personalized learning, working with their peers. We will continue to incorporate these strategies during ELA instruction as defined in the steps above.   • Some students indicated they are made fun of based on where they are from. Including a diverse bookshelf in classrooms will increase student awareness of the cultures and ethnicities and increase inclusivity.

Equity Self-Reflection

Describe how the Equity Self-Reflection informed the team's plan for ELA

- The survey indicated there is a need to increase diversity in text and instruction particularly in grades K-2, but throughout grades. During the School Team Institute, we will identify ways to address this explicitly in the plan and will update the plan accordingly.

Math Goal End-of-the-Year Desired Outcomes

Subgroup	June 2022 Goal Academic Achievement Index	2018-19 Math Academic Achievement Index
Black	50.0 + 7.6 = **57.6**	50.0
Hispanic	60.8 + 6.6 = **67.4**	60.8
Multiracial	65.9 + 6.3 = **72.2**	65.9
White	57.9 + 6.5 = **64.4**	57.9
All Students	63.6 + 6 = **69.6**	63.6
All Students	10%-point decrease in Level 1 from September baseline *(minimum pending baseline data results)* 5%-point increase in Levels 3 + 4 from September baseline *(minimum pending baseline data results)*	TBD with new benchmark assessment administered in September 2021.

Root Causes

What theories or hypotheses does the school have as to why the school has had its past outcomes for Math? Please consider longitudinal student achievement data, student interview data, and Equity Self-Reflection results when developing root causes.	Is this specific to certain sections of the school (grade/content area?)
Teachers need additional training with corresponding feedback and follow-up differentiated support on the Eureka program model and structure to more deeply understand the spiral design and maintain fidelity to program implementation.	All K-5 Teachers/Admin.
Our Porter instructional best practices were not prioritized or followed through on or monitored consistently throughout the year in our PLC discussions, team meetings, or walkthroughs. We did not stick with our planned PLC topics or protect the time.	All K-5 Teachers/Admin.

We do not have a system or structures for creating personalized support plans for each teacher on Porter's prioritized instructional best practices including Personalized Learning.	All K-5 Teachers/Admin.

What will the school do in the first half of the year to address the root causes identified above?

Start	End	Action	Lead

8/2/2021	8/13/2021	Define Porter's prioritized instructional best practices for math that Porter will focus on this year. (* = those school wide practices that all teachers will receive training and feedback on)
		
		1. Refresher on the Eureka program design.
		2. Examine how the program spirals one skill/standard from K-5 (Identify a Standard, skill, or module school wide to show the spiral of the skill/Standard and how the Eureka program addresses it at the different grade levels.).
		3. Implement the new combination updates in the 2021-2022 program from Eureka
		    a. Unpack the combination modules from Eureka
		        i. *Manipulatives
		        ii. Application problem
		        iii. *Concept Development/Choosing problems that reflect the important concepts and to differentiate for students
		        iv. Exit tickets: How to use them
		        v. *Use the program to differentiate between below level/on level/above level and plan for PL
		        vi. *Academic/Content Vocabulary
		4. SOAR: Word Problems
		5. RDW
		
		New teacher math training: Overview of the program, math block structure, Ace the Pace (three steps), Greatminds Website, Embark, ZEARN)
			Admin./Instructional Leaders

8/23/2021	8/26/2021	Create the year-long PLC and PD schedule that defines which of the above strategies for math will be addressed in which marking periods.	Admin./Instructional Leaders

8/23/2021	8/26/2021	Align the walkthrough tool and team meeting topics to Porter's prioritized instructional best practices including PL and modify quarterly based on trainings.	Admin./Instructional Leaders
8/23/2021	8/31/2021	Plan how and when to report walkthrough progress and celebrations out to staff at one faculty meeting quarterly.	Admin./Instructional Leaders
8/23/2021	8/31/2021	Create the teacher survey to reflect Porter's prioritized instructional best practices for math that each teacher and admin will use to collect data (focusing on the non-asterisk practices).	Admin./ Instructional Leaders
8/23/2021	8/31/2021	Create the template / tool that will be utilized to capture the personalized plans for teachers and the process that will be implemented to develop, monitor, and update regularly to reflect individualized goals and growth.	Admin./ Instructional Leaders
8/30/2021	9/10/2021	Collect and analyze baseline data for each teacher on implementation of Porter's prioritized instructional best practices for math and analyze this with teacher survey self-reflections to finalize the personalized focus areas for individual teachers.	Admin./ Instructional Leaders/ Teachers
9/1/2021	9/17/2021	Distribute the teacher survey to determine what PLC and/or PD supports and analyze the data in coordination with the admin feedback to finalize the personalized focus areas for individual teachers.	Admin.
9/1/2021	9/8/2021	Refine PLC structures and protocols and train teacher leaders and teachers to follow them to maximize PLC time.	Instructional Leaders
9/13/2021	12/23/2021	Create a walkthrough schedule and complete walkthroughs according to the schedule and provide feedback at least monthly to individual teachers on implementation of school wide quarterly instructional best practices and Semester 1 personalized coaching plan.	Admin./ Instructional Leaders
9/13/2021	12/23/2021	Create monthly or quarterly targets in Math for identified subgroups and monitor quarterly to determine proximity to reaching the end-of-year goals.	Admin./Instructional Leaders
9/13/2021	12/23/2021	Create annual goals and quarterly targets in math for every class during data conferences with Administrator and Disciplinary Literacy Coach.	Admin./Instructional Leaders

9/13/2021	12/23/2021	Analyze the survey data to determine what PLC and/or PD supports for each grade level team / or individual teacher focusing on Semester 1 non-asterisk practices.	Admin./Committees
9/13/2021	9/27/2021	Create differentiated PLC and/or PD groups based on survey data.	Admin./Committees
9/13/2021	9/27/2021	Analyze the data from the walkthroughs and look at trends in specific areas monthly to identify strengths and growth areas school wide, by grade level and/or by individual teachers.	Instructional Leaders
9/13/2021	12/23/2021	Visit PLCs at least monthly to support the implementation of the protocols and include that in the monthly report out.	Admin.
10/4/2021	12/23/2021	Use information from analysis to revise PD plan or personalized coaching as needed quarterly.	Instructional Leaders
10/4/2021	12/23/2021	Report out to staff walkthrough % completed, and school progress on school wide instructional best practices, including celebrations, at one faculty meeting per quarter.	Admin.
10/12/2021	10/29/202	Schedule and hold individual meetings with each teacher to draft/finalize their Semester 1 personalized coaching plan to include frequency of feedback based on differentiated needs utilizing the personalized coaching plan template / tool.	Admin./Instructional Leaders
10/18/2021	12/23/202	Implement the Semester 1 personalized coaching plan in each individual classroom. Provide teachers with support identified in their coaching plan.	Instructional Leaders
11/8/2021	12/23/2021	Review and update the personalized coaching plan as needed quarterly based on walkthrough data and completed steps.	Instructional Leaders

Gauging Success: Mid-Year Benchmark

Identify the specific assessment of MATH performance that the school will administer mid-year and what specifically you expect to see in the results of that assessment to know that you are on track to achieve the goal.

Add additional rows when necessary if there are multiple assessments or if the school has identified targets for specific grade levels.

Assessment	January 2021 Performance	January 2022 Target

Math NWEA	TBD in September 2021	7%-point decrease (minimum) in Level 1 from baseline 3%-point increase (minimum) in Levels 3-4 from baseline

Planning for January to June

If the school is successful in achieving its Mid-Year Benchmark(s), what will the school do in the second half of the year to address the root causes identified above?

Start	End	Action	Lead
1/03/2022	1/15/2022	Refine Porter's prioritized instructional best practices for math for Semester 2 that Porter will focus on this year.	Admin./Instructional Leaders
1/03/2022	1/15/2022	Create the Semester 2 PLC and PD schedule to align with supports needed in Porter's prioritized instructional best practices defined for the year (see August to January).	Admin./Instructional Leaders
1/03/2022	2/1/2022	Schedule and hold individual meetings with each teacher to draft/finalize their Semester 2 personalized coaching plan to include frequency of feedback based on differentiated needs.	Admin./Instructional Leaders
1/10/2022	6/24/2022	Continue to align the walkthrough tool and team meeting topics to Porter's prioritized instructional best practices for math and modify quarterly based on trainings.	Admin./Instructional Leaders
1/10/2022	6/24/2022	Continue to collect data monthly from each teacher on current level of implementation of Porter's prioritized instructional best practices for math using walkthrough tools.	Admin./Instructional Leaders/Teachers
1/10/2022	6/24/2022	Create a walkthrough schedule and complete walkthroughs according to the schedule and provide feedback at least monthly to individual teachers on implementation of school wide quarterly instructional best practices and Semester 2 personalized coaching plan.	Admin./Instructional Leaders
1/10/2021	6/24/2022	Create monthly or quarterly targets in Math for identified subgroups and monitor quarterly to determine proximity to reaching the end-of-year goals.	Admin./Instructional Leaders
1/10/2022	6/24/2022	Create annual goals and quarterly targets in Math for every class during data conferences with Administrator and Disciplinary Literacy Coach.	Admin./Instructional Leaders

1/10/2022	6/24/2022	Continue to analyze monthly the data from the walkthroughs and the teacher surveys and look at trends in specific areas to determine the needs of individual teachers and/or groups of teachers to schedule individual coaching.	Admin./Instructional Leaders
1/10/2022	6/24/2022	Continue to implement the Semester 2 personalized coaching plan in each individual classroom. Provide teachers with support identified in their coaching plan.	Instructional Leaders
1/10/2022	6/24/2022	Continue to analyze the data from the walkthroughs and look at trends in specific areas monthly to identify strengths and growth areas school wide, by grade level and/or by individual teachers.	Instructional Leaders
1/10/2022	6/24/2022	Use information from analysis to revise PD plan or personalized coaching as needed quarterly.	Instructional Leaders
1/10/2022	6/24/2022	Report out to staff walkthrough % completed, and school progress on school wide instructional best practices, including celebrations, at one faculty meeting per quarter.	Admin.
1/24/2022	6/24/2022	Continue to review and update the personalized coaching plan as needed quarterly.	Instructional Leaders

Learning As A Team

Directions

After completing the previous sections for MATH, the team should complete the reflective prompts below.

Student Interviews

Describe how the Student Interview process informed the team's plan for Math.
- Interviews indicate that students seem to enjoy math better than other content areas, but data does not reflect that student are internalizing or mastering math skills as compared to other areas.   - Students stated in the interview they had strategies when they did not learn a concept such as: small group instruction, personalized learning, working with their peers and teacher is willing to reteach lessons.   - Students enjoyed when learning included songs, games, and mnemonic phrases so we will continue to focus on effectively integrating and implementing the engaging activities within the curriculum and we will monitor and provide feedback to teachers on the implementation.

Equity Self-Reflection

Describe how the Equity Self-Reflection informed the team's plan for Math.
- Differentiated math PD to meet the needs of the students.   - Students participated in co-creating the curriculum through personalized learning and using tools such as Zearn and different math strategies/interventions.

English Language Proficiency Goal End-of-the-Year Desired Outcomes

June 2022 Goal	2018-19 ELP Success Ratio/Baseline Data
ALL ELL Students 1.0 ELP Success Ratio	ALL ELL Students 0.64 ELP Success Ratio
National Geographic Assessment Writing - June 2022 School Rate of Success Target: 80%	National Geographic Assessment Writing June 2021 School Rate of Success: 56%
National Geographic Assessment Vocab, Grammar, Comprehension - June 2022 School Rate of Success Target: 80%	National Geographic Assessment Vocab, Grammar, Comprehension - June 2021 School Rate of Success Target: 0%

Root Causes

What theories or hypotheses does the school have as to why the school has had its past outcomes for ELP? Please consider longitudinal student achievement data, student interview data, and Equity Self-Reflection results when developing root causes.	Is this specific to certain sections of the school (grade/content area?)
Classroom teachers are not part of ENL trainings and PLCs that target best practices for teaching language through content areas which facilitate academic language development.	K-5 Teachers
We have not clearly defined or consistently monitored the data that will be analyzed quarterly or tri-annually to monitor the progress of ELLs to reach our ELP goal.	Admin & ENL Teachers

Action Plan: August to January

What will the school do in the **first half of the year** to address **the root causes** identified above?			
Start	End	Action	Lead
8/2/2021	8/13/2021	Define the instructional best practices Porter will focus on to support English Language Learners (ELLs) and incorporate them in the PD plan, unpacking curricula, and in the walkthrough look-fors following the respective trainings. • ELL Levels, Supports for ELLs at each level, and the level of each ELL in their class or grade level • Explicit Vocabulary Instruction of Academic Vocabulary and Content Vocabulary in all content areas • Meaningful Use of Visuals and Graphic Organizers in all content areas • Incorporated Imagine Learning to support ELLs • Modeling and incorporating ways to ask for help as part of classroom routines/procedures.	Instructional Leaders/ENL Team

		• Incorporating the unique and diverse cultural backgrounds and experiences of our students into our morning meetings and closing circles.	
8/16/2021	9/17/2021	ENL teachers, classroom teachers, and school leaders will review most recent NYSESLAT and National Geographic data to determine: • The percentage of students who fall below each proficiency level on the NYSESLAT. • The percentage of students is broken down by proficiency levels for each academic strand for speaking, listening, reading, and writing in.	ENL Team., Teachers, Admin.
8/16/2021	8/26/2021	Create PLC schedule for targeted ENL trainings and discussions, incorporate them in the PD Plan, and follow the PLC protocols to hold and monitor these articulations.	Instructional Leaders
9/8/2021	12/23/2021	Incorporate Imagine Learning into integrated ENL instruction for Level 4 Expanding students as part of the personalized learning plan and/or centers for ELLs.	Teachers
9/8/2021	12/23/2021	Administer and analyze National Geographic data and NWEA data for ELLs and determine the school's progress towards reaching the ELP goal for All ELLs and each ELL Subgroup; determine additional training needs based on the analysis. Incorporate in Semester 2 PD Plan.	Instructional Leaders/ENL Teachers
9/13/2021	12/23/2021	Provide PLCs and data conferences to all teachers on ENL data reports and standards for ELLs at their grade levels to support and collaborate to plan strong Tier 1 core differentiated instruction and integration of the school wide ELL strategies defined above.	ENL Teachers/Instructional Leaders
9/13/2021	12/23/2021	Track and progress monitor the implementation of school wide strategies that support ELLs through the walkthrough system as scheduled and defined in ELA and Math action steps, plan how to report progress and celebrations out to staff at a faculty meeting quarterly.	Instructional Leaders
09/29/2021	10/12/2021	Refine the one-on-one teacher data meetings with Principal process to include personalized language and literacy annual goals and triannual targets for all ENL students on each ENL Teacher's specific caseload or	Instructional Leaders

		classroom goals and incorporate them in the meeting schedules. *(See ELA & Math one-on-one data meetings with Principal action steps.)*	
10/4/2021	12/23/2021	Monitor progress of student goals (quarterly) and triannual targets utilizing National Geographics and NYSESLAT data, report progress at one-on-one data meetings with Admin, and adjust student support plans as needed.	ENL Teachers

Gauging Success: Mid-Year Benchmark

Identify the **specific assessment of ELP performance** that the school will administer mid-year and what specifically you expect to see in the results of that assessment to know that you are on track to achieve the goal.

Add additional rows when necessary if there are multiple assessments or if the school has identified targets for specific grade levels.

Assessment	January 2021 Performance / Baseline	January 2022 Target
National Geographic Assessment	*(This is a new assessment with baseline success rate data calculated in June 2021. No January 2021 School Rate of Success data in January 2021.)* National Geographic Assessment Writing - June 2021 School Rate of Success Baseline: 56% National Geographic Assessment Vocab, Grammar, Comprehension - June 2021 School Rate of Success Baseline: 80%	National Geographic Assessment Writing: 72% National Geographic Assessment Vocab, Grammar, Comprehension: 54%

Planning for January to June

If the school is successful in achieving its Mid-Year Benchmark(s), what will the school do in the **second half of the year** to address **the root causes** identified above?

Start	End	Action	Lead
1/13/2022	6/24/2022	Monitor and adjust language and literacy annual goals and triannual targets for all ELL students during data conferences with Administrator and Disciplinary Literacy Coach.	ENL Teachers
1/13/2022	6/24/2022	Continue to progress monitor goals and quarterly targets utilizing National Geographic data.	ENL Teachers
1/13/2022	6/24/2022	Continue to incorporate ENL National Geographic data into tier 1 stand-alone instruction and student goal setting.	ENL Teachers
1/13/2022	6/24/2022	Monitor personalized learning goals and continue to incorporate the actions in the ENL stand-alone classroom lesson plans.	ENL Teachers

1/13/2022	6/24/2022	Continue to incorporate Imagine Learning and NWEA data into integrated ENL instruction.	Teachers
1/13/2022	6/24/2022	Continue to provide differentiated coaching and professional development to teachers in need of additional support with development and implementation of personalized learning for ELL students.	Instructional Leaders, ENL Teachers
1/13/2022	6/24/2022	Continue to provide every teacher with walkthrough feedback a minimum of once per month on school wide Porter Semester 2 prioritized instructional strategies.	Instructional Leaders

Learning As A Team

Directions

After completing the previous sections for ELP, the team should complete the reflective prompts below.

Student Interviews

Describe how the Student Interview process informed the team's plan for ELP.
• Some students did not feel comfortable asking for academic help. Teachers will be provided training on ways to model asking for help as part of their classroom routines and procedures.

Equity Self-Reflection

Describe how the Equity Self-Reflection informed the team's plan for ELP.
• Teachers indicated they are looking for opportunities to increase knowledge, strategies and understanding how to use data for ENL students. • SCORE PD was mentioned several times on the self-reflection as a first step, but more work needs to be done to promote the acceptance of different ethnicities, cultures, backgrounds, etc.

Chronic Absenteeism Goal End-of-the-Year Desired Outcomes

Subgroup	June 2022 Goal	2018-19 Chronic Absenteeism Rate/Baseline Data
All Students	41.6%	38.6% (2020-21 Spring Data: 63.3%)

Root Causes

What theories or hypotheses does the school have as to why the school has had its past outcomes for chronic absenteeism? Please consider longitudinal student achievement data, student interview data, and Equity Self-Reflection results when developing root causes.	Is this specific to certain sections of the school (grade/content area?)
We have not planned a long-term, consistent approach (system) with clearly defined timelines and activities that proactively teaches, reaches, and informs our families throughout the year about the importance of daily attendance; what chronic absenteeism (CA) is and how it is calculated; the impact of CA on student learning; and the status of their child's attendance to increase daily attendance and decrease CA.	All Students K-5
We do not have clearly defined protocols or systematically utilize regularly scheduled time to analyze and address CA data to create plans for students who are at-risk of being CA or who were CA in the previous year to proactively implement, communicate and monitor personalized CA plans for each student (including welcome back/re-entry for students). (Expert SIT Team).	All Students K-5

Action Plan: August to January

		What will the school do in the **first half of the year** to address **the root causes** identified above?	
8/15/2021	9/1/2021	Create a color-coded spreadsheet to track the attendance rates of all students, to be updated and monitored weekly to identify trends, proactively address concerns, and inform SIT.	Admin.
8/15/2021	9/1/2021	Create a Chronic Absenteeism section of our PLC meeting template where teachers can note what they will do week-to-week or day-to-day to support the students with CA.	Admin.
8/15/2021	9/1/2021	Add a dedicated Chronic Absenteeism section to the SIT Expert Team's note template.	Admin.
8/15/2021	12/23/2021	Develop and promote the implementation of a protocol for teachers to use when welcoming students back to school after being absent.	SIT Expert
9/3/2021	9/3/2021	Review the expectation of documenting and updating student contact information in SchoolTool, and the protocol for welcoming students back to school after being absent at our opening faculty meeting.	Admin.

9/3/2021	12/23/2021	Translate key information and communications for ENL families.	ENL Dept.
9/8/2021	12/23/2021	Communicate attendance expectations to all stakeholders (staff, families, students, etc.) through monthly family newsletter, fliers, social media, school website, and the student handbook that explains how chronic absenteeism is calculated and the long-term impact it has on learning.	Admin./Attendance Team/Social Worker
9/8/2021	12/23/2021	Send Energy letter home to any student missing five days or more and refer the student to SIT for intervention and contact with Child Welfare Liaison (confirm if the district is sending these letters).	District/Social Worker
9/8/2021	12/23/2021	Display daily attendance on posters located at classroom doors. Display building wide attendance bulletin board and update on a bi-weekly basis. (determine location)	Attendance Team
9/8/2021	12/23/2021	Incorporate attendance information into morning and afternoon announcements.	Admin.
9/8/2021	9/30/2021	Create the Semester 1 schedule of incentive events for students and their families with exemplary/improved attendance. Promote events on social media, fliers, website, robocalls, etc.	Attendance Team
9/8/2021	12/23/2021	Highlight attendance initiatives, statistics, and achievements in the Family Newsletter and through Porter's social media accounts.	Admin.
09/8/2021	09/30/2021	Create and administer a survey to students who ride the bus to learn more about their experiences. Analyze the results to inform which practices to include as part of busing.	Admin.
09/08/2021	09/30/2021	Discuss and review Porter best-practices, including PAX, Porter CARES, and common language with bus drivers and attendants.	Admin.
9/13/2021	Until 100% Collected	After the first week of school, send weekly robocalls/robotexts to the families of students with no emergency contact card on file.	Admin.
9/13/2021	10/30/2021	Review personalized attendance data at parent-teacher conferences.	Teachers/Social Worker
9/21/2021	12/23/2021	Compile weekly triage notes to submit hard copies to the Sped. Administrator and share digitally with all triage liaisons and members of the SIT Expert Team.	Attendance Secretary
9/24/2021	9/24/2021	Form a team and hold a meeting where the following are reviewed and completed with the members: create norms, set goals, long-term plan, plans for celebrating exemplary attendance and improvements, and develop a	Admin./Attendance Team

		tiered system of communicating attendance concerns to families.	
9/20/2021	12/23/2021	Analyze data weekly to determine attendance patterns and create, implement, and monitor the implementation and impact of action plans for individual students as appropriate.	Triage Liaisons/SIT Expert/SIT Core
9/20/2021	12/23/2021	Plan for and implement school-wide initiatives to support and celebrate improvements in behavior, attendance, and achievement (incentive activities).	Attendance Team
9/20/2021	12/23/2021	Update and monitor the attendance spreadsheet and assign support-staff members to at-risk students to focus on intentionally building relationships and making connections with them.	SIT Expert/Triage Liaison
9/30/2021	9/30/2021	Present past attendance data at Curriculum Night to explain attendance incentives and provide an overview of chronic absenteeism/the importance of attending school daily.	Admin.
10/30/2021	12/23/2021	Distribute "Congratulations" Certificates to the parents of students with exemplary attendance and for students who were at-risk of being chronically absent improved attendance certificates after each quarter.	Attendance Team

Gauging Success: Mid-Year Benchmark

Identify the specific assessment or data source that the school will review mid-year and what specifically you expect to see in the results of that data to know that you are on track to achieve the goal.

Add additional rows when necessary if there are multiple data sources or if the school has identified targets for specific grade levels or subgroups. TSI schools using with Chronic Absenteeism goal should have a mid-year benchmark for each identified subgroup.

Data Source	Subgroup	Fall 2021 Baseline	January 2022 Target
Chronic Absenteeism Rate	All Students	TBD based on Fall attendance data	41.6%

Planning for January to June

If the school is successful in achieving its Mid-Year Benchmark(s), what will the school do in the **second half of the year** to address **the root causes** identified above?

Start	End	Action	Lead
1/3/2022	6/24/2022	Continue to implement school-wide strategies to support and celebrate improvements in behavior, attendance, and achievement (incentive activities).	Attendance Team

1/3/2022	6/24/2022	Continue to compile weekly triage notes to submit hard copies to the Sped. Administrator and share digitally with all triage liaisons and members of the SIT Expert Team.	Attendance Secretary
1/3/2022	6/24/2022	Continue to facilitate incentive events for students with exemplary attendance/improved attendance.	Attendance Team
1/3/2022	6/24/2022	Continue to highlight attendance initiatives, statistics, and achievements in the Family Newsletter and through Porter's social media accounts.	Admin.
1/3/2022	6/24/2022	Continue to display and update school-wide attendance data on the attendance bulletin board on a bi-weekly basis.	Attendance Team
1/3/2022	6/24/2022	Continue to update and monitor the attendance spreadsheet and assign support-staff members to at-risk students.	SIT Expert
1/3/2022	6/24/2022	Continue to distribute attendance acknowledgement certificates (exemplary attendance, improved attendance, etc.) after each quarter.	Attendance Team
1/3/2022	6/24/2022	Communicate every absence to parents/guardians via robocalls.	Admin.
1/3/2022	6/24/2022	Analyze attendance data to determine patterns and create and implement action plans as appropriate.	SIT Expert/Triage Liaison
1/3/2022	6/24/2022	Translate key information and communications for ENL families.	
1/3/2022	6/24/2022	Use the attendance spreadsheet to schedule parent meetings for students at-risk (12 or more absences) of being chronically absent.	Admin.
4/30/2022	6/24/2022	Send Energy letter home for absences over 9 by April 30th and refer student to SIT for intervention and contact with Child Welfare Liaison; and send ten-day letter. Determine if home visit is needed, and complete as needed.	Social Worker
6/14/2022	6/24/2022	Contact the families of students who were chronically absent and offer continued access to support and plan for the upcoming school year.	Admin./Social Worker
6/17/2022	6/17/2022	Hold an end-of-the-year assembly and reception to recognize students (and their parents) with exemplary/improved attendance for the year.	Admin./Attendance Team

Learning As A Team

Directions

After completing the previous sections for CA, the team should complete the reflective prompts below.

Student Interviews

Describe how the Student Interview process informed the team's plan for CA
• Students have support coaches and feel supported in school. Therefore, we will continue to leverage these supports for students. • Students mentioned receiving incentives for good attendance. Therefore, we will continue to incorporate attendance incentives with students.

- Busing anxiety/negative student interactions might affect student attendance. We will include busing as part of the student survey to learn more information. We also will meet with bus drivers and attendants to share with and engage them in the Porter language and expectations around behavior to increase consistency between school and the bus.

Equity Self-Reflection

Describe how the Equity Self-Reflection informed the team's plan for CA
• Principle A was rated mostly "sustaining". Teachers and staff build strong relationships with students, and this should be used to target students who struggle with attendance. We will continue these practices as a component of support for students.

Survey Goal End-of-the-Year Desired Outcomes

Stakeholder Group	Survey Question	2022 Target Response (e.g. % agree or strongly agree)	2021 Result (e.g. % agree or strongly agree)
Students	Emotional Regulation-Subgroup Questions: 1. How often are you able to pull yourself out of a bad mood? 2. When everybody around you gets angry, how relaxed can you stay? 3. How often are you able to control your emotions when you need to? 4. Once you get upset, how often can you get yourself to relax? 5. When things go wrong for you, how calm are you able to stay?	At least 20% increase of students providing favorable responses.	45%

Root Causes

What theories or hypotheses does the school have as to why the school has had its past outcomes for **Survey**? Please consider longitudinal student achievement data, student interview data, and Equity Self-Reflection results when developing root causes.	Is this specific to certain sections of the school (grade/content area?)
We have not prioritized consistent reflection on and monitoring of implementation of SEL best practices (morning meeting incl. Second Step, closing circle, skills groups, peace place) through PLCs, team meetings, or walkthrough debriefs throughout the year.	ALL
We have not prioritized collecting and monitoring data for all students' SEL skills in a systematic school-wide plan to plan multi-tiered system of supports based on students' needs.	ALL

Action Plan: August to January

		What will the school do in the first half of the year to address the root causes identified above?	
Start	**End**	**Action**	**Lead**
8/2/2021	8/13/2021	Determine and prioritize SEL strategies and identify the Porter lead trainer(s) (administrators, model classroom teachers) who will lead professional development for each of the identified strategies.	Admin.
8/2/2021	8/13/2021	Determine the training needed for the Porter lead trainer(s) (administrators, TLCs, model classroom teachers) and contact District and partner resources to provide them with support to plan and facilitate the professional development opportunities for staff.	Admin.

8/2/2021	8/27/2021	Develop and implement Porter's 2020-2021 PD Plan that incorporates and schedules training on Porter's prioritized social-emotional learning (SEL) strategies
		
		• Porter's Multi-Tiered System of Support (MTSS)
		• Tier I Supports (audience: all Porter teaching and support staff)
		    o Second Step unit unpacking
		    o Implementing Engaging Schools Strategies (Peace Place, Morning Meeting, Closing Circle, Appreciative Inquiry)
		    o Panorama Administration and Analysis
		    o Panorama Playbook (lessons, activities, strategies)
		    o Restorative Practices
		    o Culturally Relevant Education
		    o PAX Good Behavior Game
		    o Therapeutic Crisis Intervention for Schools (TCIS)
		    o Trauma Informed Practices for Educators (TIPE)
		• Tier II & III Supports (support staff)
		    o SEL Skills groups creation and implementation
		    o Use of Panorama Playbook and Second step to design targeted lessons based on student need
		SIT process (including data analysis, student action planning, interventions, and progress monitoring, MTSS referral process)
			Admin./Coach/TLC/SIT Expert

8/3/2021	8/27/2021	Develop and implement a building-wide SEL matrix roll-out plan (6-weeks), that includes matrix boosters throughout the year based on needs identified via data (SchoolTool discipline data, SEL progress monitoring), as well as following school breaks.	School-Team Institute Members/DSCT
8/16/2021	9/10/2021	Utilize Panorama as an SEL screener to identify Tier 1 (classroom and grade level), Tier 2, and Tier 3 SEL needs.	DSCT/SIT
8/17/2021	8/28/2021 (On-Going)	Identify look-fors based on trainings and incorporate into the Porter quarterly walkthrough tools that align to the PD Plan for Porter's prioritized SEL strategies.	Admin./Coach
8/17/2021	12/23/2021	Plan for and implement Tiers 1, 2 and 3 SEL interventions specifically designed to target deficits, using Panorama data.	DSCT/SIT
8/17/2021	12/23/2021	Develop and implement a student SEL goal setting form and guide students to complete it and update quarterly.	Teachers
8/17/2021	8/28/2021	Develop and implement the student SEL goal setting implementation plan, and guide students to complete it.	Teachers
8/17/2021	12/23/2021	Identify model SEL classrooms and provide teachers with opportunities to complete peer visits to model classes, as requested or needed.	Admin.
8/17/2021	8/28/2021	Create and implement a "Who Can Support Me as I CLIMB" form and guide students to complete it and update it tri-annually (beginning, middle, end of year). Support areas such as: academic, peer relationships, sickness, feelings, breaks, lunch, bussing, celebrations, attendance	TLCs/Model Classroom Teachers
8/23/2021	8/31/2021	Plan how and when to report walkthrough progress and celebrations out to staff at one faculty meeting quarterly.	Admin.
8/23/2021	8/31/2021	Develop a building-wide master schedule for support staff that includes a schedule for SEL small skills groups, push-in supports for morning meeting and closing circles, and Triage Grade-Level Liaisons.	Admin.
8/23/2021	8/31/2021	Create a schedule for weekly grade-level team (SIT Triage) meetings throughout the year.	Admin.

8/23/2021	8/31/2021	Create a schedule for Panorama administration throughout the year (benchmarks and progress monitoring).	Coach
8/31/2021	9/18/2021	Develop and implement a "Who Can Support Me as I CLIMB" implementation plan with students • Schedule support staff classroom visits for introductions and supports available (such as administrators, social workers, psychologist, Promise Zone, FSSS, sentry, BIC, nurse). • Design a morning meeting lesson focused on school supports and the "Who Can Support Me as I CLIMB" lesson activity. • Develop student-based classroom "Who Can Support Me as I CLIMB" procedures and protocols for on-going student implementation throughout the year.	Admin./Teacher
9/8/2021	9/16/2021	Create expectations for analyzing and responding to Panorama data and incorporate into Panorama PD.	Admin./Coach
9/13/2021	12/23/2021	Develop and follow an administrative walkthrough schedule to ensure every class receives feedback on a bi-monthly basis.	Admin./Coach
9/14/2021	12/23/2021	Create annual goals and quarterly targets for SEL for every class during data conferences with Administrator and Disciplinary Literacy Coach.	Teachers
9/14/2021	12/23/2021	Utilize support staff team members (Social Workers, Psychologist, BIC TA, Promise Zone, Family Support for Student Success-FSSS) to provide targeted small group SEL skills interventions.	Admin.
9/21/2021	12/23/2021	Provide differentiated professional development for TLCs (Teacher Leader Collaborators) and teachers identified as model SEL classrooms. Collaborate with District and partner resources to provide them with PD opportunities.	Admin.
9/21/2021	12/23/2021	Utilize PLCs, team meetings, and walkthrough debriefs to analyze and reflect on SEL walkthrough data, identify next steps, and update the PD plan for semester 2.	Admin./Coach
9/21/2021	12/23/2021	Provide differentiated coaching based on walkthrough data to teachers in need of additional support with delivering Second Step that reflects analysis of data to improve Tier 1 instruction.	Coach/TLCs

Gauging Success: Mid-Year Benchmark

Identify what the school will review mid-year and what specifically you expect to see in the results of that data to know that you are on track to achieve the goal.

Add additional rows when necessary if there are multiple targets across multiple sources of data.

Data Source	January 2021 Target
Mini survey	At least 10% increase of students providing favorable responses.

Planning for January to June

If the school is successful in achieving its Mid-Year Benchmark(s), what will the school do in the second half of the year to address the root causes identified above?

Start	End	Action	Lead
1/03/2022	1/31/2022	Create and administer Emotional Regulation mini survey and analyze results. Share progress and adjust focus as needed.	Admin. Teach
1/03/2022	6/24/2022	Update and refine Porter's 2020-2021 PD Plan that incorporates and schedules training on Porter's prioritized social-emotional learning (SEL) strategies for semester 2.	Admin. Team, Coach
1/03/2022	6/24/2022	Update and continue to implement the building wide SEL matrix booster plan for semester 2 based on needs identified via data (SchoolTool discipline data, SEL progress monitoring).	D-SCT
1/03/2022	1/14/2022	Continue to identify look-fors based on trainings and incorporate into the Porter quarterly walkthrough tools that align to the PD Plan for Porter's prioritized SEL strategies.	Admin. Team, Coach
1/04/2022	6/25/2022	Continue to utilize support staff team members (Social Workers, Psychologist, BIC TA, Promise Zone, Family Support for Student Success-FSSS) to provide targeted small group SEL skills interventions.	Admin. Team
1/04/2022	6/25/2022	Continue to provide teachers with opportunities to complete peer visits to model SEL classrooms, as requested or needed.	Admin. Team
1/04/2022	6/25/2022	Continue implementation of the "Who Can Support Me as I CLIMB" procedures and protocols for on-going student implementation throughout semester 2.	Teachers
1/11/2022	6/25/2022	Continue to follow the administrative walk-through schedule to ensure every class receives feedback on a bi-monthly basis.	Admin. Team, Coach
1/11/2022	6/25/2022	Continue to utilize Panorama to progress monitor student SEL skills to identify Tier 1 (classroom and grade level), Tier 2, and Tier 3 SEL needs.	D-SCT, SIT
1/11/2022	6/25/2022	Continue to plan for and implement Tiers 1, 2 and 3 SEL interventions specifically designed to target deficits, using Panorama data.	D-SCT, SIT

1/11/2022	1/25/2022	Create annual goals and quarterly targets for SEL for every class during data conferences with Administrator and Disciplinary Literacy Coach for semester 2.	Teachers
1/11/2022 3/15/2022	1/22/2022 3/26/2022	Guide students' updating of their SEL goal setting form for quarter 3 and quarter 4 completion.	Teachers
1/11/2022	6/25/2022	Continue to utilize PLCs, team meetings, and walkthrough debriefs to analyze and reflect on SEL walkthrough data, identify next steps, and update the PD plan for semester 2.	Admin. Team, Coach
1/11/2022	6/25/2022	Provide differentiated coaching based on walkthrough data to teachers in need of additional support with delivering Second Step that reflects analysis of data to improve Tier 1 instruction.	Coach, TLCs, Model Classroom Teachers
1/11/2022 6/14/2022	1/22/2022 6/25/2022	Guide students to update the "Who Can Support Me as I CLIMB" (middle of the year, and end of the year).	Teachers
1/25/2022	6/25/2022	Continue to provide differentiated professional development for TLCs (Teacher Leader Collaborators) and teachers identified as model SEL classrooms. Continue to collaborate with District and partner resources to provide them with PD opportunities.	Admin. Team
6/2022	6/2022	Administer end-of-year survey. Analyze the results to determine focus for 2022-23 school year and report progress towards 2021-22 goal to school staff.	Admin. Team

Learning As A Team

Directions

After completing the previous sections for Survey, the team should complete the reflective prompts below.

Student Interviews

Describe how the Student Interview process informed the team's plan for Survey
• Students stated their peers know how to be nice to each other, but they struggle with implementing the skills they have for appropriate student interactions. • Students who have experienced racism with peers feel uncomfortable sharing. Support people "Who helps me CLIMB" will create an environment where students feel safe to share.

Equity Self-Reflection

Describe how the Equity Self-Reflection informed the team's plan for Survey
• Teachers are looking for opportunities to increase knowledge on race, racism, and biases as it was mostly emerging on the survey.

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

Schools may choose **one of three options** for identifying their evidence-based intervention:

Option 1: Selecting a strategy from the **State-Supported Evidence Based Strategies** located at: http://www.nysed.gov/accountability/state-supported-evidence-based-strategies

Option 2: Selecting an evidence-based intervention **identified in one of three clearinghouses**: What Works Clearinghouse, Social Programs That Work, or Blueprints for Healthy Youth Development

Option 3: Reviewing research to identify its own evidence-based intervention that meets the criteria for ESSA evidence-based intervention Tier 1, Tier 2, or Tier 3 found at: http://www.nysed.gov/accountability/evidence-based-interventions

Directions: Place an "X" in the box next to the path the school has chosen for identifying its evidence-based intervention and follow the corresponding directions for that path.

☒ State-Supported Evidence Based Strategy

If "X' is marked above, provide responses to the prompts below to identify the strategy and the goal(s) it will support:

Evidence-Based Intervention Strategy Identified	Instructional Coaching
We envision that this Evidence-Based Intervention will support the following goal(s) as follows	ELA, Math, ELP, Chronic Absenteeism

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 "Requirements for Meaningful Stakeholder Participation" found at: http://www.nysed.gov/common/nysed/files/programs/accountability/scep-requirements-stakeholder-participation.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
D'Allesandro, Jennifer	Teacher (AIS)
Evans, Timieka	Teacher (1st)
Giardine, Melissa	Social Worker
Grandy, Ann Marie	Teacher (ER)
Harrs, Dennis	Parent
Jones, Krista	Instructional Coach
King-Reese, Jennifer	Principal (Former)
Kline, Ashley	Parent
Lewis, Karista	Teacher (SPED)
Li, Sunny	Teacher (ENL)
Nolan, Andrew	Principal
Quinones-Sherman, Lisa	Vice-Principal
Terzini, Danielle	Teacher (3rd)

Our Team's Steps

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

1. Interviewing Students
2. Completing the Equity Self-Reflection
3. Reviewing multiple sources of feedback regarding data, practices, and resources to identify inequities, needs and root causes
4. Determining priorities and goals based on the needs identified
5. Scheduling activities to occur during the year to reach these goals and priorities, and identifying benchmarks for the goals identified
6. Identifying resources for each goal

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	Interviewing Students	Completing the Equity Self-Reflection	Reviewing Multiple Sources of Data and Feedback	Determining Priorities and Goals Based on Identified Needs	Scheduling Activities to Reach Priorities and Goals	Identifying Resources
5/10/2021		*x*				
5/17/2021		*x*		*x*		
6/10/2021	x					
6/15/2021			x	x	x	x
6/22/2021			x	x	x	x
6/30/2021			x	x	x	x
7/9/2021			x	x	x	x
7/21/2021			x	x	x	x
7/28/2021			x	x	x	x
7/30/2021			x	x	x	x

Submission Assurances

Directions: Place an "X" in the box next to each item prior to submission.

1. X The SCEP has been developed in consultation with parents, school staff, and others in accordance with the NYSED Requirements for Meaningful Stakeholder Participation to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plan before it is approved.

2. ☒X The SCEP will be implemented no later than the beginning of the first day of regular student attendance.

3. ☒X Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.