New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

School Comprehensive Education Plan

2021-22

District	School Name	Grades Served
Syracuse City School District	Seymour Dual Language Academy	PreK-5

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

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 the 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	2018-19 ELA Academic Achievement Index/Baseline Data
All Students	66.9 (Academic Achievement Index)	37.0
All Students	10%-point decrease in Level 1 from September baseline 5%-point increase in Level 3 + 4 from September baseline	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?)
Training has been provided to teachers in whole groups or grade level teams on effectively implementing the ELA units and Tier 1 ELA instruction, but we have not identified each individual teacher's needs, including teachers who will be new to Seymour this year, and provided them with differentiated training on ELA best practices (differentiation, scaffolds, deconstructing units, lesson planning and objectives) consistently.	K-5 ELA
Teachers have not been provided with intensive training, coaching support and consistent monitoring and feedback on effectively implementing Tier 2 and Tier 3 interventions for ELA.	K-5 ELA

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**
08/2021	09/30/21	Create final version of the PD Plan for Semester 1 to reflect the roll-out of the following schoolwide instructional priorities (and assign teachers to those that align with their individual support plan). PD topics include:	Building Coaches & Admin

		1. Refresher on engaging students in dynamic and rigorous lessons (Morning meetings, Mental Energizers, Personal Check-Ins, Activators, Ending Class)
		2. Implementation of ELA District Curriculum (Monolingual strand) *and shifting from ARC to the "new" curriculum*
		3. Implementation of ELA ARC Curriculum (Dual Language Strand)
		4. Analyzing baseline data (District Benchmark, NWEA, IRLA, etc.) and setting and monitoring classroom and students goals including student conferencing
		5. Implementing and planning targeted ELA interventions
		6. Unpacking units to understand specific concepts, skills, the assessments and to plan differentiation ("Supporting and Challenging Students")
		7. Training new teachers and refreshers for trained staff on the implementation of Accountable Talk to teach and provide students with opportunities to talk about, write about and think about what they are learning (make connection to Standards for each of these; investigate utilizing Canvas to create and deliver these sessions):
		    a. All K-5: Listen, Summarize, Build, & Unpack
		    b. 3-5: Verify, Support, Predict
		
		Using formative assessments during and after the lesson to modify instruction. (Do Nows, asking questions, discussion or writing prompts, task/activities, exit tickets and planned questions).	

08/2021	9/05/2021	Identify and communicate to the staff grade level team leaders as point of contact for teams to improve communication, consistency, and support across grade level PLCs.	Admin
08/2021	9/15/2021 10/31/2021 01/15/2022	Define the schoolwide expectations for ELA by marking period (MP) and identify the look-fors for each of them. Update the walkthrough tool to reflect the focus practices. Collaborate with District staff to create and update the walkthrough tool. (MP 1 by 9/15; MP2 by 10/31/21; MP 3 by 1/15/22) 1. Engagement 2. Scaffolds 3. Modification of objectives 4. Accountable Talk 5. Conferencing Student engagement in creating and developing activities and projects that include topics of social justice	Admin, Building Coaches

08/2021	9/2021	Create a teacher Semester 1 self-assessment that includes each of the schoolwide expectations for ELA that is aligned with the 2021-22 instructional priorities.	Admin and Building Coaches

8/2021	9/15/2021	Create ~~Use~~ the template for the personalized teacher support plan that includes:
		
		   o the area of focus;
		   o the goal for that area (using the levels in the self-assessment);
		   o the type of support based on Tier: modeling, coaching, peer visits, guided peer visits, co-planning, co-teaching observation cycles, walkthrough feedback;
		   o the support provider / coach: school level (TLC, coach, admin, peers) and district; and
		   o the frequency of support: monthly, bi-weekly, weekly.
			Building Coaches

10/2021	10/2021 12/23/2021	Meet with each teacher to identify / confirm goals for each of their Semester 1 need areas and to share / create the personalized support plan to reach the goals for the respective area(s) using the self-assessment, previous coaching information, and data from previous walkthroughs.	Admin, Building Coaches
10/2021	01/2022	Provide support to our teachers with individual coaching for best practices for ELA. We will use multiple sources of data including teachers' self-reflection to determine baseline level for each teacher in our Semester 1 instructional priorities. Support and coaching will be aligned to the personalized support plans.	Building and District coaches
10/2021	10/2021	Define the types and frequency of tiered support for teachers based on their personalized support plans and create the schoolwide Semester 1 support schedule and incorporated personalized feedback into the walkthrough system. Update the walkthrough system as needed based on frequency of feedback for teachers.	Admin, Building Coaches
10/2021	10/2021 12/23/2021	Meet with each teacher to identify / confirm goals for each of their Semester 1 need areas and to share / create the personalized support plan to reach the goals for the respective area(s) using the self-assessment, previous coaching information, and data from previous walkthroughs.	Admin, Building Coaches
10/2021	01/2022	Support our teachers with individual coaching for best practices for ELA. We will use multiple sources of data including teachers'	Building and District coaches

		self-reflection to determine baseline level for each teacher in our Semester 1 instructional priorities.	
08/2021	09/2021	Define/refine the process teachers will use to set classroom goals including identifying specific students to move from each tier and creating personalized learning action plans and monitoring to reach those goals.	Admin, Building Coaches
	12/23/2021	Collaborate with District leaders to plan and provide training for teachers on analyzing and utilizing the data to set and reach goals and incorporate the training and follow-up coaching support into the PD Plan and teacher support plans.	
09/2021	01/2022	Create opportunities for students to engage in the creation of activities, projects and curriculum materials that include and reflect topics of social justice in order to develop leadership skills. Provide students with choices in activities, projects and curriculum materials and plan what the options are at monthly PLCs focused on this.	Teachers

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. This should represent an improvement over baseline performance.

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/September 2021 Baseline	January 2022 Target
NWEA Reading	TBD in September 2021	7%-point decrease in Level 1 from baseline 3%-point increase 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
01/2022	01/15/2022 4/15/2022	Review and update the PD Plan to reflect Semester 2 priorities and schoolwide expectations for ELA and define for each marking periods 3 and 4 and identify the look-fors for each of them. Update the walkthrough tool to reflect the focus practices. Collaborate with District staff to create	Admin, Building Coaches

		and update the walkthrough tool. (MP 3 by 1/15/22; MP 4 by 4/2022)	
	1/15/2022	Update the SCEP to include the specific priorities and schoolwide expectations based on progress from Semester 1, analysis of walkthrough data, teacher needs, student data and District priorities.	
01/2022	01/15/2022	Create a teacher Semester 2 self-assessment that includes each of the schoolwide expectations for ELA that is aligned with the 2021-22 instructional priorities.	Admin and Building Coaches
01/15/2022	01/31/2022 04/2022	Meet with each teacher to identify / confirm goals for each of their Semester 2 need areas and to share / create the personalized support plan to reach the goals for the respective area(s) using the self-assessment, previous coaching information, and data from previous walkthroughs.	Admin, Building Coaches
1/15/2022	1/31/2022 04/15/2022	Define the types and frequency of tiered support for teachers based on their personalized support plans and create the schoolwide Semester 1 support schedule and incorporated personalized feedback into the walkthrough system. Update the walkthrough system as needed based on frequency of feedback for teachers.	Admin, Building Coaches
01/2022	06/2022	Continue supporting our teachers with individual coaching for best practices for differentiating instruction using data collected from walkthrough and other formal and informal observations, as well as teachers' self-reflections and self-monitoring assessments.	Admin, Building Coaches
01/2022	06/2022	Continue analyzing and utilizing data to continue moving students from each tear and monitor reaching their goals. Continue to incorporate in teacher support plans and reflect trainings in the PD Plan.	Admin, Building Coaches, Teachers
01/2021	06/2022	Continue to create opportunities for students to engage in the creation of activities, projects and curriculum materials that include and reflect topics of social justice in order to develop leadership skills. Provide students with choices in activities, projects and curriculum materials and	Teachers

		plan what the options are at monthly PLCs focused on this.	

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
• During the interview process, we learned that students feel teachers provide just a few opportunities for them to engage and provide input on their learning. Often, opportunities are given for specific units and not embedded throughout the curriculum. Teachers are being provided with training, feedback and coaching support on integrating specific engagement strategies in daily lessons.

Equity Self-Reflection

Describe how the Equity Self-Reflection informed the team's plan for ELA
• We kept in mind the frequency of opportunities we provide students to engage in academic projects, as well as in civic engagement projects to develop leadership opportunities. We will provide more opportunities for students to get involved with the planning process for activities, lessons and curriculum and provide them with a choice of activities and projects that address social justice. This falls into the principles: High Expectation and Rigorous Instruction and Inclusive Curriculum and Assessment.

Math Goal End-of-the-Year Desired Outcomes

Subgroup	June 2022 Goal	2018-19 ELA Academic Achievement Index
All Students	58.9	25.8
All Students	10%-point decrease in Level 1 from September baseline 5%-point increase in Levels 3 + 4 from September baseline	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?)
Training, implementation, and monitoring of the Eureka Math program is inconsistent and Tier 1 instruction has not been closely aligned to the rigor of the Standards since it is relatively new and there were many interruptions last year. Training has been provided to teachers in whole groups or grade level teams, but we have not identified each individual teacher's needs, including teachers who will be new to Seymour this year, and provided them with differentiated training in Math consistently.	K-5 Math
Data analysis is improving but still inconsistently analyzed schoolwide to identify the specific needs of students and group students based on the corresponding interventions and progress monitoring that need to be implemented. Teachers, including the new interventionists, had not been provided with intensive training, coaching support and consistent monitoring and feedback on effectively implementing Tier 1 supports and Tier 2 and Tier 3 interventions for Math.	K-5 Math

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
08/2021	9/15/2021 10/31/2021 01/15/2022	Define the schoolwide expectations for Math by marking period (MP 1 by 9/15; MP2 by 10/31/; MP3 by 1/15) and identify the look-fors for each of them. Update the walkthrough tool to reflect the focus practices. Collaborate with District staff to create and update the walkthrough tool.	Admin, Building Coaches, ILT

08/2021	9/15/2021
	
	12/23/2021
		Incorporate into PD Plan and deliver the PDs on each of our Seymour Semester 1 schoolwide expectations / instructional priorities and assign teachers to those that align with their individual support plan. Update the PD Plan as needed including prior to Semester 2. PD topics include:
		
		1. Engaging students during in-person instruction strategies: *Academic Engagement; Morning Gathering; Physical and Mental Energizers; Personal Check-Ins; Activators; Ending Class; Keeping Calm*
		2. Best practices and implementation of Nearpod, Zearn, InSync, Imagine Math, Eureka Math
		3. Implementing the math program and digital content with fidelity through unpacking modules prior to teaching them to understand specific concepts, skills, the assessments and to plan differentiation
		4. Manipulatives; Visual Models
		5. Using formative assessments during and after the lesson to adjust (Do Nows, asking questions, discussion or writing prompt, tasks/activities, exit tickets & planned Questions, SOAR K running records, Eureka Math application problems, Eureka math fluencies, Eureka math problem sets, Eureka debrief discussion-based prompts and assessment-based guidelines, Seesaw activities, anecdotal notes).
		6. Continue implementing Accountable Talk to teach and provide students with opportunities to talk about, write about and think about what they are learning (make connection to Standards for each of these):
		   a. All K-5: Listen (MP2), Summarize (MP2), Build (MP2), & Unpack (MP2)
		   b. 3-5: Verify (MP3), Support (MP3), Predict (MP4)
		7. Differentiation for core instruction
		   a. *Implementing the math program and digital content (Eureka In Sync) with fidelity through unpacking modules prior to teaching them to understand specific concepts, skills, the assessments and to plan differentiation ("Supporting and Challenging Students")
		8. Analyzing baseline data and setting annual classroom goals. (NWEA)
		9. Analyzing data and module assessments for individual students and using the data to plan small group instruction.
			Admin, Building Coaches, ILT

09/2021	9/30/2021	Identify which practice for math will be incorporated into personalized coaching plans for teachers each marking period. Create self-assessment for that math practice	Admin, Building Coaches, ILT
10/2021	10/15/2021	Add a math section to the teacher personalized coaching plan to address only one instructional area.	Admin, Building Coaches, ILT
09/2021	11/2021	Deliver planned lessons daily adhering to schoolwide expectations and focusing on improving implementation of Seymour MP1 and MP2 expectations for Math.	Teachers
09/2021	01/2022	Create and follow monthly walkthrough schedule with frequency of visits to each classroom based on the level of support of the teacher personalized support plans. Provide teachers with written or in-person feedback (depending on the level of support) on the Seymour Marking Period 1 & MP 2 expectations and the focus area from the teacher's personalized support plan. Collect and analyze data on schoolwide implementation of Seymour MP1 and MP2 instructional expectations. Identify areas to report out and celebrate with the staff at faculty meeting.	Admin, Building Coaches, SLT
09/2021	01/2022	Plan ways to celebrate math each marking period beginning MP 2 schoolwide. Distribute Math awards according to the incentive schedule (incentive activities such as awards certificates, lunch bunches, prizes).	Student Incentive Committee
11/2021	11/15/2021	Provide the teachers with the protocols and templates that need to be completed to report out mid-year progress towards goals in preparation for data meeting.	Admin Building coaches
11/2021	01/2022	Analyze the student data and follow the protocol to determine progress towards goals for math.	Teachers
09/2021	01/2022	Leverage the QR Teacher and QR TA as resources for teacher so they can incorporate support in the classroom using similar strategies. QR teacher will provide a report with a brief summary to classroom teachers on the progress of students in math.	QR Teacher, QR TA, Classroom Teachers

9/2021	01/2022	Create opportunities for students to engage in the creation of activities, projects and curriculum materials that include and reflect topics of social justice in order to develop leadership skills. Provide students with choices in activities, projects and curriculum materials and plan what the options are at monthly PLCs focused on this.	Teachers

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. This should represent an improvement over baseline performance.

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/September 2021 Baseline	January 2022 Target
NWEA Math	TBD in September 2021	7%-point decrease in Level 1 from baseline 3%-point increase 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
01/2022	02/2022	Revisit schoolwide expectations and look-fors for Math for MP 3 and MP4.	Admin, Building Coaches
01/2022	06/2022	Revise personalized coaching plans for teachers and make modifications as needed based on self-assessment goals and areas of need.	Admin, Building Coaches
01/2022	06/2022	Continue monitoring and adjusting teacher personalized coaching plans to address identified instructional practices.	Admin, Building Coaches
01/2022	06/2022	Revisit and revise PD plan with the math training for teachers based on the math instructional expectation for MP3 and MP4.	Admin, Building Coaches
01/2022	06/2022	Continue with the implementation of Tier I instructional strategies to increase student achievement. Update the PD Plan as needed: 1. Manipulatives; Visual Models	Teachers

		2. Using formative assessments during and after the lesson to make adjustments (Do Nows, asking questions, discussion or writing prompt, tasks/activities, exit tickets & planned Questions, SOAR K running records, Eureka Math application problems, Eureka math fluencies, Eureka math problem sets, Eureka debrief discussion-based prompts and assessment-based guidelines, Seesaw activities, anecdotal notes).
		 3. Continue implementing Accountable Talk to teach and provide students with opportunities to talk about, write about and think about what they are learning (make connection to Standards for each of these):
		     a. 3-5: Verify; Support; Predict
		 4. Differentiation for core instruction
		     a. *Implementing the math program and digital content (Eureka In Sync) with fidelity through unpacking modules prior to teaching them to understand specific concepts, skills, the assessments and to plan differentiation.
		 5. Analyzing baseline data and setting annual classroom goals.
		 6. Analyzing data and module assessments for individual students and using the data to plan small group instruction.	

02/2022	02/28/22	Create the MP 3 and 4 walkthrough tools based on the schoolwide expectations and priorities aligned to the trainings.	Admin, Building Coaches
01/2022	06/2022	Continue to deliver planned lessons daily adhering to schoolwide expectations and focusing on improving implementation of Seymour MP3 and MP4 expectations for Math.	Teachers
01/2022	06/2022	Continue to follow monthly walkthrough schedule with frequency of visits to each classroom based on the level of support of the teacher personalized support plans. Continue to provide teachers with written or in-person feedback (depending on the level of support) on the Seymour Marking Period 3 & MP 4 expectations and the focus area from the teacher's personalized support plan.	Admin, Building Coaches

		Continue to collect and analyze data on schoolwide implementation of Seymour MP3 and MP4 Instructional expectations. Identify areas to report out and celebrate with the staff at faculty meetings.	
01/2022	06/2022	Continue celebrating and distributing Math awards according to the incentive schedule (incentive activities such as awards certificates, lunch bunches, prizes).	Student Incentive Committee
02/2022	06/2022	Analyze student data with mid-year and marking period 3 progress towards goals and make necessary adjustments.	Teachers
01/2022	06/2022	Continue leveraging the QR Teacher and QR TA. Utilize their individual progress report to continue incorporating best strategies in the classrooms.	QR Teacher and QR TA

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
• During the interview process, we learned that students feel teachers provide just a few opportunities for them to engage and provide input on their learning. Students expressed that they do not always have choice during math instruction. We included an action step to support teachers with Personalized learning strategies.

Equity Self-Reflection

Describe how the Equity Self-Reflection informed the team's plan for Math
• We kept in mind the frequency of opportunities we provide students to engage in academic projects, as well as in civic engagement projects in order to develop leadership opportunities. We will provide more opportunities for students to get involved with the planning process for activities, lessons and curriculum and provide them with a choice of activities and projects that address social justice. This falls into the principles: High Expectation and Rigorous Instruction and Inclusive Curriculum and Assessment.

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

June 2022 Goal	2018-19 ELP Success Ratio/Baseline Data
1.00 or higher, All Students subgroup ELP Success Ratio	0.56 All Students subgroup
June 2022 School Rate of Success Goal: 80% (National Geographic Vocabulary, Grammar, and Comprehension Assessment) 80% (National Geographic Writing Assessment)	June 2021 School Rate of Success: 2% (National Geographic Vocabulary, Grammar, and Comprehension Assessment) 35% (National Geographic Writing Assessment)

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?)
Scaffolding and differentiating during lessons to allow for students at different skill levels to engage in the grade level work occurs inconsistently across classrooms due to limited training and coaching of teachers at different skill levels and expertise with scaffolding. More training and coaching support is needed in these areas.	K-5 English Language Learners
Teachers lack learning opportunities that advocate for the inclusion and equity for multilingual learners. Limited professional development and coaching support has been offered to teachers focused on the understanding of students' backgrounds, their funds of knowledge, and how a culturally responsive approach to education works to leverage cultural and linguistic strengths.	K-5 Multilingual Learners

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
08/2021	09/2021	Define the schoolwide expectations for supporting English Language Learners (ELLs), the roll-out plan by marking period (MP) and identify the look-fors for each of them.	Admin, Building Coaches
08/2021	09/2021	Provide opportunities for new instructional staff with the ENL PD series. Update the PD Plan to reflect the training topics.	ENL Department (NEO)
09/2021	01/2022	Engage Seymour staff in a year-long book study that explores culturally responsive education for multilingual learners and reinforces schoolwide expectations / instructional priorities that support ELLs. Incorporate in PD Plan as appropriate.	Building Coaches, ENL Teacher Leaders
09/2021	01/2022	Deliver PD on the following topics and/or make them available as Canvas Courses for new teachers if they are repeats from the previous school year. Incorporate them into the PD Plan. Marking Periods 1 and 2:	Building Coaches, ENL Teacher Leaders

		1. Provide teachers with information on the ELLs in their classes. Guide their understanding the levels of each ELLs in, their data from NYSESLAT & ELP assessment, their individual language goals, and the instructional strategies / scaffolds that match their levels (MP1 and 2).
		
		2. Deliver professional learning on Chapters 1-4 in *Culturally Responsive Education for Multilingual Learners.*
		    a. Why CRE Matters (MP 1)
		    b. Assets Based Approach (MP 1)
		    c. Building Cultural Competency (MP 2)
		    d. Supporting and Challenging Students (MP 2)
		
		3. Purposefully integrate strategies from previous ENL professional learning series with the book study to strengthen instructional practices and ensure implementation.	

09/2021	01/2022	Deliver planned lessons daily adhering to schoolwide expectations for supporting ELLs during instruction.	Teachers
09/2021	01/2022	Create and follow monthly walkthrough schedule with frequency of visits to each classroom based on the level of support of the teacher personalized support plans. Provide teachers with written or in-person feedback (depending on the level of support) on implementing strategies to support ELLs during instruction. Collect and analyze data on schoolwide implementation of Seymour MP 1 and 2 instructional expectations. Identify areas to report out and celebrate with the staff at faculty meeting. Determine if the planned MP 2 expectations need to be refined based on this data. Analyze student data schoolwide and identify gains for ELLs in both ELA and in math.	Admin and Building Coaches
09/2021	01/2022	Utilize multiple data points to develop language goals for students and monitor progress toward those goals using ELLevation. Use data meetings to monitor the progress of the ELLs subgroup and make instructional adjustments to ensure equity.	ENL Teachers Admin, Instructional Coaches, 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. This should represent an improvement over baseline performance.

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 2021 Performance (June 2021)	January 2022 Target
National Geographic Assessment: Writing	*(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.)* 35% of students meeting individual expected target "School Rate of Success"	62% of students meeting individual expected target "School Rate of Success"
National Geographic Assessment: Vocabulary, Grammar, Comprehension	*(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.)* 2% of students meeting individual expected target "School Rate of Success"	54% of students meeting individual expected target "School Rate of Success"

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
01/2022	06/2022	Continue to deliver PD on the following topics and/or make them available as Canvas Courses for new teachers if they are repeats from the previous school year. Incorporate them into the PD Plan. Marking Period 3 and 4: 1. Deliver professional learning on Chapters 4-8 in *Culturally Responsive Education for Multilingual Learners* a. Placing Students at the Center (MP 3) b. Leveraging Cultural and Linguistic Backgrounds (MP 3) c. Uniting Students, Schools, Families, & Communities (MP 4) d. Putting it All Together (MP 4) 2. Purposefully integrate strategies from previous ENL professional learning series with the book study to	Building Coaches, ENL Teacher Leaders

		strengthen instructional practices and ensure implementation.	
01/2022	06/2022	Continue to follow monthly walkthrough schedule with frequency of visits to each classroom based on the level of support of the teacher personalized support plans. Provide teachers with written or in-person feedback (depending on the level of support) on implementing strategies to support ELLs during instruction. Continue to collect and analyze data on schoolwide implementation of Seymour MP 3 and 4 instructional expectations. Identify areas to report out and celebrate with the staff at faculty meeting. Determine if the planned MP 4 expectations need to be refined based on this data. Continue to analyze student data schoolwide and identify gains for ELLs in both ELA and in math.	Building Coaches, ENL Teacher Leaders
01/2022	06/2022	Continue to deliver planned lessons daily adhering to schoolwide expectations for supporting ELLs during instruction.	Teachers
01/2022	06/2022	Review multiple data points to develop updated language goals for students and monitor progress toward those goals using ELLevation. Continue to use data meetings to monitor the progress of the ELLs subgroup and make instructional adjustments to ensure equity.	ENL Teachers

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
• During the interview process, we learned that students feel teachers provide just a few opportunities for them to engage and provide input on their learning. To be proactive and be more culturally responsive, we included an action step to conduct a yearlong book study, where teachers will apply strategies from the book with their students.

Equity Self-Reflection

Describe how the Equity Self-Reflection informed the team's plan for ELP
• We decided to create learning community through a book study and incorporate discussion groups with staff and students. We will be using the book *Culturally Responsive Education for Multilingual Learners.* This falls under the principle: Ongoing Professional Learning and Support

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

Subgroup	June 2022 Goal	2018-19 Chronic Absenteeism Rate/Baseline Data
All Students	46.6% Chronic Absenteeism Rate	47.0%

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?)
Lack of knowledge/understanding of impact of absences because the school has not explained it clearly to **all** families	K-5
We have not refined the process and protocols for identifying the specific needs or concerns of some individual students, why they are not coming to school consistently, and identifying personalized solutions or supports for them to reflect in-person learning and a more typical school year. We have not yet applied what we learned in 2020-21 SY to the 2021-22 SY related to chronic absenteeism.	K-5
We did not monitor their data closely enough or early enough in the school year to know they were chronically absent before it was too late to change their status for the year.	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**
09/2021	01/2022	Celebrate and/or incentivize attendance by classroom	Teachers
09/2021	01/2022	Use communication platforms such as School Messenger, Talking Points, as well as District and Building social media pages to promote universal expectation for attendance (in both English and Spanish).	Admin and Attendance Committee
08/2021	01/2022	Convene the school's Support Team in August and continue to meet weekly and plan communication to families about attendance and the impact on academic skills. The team consists of administrators, social workers, family engagement liaison and other support staff. Analyze attendance data bi-weekly with a focus on chronic absenteeism data identify students who are chronically absent or at-risk of being chronically absent and contact families to create personalized intervention plans for individual students as they become at-risk of being chronically absent.	Admin, SIT Expert, Attendance Committee, Social Worker
09/2021	01/2022	Analyze attendance data with a focus on students with two or more absences and alert support team. Personalized intervention	Admin, SIT Expert,

		plan will be created through the Attendance Committee referrals and meetings for those students identified. Weekly calls to parents k-5 for any absence and begin developing personalized intervention plans.	Attendance Committee, Social Worker
09/2021	01/2022	Analyze chronically absent data and implement incentives planned by the Incentive Team.	Admin, SIT Expert, Attendance Committee, Social Worker
08/2021	09/2022	Refine protocols for students absent more than one, two or five days and make referrals to outside agencies working with district and families after five days absent.	Admin, SIT Expert, Attendance Committee, Social Worker
10/2021	11/2021	Define a plan to promote and sustain attendance during the cold months by using District attendance resources.	Admin, SIT Expert, Attendance Committee, Social Worker
09/2021	10/2022	Refine our Progression of Interventions for chronic absenteeism. Share updates with staff including updating protocols and tools as needed.	Admin, Attendance Committee, Social Worker Assistant, Classroom Teachers, Incentive Team, SIT Expert Team
09/2021	01/2022	Monitor the attendance data and the implementation of the personalized intervention plans for students at-risk of being chronically absent or students who are chronically absent a minimum of bi-weekly. Collaborate with families, the student, and the classroom teacher to adjust the plans as needed if attendance is not improving, including adding the increased interventions defined below.	Admin, Attendance Committee, Social Worker Assistant, Classroom Teachers, Incentive Team, SIT Expert Team
09/2021	01/2022	Use already scheduled school events throughout the year to inform families about attendance expectations (In-person and virtually).	Admin
09/2021	01/2022	Schedule and hold family meetings (alternating in-person and virtually) each month specifically focusing on attendance and chronic absenteeism (for Spanish-speaking families and English-	Principal

		speaking families), chronic absenteeism, the school's report card and accountability as related to attendance, and what families can do to support. Report out to families the progress on attendance during monthly meetings. Hold meetings and provide updates in the afternoon and at evening family engagement events as well.	
11/2021	01/2022	Celebrate attendance improvement and students with 95% or higher at quarterly assemblies.	Admin, Attendance Committee, Social Worker and Social Worker Assistant

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. This should represent an improvement over baseline performance.

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 Results	January 2022 Target
Chronic Absenteeism Rate	All Students	TBD based on Fall attendance data	43%

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
01/2022	06/2022	Send out personalized attendance data / information to each family of students in all K-5 grades to provide updates on individual attendance data a minimum of twice per month.	Family Program Aide
01/2022	06/2022	SIT continues to meet weekly and plan communication to families about attendance and the impact on academic skills. The team consists of administrators, social workers, family engagement liaison and other support staff.	Attendance Committee, SIT Expert Team
01/2022	06/2022	Continue to analyze attendance data weekly with a focus on chronic absenteeism data to identify students who are chronically absent or at-risk of being chronically absent and contact families to create personalized intervention plans for individual students as they become at-risk of being chronically absent. Follow the example progression of interventions identified in August to January to create the personalized intervention plans.	Attendance Committee, SIT Expert Team

01/2022	02/2022	Analyze mid-year Chronic Absenteeism data and determine any additional trends and identify corresponding interventions as needed. Share the data with staff of which students were identified as at-risk for chronic absenteeism. Conduct a refresh review of attendance protocols and interventions with staff.	Attendance Committee, SIT Expert Team
01/2022	06/2022	Continue to monitor and implement incentive initiatives to recognize positive attendance trends weekly, monthly, and quarterly and communicate with families.	Attendance Committee, SIT Expert Team
01/2022	06/2022	Continue to create, implement and/or monitor personalized intervention plans created through SIT referrals and meetings for those students identified. Adjust plans as needed.	Attendance Committee, SIT Expert Team
01/2022	06/2022	Continue to send letters to families of students who are chronically absent or at-risk of becoming chronically absent.	Social Worker, Social Worker Assistant, Family Program Aide
01/2022	06/2022	Continue communication with outside agencies and other district partners to refer cases of high needs and interventions (after 10 or more days of absence).	Social Worker, Social Worker Assistant and Family Program Aide
01/2022	06/2022	Continue using attendance.org resources with parents to sustain and encourage consistent attendance.	Admin, Social Worker, Social Worker Assistant, Teachers
01/2022	06/2022	Monitor the attendance data and the implementation of the personalized intervention plans for students at-risk of being chronically absent or students who are chronically absent a minimum of bi-weekly. Collaborate with families, the student, and the classroom teacher to adjust the plans as needed if attendance is not improving.	Admin, Attendance Committee, SIT Expert Team
01/2022	06/2022	Continue to send ongoing Robo Calls and Robo Texts, Talking Points and School Social Media platforms information and communication in multiple languages - and send quarterly communication (possible flyers) to the families promote universal expectations for attendance and include notifications and reminders (asking for updates of contact information).	Admin, LMS
01/2022	06/2022	Continue to send an attendance report letter to families of students in all grades (K-5).	Social Worker and Social Worker Assistant
01/2022	06/2022	Continue to monitor monthly incentives by classroom teachers/grade levels for identified students who are chronically absent or at-risk of being chronically absent and students making progress toward goals.	Attendance Committee and teachers

01/2022	06/2022	Continue to recognize attendance improvement and students with 95% attendance or higher at quarterly building assemblies.	Attendance Committee and Student Incentive Committee

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
• Most students interviewed responded that it is extremely or quite important to attend school every day. There was a portion of responses for somewhat important, which was evidence of an uncertainty. In the plan, we incorporated time to celebrate attendance, including improvement. We also have a team charged to contact families and support as needed. 21% of students responded to how much they feel they belong to school with either: belong somewhat, belong a little bit, do not belong at all. The rest of the students choose completely belong or belong quite a bit. To increase the sense of belonging we have added PD for Personalized Learning, student input and choice.

Equity Self-Reflection

Describe how the Equity Self-Reflection informed the team's plan for CA
• We believe that if we provide more opportunities for students to become actively engaged in the creation/development of lessons, activities, and projects, not only will impact student attendance, but also family engagement. This can be a vehicle and an opportunity to increase attendance. Including students as co-designers of curriculum will positively impact our attendance and family engagement. This falls into the principle of Inclusive Curriculum and Assessment.

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)
Teachers	How confident is this student in his or her ability to learn all the material presented in your class?	65% of the instructional staff feel students are extremely confident or quite confident of their ability to learn all the material presented to them in class. Somewhat confident – 20% Slightly confident – 10% Not at all confident – 5%	Extremely confident – 16% Quite confident – 26% Somewhat confident – 23% Slightly confident – 18% Not at all confident – 16%

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?)
Students may lack confidence in their abilities based on awareness of achievement gaps as we have not focused on teaching them about growth mindset and building their confidence by engaging them in goal setting, monitoring and by explicitly teaching them strategies to support their comprehension.	All grades/All contents

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**
08/2021	9/30/2021	Create the specific year-long roll-out plan for Growth Mindset that addresses goal setting, monitoring, and the strategies to support students with comprehension including PD topics and schoolwide practices and structures. Collaborate with District experts to advise on a comprehensive roll-out plan.	Admin and Building Coaches
09/2021	01/2022	Provide instructional and non-instructional staff with Growth Mindset PD. Update the PD Plan to reflect the training topics.	Admin and Building Coaches

10/2021	01/2022	Implement PD for strategies to use for differentiation and formative assessments to close learning gaps and increase student confidence. Update the PD Plan to reflect the training topics.	Building Coaches and Teacher Leads
10/2021	01/2022	Include the Walkthrough tool Look-Fors focused on teachers providing opportunities for all students to engage with grade level content.	Admin
10/2021	01/2022	Provide teachers with Personalized Learning PD to increase student engagement. Update the PD Plan to reflect the training topics.	Instructional Coach and Teacher Leads
09/2021	01/2022	Implement Growth Mindset instruction once per week with students and celebrate successes to close learning gaps and increase student confidence.	Teachers
01/2022	01/2022	Disseminate the survey question to staff and compare the results with baseline data.	Admin

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
Survey question results	55% of the instructional staff feel students are extremely confident or quite confident of their ability to learn all the material presented to them in class.

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
01/2022	06/2022	Continue supporting instructional and non-instructional staff with Growth Mindset PD. Update the PD Plan to reflect the training topics.	Admin and Building Coaches
01/2022	06/2022	Monitor the implementation of PD for strategies to use for differentiation and formative assessments to close learning gaps and increase student confidence.	Building Coaches and Teacher Leads
01/2022	06/2022	Follow Walkthrough schedule and provide teachers feedback on the Look-Fors focused on teachers providing	Admin

		opportunities for all students to engage with grade level content.	
01/2022	06/2022	Continue Providing teachers with Personalized Learning PD to increase student engagement.	Instructional Coach and Teacher Leads
01/2022	06/2022	Monitor implementation of Growth Mindset instruction once per week with students and celebrate successes to close learning gaps and increase student confidence.	Teachers
05/2022	05/2022	Disseminate the survey question to staff and compare the results with mid-year data.	Admin

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
• There was a mix of responses to how confident students feel they can learn the material presented in class. Most responded extremely confident, quite confident, or somewhat confident, with few choosing not confident at all. Our survey question for teachers had a higher percentage of teachers feeling students would not feel confident learning the material. Our plan addresses the need to provide PD on growth mindset and differentiation strategies. Teachers will incorporate instruction on growth mindset with their students and time to celebrate successes.

Equity Self-Reflection

Describe how the Equity Self-Reflection informed the team's plan for Survey
• We believe that if we provide more opportunities for students to become actively engaged in the creation/development of lesson, activities, and projects, will positively impact student confidence in learning the material presented in class by their teachers. This falls into the principle of Inclusive Curriculum and Assessment.

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
James Nieves	Principal
Sondra Bergquist	Vice Principal
Catherine Romano	12:1:1 Teacher
Iliana Rosa	Dual Language Spanish /K Teacher
Mariesa Dranschak	Instructional Coach
Lillian Zayas	Dual Language Coach
Erica Daniels	ENL Coach
Nicole Heath	5th grade Teacher
Fanny Villarreal	Community Organization
Taylor Sourwine	3rd grade Dual Language English Teacher
Amber Cook	4th grade Teacher
Sandra J Cortes	Parent
Lina Barrientos	Social Worker Assistant
Jessa Salibrici	Admin Intern
Kimberly Harvey	Parent

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, and completing the "Leveraging Resources" document

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 & Completing "Leveraging Resources" Document
6/7/2021		X				
6/22/2021	x		x			
7/9/2021	x					
6/7/2021			x	x		
6/18/2021					x	
7/12/2021			x			x
7/19-22/2021			x	x	x	x

Submission Assurances

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

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

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