



New York State  
EDUCATION DEPARTMENT  
*Knowledge > Skill > Opportunity*

# School Comprehensive Education Plan 2021-22

District	School Name	Grades Served
Syracuse City School District	Webster Elementary	PreK, K-5

**Collaboratively Developed By:**  
The Webster Elementary SCEP Development Team

*And in partnership with the staff, students, and families of Webster 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 then 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
Hispanic	100.0 Academic Achievement Index (2020-21 State goal)	95
Black	70.5 Academic Achievement Index	65.3
All Students	10%-point decrease in Level 1 from September baseline ( <i>minimum pending baseline data results</i> )  5%-point increase in Levels 3 + 4 from September baseline ( <i>minimum pending baseline data results</i> )	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?)
Need: The district structure for professional development time was focused on rigorous, Tier 1 instruction.	No – Impacts all students
Need: Data collection inconsistent	No – Impacts all students
Need: Regular data cycles were not able to take place. Therefore, teachers were not able to personalize and differentiate targeted instruction.	No – Impacts all students
We have not differentiated building-wide data analysis meetings for teachers on targeted small group instruction using data to monitor growth of these subgroups. In addition, individual, differentiated coaching and training was not provided for teachers.	No
Given the range of skills of teachers (including new teachers) and the range of needs of students, the need for differentiated PD and coaching cycles for writing was not one of our top priorities.	No

## 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
8/2021	8/2021	Create an Instructional Leadership Team (ILT) that consists of Admin., Instructional Coaches and Lead Teachers. This team will review grade level/building wide data trends, conduct academic walkthroughs and monitor instruction to provide actionable feedback to teachers.	Admin. T. Main D. Gilbert
9/2021	9/2021	Develop an Instructional Leadership Team meeting schedule for 2021-2022.	Admin. ILT
10/2021	12/2021	Provide PD on Tier 2 targeted small group instruction grades K-2, reviewing key look-fors and lesson components.	T.Main
9/2021	9/2021	Using Spring 2021 data, determine targeted small group materials and resources for grades 3-5 that will best meet student needs.	ILT
9/2021	1/2022	Monitor Tier 1 instruction (K-5) to ensure alignment to district curriculum/pacing and provide PD, unit unpacking and collaborative planning as needed.	Admin T. Main ILT Teachers
10/2021	11/2021	Deliver PD on the components of foundational reading skills to grades 3-5 teachers (phonological awareness/phonics lesson).	T. Main ILT
8/2021	9/2021	Review student subgroup data to determine those in need of Tier 3 intervention and progress monitor every 10 instructional days.	T. Main K. Ivanchak E. Alsid
8/2020	9/18/20	Provide refresher/initial PALS training for Kindergarten TAs to support Tier 2 (K-1).	Main
10/2021	12/2021	Implement Coaching Cycles with PALS with Kindergarten TAs.	T. Main
10/2021	12/2021	Implement differentiated ELA Coaching Cycles with teachers K-5 and provide targeted, actionable feedback based on teacher's action plans.	T. Main
10/2021	11/2021	Conduct ELA walkthroughs at least monthly and analyze data to determine teachers who may need additional PD, coaching, or lesson modeling.	Admin T. Main

			ILT
10/2021	11/2021	Create small group ELA action plans (Tier 2) targeting subgroups for grades 1-5 using NWEA data.	Teachers T. Main ILT
11/2021	12/2021	Progress monitor action plans within the 6-8 weeks cycles.	Teachers T. Main ELA ILT
9/2021	1/2022	Implement AVID methodologies aligned with the North Side Initiative throughout the Humanities/Integrated Knowledge blocks (See AVID Plan)	Admin AVID Site Team ILT
9/2021	1/2022	Implement building wide writing strategies that support AVID (WICOR) and align with district curriculum/pacing. (Formatively assess and monitor student progress.)	Teachers T. Main ILT
12/2021	1/2022	Analyze student subgroup data to determine those in need of Tier 3 intervention and progress monitor every 10 instructional days.	Teachers T. Main K. Ivanchak E. Alsid
12/2021	1/2022	Analyze student subgroup data (Sped. & ENL) to determine next steps for Tier 2/Tier 3 instruction	Admin. Teachers T. Main
12/2021	1/2022	Create small group ELA action plans targeting subgroups for Kindergarten using NWEA and CBM/Phonological Screeners.	Teachers T. Main ILT

## 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	September 2021 Baseline	January 2022 Target
Reading NWEA	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
1/5/22	1/22/22	Create small group ELA action plans targeting subgroups for grades 1-5 using STAR data.	Teachers T. Main ELA ILT
1/2022	1/2022	Create ILT meeting schedule for the remainder of the school year.	Admin. ILT
1/2022	6/2022	Continue to monitor Tier 1 instruction (K-5) to ensure alignment to district curriculum/pacing and provide PD, unit unpacking and collaborative planning as needed.	Admin T. Main ILT Teachers
1/2022	6/2022	Continue to implement AVID methodologies aligned with the North Side Initiative throughout the Humanities/Integrated Knowledge blocks (See AVID Plan).	Admin AVID Site Team ILT
1/2022	6/2022	Continue to implement building wide writing strategies that support AVID (WICOR) and align with district curriculum/pacing. (Formatively assess and monitor student progress.)	Teachers T. Main ILT
1/2022	2/5/22	Conduct ELA walkthroughs at least monthly and analyze data to determine teachers who may need additional PD, coaching, or lesson modeling.	Admin ILT
1/2022	3/2022	Implement differentiated ELA Coaching Cycles with teachers K-5 and provide targeted, actionable feedback based on teacher's action plan.	T. Main

2/2022	3/2022	Progress monitor action plans within the 6-8 weeks cycles.	Teachers T. Main ELA ILT
3/2022	4/2022	Create small group Tier 2 ELA action plans targeting subgroups for grades K-5 using STAR and data.	Teachers T. Main ILT
3/2022	5/2022	Implement ELA Coaching Cycles with teachers K-5 and provide targeted, actionable feedback based on teacher's action plan.	T. Main
3/2022	3/2022	Analyze student subgroup data to determine those in need of Tier 3 intervention and progress monitor every 10 instructional days.	T. Main K. Ivanchak E. Alsid
3/2022	3/2022	Analyze student subgroup data (Sped. & ENL) to determine next steps for Tier 2/Tier 3 instruction	Admin Teachers T. Main
4/2021	5/2021	Progress monitor action plans within the 6-8 weeks cycles.	Teachers T. Main ILT
5/2021	6/2021	Administer & Analyze end of year data to begin planning for Fall 2022.	Teachers T. Main ILT

## 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 expressed a desire for differentiated/personalized instruction
- They wanted more opportunities to feel successful (modeling, think time, accountable talk) as detailed in the AVID Plan
- Stated that they wanted small group instruction to return consistently in the 2021-2022 school year along with opportunities for collaboration

## Equity Self-Reflection

Describe how the Equity Self-Reflection informed the team’s plan for ELA.
<ul style="list-style-type: none"> <li>When our SLT met to reflect and complete the Equity Self-Assessment, it was determined that one of the principles we were more emerging in was “the delivery of high expectations and rigorous instruction.” Throughout our SCEP plan we have created actions which take into account the work our teachers and all staff will do in modeling, practicing and providing students with opportunities to leverage a growth mindset, to take academic risks and continue to be life-long learners as detailed in the AVID Plan.</li> </ul>

## Math Goal End-of-the-Year Desired Outcomes

Subgroup	June 2022 Goal	2018-19 ELA Academic Achievement Index
Hispanic	96.4 Academic Achievement Index (2020-21 State goal)	83.3 (Academic Achievement Index)
Black	87.4 Academic Achievement Index	55.1 (Academic Achievement Index)
All Students	<p>10%-point decrease in Level 1 from September baseline (<i>minimum pending baseline data results</i>)</p> <p>5%-point increase in Levels 3 + 4 from September baseline (<i>minimum pending baseline data results</i>)</p>	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 were not provided with enough training, personalized guided practice, feedback, monitoring or differentiated follow-up support to effectively implement Tier 1, 2, and 3 instructional strategies regularly in the math block.	Within and across 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
9/2021	9/2021	Plan Eureka Kickoff <ul style="list-style-type: none"> <li>• District-wide focus on Math (power point)</li> <li>• Look-fors in current math walkthrough tool</li> <li>• Non-negotiables</li> <li>• Pacing guides</li> <li>• Assessment and student work analysis calendar</li> </ul>	D. Gilbert
9/2021	9/2021	Create an Instructional Leadership Team (ILT). This team will review grade level/building wide data trends, conduct academic walkthroughs and monitor instruction to provide actionable feedback to teachers.	Admin. D. Gilbert T. Main ILT
9/2021	9/2021	Develop an Instructional Leadership Team meeting schedule for 2021-2022.	Admin. D. Gilbert
9/2021	9/2021	Review student subgroup data (Spring and Summer Assessments) to identify incoming grades 3-5 students in need of Tier 2 & 3 intervention for a given set of strategies.	Teachers D. Gilbert Math ILT QR/QR TA AIS
9/2021	9/2021	Administer (Fall Assessment) story problem types to all 3-5 students.	D. Gilbert QR/QR TA AIS
9/2021	9/2021	Analyze (Fall Assessment) data and diagnose students in need of Tier 3 intervention, determine targeted small group materials & resources for a given set of strategies and progress monitor every 10 instructional days.	D. Gilbert QR/QR TA AIS
08/2021	12/2021	Deliver Professional Development on research-based strategies and resources to address foundational content to drive targeted <b>Tier 3</b> math intervention. Ongoing monthly  –SOAR and ORIGO Math	D. Gilbert D. Jenkins

9/2021	12/2021	<p>Deliver Differentiated PD Tier 1-ongoing</p> <ul style="list-style-type: none"> <li>• Launch-new teachers or new to grade level</li> <li>• Equip-2-5 pre-module foundational standards assessment</li> <li>• Focus on Fluency-K-5</li> <li>• Planning and Customization-Honing the Lesson</li> <li>• Solving Story Problems</li> <li>• Content Strands Training-OA Add/Subtract, Mult/Divide and Fractions*</li> <li>• Progression of Tools and Representations</li> </ul> <p>Utilize effective formative assessment strategies during instruction, providing corrective feedback appropriately throughout lessons</p>	<p>D. Gilbert</p> <p>T. Hogarth</p> <p>D. Guiffre</p> <p>D. Jenkins</p>
11/2021	12/2021	Provide PD on <b>Tier 2</b> targeted small group instruction grades 1-2, reviewing foundational standards and related lessons and activities to address student needs.	D. Gilbert
11/2021	12/2021	Provide PD on <b>Tier 2</b> targeted small group instruction reviewing essential understandings and foundational standards. Focus on setting short and long-term goals while planning targeted instruction matched to student need grades 3-5.	D. Gilbert
09/2021	12/2021	<p>Deliver Professional Development on research-based strategies and resources to address foundational content to drive targeted <b>Tier 3</b> math intervention.</p> <p>–SOAR and ORIGO Math</p>	<p>QR</p> <p>AIS</p> <p>D. Gilbert</p> <p>D. Jenkins</p>
11/2021	12/2021	Create 5 <sup>th</sup> grade content-alignment with middle school mathematics and Northside AVID Initiative	<p>A.Castrello</p> <p>D. Gilbert</p> <p>J. Harris</p>
11/2021	12/2021	Analyze Student Work-framing questions around the Essential Understandings.	<p>Teachers</p> <p>D. Gilbert</p>
10/2021	12/2021	Establish coaching cycles based upon data, identify teachers for 4-week coaching cycle.	Administration
10/2021	12/2021	Begin first 4-week coaching cycle.	D. Gilbert
11/2021	12/2021	Use the quarterly assessment progress monitoring tool 1 <sup>st</sup> -5 <sup>th</sup> grade.	<p>D. Gilbert</p> <p>K. Kirnie</p> <p>T. Hogarth</p>

			D. Guiffre
11/2021	11/2021	Analyze Data - SCSD Progress Monitoring tool/NWEA Quarterly Assessments.	Teachers
12/2021	12/2021 on going	Conduct Math walk-throughs coordinated by SLT providing feedback to teachers.	D. Gilbert ILT
12/2021	12/2021	Assess Kindergarten students using Level 1 SOAR Counting and Cardinality Running Record.	Teachers D. Gilbert TA
10/2021	1/2022	Progress Monitor 1 <sup>st</sup> grade students Level 1-3 SOAR CC running record every two weeks and adjust instruction as needed until Level 3 has been achieved.	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	September 2021 Baseline Performance	January 2022 Target
Math	Hispanic subgroup, 91.6 Projected Academic Achievement Index Black subgroup, 50.0 Projected Academic Achievement Index	Hispanic subgroup, 94.0 Projected Academic Achievement Index Black subgroup, 75.0 Projected Academic Achievement Index
Math NWEA	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
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1/2022	3/2022	<p>Organize Peer observations – identify teachers who are successful in the different components of the lesson to highlight for the observations (video tape components of a lesson to add to Canvas Course PD)</p> <ul style="list-style-type: none"> <li>• Fluency Practice</li> <li>• Application Problem (Solving Story Problems)</li> <li>• Conceptual Development</li> <li>• Debrief</li> </ul>	Admin Gilbert Math ILT Lead Teachers
1/2022	6/2022	Continued math walk-throughs done by Math ILT quarterly with time for reflection with teacher.	Admin Gilbert Math ILT Lead Teachers
1/2022	1/2022	Continue to Progress Monitor Grades K-5 using district PM quarterly assessments.	D. Gilbert Teachers
1/2022	1/2022	Engage teachers in Data Meeting using Quarterly Assessments, NWEA data Grades 3-5.	D. Gilbert K. Kirnie Admin
1/2022	6/2022	Create Action plans targeting subgroups.	Teachers
1/2022	2/2022	Progress monitor action plans within the 6-8 weeks cycles.	Teachers Admin D. Gilbert
3/2022	4/2022	Implement Math Coaching Cycles with teachers K-5 and provide targeted, actionable feedback based on teacher’s action plan.	Teachers Admin D. Gilbert ILT
5/2022	6/2022	Administer Spring Math Assessments, analyze data for trends and begin building possible intervention groups around specific strands and strategies for the 22-23 school year.	Teachers D. Gilbert QR AIS

## 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

- Students expressed a desire for differentiated/personalized instruction.
- Students discussed needing additional time and scaffolded supports to grapple with and work on mathematics.
- Students discussed wanting to have opportunities to work on more advanced and challenging mathematics.
- Students discussed feelings of success, they discussed wanting more opportunities to feel successful (modeling, think time, accountable talk) as detailed in the AVID Plan.

### Equity Self-Reflection

#### Describe how the Equity Self-Reflection informed the team’s plan for Math

- When our SLT met to reflect and complete the Equity Self-Assessment, it was determined that one of the principles we were more emerging in was “the delivery of high expectations and rigorous instruction.” Throughout our SCEP plan we have created actions which take into account the work our teachers and all staff will do in modeling, practicing and providing students with opportunities to leverage a growth mindset, to take academic risks and continue to be life-long learners as detailed in the AVID Plan. The team reflected on the goals of AVID in assisting students in developing all the above.

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

June 2022 Goal	2018-19 ELP Success Ratio/Baseline Data
1.00 or higher ELP Success Ratio All Students subgroup	0.93 ELP Success Ratio All Students subgroup
National Geographic Assessment Writing - June 2022 School Rate of Success Target: 80%	National Geographic Assessment Writing June 2021 School Rate of Success: 39%
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: 8%

### 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?)

<p>Area of Need: Classroom teachers do not have an understanding of the National Geographic program.</p> <p>Root Cause: Teachers have not been provided with training to understand the National Geographic Assessments and to use the data to plan for instruction standalone instruction to address foundational and language skills for English Language Learners (ELLs) due to it being new last year.</p>	No
<p>Area of Need: Classroom teachers have not been explicitly teaching ENL students in deliberate and targeted small reading groups to develop the foundational skills to impact reading achievement.</p> <p>Root Cause: Teachers in the upper grades have not been provided the training to teach early literacy skills needed for our entering and emergent ENL students.</p>	No

## Action Plan: August to January

What will the school do in the <b>first half of the year</b> to address <b>the root causes</b> identified above?			
Start	End	Action	Lead
09/2021	09/2021	Provide PD on the Ellevation platform.	ENL Teachers
09/2021	09/2021	Provide all classroom teachers with <b>the Language Acquisition charts</b> indicating ENL students' levels as well as what strategies can be used to assist students to continue to make progress at various levels.	ENL Teachers
09/2021	12/2021	Implement small, targeted reading groups for all levels of ENL students with a focus on developing foundational skills phonemic awareness.	ENL Teachers Teachers
09/2021	12/2021	Use the Accountable Talk question stems to focus on developing students' oral language and comprehension skills.	ENL Teachers Teachers
09/2021	09/2021	Use NYSESLAT data to assess and group students for classroom instruction.	ENL Teachers Instructional Coaches
10/2021	10/2021	Introduce the ENL National Geographic Program and how it is used to instruct ENL students.	ENL Teachers
10/2021	12/2021	Monitor and ensure that students are completing the SCSD approved digital content work. ENL teachers as well as all classroom teachers will participate in data meetings looking at the digital platform's data to ensure that students are completing the work.	ENL Teachers Instructional Coaches
09/2021	12/2021	Meet as a team to plan for ongoing communication with ENL families to support daily attendance and other schoolwide initiatives. Meeting notes will be submitted to administrators.	ENL Teachers
09/2021	12/2021	Meet with grade level teams to collaborate on grade level topics and schoolwide initiatives.	ENL Teachers Teachers
09/2021	12/2021	Use the WICOR Matrix Collaboration strategies to engage students and promote students learning from each other and peer tutoring.	ENL Teachers 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	Baseline Performance	January 2022 Target
National Geographic Assessment	National Geographic Assessment Writing - June 2021 School Rate of Success Baseline: 39%  National Geographic Assessment Vocab, Grammar, Comprehension - June 2021 School Rate of Success Baseline: 8%	National Geographic Assessment Writing: 66%  National Geographic Assessment Vocab, Grammar, Comprehension: 56%

## 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 implement small, targeted reading groups for all levels of ENL students with a focus on developing foundational skills phonemic awareness.	ENL Teachers Teachers
01/2022	06/2022	Continue to use the Accountable Talk question stems to focus on developing students' oral language and comprehension skills.	ENL Teachers Teachers
01/2022	06/2022	Continue to monitor and ensure that students are completing the SCSD approved digital content work. ENL teachers as well as all classroom teachers will participate in data meetings looking at the digital platform's data to ensure that students are completing the work.	ENL Teachers Instructional Coaches
01/2022	06/2022	Continue to use the WICOR Matrix Collaboration strategies to engage students and promote students learning from each other and peer tutoring.	ENL Teachers 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.**

- ENL students stated they liked working with other students to help them learn. They wanted more time with their teachers.

## Equity Self-Reflection

### Describe how the Equity Self-Reflection informed the team’s plan for ELP.

- When our SLT met to reflect and complete the Equity Self-Assessment, it was determined that one of the principles we were more emerging in was “the delivery of high expectations and rigorous instruction.” Throughout our SCEP plan we have created actions which take into account the work our teachers and all staff will do in modeling, practicing and providing students with opportunities to leverage a growth mindset, to take academic risks and continue to be life-long learners as detailed in the AVID Plan.

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

Subgroup	June 2022 Goal	2018-19 Chronic Absenteeism Rate/Baseline Data
English Language Learners	21.6% Chronic Absenteeism Rate	27.0%
Students with Disabilities	35.4% Chronic Absenteeism Rate	38.1%

## 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?)
<p>Webster School has not planned a long-term system of approach with clearly defined timelines and activities that proactively informs our families throughout the year about the importance of daily attendance; what chronic absenteeism is and how it is calculated; the impact of chronic absenteeism on student learning and the specific status of their children to increase daily attendance.</p> <p>We do not have clearly defined protocols and regularly scheduled times to analyze and address data around chronic absenteeism to create plans for students who are at risk, proactively monitor and adjust plans for identified students.</p>	NO
<p><b>Area of Need:</b> There is need to be creative and develop plans that focus on developing relationships with students and families in a culturally relevant manner, increase positive reinforcements.</p> <p><b>Root Cause:</b> We have not provided teachers with the expectations or the corresponding training on intentionally building relationships with students and families in a culturally relevant manner and incorporating this in the supports and plans for students who are chronically absent.</p>	NO



## 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
09/21	09/21	All staff will be trained in attendance taking in SchoolTool.	Administrators Teachers
09/21	12/2021	Establish/maintain a diverse attendance team with ENL and SWD representatives.	Administrators
09/07/21	09/10/21	Attendance team will create timeline of events and activities to define chronic absenteeism in family friendly language, share how it is calculated and how it impacts student learning.	Attendance Team
09/08/21	09/30/21	Assist parents in downloading the Taking Points app as a home/school communication tool.	Administrators Teachers
09/08/21	09/17/21	Craft and send home letter outlining the importance of daily attendance.	Attendance team ENL teachers
09/21	10/21	Hold Chronic Absenteeism presentation during Virtual Open House.	Attendance Team
09/01/21	09/10/21	Use attendance data from the 2020-2021 school year, to identify students to monitor based on their history of chronic absenteeism.	Administrators Attendance Team
09/13/21	12/17/21	Meet and monitor the attendance data of identified students at least bi-weekly.	Data Coach Attendance Team Administrators
09/13/21	12/17/21	Collaborate with the District PD Team, including the school's PD Liaison, to determine, plan and deliver training on strategies to build relationships with students and families in a culturally relevant manner. Update the PD Plan to reflect the training(s).	Administrators Attendance Team
10/12/21	12/17/21	Create action steps for students based on attendance data with personalized plan for addressing their attendance concerns, taking into consideration cultural relevance.	Teachers Attendance Team
10/12/21	10/29/21	Create a system for increased communication between classroom teachers and the Attendance Team to ensure teachers are informed of steps being taken by the Attendance Team.	Administrators Attendance Team
10/29/21	12/17/21	Utilize a system of communication between classroom teachers and the Attendance Team to ensure teachers are informed of steps being taken by the Attendance Team.	Administrators Attendance Team
10/2021	12/2021	Recognize students and families with 95% attendance and those with improved attendance with monthly celebration that include parties and prizes.	Administrators Attendance Team Teachers
09/20/21	12/20/21	Hold monthly attendance incentive celebrations including dance parties and hallway dance celebrations.	Administrators 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 Chronic Absenteeism should have a mid-year benchmark for each identified subgroup.

Data Source	Subgroup	September 2021 Results	January 2022 Target
Chronic Absenteeism Rate	English Language Learners	TBD (Given the unique challenges with attendance for the 2020-21 SY, the baseline here will NOT be January 2021 but instead will be September 2021 chronic absenteeism rate.)	21.6%
Chronic Absenteeism Rate	Students with Disabilities	TBD	35.4%

## 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
01/03/22	06/24/22	Utilize Talking Points Apps to increase communication with all families, specifically around attendance.	Teachers Administrators
01/04/22	06/24/22	Continue to meet and monitor the attendance data of identified students as well as action steps at least bi-weekly.	Attendance Team
01/04/22	06/24/22	Identify new students that could potentially become chronically absent based on current year's data and create action steps to address these concerns.	Attendance Team
01/04/22	06/24/22	Continue to utilize a system of communication between classroom teachers and the Attendance Team to ensure teachers are informed of steps being taken by the Attendance Team.	Attendance Team
01/04/22	05/2022	Continue to collaborate with the District PD Team, including the school's PD Liaison, to determine, plan and deliver training on strategies to build relationships with students and families in a culturally relevant manner. Update the PD Plan to reflect the training(s).	Administrators Attendance Team
01/04/22	06/24/22	Recognize students and families with 95% attendance and those with improved attendance with monthly celebration that include parties and prizes	Attendance Team
01/2022	06/24/22	Continue to maintain a diverse attendance team with ENL and SWD representatives.	Administrators
01/2022	06/2022	Continue monthly attendance incentive celebrations including dance parties and hallway dance celebrations.	Administrators Attendance

## 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 stated that they enjoyed the end of the month attendance dance parties, music that staff members play throughout the school on Fridays. They also like being recognized for good attendance.

### Equity Self-Reflection

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

- SLT is fostering close relationships with students and families including working with families to understand why attendance is a challenge and ways we can assist in getting students to school on a regular basis.

## 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)
Grades 3-5	35% of Students in Grades 3-5 do not believe they can do the hardest work that is assigned in class. Question #4	50% or more of students will respond they agree or strongly agree with the survey statement as determined by the end of the year survey	35% favorable response by students

### Root Causes

What theories or hypotheses does the school have as to why the school has had its past outcomes for <b>Survey</b> ? 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?)
<p>Areas of Need: According to Panorama Survey, 47% of Students in Grades 3-5 do not believe they can work through complicated tasks. Teachers are doing the heavy lifting of instruction and teaching. Too much teacher talking and not enough independent practice. Also, students are not provided enough independent practice and rigorous thinking.</p> <p>Root Cause: Feedback and corresponding professional development and coaching support to teachers has not been focused on limiting teacher talk and shifting the cognitive lift from teacher to students and strategies</p>	

and scaffolds to support an increase in opportunities for independent practice and rigorous thinking.	
We have not trained teachers on common data and strategies that we will leverage to teach students to understand complicated ideas discussed in class.	
Area of Need: Teachers need to implement accountable talk strategies with fidelity.  Root Cause: We have not provided all teachers with feedback and support to implement Accountable Talk with fidelity.	

## 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	09/2021	Team Building activities for Teachers: bulletin boards.	SLT
09/2021	10/2021	Begin the school year with lessons to develop targeted life skills and Growth Mindset.	SLT
09/2021	12/2021	Instruct students biweekly with Connected and Respected and or Second Steps lessons focused on SEL during morning meeting.	SLT
09/2021	09/2021	Provide PD on how to access and interpret Panorama data and playbook lessons to target student needs.	Data Coach
09/2021	12/2021	Continue Accountable Talk instructional strategies (AVID) <ul style="list-style-type: none"> <li>Professional Development</li> <li>Peer Coaching</li> <li>Look Fors during walkthroughs</li> </ul>	Administrators AVID Site Team
09/2021	12/2021	Utilize support staff and community partners to facilitate skill groups with specific students based upon the Spring 2020 Panorama Survey results.	Administrators Support Staff
09/2021	12/2021	Develop and implement a mantra to promote building wide self-efficacy.	SLT
09/2021	12/2021	Teachers will use the Math and ELA AVID Matrix on Accountable Talk higher level thinking strategies.	SLT
09/2021	12/2021	SLT will conduct walkthroughs using the AVID Matrix.	SLT
09/2021	12/2021	Teachers will use data to target students for small group instruction in ELA and MATH.	SLT

## 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 2022 Target
Panorama Q4 of Self Efficacy: How sure are you that you can do the hardest work that is assigned in your class?	Greater than 50% favorable response after a mid-year survey question

## 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 the implementation of Connected and Respected/Second Step lessons in Gr. 3-5.	SLT
01/2022	01/2022	Create a progress monitoring tool to monitor a student's understanding of complicated tasks and self-efficacy.	SLT
01/2022	06/2022	Continue Accountable Talk instruction (AVID) <ul style="list-style-type: none"> <li>• Professional Development</li> <li>• Peer Coaching</li> <li>• Look Fors during walkthroughs</li> <li>• Professional development focused on Engagement Strategies and Response Times (wait time, think time, etc.)</li> </ul>	SLT
01/2022	06/2022	Instruct students biweekly with Connected and Respected and or Second Steps lessons focused on SEL during morning meeting.	SLT
02/2022	02/2022	Administer the progress monitoring tool to monitor student's understanding of complicated tasks and self-efficacy.	SLT
03/2022	04/2022	Analyze survey results to determine progress towards goal, and to if and how the question will be addressed in next year's plan.	SLT

04/2022	04/2022	Share survey results and progress toward meeting the school goal with staff.	SLT
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## 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.**

- During the interview, students talked about wanting more wait time, think time, more examples of work. They like working in small groups with their teachers.

### Equity Self-Reflection

#### **Describe how the Equity Self-Reflection informed the team's plan for Survey.**

- SLT reflected that more conversations and activities with students helping them to acquire a growth mindset and feelings that they can do the work. The team felt that working on students social and emotional skill development as well as strategies on assisting student to think critically would leverage students' self-esteem to feel they can do the work and be successful. The teachers will facilitate teaching and learning practices that would enable students to grow as independent learners, think critically, make meaning of new concepts in multiple ways, and apply learning to real world needs.

## 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:

<b>Evidence-Based Intervention Strategy Identified</b>	<b>Instructional Coaching</b>
<b>We envision that this Evidence-Based Intervention will support the following goal(s) as follows</b>	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
Iverna Minor	Principal
Elizabeth Bielass	Vice Principal
Elizabeth Swenson	Administrative Intern
Katie Cleveland	1 <sup>st</sup> Grade Teacher
Deborah Gilbert	Math Instructional Coach
Joe Hall	Teaching Assistant
Jen Horn	1 <sup>st</sup> Grade Teacher
Genia Hannah	Special Education Teacher
Kristen Magnarelli	3 <sup>rd</sup> Grade Teacher
Teresa Main	Disciplinary Instructional Coach
Sarah Marie	Library Media Specialist
Lisa Seaton	Program Aide
Laiza Semidey	Parent
Alexandrea Hammond	Parent
Tiffany Blank	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
06/03/21		X				
06/17/21	X					
06/30/21			X	X	X	
07/08/21			X	X	X	X
08/13/21				X	X	X
08/18/21			X	X	X	
09/01/21				X	X	

## Submission Assurances

### 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.