



School Comprehensive Education Plan 2022-23

District	School Name	Grades Served
Syracuse City School District	Edward Smith PK-8 School	PK-8

Collaboratively Developed By:

The Edward Smith PK 8 School SCEP Development Team

And in partnership with the staff, students, and families of Edward Smith PK 8 School

Guidance for Teams

Goals & Actions

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

Resources for the Team

- [Requirements for Meaningful Stakeholder Participation SCEP](#)
- [Guidance on Interviewing Students](#)
- [Equity Self-Reflection](#)
- [How Learning Happens](#)

ELA Goal

Subgroup	June 2023 Goal
Black	70.9 ELA Academic Achievement Index (State Target)
Multiracial	83.5 ELA Academic Achievement Index (State Target)
	120 ELA Academic Achievement Index (Ed Smith Target)
All Students	103.4 ELA Academic Achievement Index (State Target)

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?)
<p>We have not provided teachers with the time necessary during PD to deconstruct the programs consistently including:</p> <ul style="list-style-type: none"> to understand the unit as whole and be able to determine different entry points and scaffolds; analyzing the vertical progressions of ELA skills and standards across grade levels; identifying the common language (academic and content vocabulary) for ELA practices and skills across grade levels and content areas; planning and implementing the Read-Think-Talk-Write cycle across lessons and the key strategies associated with each step. 	K-8
<p>We do not have consistent, clear expectations for the ELA Targeted Small Group block or provided teachers with the time necessary during PD to deconstruct the programs consistently including:</p> <ul style="list-style-type: none"> analyzing the vertical progressions of ELA skills and standards across grade levels; Targeted interventions Data analysis of progress monitoring and next steps 	K-8
<p>We have not offered differentiated training and follow-up support tied to ELA-specific walk-through findings and followed through with ongoing progress monitoring.</p>	K-8

Not all ELA teachers have been trained to diagnose and apply the best targeted interventions for deficits in reading and writing.	K-8
We have not allocated time for teachers to implement the cycle of data analysis. We will utilize schoolwide to plan for targeted instruction.	K-8
There was not proper training on NWEA for staff to prepare students to navigate the testing platform and to take the test or for teachers to interpret the data or targeting small group instruction .	3-5
There was no proper training on DIBELS for teachers to interpret the data or targeting small group instruction .	K-2

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
8/1/22	1/1/23	Create and update the PD Plan at least monthly to reflect the ELA priorities, trainings, and PLC focus areas. (Root Cause #4)	Instructional Coach
8/1/22	1/1/23	Communicate clear expectations, provide professional development on, and monitor the effective implementation of Targeted Small Groups (TSG). Incorporate look-fors in the walkthrough tool as appropriate. (Root Cause #2)	Administration, Instructional Coach
8/1/22	1/1/23	Designate time during PLCs for teachers to consistently unpack and co-plan units and monitor the implementation of unpacking through monthly walkthroughs and lesson plan reviews. (Root Cause #1)	Administration
8/1/22	1/1/23	Create PLC protocols that allow teachers to incorporate structures to better their best practices. (Root Cause #1)	Administration, Instructional Coach
8/1/22	1/1/23	During unit unpacking, identify areas in the curriculum where teachers can extend the learning to include more representation as well as provide opportunities for student discussion and student choice. (Root Cause #1)	Administration
8/1/22	1/1/23	Instructional Coach will train teachers during PLC on how to give effective and targeted feedback that promotes student growth and goal setting. (Root Cause #3)	Administration, Instructional Coach
8/1/22	1/1/23	Create the walkthrough tool in the Whetstone platform that is aligned to the ELA instructional priorities and the PD Plan targeted small group, to ensure consistency & continuity between classrooms. <ul style="list-style-type: none"> • Posting objective/I can statement 	Administration, Instructional Coach, School

		<ul style="list-style-type: none"> Targeted small groups Representing to Learn <p>(Root Cause #3)</p>	Leadership Team
8/1/22	1/1/23	Create and update the walkthrough schedule to reflect differentiated supports to teachers based on need. (Root Cause #3)	Administration, Instructional Coach, School Leadership Team
8/1/22	1/1/23	Analyze the walkthrough data to identify trends, celebrations and needs around monthly instructional focus aligning with building expectations and best practices. (Root Cause #3)	Administration, Instructional Coach
8/1/22	1/1/23	Utilize the walkthrough tool and process to provide each teacher with feedback on ELA instructional priorities each month. (Root Cause #3)	Administration, Instructional Coach
8/1/22	1/1/23	Share monthly walkthrough feedback and provide differentiated professional development and coaching support based on building trends (from lesson plans, walkthroughs, etc.) including peer support, visits, and mentors as appropriate. (Root Cause #3)	Administration, Instructional Coach
8/1/22	1/1/23	Provide training and coaching support as needed in basic reading and writing skill development and analysis of data for teachers to create targeted interventions and strategies to address these specific needs for students and reflect this priority in the PD Plan. (Root Cause #4)	Instructional Coach
10/1/22	1/1/23	After each NWEA administration, teachers will meet with students to share testing data so that students can create their own SMART goals and track progress towards meeting the set goals. (Root Cause #7)	Teachers
9/15/22	1/1/23	After each DIBELS Benchmark administration (grades K-2), teachers will analyze subgroup data to group, plan, and deliver targeted instruction and then follow up with evidence of implementation. (Root Cause #8)	Teachers
9/15/22	1/1/23	After each DIBELS Benchmark administration, teachers will meet with students to share testing data so that students can create their own SMART goals and track progress towards meeting them. (Root Cause #8)	Teachers
9/15/22	1/1/23	Students Identified as intensive in reading, according to DIBELS will attend reading intervention 40 minutes a day 5 days a week. (Root Cause #8)	Interventionist & Teachers
9/15/22	1/1/23	Students identified as intensive will be progress monitored using DIBELS. Frequency will depend on the level of intensity of intervention	Interventionist & Teachers

		(Root Cause #8)	
9/15/22	1/1/23	Teachers will create a grade level plan to target students at the intervention, reteach or enrich levels during daily walk to read time to address targeted small group instruction. K-4 students will participate in Walk to Read 5-8 students will participate in WINN Block (Root Cause #2)	Instructional Coach, Teachers
9/15/22	1/1/23	Targeted small group instruction team will meet quarterly to analyze consistency with materials, expectations, and common language. (Root Cause #2)	Instructional Coach
9/15/22	1/1/23	Classrooms will post up-to-date classroom data, students and teachers will be able to speak about their goals and their progress. (Root Cause #5)	Instructional Coach, Teachers
9/15/22	1/1/23	Targeted small group instruction will be organized, for consistency across grade levels. Materials will be purchased/created for use during targeted small group. (Root Cause #2)	Instructional Coach, Teacher
9/15/22	1/1/23	Ed. Smith will extend its partnership with Engaging Schools to further develop instructional practices around equity-centered classrooms & deepening engagement through formative assessments to improve student outcomes. (Root Cause #3)	Administrators Instructional Coach
9/15/22	1/1/23	In collaboration with Engaging Schools, Ed. Smith will develop a suite of customized professional development offerings to maximize teachers' capacity to support students' academic, social, and emotional development as a part of the partnership initiative. (Root Cause #3)	Administrators Instructional Coach

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	Baseline Performance	January 2023 Target
NWEA Reading	TBD in Fall 2022	7%-point decrease in Level 1 from Fall baseline 7%-point increase in Levels 3-4 from Fall baseline

DIBELS	TBD in Fall 2022	7%-point decrease in Intensive from Fall baseline
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Action Plan: January to June

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

Start	End	Action	Lead
1/3/23	6/30/23	Update the PD Plan at least monthly to reflect the ELA priorities, trainings, and PLC focus areas. (Root Cause #4)	Instructional Coach
1/3/23	6/30/23	Continue to communicate clear expectations, provide professional development on, and monitor the effective implementation of Targeted Small Groups (TSG). Incorporate look-fors in the walkthrough tool as appropriate. (Root Cause #2)	Administration, Instructional Coach
1/3/23	6/30/23	Continue to Designate time during PLCs for teachers to consistently unpack and co-plan units and monitor the implementation of unpacking through monthly walkthroughs and lesson plan reviews. (Root Cause #1)	Administration
1/3/23	6/30/23	Review PLC protocols that allow teachers to incorporate structures to better their best practices. (Root Cause #1)	Administration, Instructional Coach
1/3/23	6/30/23	During unit unpacking, identify areas in the curriculum where teachers can extend the learning to include more representation as well as provide opportunities for student discussion and student choice. (Root Cause #1)	Administration
1/3/23	6/30/23	Instructional Coach will continue to train teachers during PLC on how to give effective and targeted feedback that promotes student growth and goal setting. (Root Cause #3)	Administration, Instructional Coach
1/3/23	6/30/23	Update the walkthrough tool in the Whetstone platform that is aligned to the ELA instructional priorities and the PD Plan targeted small group, to ensure consistency & continuity between classrooms. <ul style="list-style-type: none"> • Posting objective/I can statement • Targeted small groups • Representing to Learn (Root Cause #3)	Administration, Instructional Coach, School Leadership Team
1/3/23	6/30/23	Update the walkthrough schedule to reflect differentiated supports to teachers based on need. (Root Cause #3)	Administration, Instructional Coach, School

			Leadership Team
1/3/23	6/30/23	Continue to analyze the walkthrough data to identify trends, celebrations and needs around monthly instructional focus aligning with building expectations and best practices. (Root Cause #3)	Administration, Instructional Coach
1/3/23	6/30/23	Continue to utilize the walkthrough tool and process to provide each teacher with feedback on ELA instructional priorities each month. (Root Cause #3)	Administration, Instructional Coach
1/3/23	6/30/23	Continue sharing monthly walkthrough feedback and provide differentiated professional development and coaching support based on building trends (from lesson plans, walkthroughs, etc.) including peer support, visits, and mentors as appropriate. (Root Cause #3)	Administration, Instructional Coach
1/3/23	6/30/23	Continue to provide training and coaching support as needed in basic reading and writing skill development and analysis of data for teachers to create targeted interventions and strategies to address these specific needs for students and reflect this priority in the PD Plan. (Root Cause #4)	Instructional Coach
1/3/23	6/30/23	Continue after each NWEA administration, teachers will meet with students to share testing data so that students can create their own SMART goals and track progress towards meeting the set goals. (Root Cause #7)	Teachers
1/3/23	6/30/23	Continue After each DIBELS Benchmark administration (grades K-2), teachers will analyze subgroup data to group, plan, and deliver targeted instruction and then follow up with evidence of implementation. (Root Cause #8)	Teachers
1/3/23	6/30/23	Continue after each DIBELS Benchmark administration, teachers will meet with students to share testing data so that students can create their own SMART goals and track progress towards meeting them. (Root Cause #8)	Teachers
1/3/23	6/30/23	Students Identified as intensive in reading, according to DIBELS will continue to attend reading intervention 40 minutes a day 5 days a week. (Root Cause #8)	Interventionist & Teachers
1/3/23	6/30/23	Students identified as intensive will continue to be progress monitored using DIBELS. Frequency will depend on the level of intensity of intervention	Interventionist & Teachers

		(Root Cause #8)	
1/3/23	6/30/23	Teachers will continue to create a grade level plan to target students at the intervention, reteach or enrich levels during daily walk to read time to address targeted small group instruction. K-4 students will participate in Walk to Read 5-8 students will participate in WINN Block (Root Cause #2)	Instructional Coach, Teachers
1/3/23	6/30/23	Targeted small group instruction team will continue to meet quarterly to analyze consistency with materials, expectations, and common language. (Root Cause #2)	Instructional Coach
1/3/23	6/30/23	Classrooms will continue to post up-to-date classroom data, students and teachers will be able to speak about their goals and their progress. (Root Cause #5)	Instructional Coach, Teachers
1/3/23	6/30/23	Targeted small group instruction will continue to be organized, for consistency across grade levels. Materials will be purchased/created for use during targeted small group. (Root Cause #2)	Instructional Coach, Teacher
1/3/23	6/30/23	Ed. Smith will continue to extend its partnership with Engaging Schools to further develop instructional practices around equity-centered classrooms & deepening engagement through formative assessments to improve student outcomes. (Root Cause #3)	Administrators Instructional Coach
1/3/23	6/30/23	In collaboration with Engaging Schools, Ed. Smith will continue to develop a suite of customized professional development offerings to maximize teachers' capacity to support students' academic, social, and emotional development as a part of the partnership initiative. (Root Cause #3)	Administrators Instructional Coach

Math Goal

Subgroup	June 2023 Goal
Black	57.8 Math Academic Achievement Index (State Target)
Multiracial	98.9 Math Academic Achievement Index (State Target)
	107 Math Academic Achievement Index (Ed Smith Target)
All Students	96.6 Math Academic Achievement Index (State Target)

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?)
We have not fully implemented a common math language/strategy used across all grade levels and content areas for mathematical practices.	K-8
We have not provided consistent differentiated coaching cycles consisting of walkthroughs, targeted feedback, training, and coaching and then progress monitoring to teachers who are at different skill levels.	K-8
We have not provided consistent and differentiated training on the effective use of math materials used to enhance instruction, as well as consistently implement the use of the Read Draw Write and Accountable Talk strategies in every math classroom.	K-8
There was not proper training on NWEA for staff to prepare students to navigate the testing platform and to take the test or for teachers to interpret the data, or targeting small group instruction.	K-8
We did not allocate or consistently prioritize specific time for teachers to review NWEA data with students and for students to create their own Smart Goals.	K-8

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
8/1/22	12/31/22	Continue to use SCSD provided common language for mathematical concepts and strategies and reinforce them with posters and other graphics aids.	Instructional Coach

		Provide a list of strategies (names) that are used in different grade levels. This will promote the use of common language across the school. (Root Cause #1)	
8/1/22	12/31/22	Utilize the “Glow” and “Grows” walkthrough tool focusing on a targeted area of the lesson to provide teachers with feedback on the instructional priorities for Mathematics. Share monthly walkthrough feedback and provide differentiated training based on building trends. (Root Cause #2)	Administration
8/1/22	12/31/22	Provide ongoing training during PLC on the use of math manipulatives, strategies, and language and how to create procedures to best use them with students in the classroom and then monitor use through the walkthrough tool. (Root Cause #3)	Instructional Coach
8/1/22	12/31/22	After administering QR, AR and AIS SOAR Survey or comparable assessments, teacher will analyze data to group, plan, and deliver targeted instruction and then follow up with evidence of implementation. (Root Cause #4)	Instructional Coach
8/1/22	12/31/22	After each NWEA administration, teachers will analyze subgroup data to group, plan, and deliver targeted instruction and then follow up with evidence of implementation. (Root Cause #4)	Instructional Coach
8/1/22	12/31/22	After each NWEA administration, teachers will meet with students to share testing data so that students can create their own SMART goals and track progress towards meeting them. (Root Cause #4)	Instructional Coach
8/1/22	12/31/22	Based on data, students will be placed in Targeted Small Group within each grade level classroom and math intervention groups. (Root Cause #4)	Instructional Coach/ Classroom Teachers/ Math Interventionists
8/1/22	12/31/22	Provide staff with support during PLC to plan for small group instruction and receive coaching and training support from instructional leaders on implementation of the curricula and differentiation. (Root Cause #5)	Instructional Coach/ Administration

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	Baseline Performance	January 2023 Target
NWEA Math	TBD in Fall 2022	10%-point decrease in Level 1 from Fall baseline; 10%-point increase in Levels 3 + 4 from Fall baseline

Action Plan: January to June

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

Start	End	Action	Lead
1/3/23	6/23/23	Continue to use SCSD provided common language for mathematical concepts and strategies and reinforce them with posters and other graphics aids. Provide a list of strategies (names) that are used in different grade levels. This will promote the use of common language across the school. (Root Cause #1)	Instructional Coach
1/3/23	6/23/23	Continue to utilize the “Glow” and “Grows” walkthrough tool to provide teachers with feedback on the instructional priorities for Mathematics. Share monthly walkthrough feedback and provide differentiated trainings based on building trends. (Root Cause #2)	Administration
1/3/23	6/23/23	Continue to provide ongoing training on the use of math manipulatives, strategies, and language and how to create procedures to best use them with students in the classroom and then monitor use through the Glows and Grows” walkthrough tool. (Root Cause #3)	Instructional Coach
1/3/23	6/23/23	Continue after administering QR, AR and AIS SOAR Survey or comparable assessments, teacher will analyze data to group, plan, and deliver targeted instruction and then follow up with evidence of implementation. (Root Cause #4)	Instructional Coach
1/3/23	6/23/23	Continue after each NWEA administration, teachers will analyze subgroup data to group, plan, and deliver targeted instruction and then follow up with evidence of implementation. (Root Cause #4)	Instructional Coach
1/3/23	6/23/23	Continue after each NWEA administration, teachers will meet with students to share testing data so that students	Instructional Coach

		can create their own SMART goals and track progress towards meeting them. (Root Cause #4)	
1/3/23	6/23/23	Continue based on data, students will be placed in Targeted Small Group within each classroom and math intervention groups. (Root Cause #4)	Instructional Coach/ Classroom Teachers/ Math Interventionists
1/3/23	6/23/23	Continue to provide staff with support to plan for small group instruction and receive coaching and training support from instructional leaders on implementation of the curricula and differentiation. (Root Cause #5)	Instructional Coach/ Administration

English Language Proficiency (ELP) Goal

Subgroup	June 2023 Goal
English Language Learners	1.00 or higher ELP Success Ratio
English Language Learners	School Rate of Success Overall: 80% National Geographic Assessment Writing - June 202 School Rate of Success Target: 80% National Geographic Assessment Vocab, Grammar, Comprehension - June 202 School Rate of Success Target: 80%

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?)
Given the limited time for training, there have not been many trainings for ENL strategies, including specific support and scaffolds for Newcomer English Language Learners (ELLs) in general education classes, and practices for our classroom teachers to provide them with specific strategies or information on supporting English Language Learners during instruction.	K-8
We did not provide teachers with follow-up coaching support or feedback on implementing strategies or practices learned in training that support ELLs in a systematic way due to other priorities being the focus of PLC time and due to a lack of opportunities to collaborate with Admin, ELA, and Math leads to plan training and PLC topics.	K-8

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
9/1/21	10/1/21	Review of Levels of English Proficiency with Staff (SLA chart will be added to the beginning of year folder for staff to review) (Root Cause 1)	ENL Team, Teachers
9/1/21	1/1/22	Guide teachers to use the chart to identify students in each level, and to know what to expect/ accommodations/ differences/ scaffold monthly during PLCs specific to supporting English Language Learners. (Root Cause 1)	ENL Team, Teachers
9/1/21	10/1/21	Conduct staff training audit on ENL PD to determine who needs refresher training or additional training on specific topics. (Root Cause 1)	Administration
9/1/21	1/1/22	Review key strategies and student goals and data (including National Geographic and NYSESLAT placements) for ENL students with classroom teachers monthly including building background knowledge prior to lesson beginning and sharing vocabulary strategies for SLA and word meaning. (Root Cause 2)	ENL Team, Instructional Coach
9/1/21	10/1/22 1/1/22	Define and regularly revisit through walkthroughs the role of the ENL teacher and the classroom teacher in classrooms across all grade levels. Analyze the data and provide differentiated support to ENL and classroom teacher teams as needed. (Root Cause 1)	Administration and ENL Team
9/1/21	10/1/21	Review the cultural calendar with staff (district) to promote cultural responsiveness and update the PD Plan to reflect coordination as needed. (Root Cause 2)	ENL Team
9/1/21	1/1/22	During unit unpacking, continue to identify areas in the curriculum where teachers can extend the learning to include more representation of the diverse cultures our students represent as well as provide opportunities for English Language Learners to share their experiences as desired and/or appropriate. (Root Cause 1)	All Teachers, Instructional Coach
9/1/21	10/1/21	Share when and how to request and best utilize the district-provided translator services. (Root Cause 1)	ENL Team
9/1/21	1/1/22	Administer the National Geographic Assessment Writing and National Geographic Assessment Vocab, Grammar, Comprehension pre-tests and analyze data to drive instructional planning share information with classroom teachers three times per year, or as appropriate. (Root Cause 2)	Administration, ENL Team, Instructional Coach

10/1/21	12/1/21	Coordinate with Instructional Coach to schedule and hold a “Share Fair” to share strategies teachers have used in the classroom that have helped ELLs. (Root Cause 1)	ENL Team, Instructional Coach
9/1/21	1/1/22	Collaborate with Instructional Coach when PLC are being developed to plan how to include ENL strategies and guide teachers to make them interdisciplinary. (Root Cause 1)	ENL Team, Instructional Coach
9/1/21	1/1/22	Collaborate with Instructional Coach to guide teachers to identify and capture the entry points for ELL during the unpacking of ELA units and math modules and include information in lesson planning. (Root Cause 2)	ENL Team, Instructional Coach

Gauging Success: Mid-Year Benchmark

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

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

Assessment	Baseline 2022 Performance	January 2023 Target
National Geographic Assessment	TBD in Fall 2022	School Rate of Success Overall: 60% National Geographic Assessment Writing: 58% National Geographic Assessment Vocab, Grammar, Comprehension: 62%

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
1/1/22	6/30/22	Continue to review Levels of English Proficiency with Staff (SLA chart will be added to the beginning of year folder for staff to review). (Root Cause 1)	ENL Team, Teachers
1/1/22	6/30/22	Continue to guide teachers to use the chart to identify students in each level, and to know what to expect/ accommodations/ differences/ scaffold. (Root Cause 1)	ENL Team, Teachers
1/1/22	6/30/22	Continue to conduct staff training audit on ENL PD to determine who needs refresher training or additional training on specific topics. (Root Cause 1)	Administration

1/1/22	6/30/22	Continue to review key strategies and student goals and data (including National Geographic and NYSESLAT/NYSITELL placements) for ENL students with classroom teachers monthly including building background knowledge prior to lesson beginning and sharing vocabulary strategies for SLA and word meaning. (Root Cause 2)	ENL Team, Instructional Coach
1/1/22	6/30/22	During unit unpacking, continue to identify areas in the curriculum where teachers can extend the learning to include more representation of the diverse cultures our students represent as well as provide opportunities for English Language Learners to share their experiences as desired and/or appropriate. (Root Cause 2)	All Teachers, Instructional Coach
1/1/22	6/30/22	Continue to regularly revisit through walkthroughs, the role of the ENL teacher and the classroom teacher in classrooms across all grade levels. Analyze the data and provide differentiated support to ENL and classroom teacher teams as needed. (Root Cause 2)	Administration, ENL Team
1/1/22	6/30/22	Continue to review the cultural calendar with staff (district) to promote cultural responsiveness. (Root Cause 2)	ENL Team
1/1/22	6/30/22	Continue to share when and how to request and best utilize the district-provided translator services as needed. (Root Cause 2)	ENL Team
1/1/22	6/30/22	Continue to monitor the administration of the National Geographic Assessment Writing and National Geographic Assessment Vocab, Grammar, Comprehension mid-year and post tests and analyze data to drive instructional planning and provide classroom teachers with updates on the data and progress of ELLs in monthly meetings. (Root Cause 2)	Administration, ENL Team, Instructional Coach
1/1/22	6/30/22	Continue to utilize the district created ENL walkthrough tool or add look-fors from the district tool to our Ed Smith walkthrough tool and process to provide each teacher with feedback on the instructional priorities for ELLs a minimum of monthly. (Root Cause 2)	Administration, ENL Team
1/1/22	6/30/22	Continue to collaborate with Instructional Coach when PLC are being developed to plan how to include ENL strategies and guide teachers to make them interdisciplinary. (Root Cause 2)	ENL Team, Instructional Coach
1/1/22	6/30/22	Coordinate with Instructional Coach to schedule and hold a “Share Fair” to share strategies teachers have used in the classroom that have helped ELLs. Revisit after testing season (Root Cause 2)	

Chronic Absenteeism Goal

Subgroup	June 2023 Goal
All Students	40.9% Chronic Absenteeism Rate
Black Students	45.2% Chronic Absenteeism Rate

Root Causes

What theories or hypotheses does the school have as to why the school has had its past outcomes for chronic absenteeism? Please consider longitudinal student achievement data, student interview data, and Equity Self-Reflection results when developing root causes.	Is this specific to certain sections of the school (grade/content area?)
We have not focused on consistency and systematically communicating to students and families the importance of attendance and the impact of not being in school.	k-8
We have not provided students who are at-risk for chronic absenteeism additional academic and social-emotional supports early enough or consistently enough to intervene to keep students from being chronically absent. We did not have systems in place to track, communicate and connect with students who were at risk of being chronically absent.	k-8
We did not have clear expectations for staff to build relationships and make connections with students not only at the beginning of the school year but also throughout to ensure student motivation to attend school proactively and intentionally.	k-8

Action Plan: August to January

What will the school do in the first half of the year to address the root causes identified above?			
Start	End	Action	Lead
8/01/22	9/08/22	Administration will identify staff to serve as members of the attendance committee/impact team and develop protocols and expectations for each committee. (Root Cause #1)	Administration
9/01/22	9/30/22	Review attendance tiered supports with 100% of staff in the beginning of the school year (access worker, educational neglect, operation school, homebound instruction, how we calculate chronic absenteeism). (Root Cause #1)	Administration
09/08/22	1/02/23	Staff will be trained on protocols and expectations related to attendance policies including chronic absenteeism calculations. (Root Cause #3)	Administration, Impact Team

9/08/22	1/02/23	Send a letter to parents at the beginning of each marking period to clearly outline the attendance expectations, and the impact that not attending has on their child's academic and social emotional progress and achievement. (Root Cause #3)	Administration, Impact Team, Attendance Committee
9/08/22	1/02/23	Define and communicate the different minimal expectations and differentiation by grade span for the SEL block to build relationships proactively and intentionally with students through the effective use of the SEL block as well as ongoing community builders and icebreakers. (Root Cause #2)	Administration, Instructional Coach
9/08/22	1/2/22	Share monthly At-Risk data at Triage or team meetings from the previous year and current year. Teacher will acknowledge students after returning from absences. Discuss student barriers with teams to brainstorm ideas to help the student/family get to class. (Root Cause #3)	Ed Smith Attendance Committee
9/13/22	9/28/22	Call students who were on the no show list the first week of school to identify barriers and then support families in addressing those barriers. (Root Cause #1)	Ed Smith Attendance Committee
10/4/22	1/1/23	Meet or have a phone call with chronically absent students weekly to generate their own attendance plan and discuss barriers. (Root Cause #2)	Mentors, Attendance Committee, Impact Team
11/1/22	1/1/23	Hold quarterly awards celebrations to celebrate perfect and improved attendance. (Root Cause #1)	PBIS Committee, Teachers
10/1/22	1/1/23	Consistently send home attendance letters monthly generated via School Tool. (Root Cause #1)	Office Staff, Teachers
10/1/22	1/1/23	Monitor the most at-risk families for attendance issues and celebrate progress quarterly. (Root Cause #2)	Attendance Committee, Impact Team
9/8/22	1/1/23	Set the expectation that teachers will communicate to students who are not in attendance each day (call, talking points, email). Escalate to support staff if there are three consecutive absences or beyond. (Root Cause #3)	School leaders, Administration
9/1/22	1/1/23	Check in weekly with student mentees receiving tier 3 support to encourage regular school attendance. (Root Cause #1,2,3)	Mentors

10/1/22	1/1/23	Meet with the Attendance Committee monthly to analyze absentee data, contact families and determine awards. (Root Cause #1)	Attendance Committee/Impact Team
10/1/22	1/1/23	Refer families to SIT to engage the support of outside agencies to address barriers beyond the school's capacity. (Root Cause #3)	Ed Smith Attendance Committee, Teachers

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 from the same data from January 2022.

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

Data Source	Subgroup	January 2022 Results	January 2023 Target
Chronic Absenteeism Rate	All Students	45.8%	38%
Chronic Absenteeism Rate	Black Students	47%	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
1/1/23	6/30/23	Continue to review attendance (MTSS) with 100% of staff in the beginning of the school year (Triage, Impact Team. Access Worker, operation school, homebound school, how we calculate chronic absenteeism).	Administration
1/1/23	6/30/23	Continue to review protocols and expectations related to attendance policies including chronic absenteeism calculations with staff.	Administration
1/1/23	6/30/23	Continue to send a letter to parents at the beginning of each marking period to clearly outline the attendance expectations.	Administration, Ed Smith Attendance Committee
1/1/23	6/30/23	Continue to define and communicate the different minimal expectations and differentiation by grade span for the SEL block to build relationships proactively and intentionally with students through the effective use of the SEL block as well as ongoing community builders and icebreakers.	Administration, Instructional Coach
1/1/23	6/30/23	Continue to support staff in proactively and intentionally building positive relationships with students through the	Administration, Instructional Coach

		effective use of the SEL block as well as ongoing community builders and icebreakers.	
1/1/23	6/30/23	Continue to share monthly At-Risk data at Triage or team meetings from the previous year and current year. Teacher will acknowledge students after returning from absences. Discuss student barriers with teams to brainstorm ideas to help the student/family get to class.	Ed Smith Attendance Committee, Impact Team
1/1/23	6/30/23	Continue to have mentors meet or have a phone call with chronically absent students to weekly to generate their own attendance plan and discuss barriers and impact of not attending on academic and social emotional progress and achievement.	Mentor, Ed Smith
1/1/23	6/30/23	Continue to hold quarterly awards celebrations to celebrate perfect and improved attendance.	PBIS Committee/Teachers
1/1/23	6/30/23	Continue to send home attendance letters bi-monthly generated via SchoolTool.	Office Staff/Teachers
1/1/23	6/30/23	Continue to monitor the most at-risk families for attendance issues and celebrate progress quarterly.	Ed Smith Attendance Committee
1/1/23	6/30/23	Continue to support teachers in communicating to students who are not in attendance each day (call, talking points, email). Escalate to support staff if there are three consecutive absences or beyond.	Teachers
1/1/23	6/30/23	Continue to have staff mentors will check in weekly with student mentees receiving tier 3 support to encourage regular school attendance.	Mentors
1/1/23	6/30/23	Continue to have the attendance committee will meet monthly.	Ed Smith Attendance Committee
1/1/23	6/30/23	Continue to have the attendance committee will refer families to SIT to engage the support of outside agencies to address barriers beyond the school's capacity.	Ed Smith Attendance Committee/Impact Team
1/1/23	6/30/23	Continue to hold quarterly awards celebrations to celebrate perfect and improved attendance for families.	PBIS Committee; Teachers, OFE

Survey Goal

Stakeholder Group	Survey Question	2023 Target Response (e.g. % agree or strongly agree)	2022 Result (e.g. % agree or strongly agree)
Students	When my teacher asks me how I'm doing, I feel my teacher is really interested in my answer.	85% of students will agree or strongly agree with the survey statement as determined by end of year survey.	2022 Climate Survey Results: 71% of all students agree 40.5% of students strongly agree 30.5% of students somewhat agree

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?)
1. We have not clearly defined or consistently revisited the expectations for intentionally building positive relationships between teacher and students, consistently monitored the implementation of them with all student subgroups, provided training to teachers as needed on building positive relationships, positive praise to students including spontaneous, and taking personal interest in students' lives.	K-8
2. We have not consistently presented discipline, survey, and intervention data to staff to identify action steps we can take to improve practices and outcomes for students.	K-8
3. We have not allocated time to roll-out the training on culturally responsive education practices due to the time used for other mandatory trainings.	K-8
4. We have not collected the data to identify which teachers need additional support and monitoring in this area.	K-8
5. There has been limited structures and opportunities for students to provide feedback or staff to receive feedback on their experiences, perceptions, and needs.	K-8
6. Based on focus group responses, certain LGBTQ+ subgroups do not feel like students or staff care about them or their identity.	K-8

We have not provided staff with enough training and/or support materials on culturally sensitive training on LGBTQ+ topics.	
7. Teachers have not been given the opportunity to reflect on their practice in comparison to student perception.	K-8

Action Plan: August to January

What will the school do in the first half of the year to address the root causes identified above?			
Start	End	Action	Lead
8/01/22	9/08/22	Design expectations for SEL block (ES and MS) to include suggested and flexible SEL topics for the Q1- First marking period (1)	DCST
8/01/22	9/08/22	Design 2022-23 Student Climate Survey. Survey can be individualized for elementary and middle schools but must contain the same core sets of questions. (4)	Administration, DCST
8/01/22	9/08/22	Establish and engage in formalized Classroom Reentry process to include: (1) <ul style="list-style-type: none"> • Student accompanied by staff member for reentry process. • Staff member checks in with teacher before reentry of student into the classroom. • Offer the opportunity for a quick conversation. • Support staff and Teachers will use positive language when student re-enters class. 	Administration. teachers
9/08/22	10/30/22	Review with staff past years survey and focus group data. Review with staff past years most frequently reported level one behaviors and review with staff the code of conduct and targeted interventions. (2)	DCST
8/01/22	1/01/23	Continue to work with consultants from Engaging Schools to work on Engagement strategies with MS students. (1)	Administration, Coach
9/08/22	1/01/23	Identify a minimum of two sessions for the Ed Smith Student Committee on Race and Equality (SCORE) to provide professional development for staff. The first session should occur before December 30. (5)	DCST
9/08/22	10/30/22	Professional development for 100% of staff on purpose and protocols for BIC, SIT Tiered Interventions, Kid Talk Protocols, continuum of supports (3)	Administration
9/08/22	9/15/22	1 administrator will visit each classroom to welcome students, talk about how happy they are to see them and answer any questions they have. (1)	Administration

8/01/22	1/01/23	All teachers will engage in circles training. (3)	Teachers
10/08/22	1/01/23	Each grade level teacher in elementary school and each section within middle school will engage in one “circle” with students once a month. (5, 7, 6)	Teachers
10/08/22	1/01/23	Teachers will be supported in conducting monthly circles by a designated support staff. (7)	Support staff, teachers
9/08/22	10/30/22	100% of staff will be re-trained on expectations for documenting behaviors in School Tool and use of BIC pass (1)	Administration
11/05/22	1/01/23	Develop and submit grade-level action plans 3 times following survey results utilizing student input. (7)	Teachers
9/08/22	1/01/23	The climate team will present school wide discipline data monthly and each grade level team will develop an action step based on that data. (2)	Administration DCST
9/08/22	1/01/23	100% of teachers will be trained on Ed Smith Culturally Responsive Education Expectations, Therapeutic Crisis Intervention Strategies expectations, Restorative practice expectations and expectations for student re-entry into classrooms. (1,3)	Administration
9/08/22	10/30/22	At the opening, review with teachers past years survey data and focus group. Review with staff past years most frequently reported level one behaviors and review with staff the code of conduct and targeted interventions (2)	Administration DCST
9/08/22	1/01/23	The school will implement the <i>It Gets Better</i> Grant (6)	LGBTQ+ committee, Inclusion committee
9/08/22	1/01/23	All staff will participate in 1 culturally sensitive training on LGBTQ+ topics possibly through GLSEN or the Q center (6)	Administration, LGBTQ+ committee, Inclusion committee
9/08/22	1/01/23	LGBTQ+ committee will purchase safe space materials and place around the school to show support for LGBTQ+ students. (6)	LGBTQ+ committee, Inclusion committee
9/08/22	1/01/23	More age appropriate culturally sensitive books will be purchased for the school library on subjects to possibly include topics of gender and race. (6)	Librarian

9/08/22	1/01/23	Recruit students who would like to present to staff and review climate data to identify one topic they feel they want to present. (5)	DCST, Score team
10/16/22	1/01/23	2022-23 Ed Smith Student Climate Survey will be administered once at the beginning of every academic marking period the first to be administered by October 16th. (5)	DCST
9/08/22	1/01/23	Conduct a minimum of 3 student focus group interviews, for a total of at least 25 students. (5)	DCST
10/23/22	1/01/23	Present survey results, trends and significant findings to the SLT & staff in the 2 weeks following the survey (2)	DCST, Administration
9/20/22	1/01/23	Middle School teachers will engage with students in one engaging schools gathering weekly evidence in lesson plans. (5)	Middle School Teachers
9/08/22	1/01/23	Ed. Smith will extend its partnership with Engaging Schools to further develop instructional practices around equity-centered classrooms and deepening engagement through formative assessments to improve student outcomes. (1, 4)	Administration, Professional development team
9/08/22	1/01/23	In collaboration with Engaging Schools, Ed. Smith will develop a suite of customized professional development offerings to maximize teachers' capacity to support students' academic, social, and emotional development as a part of the partnership initiative. (1, 3)	Administration, Professional development team

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 2023 Target
Ed Smith Mid-Year climate survey	80% of Ed Smith students will strongly or somewhat agree to "When my teacher asks me how I'm doing, I feel my teacher is really interested in my answer" as measured by 2022-23 Ed Smith Mid-Year Student Climate Survey.

Action Plan: 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
1/1/23	6/30/23	Continue to design expectations for SEL block (ES and MS) to include suggested and flexible SEL topics for the Q3- third marking period (1)	Administration, coach

1/1/23	6/30/23	<p>Continue to engage in formalized Classroom Reentry process to include: (1)</p> <ul style="list-style-type: none"> • Student accompanied by staff member for reentry process. • Staff member checks in with teacher before reentry of student into the classroom. • Offer the opportunity for a quick conversation. <p>Support staff and Teachers will use positive language when student re-enters class.</p>	Administrators, Teachers, support staff
2/6/23	6/30/23	Develop and administer a teacher/staff survey with parallel questions from student survey to administer at the end of the 2 nd marking period and 4 th marking period. Include a question about the re-entry process. (4)	DCST
1/1/23	6/30/23	Continue to administer climate survey's for 3 rd and 4 th quarters.	DCST
1/1/23	6/30/23	<p>Continue to work with consultants from Engaging Schools to work on Engagement strategies with MS students. (1)</p> <p>Identify a minimum of two sessions for the Ed Smith</p>	DCST, school coach
1/1/23	6/30/23	Continue with the Student Committee on Race and Equality (SCORE) to provide professional development for staff. The second session should occur before March 28 th . (5)	DCST, Score team
1/1/23	6/30/23	Continue with each grade level teacher in elementary school and each section within middle school will engaging in one "circle" with students once a month. (5, 7, 6)	Teachers, support staff
1/1/23	6/30/23	Continue supporting teachers in conducting monthly circles by a designated support staff. (7)	Administration, support staff
1/1/23	6/30/23	Continue to develop and submit grade-level action plans following survey results utilizing student input. (7)	Teachers
1/1/23	6/30/23	The climate team will continue to present school wide discipline data monthly and each grade level team will develop an action step based on that data. (2)	DCST
1/1/23	6/30/23	Continue, reviewing with teachers survey data and focus group data after each administration. Teachers will identify one step they can take to improve (2)	DCST, teachers
1/1/23	6/30/23	The school will continue to implement the It Gets Better Grant (6)	LGBTQ+ committee, Inclusion committee

1/1/23	6/30/23	LGBTQ+ committee will continue to monitor and place safe space materials around the school to show support for LGBTQ+ students. (6)	LGBTQ+ committee, Inclusion committee
1/1/23	6/30/23	Continue administering the 2022-23 Ed Smith Student Climate Survey at the beginning of every academic marking period. (5)	DCST
1/1/23	6/30/23	Continue to conduct focus group interviews, for a total of at least 25 students. (5)	DCST
1/1/23	6/30/23	Continue to present survey results, trends and significant findings to the SLT & staff in the 2 weeks following the survey (2)	DCST, Administration
1/1/23	6/30/23	Middle School teachers will continue to engage with students in one engaging schools gathering weekly evidence in lesson plans. (5)	Middle School Teachers
1/1/23	6/30/23	Ed. Smith will extend its partnership with Engaging Schools to further develop instructional practices around equity-centered classrooms and deepening engagement through formative assessments to improve student outcomes. (1, 4)	Administration, Professional development team
1/1/23	6/30/23	In collaboration with Engaging Schools, Ed. Smith will continue to develop a suite of customized professional development offerings to maximize teachers' capacity to support students' academic, social, and emotional development as a part of the partnership initiative. (1, 3)	Administration, Professional development team

Learning As A Team

Directions

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

Student Interviews

Describe how the Student Interview process informed the team's plan

Students conveyed they felt teachers cared about them but were often engaged in teaching or student behaviors causing students to not approach or finish conversations. Students felt the school in general was not sensitive or fully welcoming to the needs of LGBTQ+ students. Students also commented on how students did not always respect peers' identities resulting in negative relationships between students. Students felt we all need more time to talk and more opportunities for community building so we included supported monthly circles as well as action steps that would address the needs of LGBTQ students.

Equity Self-Reflection

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

As a school we did not highlight materials that represented and affirmed students identities. We provided opportunities for staff to receive training on topics of equity and bias but we did not fully discuss how to incorporate that into our daily practice. While we did many things to promote equity within our school, we were not always consistent in our culturally responsive procedures and practices. We need to create more opportunities for staff to reflect on our school discipline data and climate surveys and focus groups to develop specific steps they can take in the classroom to create a more inclusive and equitable practice and space.

Evidence-Based Intervention

All schools must implement at least one evidence-based intervention as part of their SCEP. The intervention identified must meet the criteria of a Tier 1, Tier 2, or Tier 3 evidence-based intervention under ESSA.

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). A minimum of two parents should be involved in the SCEP process.

Name	Role
Sam Barber	Principal
Jennifer Dibello	Vice Principal
Andrea Ellis-Smith	Vice Principal
Elizabeth Quinn	Disciplinary Literacy Coach
Kris Winschel	Teacher
Tim Shults	Teacher
Ann Rodak	Teacher
Dominique Frasier	Teacher

William Wright	Teacher
Lawrence Bohler	Teacher
Laurie Sweeney	Teacher
Michelle Mone	Teacher
Andrew Strack	Teacher
Robin Young	Library
Breanne McDonell	Parent Liaison
Sarah Brown	PTO President
Jonathan Hecht	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

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
5/25/22		X		X	
6/10/22 (ELA)			X	X	X
6/15/22 (SLT)			X	X	
5/20/22 (climate)		X			
5/23/22 (climate)			X	X	X
5/24/22 (climate)			X	X	
6/06-6/08/22 (climate)	X				
6/13			X	X	

(climate)					
6/14 (climate)			X	X	
6/23/22 (math)			X	X	
6/25/22 (math)			X	X	X
6/26/22 (math)			X	X	
6/8/22 (chronic absenteeism)			X	X	X
7/14/2022				X	X
7/20/22				X	x

Next Steps

1. In addition to having their plan approved by NYSED, plans for CSI schools will be approved by the Board of Education, as will plans for TSI schools.
2. The approved CSI and TSI plans will be posted on the District's website.
3. Schools should begin implementing their plan by the first day of the 2022-23 school year. Schools should continually monitor their implementation and make adjustments to their plans when appropriate.
4. Schools should ensure that there is professional development provided to support the strategic efforts described within this plan.