



School Comprehensive Education Plan

2021-22

District	School Name	Grades Served
Syracuse City School District	Frazer PreK-8 School	PreK-8

Collaboratively Developed By:
The Frazer PreK-8 School SCEP Development Team

And in partnership with the staff, students, and families of Frazer PreK-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 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
All Students	65 Academic Achievement Index (State Target)	54.9
Black	56.5 Academic Achievement Index (State Target)	43.5
Multiracial	73.4 (Academic Achievement Index) (State Target)	61.1
NWEA Reading	<p>10%-point decrease in Level 1 from September baseline (<i>subject to increase based on actual September baseline data</i>)</p> <p>10%-point increase in Levels 3 + 4 from September baseline (<i>subject to increase based on actual September baseline data</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 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?)
Students', especially Black and Multiracial students' needs are not consistently and effectively addressed due to varying degrees of teacher experience with targeted small group instruction based on data, which has not been addressed through differentiated coaching and professional development.	All students, ELA teachers, Black and Multiracial students
Not all target students have access to Tier 2 and Tier 3 Interventions as a supplement to address their intense needs due to previous limits of the Master Schedule.	Black and Multiracial students

Teachers are not consistently monitoring the progress of all students, and especially Black and Multiracial subgroups to effectively close the gap because we did not consistently set the structure for all teachers to do so.	All ELA teachers, Black and Multiracial students
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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
7/2021	8/2021	Using available data and teacher input for grade 6-8 students, the master schedule and student schedule will be revised to homogenously group and assign target students to the appropriate Tier 2 & 3 for ELA tutorial blocks, intermediate reading room, and Language Live Core replacement.	Hoffmann Sokolic Whelan Riley Lambert
8/2021	9/2021	Create Master schedule for K-5 students receiving Tier 2 & Tier 3 interventions, to stagger small group time during the literacy block allowing for interventionists to facilitate small groups.	D'Eredita Sauro Cleary AIS team
9/2021	9/2021	Create a resource document for teachers defining the non-negotiables for lessons and effective lesson planning and during PLCs train them on each component defined in the document.	ILT
9/2021	1/2022	Teachers will continue to use the non-negotiables for effective lessons/lesson planning. Training for each identified component will be provided during PLC.	ILT
8/2021	9/2021	Review and revise the Frazer Academic Benchmark Data Protocol (FABDP) from the 20-21 school year. Ensure that EOY FABDP includes teacher reflection of practice <ul style="list-style-type: none"> ● Clearly define the expectations for data analysis ● Create the tools teachers will complete and submit for the protocol. 	SLT Team ILT
9/2021	9/2021	Teachers meet with Coach/Lead Teacher and colleagues review the FABDP and to examine student work/assessment folder and consider implications for grouping and intervention and	Coaches, Lead Teacher

		collaborate to determine which pieces of student work/assessments should be saved in student folders throughout the year.	
9/2021	10/2021	Analyze data from previous years, data protocols, ESSA report cards, and student achievement data to draft where each teacher's entry point is for: <ul style="list-style-type: none"> • Coaching • The level of support they will receive for Semester 1 (3 Tiers) • Who will lead the coaching support for each teacher. • The type and frequency of support teachers at each tier will receive. <p>Create a system (excel spreadsheet shared between Admin & Coaches) for capturing the frequency and type of support provided to each teacher and their personalized areas of focus.</p>	ILT
9/2021	9/2021	Teachers share a student friendly explanation of the Frazer Academic Benchmark Data Protocol (FABDP) and share how this process will help teachers to target students' individual needs and allow students to see their academic growth.	Teachers
9/2021	10/2021	Post district wide benchmark screening, teachers analyze class, target subgroups, and individual student data, and complete data portion of the Frazer Academic Benchmark Data Protocol form in preparation for collaborative planning and goal creation with colleagues and coach/ Lead Teacher.	Teachers
10/2021	10/2021	Coach/ Lead Teacher reviews and teaches Frazer's Thin Slice Data Protocol with teachers for use with 2pt writing and math constructed response.	Coaches, Lead Teacher
10/2021	1/2022	Teachers administer 2pt ELA writing/math constructed response assessment monthly.	Teachers
10/2021	1/2022	Define expectations for teachers to facilitate goal setting around student data in all grade levels 3-8 (K-2 use lanyards).	ILT

		<p>Teach and actively use the tools students use to track their own data.</p> <p>Identify training teacher’s need and schedule and hold the training.</p> <p>As part of individual data meetings, review the students’ data and progress with implementing them. Provide feedback as needed.</p>	
10/2021	1/2022	<p>Develop small group targeted instruction overview plans that include the long-term goal for each group using baseline/progress monitoring data for differentiation to meet student needs within units of study.</p> <ul style="list-style-type: none"> Plan and implement weekly differentiated small group instruction plans that align to the long-term overview. for at least 3 days per week in grades 6-8 and daily in K-5. 	Teachers
10/2021	1/2022	Teachers meet with colleagues monthly during PLC to employ the Thin Slice Data Protocol and share strategies and plan for small group instruction and intervention.	Teachers
10/2021	10/2021	Data meetings with coach/ Lead Teacher /colleagues post district wide benchmark screening to analyze class, target subgroups, and individual student data, create goals for student learning and plan for instruction based on data.	Coaches, Lead Teacher
10/2021	11/2021	Teachers meet with administration post district wide benchmark screening to share class and individual student data, plans for upcoming instruction, plans for subgroups.	Teachers, Admin.
10/2021	11/2021	Teachers meet with individual students (or groups of students?) to share student data with them and discuss target skills and reasonable rates of growth. Teachers and students work together to create measurable student-centered goals.	Teachers
9/2021	9/30/2021	<p>Establish and implement routines and procedures for differentiation and small group instruction in classrooms.</p> <p>Teach students explicit expectations for transitions.</p> <p>Teach students explicit expectations for independent work.</p> <p>In September, teachers will begin small groups to train students on small group structure.</p>	Teachers Coaches Admin

9/2021	1/2022	Teachers will unpack data from formative assessments to group students “on level/above level/below level”.	Teachers
9/2021	9/30/2021	During PLC, teachers will be trained how to utilize digital content and data to target specific skills for individual student needs.	Coach and Lead Teachers
10/2021	1/2022	Teachers will continue to utilize small group instruction to target individual needs, by planning and implementing weekly differentiated small group instruction that aligns to the long-term goals.	Teachers
10/2021	11/2021	Update walkthrough tool for monitoring the procedures and routines of small group instruction based on the look-fors from PLCs, trainings and communicated expectations for clear expectations for: <ul style="list-style-type: none"> • transitions and tasks • Progress monitoring, data analysis, and student grouping • differentiated objectives, digital content, and differentiated independent work-based on student-data. 	ILT
9/2021	9/30/21	Create a walk-through tool to evaluate small group procedures and instruction.	ILT
9/2021	10/2021	Conduct/Refresh <ul style="list-style-type: none"> • PALS training with K TAs and teachers • MSRC (Multi-Syllable Routine Cards) with ELA G3-5 	Sauro EL Coach
9/2021	10/2021	Establish Look-Fors for PALs and MSRP and include on walk through tool resource document to monitor implementation for fidelity.	Sauro EL Coach
9/2021	12/2021	Create questions using current ELA/SS unit that target Central Idea, Author’s Purpose, Plot Development, Character	Coach

		Development (G3-5) and Text Structure and use with students monthly.	Lead Teacher
11/2021	12/2021	Administration, Coach/ Lead Teachers do walk-throughs with look-fors that are specific to intervention plans and provide feedback.	ILT
11/2021	12/2021	Reevaluate teacher needs using data from instructional rounds to target professional development and coaching cycles based on tiered levels of support.	ILT
11/2021	12/2021	Admin, Coaches, Lead Teachers meet to review completed FABDPs, look for trends - consider which questions garnered the most actionable responses - and incorporate teacher goals into walk-through look-fors.	ILT
11/2021	1/2022	Construct student friendly (NYS) rubrics. Create and calibrate scoring teams comprised of team teachers. Teams score student work.	Lead Teachers, Coach
12/2021	1/2022	Teachers meet with colleagues and Coach/ Lead Teacher to discuss student progress, what is working and what is not working, and brainstorm strategies to strengthen instruction and meet subgroup and individual student goals.	Teachers, Coaches, Lead Teachers
12/2021	1/2022	Teachers meet with students to discuss student progress, what is going well and where students are struggling, and brainstorm strategies that will support student growth and ensure students meet their individual goals.	Teachers
9/2021	1/2022	Provide differentiated coaching to teachers to address gaps in skills and knowledge of pedagogy, curriculum, planning, and implementation of targeted small group instruction. Include various aspects of small group instruction: <ul style="list-style-type: none"> • Unpacking Units, Formative assessments, DINS and Exit Tickets • Clear expectations for transitions and tasks • Data analysis and student grouping • Objective for each group • Lesson planning • Digital content utilization 	Coach Lead Teachers Admin

		<ul style="list-style-type: none"> • Teacher-led small group • Progress monitoring • Differentiated independent work based on student-data 	
11/2021	12/2021	Celebrate successes that demonstrate movement towards mastery of priority standards for teachers, students, grades, and classrooms.	Admin, Lead Teachers Coaches, Teachers
9/2021	12/2021	Develop and implement after-school programming to provide additional academic supports and interventions in ELA.	Admin, Lead Teachers Coaches, Teachers

Gauging Success: Mid-Year Benchmark

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

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

Assessment	January 2021 Performance / September 2021 Baseline	January 2022 Target
Reading NWEA	TBD in September 2021	7%-point decrease in Level 1 from baseline 3%-point increase in Levels 3-4 from baseline
Reading NWEA	Black Subgroup	7%-point decrease in Level 1 from baseline 3%-point increase in Levels 3-4 from baseline
Reading NWEA	Multiracial Subgroup	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
1/2022	5/2022	Teachers administer 2pt ELA writing/math constructed response assessment monthly.	Teachers
1/2022	5/2022	Teachers meet with colleagues monthly during PLC to employ the Thin Slice Data Protocol and share strategies and plan for small group instruction and intervention.	Teachers
1/2022	6/2022	<p>Develop small group targeted instruction overview plans that include the long-term goal for each group using baseline/progress monitoring data for differentiation to meet student needs within units of study.</p> <ul style="list-style-type: none"> Plan and implement weekly differentiated small group instruction plans that align to the long-term overview. for at least 3 days per week in grades 6-8 and daily in K-5. 	Teachers
1/2022	1/2022	Post district wide benchmark screening, teachers analyze class, target subgroups, and individual student data, and complete data portion of the Frazer Academic Benchmark Data Protocol form in preparation for collaborative planning and goal creation with colleagues and coach/ Lead Teacher.	Teachers
1/2022	2/2022	Data meetings with coach/ Lead Teacher /colleagues, post district wide benchmark screening, to analyze class, target subgroups, and individual student data, from benchmark assessment and data points from Frazer's Data Dashboard, to consider amount growth, and use data to create goals for student learning and plan for instruction based on data.	Teachers, Coaches, Lead Teachers
2/2022	2/2022	Teachers meet with administration post district wide benchmark screening to share class and individual student data, discuss amount of growth for individuals and subgroups, and plans for upcoming instruction.	Teachers, Admin.
2/2022	2/2022	Teachers meet with individual students or groups of students to share student data with them and discuss target skills and reasonable rates of growth. Teachers and students work together to create measurable student-centered goals.	Teachers

3/2022	3/2022	Administration, Coach/ Lead Teachers do walk-throughs with look-fors that are specific to intervention plans and provide feedback.	Admin, Coaches, Lead teachers
3/2022	3/2022	Admin, Coaches, Lead Teachers meet to review completed FABDPs, look for trends - consider which questions garnered the most actionable responses - and incorporate teacher goals into walk-through look-fors.	Admin., Coaches, Lead Teachers
3/2022	4/2022	Assess fidelity, completeness, and value of the outlined data cycle and address areas of concern with targeted action items.	ILT
4/2022	4/2022	Teachers meet with colleagues and Coach/ Lead Teacher to discuss student progress, what is working and what is not working, and brainstorm strategies to strengthen instruction and meet subgroup and individual student goals.	Teachers, Coaches, Lead Teachers
5/2022	5/2022	Post district wide benchmark screening, teachers analyze class, target subgroups, and individual student data, and complete data portion of the Frazer Academic Benchmark Data Protocol form in preparation for collaborative planning and goal creation with colleagues and coach/ Lead Teacher.	Teachers
5/2022	6/2022	Data meetings with coach/ Lead Teacher /colleagues, post district wide benchmark screening, to analyze class, target subgroups, and individual student data, from benchmark assessment and data points from Frazer's Data Dashboard, to consider amount growth, and use data to and create a final 4–6-week academic push.	Teachers, Coaches, Lead Teachers
6/2022	6/2022	Teachers meet with administration post district wide benchmark screening to share class and individual student data, discuss amount of growth for individuals and subgroups, plans for final 4–6-week push, and reflect on the impact of teacher practice on student learning.	Teachers, Admin.
6/2022	6/2022	Teachers meet with students to discuss student progress, what is going well and where students are struggling, and brainstorm strategies that will support student growth and ensure students meet their individual end of the year goals.	Teachers
1/2022	6/2022	Continue to provide after-school programming to provide additional academic supports and interventions in ELA.	Admin, Lead Teachers Coaches, Teachers

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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.
<p>Student interviews informed the ELA planning by:</p> <ul style="list-style-type: none"> • Giving students small group instruction • 1:1 time with teachers • Looking at the data protocol • Celebrations

Equity Self-Reflection

Describe how the Equity Self-Reflection informed the team’s plan for ELA.
<p>The Equity Self-Reflection informed the team that we needed to look at the whole student when delivering instruction.</p> <ul style="list-style-type: none"> • Language • Culture • Needs

Math Goal End-of-the-Year Desired Outcomes

Subgroup	June 2022 Goal	2018-19 ELA Academic Achievement Index
All Students	58 Academic Achievement Index (State Target)	40
Black	44.2 (Academic Achievement Index) (State Target)	28.3

Multiracial	82.2 (Academic Achievement Index) (State Target)	48.9
NWEA Math	10%-point decrease in Level 1 from September baseline; 5%-point increase in Levels 3 + 4 from September baseline	TBD with new benchmark assessment administered in September 2021.

Root Causes

What theories or hypotheses does the school have as to why the school has had its past outcomes for Math? Please consider longitudinal student achievement data, student interview data, and Equity Self-Reflection results when developing root causes.	Is this specific to certain sections of the school (grade/content area?)
We have not trained teachers to focus on teaching the concepts and skills of Priority Standards during intervention and tutorial, which resulted in continuing to pass along gaps in critical learning.	K-8
Lack of consistency in identifying and monitoring improvement of priority standards regarding black and multiracial student performance because we did not utilize targeted intervention.	
We have not trained teachers in data analysis. While we have a protocol system identifying positive and negative trends and we have not explicitly taught teachers how to address and capitalize on these trends.	
We have not refined the process of data collection review, accountability and problem solving to improve the data cycle fidelity and quality.	

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
6/2021	8/2021	Revise the master schedule and student schedules to homogenously group and assign target students in grades 6-8 to math and algebra using available data and teacher input.	Lead Teachers, Riley, Hoffmann

8/2021	9/2021	<p>Review and revise the Frazer Academic Benchmark Data Protocol (FABDP) from the 20-21 school year. Ensure that EOY FABDP includes teacher reflection of practice</p> <ul style="list-style-type: none"> Clearly define the expectations for data analysis <ul style="list-style-type: none"> Create the tools teachers will complete and submit for the protocol. 	SLT, ILT, Coaches
8/2021	9/2021	<p>Create a resource document for teachers defining the non-negotiables for lessons and effective lesson planning and during PLCs train them on each component defined in the document.</p> <p>Provide teachers with a bank of effective learning objectives for each unit of study (6-8) and provide them with training and guided practice to backwards map lesson plans to reach these objectives.</p>	ILT Coaches
9/2021	12/2021	<p>Identify priority standards in each grade to develop adaptive and prescriptive intervention time using digital content (Zearn, See Saw, Canvas, One Note Notebook), which is utilized daily.</p> <p>Identify priority standards in each grade for adaptive and prescriptive interventions.</p>	Coaches, Teachers, Psychologist
9/2021	10/2021	<p>Coach/Lead teachers reviews and teaches Frazer's Thin Slice Data Protocol with teachers for use with 2pt writing and math constructed response.</p>	Teachers, coaches
9/2021	10/2021	<p>Analyze data from previous years, data protocols, ESSA report cards, and student achievement data to draft where each teacher's entry point is for:</p> <ul style="list-style-type: none"> Coaching The level of support they will receive for Semester 1 (3 Tiers) Who will lead the coaching support for each teacher. The type and frequency of support teachers at each tier will receive. <p>Create a system (excel spreadsheet shared between Admin & Coaches) for capturing the frequency and type of support provided to each teacher and their personalized areas of focus.</p>	Admin, Coaches
9/2021	12/2021	<p>Administer, score, and record in dashboard, the math survey assessment 4X's per year during math tutorials.</p>	Teachers
9/2021	9/2021	<p>Share a student friendly explanation of the Frazer Academic Benchmark Data Protocol (FABDP) and shares how this process will</p>	Teachers

		help teachers to target students' individual needs and allow students to see their academic growth towards mastery of priority standards.	
10/2021	1/2022	Administer 2pt ELA writing/math constructed response assessment monthly.	Teachers
10/2021	12/2021	Define expectations for teachers to facilitate goal setting around student data in all grade levels 3-8 (K-2 use lanyards). Teach and actively use the tools students use to track their own data. Identify training teacher's need and schedule and hold the training. As part of individual data meetings, review the students' data and progress with implementing them. Provide feedback as needed.	Admin, Coaches
10/2021	11/2021	Meet with individual students (or groups of students) to share student data with them and discuss target skills and reasonable rates of growth. Teachers and students work together to create measurable student-centered goals.	Teachers
11/2021	12/2021	Schedule and hold PLCs with teachers to train on the data analysis protocols for Castle Learning Assessments, Unit Assessments two pt/exit ticket, fluency, and district assessment tool.	Admin, Coaches
9/2021	10/2021	Introduce to teachers the routines, procedures, and non-negotiables of lesson plans for small group instruction including incorporating student data dashboard, and survey assessment dashboard during PLCs, and include model-classroom observations by teachers, coaches, and administrators. Review how to utilize digital content with a purpose during small group instruction to target individual student needs. Train teachers in the beginning stages of implementing teacher-led small group instruction to start it as early in the year as possible. Initial implementation includes identifying the 3 different objectives (on level, above level, below level) as a grade level or subject that will be used to plan small group instruction. Identifying the formative assessment(s) from the program unpacking what will be used to group students into the 3 levels. (Focusing on survey assessment data.)	Coaches, Admin
9/2021	12/2021	Provide differentiate coaching to teachers to address gaps in skills and knowledge of pedagogy, curriculum, planning, and	Coach, Admin

		<p>implementation of targeted small group instruction. Include distinct aspects of small group instruction:</p> <ul style="list-style-type: none"> • Unpacking Units, Formative assessments, DINS and Exit Tickets • Clear expectations for transitions and tasks • Data analysis and student grouping • Objective for each group • Lesson planning • Digital content utilization • Teacher-led small group • Progress monitoring • Differentiated independent work based on student-data 	
9/2021	10/2021	Establish and implement routines and procedures for small group instruction in classrooms. Teach students explicit expectations for transitions and guidelines for each task, including how to maintain student data virtual folders and lanyards.	Classroom teachers
9/2021	12/2021	Implement in PLC's and biweekly math meetings, the use of protocols for each grade to analyze math data using exit tickets/cooldowns/Eureka or Illustrative assessments.	Teachers, Coaches
10/2021	12/2021	Implement data protocol to analyze baseline data dashboard assessments to form groups for differentiated instruction.	Kirnie, Lambert, Teachers
11/2021	12/2021	Conduct individual data meetings with all Math teachers to review classroom baseline district assessment, Castle Learning, Standards based 2pt/exit ticket and fluency data and to set goals for each student. Include in these meetings identification of student demographic information and goals for students in the target subgroups (Black and Multiracial). Protocol will be utilized to maintain uniformity. Special Ed and ENL teachers will be included if applicable.	Coaches, Admin
10/2021	12/2021	<p>Develop small group targeted instruction overview plans that include the long-term goal for each group using baseline/progress monitoring data for differentiation to meet student needs within units of study.</p> <ul style="list-style-type: none"> • Plan and implement weekly differentiated small group instruction plans that align to the long-term overview. for at least 3 days per week in grades 6-8 and daily in K-5. 	Teachers, Lambert
10/2021	11/2021	Update walkthrough tool for monitoring the procedures and routines of small group instruction based on the look-fors from PLCs, trainings and communicated expectations for clear expectations for:	ILT

		<ul style="list-style-type: none"> • transitions and tasks • Progress monitoring, data analysis, and student grouping • differentiated objectives, digital content, and differentiated independent work-based on student-data. 	
11/2021	12/2021	Conduct walkthroughs on small group instruction implementation and teacher instructional rounds with a focus on differentiated instruction in small groups using walkthrough tool.	ILT, Admin, Coaches
11/2021	12/2021	Reevaluate teacher needs using data from instructional rounds to target professional development and coaching cycles based on tiered levels of support.	Admin, Coaches
9/2021	12/2021	1-2 x Weekly Monthly major skill fluency practice with skill identified for each grade level from current and prior grades (spiral review) that was entered into Data Dashboard.	Teacher, Coach
9/2021	12/2021	Daily fluency practice and progress monitoring in Grades 1-3 for CURRENT grade level fluency requirements (grades 4-5 as remediation).	Teacher
9/2021	12/2021	Maintain student data dashboard and individual data tracker for each student in grades 3-8 to set goals, self-monitor progress and reflect monthly. Goals included will be district assessment, 2pt/exit ticket, IO Baseline Assessments Castle Learning Assessments, and fluency. Students in Grades K-2 will have a lanyard. Grade level end-of-year goals and individual student goals will also be shared with families.	Teacher
12/2021	1/2022	Administer Midyear Benchmark on IO Baseline Assessments Castle Learning to assess priority grade-level standards Implement data analysis protocol in PLCs to inform small group instruction.	Teachers
12/2021	1/2022	Conduct individual data meetings with all Math teachers to review classroom midyear district assessment, 2pt/exit ticket, IO Baseline Assessments Castle Learning, and fluency data and to set goals for each student. Include in these meetings identification of student demographic information and goals for students in the target subgroups (Black and Multiracial). Protocol will be utilized to maintain uniformity. Special Ed and ENL teachers will be included if applicable.	Coach, Admin
11/2021	12/2021	Teachers meet with students to discuss student progress, what is going well and where students are struggling, and brainstorm strategies that will support student growth and ensure students meet their individual goals.	Teachers

11/2021	12/2021	Celebrate successes that demonstrate movement towards mastery of priority standards for teachers, students, grades, and classrooms.	Admin, Lead Teachers Coaches, Teachers
9/2021	12/2021	Develop and implement after-school programming to provide additional academic supports and interventions in Math.	Admin, Lead Teachers Coaches, 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.

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

Assessment	January 2021 Performance / September 2021 Baseline	January 2022 Target
Math NWEA	TBD in September 2021	7%-point decrease in Level 1 from baseline; 3%-point increase in Levels 3-4 from baseline
Math NWEA	Black	7%-point decrease in Level 1 from baseline; 3%-point increase in Levels 3-4 from baseline
Math NWEA	Multiracial	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
1/2022	1/2022	Assess fidelity to data cycles, identify obstacles and problem solve to eliminate barriers to data cycle completion during PLCs and implement remedies.	Admin, Lead Teachers, Coaches

1/2022	1/2022	Celebrate successes of the FABDP cycle.	Admin, Lead Teachers, Coaches, Teachers
1/2022	5/2022	Administer 2pt ELA writing/math constructed response assessment monthly by teachers.	Teachers
12022	52022	Collaborate with colleagues monthly during PLC to employ the Thin Slice Data Protocol and share strategies and plan for small group instruction and intervention.	Teachers
1/2022	1/2022	Disaggregate district wide benchmark screening by teachers analyze class, target subgroups, and individual student data, and complete data portion of the Frazer Academic Benchmark Data Protocol form in preparation for collaborative planning and goal creation with colleagues and coach/Lead Teacher.	Teachers
2/2022	2/2022	Conduct data meetings with coach/Lead teacher/colleagues, post district wide benchmark screening, to analyze class, target subgroups, and individual student data, from benchmark assessment and data points from Frazer's Data Dashboard, to consider amount growth, and use data to create goals for student learning and plan for instruction based on data.	Admin, Lead Teachers, Coaches
2/2022	3/2022	Meet with teachers post district wide benchmark screening to share class and individual student data, discuss amount of growth for individuals and subgroups, and plans for upcoming instruction.	Admin, Coaches
3/2022	3/2022	Meet with individual students or groups of students to share student data with them and discuss target skills and reasonable rates of growth. Teachers and students work together to create measurable student-centered goals.	Teachers

3/2022	4/2022	Conduct walk-throughs with look-fors that are specific to intervention plans and provide feedback.	ILT
3/2022	4/2022	Meet to review completed FABDPs, look for trends - consider which questions garnered the most actionable responses - and incorporate teacher goals into walk-through look-fors.	Admin, Coaches, Lead Teachers
3/2022	4/2022	Assess fidelity, completeness, and value of the outlined data cycle and address areas of concern with targeted action items.	Admin, coaches, Lead Teachers
3/2022	4/2022	Celebrate successes of the FABDP cycle.	Admin, Coaches, Lead Teachers
4/2022	6/2022	Repeat outlined data cycle.	Admin, Coaches, Lead Teachers, Teachers
1/2022	6/2022	Continue to provide after-school programming to provide additional academic supports and interventions in Math.	Admin, Lead Teachers Coaches, Teachers

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.
<p>Student interviews informed the math planning by:</p> <ul style="list-style-type: none"> • Giving students small group instruction • 1:1 time with teachers • Looking at the data protocol • Celebrations

Equity Self-Reflection

Describe how the Equity Self-Reflection informed the team's plan for Math.
<p>The Equity Self-Reflection informed the team that we needed to look at the whole student when delivering instruction.</p> <ul style="list-style-type: none"> • Language • Culture • Needs

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

June 2022 Goal	2018-19 ELP Success Ratio/Baseline Data
0.50 or higher ELP Success Ratio (Level 2), Hispanic ELL subgroup	0.42 (Level 1), Hispanic English Language Learner (ELL) subgroup
School Rate of Success Overall: 80%	School Rate of Success Overall: 42%
National Geographic Assessment Writing - June 2022 School Rate of Success Target: 80%	National Geographic Assessment Writing June 2021 School Rate of Success: 55%
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: 28%

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?)
We have not identified or implemented specific activities to effectively engage families of our English Language Learners (ELLs) who are Hispanic, including training staff on the two-way communication systems or identified the preferred communication of parents/guardians, and to intentionally celebrate the Hispanic culture in our school community so they feel valued.	ELLs (grades K-8), specifically the Hispanic subgroup
Mainstream teachers do not have adequate training for differentiating instruction to meet the needs of ELLs.	K-8 Teachers
We have not intentionally focused on the Hispanic ELLs subgroup in our data analysis or consistently monitored the growth of these students.	K-8 Teachers

Action Plan: August to January

What will the school do in the first half of the year to address the root causes identified above?			
Start	End	Action	Lead
8/2021	9/30/21	Schedule ELLs in AIS services based on academic data and teacher input.	ENL Team, AIS Team, Classroom Teachers
8/2021	9/30/21	Partner with La Liga and La Casita to learn additional opportunities available to support our Hispanic students and to provide families with additional resources personalized for them.	Nina Vergara, Lynette Spencer
8/2021	9/30/21	Identify students who need to test commanding and share with classroom teachers. Conduct PLC to share information and provide strategies.	ENL Team, Karin Kirnie
8/2021	10/31/21	Translate the “End-of-year Goals” and communication with individual student goals for each grade-level/ subject area in Spanish to send home to families. Utilize PEN Notebook and Contact District Communications contact for support with translation.	Nina Vergara, Lynette Spencer
9/2021	9/30/21	Provide information to mainstream teachers ELLs on class lists, including language proficiency level, home language, and general anticipated access points to curriculum.	ENL Team
9/2021	10/15/21	Collaborate with community partners, families, and students to include Latino Heritage Month activities in September Family Engagement Event.	Lynette Spencer, Nina Vergara, Stan Whalen
9/2021	1/31/22	Include home language on PTO flyers to increase family engagement in events. Invite Nationality Workers/Interpreters to PTO events to target language groups.	Lynette Spencer, Whalen
9/2021	1/31/22	Utilize Talking Points and preferred communication method learned during school closure as a regular mode of communication with families to increase two-way communication and to communicate in the families’ home language. (Continue to implement primary contact protocol to connect with families regularly (see Chronic Absenteeism).)	Teachers, Admin

9/2021	1/31/22	Include ENL PD on PLC calendar once per month (Topics to include: ELP ESSA Indicator, Format of NYSESLAT, NYSESLAT Rubrics, High Leverage ELL Strategies, Co-teaching Model, Instructional Planning in Ellevation, Monitoring Former ELLs, Translanguaging Strategies)	ILT, ENL Team
9/2021	1/31/22	Plan and deliver professional development about ELLs during PLCs on Semester 1 ENL PD topics identified above.	ENL Team, D'Eredita
10/1/21	10/31/21	Conduct individual data meetings with all ENL teachers to review classroom progress monitoring National Geographic data and to set goals for each student. Include in these meetings identification of student demographic information and goals for students in the target subgroups (Hispanic). Protocol will be utilized to maintain uniformity.	D'Eredita ENL Team
10/1/21	12/31/21	Conduct a voluntary book club for mainstream teachers to raise awareness about working with ELLs- book chosen by the District ENL Department.	ENL Team
11/2021	12/31/21	Include look-fors from the PLC PDs on supporting ELLs in walkthrough tool used in instructional rounds for ELA and update the tool to align to the trainings.	ENL Team, ILT, Coach
11/2021	12/31/21	Collect and analyze data on implementation of the instructional practices for ELLs taught in the PLC PDs and use this data to determine the PD topics for Semester 2.	ENL Team, ILT

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 January 2021 performance.

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

Assessment	January 2021 / Baseline Data Performance	January 2022 Target
National Geographic Assessment	<i>(This is a new assessment with baseline success rate data calculated in June 2021. No January 2021 School Rate of Success data in January 2021.)</i> June School Rate of Success Overall: 42%	January School Rate of Success Overall: 68% National Geographic Assessment Writing: 72%

	<p>National Geographic Assessment Writing June 2021 School Rate of Success: 55%</p> <p>National Geographic Assessment Vocab, Grammar, Comprehension - June 2021 School Rate of Success Target: 28%</p>	<p>National Geographic Assessment Vocab, Grammar, Comprehension: 35%</p>
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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
2/2022	6/2022	Include home language on PTO flyers to increase family engagement in events. Invite Nationality Workers/Interpreters to certain PTO events to target language groups	Lynette Spencer, Whalen
2/2022	6/2022	Collect and analyze data on implementation of the instructional practices for ELLs taught in the PLC PDs and use this data to determine the PD topics for Semester 2.	ENL Team, ILT, D'Eredita
2/2022	6/2022	Utilize Talking Points as a regular mode of communication with families to increase two-way communication in a language that families can understand.	Teachers, Admin
2/2022	6/2022	Conduct book club to raise awareness about working with ELLs- book chosen by the District ENL Department	ENL Team
2/2022	6/2022	Use the data collected and analyzed from walkthroughs to plan the monthly Semester 2 ENL PD topics on PLC calendar (Topics to include: ELP ESSA Indicator, Format of NYSESLAT, NYSESLAT Rubrics, High Leverage ELL Strategies, Coteaching Model, Instructional Planning in Ellevation, Monitoring Former ELLs, Translanguaging Strategies)	ILT, Coaches, ENL Team, ENL District Coaches
2/2022	6/2022	Plan and deliver professional development during PLCs on Semester 2 ENL PD topics identified above.	ENL Team, D'Eredita
2/2022	6/2022	Include look-fors from the PLC PDs on supporting ELLs in walkthrough tool used in instructional rounds for ELA and update the tool to align to the trainings. (See instructional round protocol in ELA.)	ENL Team, ILT
2/2022	6/2022	Conduct individual data meetings with all ENL teachers to review classroom progress monitoring STAR and IO data and to set goals for each student. Include in these meetings identification of student	Admin, Coaches

		demographic information and goals for students in the target subgroups (Hispanic). Protocol will be utilized to maintain uniformity.	
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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.
<p>Students informed the team that they:</p> <ul style="list-style-type: none"> • Enjoyed the incentives • Wanted school to be more fun • Wanted to have an after school program

Equity Self-Reflection

Describe how the Equity Self-Reflection informed the team’s plan for ELP.
<p>The Equity Self-Reflection informed the team that we needed to look at the whole student when delivering instruction.</p> <ul style="list-style-type: none"> • Language, specifically promoting the use of home language, both oral and written during instruction. • Culture • Needs

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

Subgroup	June 2022 Goal	2018-19 Chronic Absenteeism Rate/Baseline Data
All Students	38.6 Chronic Absenteeism Rate (State Target)	40.2
Hispanic	46.7 Chronic Absenteeism Rate (State Target)	53.2

Root Causes

What theories or hypotheses does the school have as to why the school has had its past outcomes for chronic absenteeism? Please consider longitudinal student achievement data, student interview data, and Equity Self-Reflection results when developing root causes.	Is this specific to certain sections of the school (grade/content area?)
Lack of identification and early intervention strategies implemented schoolwide (Tier 1) to proactively address chronic absenteeism for students who were at-risk of being chronically absent including our Hispanic students. Reactive instead of proactive to data with interventions started too late in the school year.	Hispanic subgroup
Lack of time allocated for teachers to build relationships with Hispanic students who are chronically absent and their families, to help them feel connected to the school and a part of the community. Utilize Bilingual Frazer staff members to assist with communication with our Hispanic students as well as Talking Points and other technology programs to connect with families.	Hispanic subgroup
We did not have in place systems and did not train staff on some of the two-way communication systems or identified the preferred communication of parents/guardians.	All students

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	Review the 2019-20 Attendance Plan, calendar for the year, and Tier 1 interventions to update and finalize for the 2020-21 School Year.	Attendance Team
9/2021	01/2022	Communicate and incentivize school goal of 95% daily attendance through daily classroom tracking, daily announcements, and notifications sent home in preferred language.	Attendance Team
9/2021	9/2021	Create systems for daily, weekly, monthly monitoring/reporting of absences with emphasis on consecutive days for specifically	Guidance Secretary

		targeted students and school wide data. Write the protocols that include: <ul style="list-style-type: none"> • Schedule when the data will be pulled. • Schedule time to analyze the CA data. • Communicate the information to teachers. 	
8/2021	9/2021	*Review protocols of the SIT Expert Team to include regularly monitoring chronic absenteeism K-8 and identifying students who need to be monitored and supported through the SIT process. <ul style="list-style-type: none"> • Review SIT Expert Team protocols in terms of expanding team membership to include elementary representation, creating timelines, creating tools, and meeting agendas, identifying needs for preparation for the meetings and assignment of roles. • Include in protocols monitoring the suspensions of chronically absent students and assess impact on specific absenteeism rates of students. 	Admin
8/2021	9/2021	Create a system with clearly defined expectations for admin, support staff and teachers to proactively address chronic absenteeism and engaging teachers in the process including use of primary contact teacher calls, etc. <ul style="list-style-type: none"> • Clearly define the expectations for all groups including identifying the actions teachers and staff need to take. • Use SchoolTool so support staff and admin can access to capture the interventions and attendance notes on the students. For documentation purposes, use the outreach log under user-defined and make sure that it is updated weekly • Analyze the data to determine the impact of the actions and to identify next steps. • Teachers must ensure to reach out to the families after 3 consecutive absences to ensure you have communicated with the families. • Refer to SIT after 5 student absences. Follow up with the SIT team on a weekly basis to monitor the attendance of those specific students. • Create, implement, and monitor action plans. • Report school progress on reaching the CA goal for All Students and for Hispanic Students. 	
8/2021	9/30/2021	Proving Ground: Pull report of all students chronically absent (9 days or more) 9/2019-3/2020, review by grade level and assign to teacher to be monitored and targeted at the start of the school year. Assign Proving Ground mentors to Hispanic and 6 th grade chronically absent students.	Guidance 6 th grade team Whalen
8/2021	9/30/2021	Proving Ground:	Guidance

		Recruit teachers (6 th grade team and Spanish speaking staff) for Proving Grounds mentor program and distribute information on this program to qualifying students to establish and build relationships.	6 th grade team Whalen
9/2021	01/2022	Proving Ground: Implement the Proving Ground program with Hispanic students and the Grade 6 Team and monitor the implementation monthly and adjust for specific students if the data is not improving for the students targeted through the program. Schedule monthly check-ins with the Mentors.	Whalen
9/2021	01/2022	Monitor the suspensions of chronically absent students and assess impact on specific absenteeism rates of students.	Admin Expert team
8/2021	10/2021	Address preemptive vaccination exclusions and communicate information with families to prevent exclusion absences.	Health Office Whalen
8/2021	01/2022	Utilize Talking Points and other multi-language technologies to send all communications home from Attendance Team and Proving Grounds program in the preferred language.	Attendance Team Secretary Guidance Staff
8/2021	10/2021	*Conduct root cause analysis via phone or in-person survey to families of Hispanic students who were chronically absent in 2020-21 and gain understanding of specific causes for absences and use this information to inform action steps to support students. This will be implemented this year- how do the families want to be contacted this year? Utilize Spanish speaking staff members to conduct the survey.	Attendance team Support Staff
9/2021	01/2022	Pull data from SchoolTool weekly of the students who have missed 2 or more days. Make weekly phone calls to families to discuss absences and conduct home visits as needed.	Admin Social Workers
9/2021	01/2022	Schedule regular home visits to families of students who are chronically absent or at-risk of being chronically absent to better get to know them and their families as recommended by SIT Expert Team.	Admin Social Workers Teacher/Staff
9/2021	01/2022	Pull data from SchoolTool to monitor weekly attendance. Provide incentives for perfect attendance and incentivize students who missed one day to ensure they move into the perfect attendance category. Perfect attendance- Weekly and Monthly- shout out/candy Missed one day- Classroom shout outs	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. This should represent an improvement from the same data from baseline results.

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	Fall 2021 Results (baseline)	January 2022 Target
Chronic Absenteeism Rate	All Students	TBD	38%
Chronic Absenteeism Rate	Hispanic	TBD	46%

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
2/2022	6/2022	Communicate and incentivize school goal of 95% daily attendance through daily classroom tracking, daily announcements, and notifications sent home.	Attendance Team
2/2022	6/2022	Utilize and monitor system that clearly defined expectations for admin, support staff and teachers to proactively addressing chronic absenteeism and support teachers in the process including use of primary contact teacher calls, etc. Most likely, teachers will be required make 1 outreach per week. This will be documented in user defined in SchoolTool.	Guidance Secretary
2/2022	6/2022	Proving Ground: Continue and progress monitor the Proving Ground program with Hispanic students and the Grade 6 Team and monitor the implementation monthly and adjust for specific students.	Attendance Team
2/2022	6/2022	Send home information about attendance incentives utilizing Talking Points and other multi-language technologies to send all communications home in preferred language.	Attendance/ Guidance/ Secretaries
2/2022	6/2022	Include education about attendance at all Family Engagement Events.	Admin Attendance Team
2/2022	6/2022	Schedule regular home visits to families of students who are chronically absent or at-risk of being chronically absent to better get to know them and their families as recommended by SIT Expert Team.	Social Workers Staff Admin
2/2022	6/2022	Pull data from SchoolTool to monitor weekly attendance. Weekly: Provide incentives for perfect attendance Missed one day- classroom shoutouts Quarterly: Quarterly- 95% or better incentive Quarterly- Perfect attendance award/incentive	Attendance Team

2/2022	6/2022	Pull data from SchoolTool weekly of the students who have missed 2 or more days. Make weekly phone calls to families to discuss absences	Admin Social Workers
2/2022	6/2022	Pull data from SchoolTool of the students who have missed 8-15 days of school and target them with daily/weekly phone calls, text, and home visits to ensure they do not fall on the CA list	Admin Social Workers Support Staff

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.
<p>Students informed the team that they:</p> <ul style="list-style-type: none"> • Enjoyed the incentives • Wanted school to be more fun • Wanted to have an after school program

Equity Self-Reflection

Describe how the Equity Self-Reflection informed the team’s plan for CA.
<p>The Equity Self-Reflection informed the team that we needed to look at the whole student when delivering instruction.</p> <ul style="list-style-type: none"> • Language • Culture • Needs

Survey Goal End-of-the-Year Desired Outcomes

Stakeholder Group	Survey Question	2022 Target Response (e.g. % agree or strongly agree)	2021 Result (e.g. % agree or strongly agree)
Students	How often did you remain calm even when someone was bothering you or saying bad things?	50% of students will respond favorably	41% of our students responded favorably

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?)
Some of our Frazer students reported that when someone is bothering them or they are upset, they have a hard time remaining calm because we have not focused on explicitly or systematically teaching them self-control skills and conflict resolution skills.	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	9/2021	Review Second Step to identify and select the lessons and/or activities that address self-control and conflict resolution.	Morning Meeting Team
8/2021	Ongoing	Schedule and provide to staff with differentiated professional development on integrating strategies that support teaching the students skills to improve their self-control and conflict resolution for all grade levels to ensure consistency and fidelity to the programs / strategies school wide. Incorporate the trainings in the schoolwide PD Plan for the year. Training topics include: <ul style="list-style-type: none"> • Incorporating the following in Morning Meetings: <ul style="list-style-type: none"> ○ K-5: Refresher and Second Step Lessons ○ Restorative Circles - 1 time/week during Morning Meeting or SEL • TCIS Strategies: Life Space Interview Refresher 	Morning Meeting Team Admin, Teachers, TCIS Consultants
9/2021	1/2022	Implement Second Step in daily Morning Meetings K-8 with fidelity and PAX throughout the school day at all grade levels to teach students skills necessary to improve self-control skills and conflict resolution skills.	Teachers
10/2021	1/2022	Schedule and complete walkthroughs once in every class a minimum of quarterly to monitor implementation of Morning Meeting, and PAX Good Behavior Game and provide individual teachers with feedback.	Morning Meeting Team, Admin, & PAX

9/2021	1/2022	Incorporate Restorative Circles at other times of the day to reinforce students practicing self-control and conflict resolution skills when necessary, such as lunch bunch and closing circles, on any day of the week as needed.	Teachers, BIC TA's, Promise Zone, FSSS, Socials Workers, WEB Leaders
9/2021	1/2022	Select schoolwide strategies for self-management. Identify ways to engage students and parents in creating bulletin boards at main entrance and throughout the school. Display on school bulletin board strategies for self-management to keep the Frazer community mindful of self-control and conflict resolution skills. Add monthly self-management to the newsletters.	Lynette Spencer, Lead Teachers
9/2021	1/2022	Implement PAX Good Behavior games in all classes K-8 to increase student self-management skills in the classroom.	Teachers, PAX
9/2021	10/2021	Related studies teachers should be in morning meetings/SEL at the beginning of the year. Create a schedule that allows related studies teachers to push into morning meeting/SEL when they have struggles with classes. Monitor integration of these strategies through walkthroughs, provide teachers with feedback, and identify and provide any teachers in need of follow-up support.	Related Studies Teachers, Admin
9/2021	1/2022	Facilitate a 30-second deep-breathing exercise daily after lunch to provide an opportunity for students to practice mindfulness.	Teachers
12/2021	1/2022	Collect and analyze the data on Morning Meetings and on PAX quarterly from walkthroughs to determine schoolwide trends and identify if there are any schoolwide training needs and schedule and deliver those trainings.	Morning Meeting Team & Admin
12/2021	1/2022	Schedule and administer Panorama survey. Create and administer the mid-year survey on the selected question and determine the progress towards the goal. Analyze the data to determine needs and adjustments to the PD plan.	Morning Meeting Team & Admin

Gauging Success: Mid-Year Benchmark

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

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

Data Source	January 2022 Target
Panorama survey on selected question	50% or higher of students will respond favorably

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
1/2022	2/2022	Use the mid-year data from walkthroughs and the mini-survey to determine the strategies teachers need to receive follow-up reboot trainings. Finalize the January to June trainings to address the areas of needs. Update the PD Plan for PAX and TCIS.	Morning Meeting Team & Admin
1/2022	6/2022	Schedule and facilitate teacher instructional rounds for marking period 3 and 4 to observe, provide feedback and collect ideas on the implementation of strategies to support self-control and conflict resolution during Morning Meetings. Mix teams MS-ES, ES-MS.	Admin, Instructional Coach, Lead Teachers
1/2022	6/2022	Deliver scheduled trainings to address self-control and conflict resolution according to the PD Plan. Wealthy Wednesdays – have guest speakers come in. During after school, attend community meetings around self-control.	Morning Meeting Team Admin, Teachers, TCIS Consultants
1/2022	6/2022	Schedule and complete walkthroughs once in every class a minimum of quarterly to monitor implementation of Morning Meeting, and PAX Good Behavior Game and provide individual teachers with feedback.	Morning Meeting Team, Admin, & PAX

1/2022	6/2022	Facilitate a student council to provide an opportunity for students to practice mindfulness. Allow students to hold restorative circles with staff/students.	Admin, Student Council, Student of the day
1/2022	6/2022	Engage students and families in creating items for the bulletin boards - Wealthy Wednesdays. Update the school bulletin boards with the focus self-control and conflict resolution skills.	Lynette Spencer, Brandi Williams, Rosa Trapasso
6/2022	6/2022	Administer the Panorama survey to all students K-8 to determine if students have gained self-control skills and conflict resolution skills.	SCSD, Admin. Danielle Watt

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.
<ul style="list-style-type: none"> • We were able to learn why students had a hard time managing their emotions • Students told us that they get frustrated with learning things that they do not understand • They forget their strategies that they have been taught • Our plan will teach self-management during stressful times to all of our students

Equity Self-Reflection

Describe how the Equity Self-Reflection informed the team’s plan for Survey.
<ul style="list-style-type: none"> • The Equity Self- Reflection reminded us that we need to consistently work with students and families throughout the year to help them learn about self-management.

Evidence-Based Intervention

All schools must implement at least one evidence-based intervention as part of its SCEP. The intervention identified must meet the criteria of a Tier 1, Tier 2, or Tier 3 evidence-based intervention under ESSA. More information can be found at: <http://www.nysed.gov/accountability/evidence-based-interventions>

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

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

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

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

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

State-Supported Evidence Based Strategy

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

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

Our Team's Process

Background

NYSED requires that the SCEP is developed in consultation with parents and school staff, and in accordance with §100.11 of Commissioner's Regulations. All schools are expected to follow the guidelines outlined in the document "Requirements for Meaningful Stakeholder Participation" found at:

<http://www.nysed.gov/common/nysed/files/programs/accountability/scep-requirements-stakeholder-participation.pdf> This section outlines how we worked together to develop our plan.

Team Members

Use the space below to identify the members of the SCEP team and their role (e.g. teacher, assistant principal, parent).

Name	Role
Latrina Brumfield	Principal
Abbie Hoffmann	Vice Principal
Stan Whalen	Administrative Intern
Shanette Alexander	Teacher
Martin Boatwright	Teacher
Sheleia Horton	Teacher
Aisha Huntley	Teacher
Teresa LaFrance	Teacher
Sarah Lambert	Teacher
Sarah Whelan	Teacher
Brandi Williams	Teacher
Karin Kirnie	Teacher
Teresa Sauro	Teacher
Jaime Commisso	Teacher
Meghan D'Orsogna	Teacher
Catherine Louer	Teacher
Kristina Sokolic	Teacher
Lawrence Clark	Parent
Tiffany Broadwater	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
6/8/21	x					
7/7/21			X	X	X	X
7/21/21		X				
7/28/21			X	X	X	X
8/4/21			X	X	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. X
3. Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan. X