



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

# School Comprehensive Education Plan 2021-22

District	School Name	Grades Served
Syracuse City School District	McKinley-Brighton Elementary School	PK-5

## Collaboratively Developed By:

The McKinley-Brighton SCEP Development Team

*And in partnership with the staff, students, and families of McKinley-Brighton Elementary*

## Guidance for Teams

### Goals & Actions

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

### Resources for the Team

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

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

Subgroup	June 2022 Goal	2018-19 ELA Academic Achievement Index/Baseline Data
<b>Black</b>	54 Academic Achievement Index Level	41.2
<b>White</b>	60.4 Academic Achievement Index Level	29.3
<b>NWEA Reading</b>	<p>10%-point decrease in Level 1 from September baseline (<i>subject to increase based on actual September baseline data</i>)</p> <p>5%-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?)
Teachers have not been provided with clearly defined expectations, a protocol or professional development with follow-up monitoring to unpack the Standard, the unit, lessons and assessments prior to teaching them in order to know exactly what the outcome of the lessons and unit are and how to plan specific activities for differentiating for students on level, below level, far below level and above level (backwards mapping).	All Teachers of ELA
We have focused on training teachers on common best practices. Teachers are at a range of levels to deliver effective instruction. We have not provided them with enough personalized / differentiated coaching to implement gradual release of responsibility to increase student cognitive engagement with the content during core ELA instruction.	All Teachers of ELA
Teachers have several different data sources for ELA but have not been trained in a process to analyze and triangulate the screener, benchmark, curriculum and student work data to determine the specific areas of need	All Teachers of ELA

and the progression of skills to focus on to close the skills gap are to plan for targeted small group instruction.	
Teachers in grades 3-5 have not been provided with sufficient training and support on foundational literacy skills to understand the skill deficits of students who are well below grade level, and to identify and plan for small group instruction to address early literacy skills (phonics and phonemic awareness).	Grade 3-5 ELA Teachers SCSD Foundational Skills Training and Routines

## 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	9/8/2021  10/15/21	<p>Review the ELA instructional practices for 2021-22 and define the specific roll-out plan that identifies which practices will be focused on each month/bimonthly. Align the trainings, walkthroughs, etc. with this plan.</p> <p>Create the PD Plan that reflects the roll-out plan for marking period 1.</p> <p>Update the PD Plan that reflects the roll-out plan for marking periods 2-4.</p>	Admin and Coaches
8/2021	9/2/2021	Create the PLC support schedule that includes Resource, ENL, AIS and identifies which unit will be unpacked when by grade level as aligned to the pacing plan and to discuss and plan for addressing the needs and support for students.	Admin and Coaches
8/2021	9/10/2021	<p><b>Define</b> the process, protocols and the expectations for using Standards to unpack units and lessons during PLCs and then <b>develop</b> the tools (unpacking template and exemplar) teachers will use to capture unpacking. Use the guidance and tools from the District to inform this process.</p> <p>Include in the process the following for students on level, below level and above level:</p> <ul style="list-style-type: none"> <li>○ Learning objectives (content and language)</li> <li>○ Questions</li> <li>○ Assessments</li> <li>○ Activities for each part of the lesson <ul style="list-style-type: none"> <li>○ I Do</li> <li>○ We Do</li> <li>○ Two Do</li> <li>○ You Do</li> <li>○ Closure</li> </ul> </li> </ul>	Admin and Coaches

		<ul style="list-style-type: none"> <li>○ Misconceptions</li> <li>○ Content Vocabulary</li> <li>○ Academic Vocabulary</li> </ul>	
9/19/2021	12/22/2021	Provide grade level teams with training and guided practice during PLCs to unpack units prior to teaching them, to use the unpacking to plan for lessons, and to practice the content / delivery of the lessons using the gradual release of responsibility and common best practices such as Think Alouds, Metacognition, Accountable Talk for student discussions, personalized learning and targeted small group instruction. Highlight that these units have been designed to reflect cultural, racial, and linguistic diversity, and the resources that have been selected for the units have been written and developed by racially, culturally, and linguistically diverse perspectives.	Admin and Coaches
9/2/2021	12/23/2021	Define the look-fors for the ELA block that align to the unpacking, trainings and lesson expectations and incorporate them in the walkthrough tool for each marking period.	Admin and Coaches
9/2/2021	12/23/2021	<p>Plan, submit and deliver lesson plans that align with the unpacking and define the gradual release of responsibility addressing differentiation for students on level, below level, far below level and above level:</p> <ul style="list-style-type: none"> <li>○ I Do: Modeling of the objective with Think Alouds &amp; Metacognition</li> <li>○ We Do: (what students have in front of them as we practice together)</li> <li>○ Two Do: Student Discussion and activities completed together about the content in the objective</li> <li>○ You Do: Planning independent activities for students at all 4 levels</li> </ul> <p>Closure: What did we accomplish? What did I accomplish? What is next?</p>	Teachers
9/4/2021	9/18/2021	Create a protocol and schedule for submitting lesson plans and create a schedule for when submitted lesson plans will be reviewed.	Admin and Coaches
	12/23/2021	Follow the schedule for when submitted lesson plans will be reviewed with feedback as needed.	
9/8/2021	12/23/2021	Create and follow the walkthrough schedule (including Resource Teachers, ENL Teachers, Special Area Teachers and AIS Teachers) to collect data and provide each teacher with feedback on delivery of the unpacked units and planned lessons at least once per month.	Admin and Coaches

8/2021	9/18/2021; 12/23/2021	Create and follow the schedule to analyze the walkthrough data monthly / quarterly to share % of classes visited, celebrations / highlights, and instructional practices that need to be focused on more intensely based on the data.	Admin and Coaches
10/30/2021	11/6/2021	Review and refine as needed the unpacking PLC agenda and create a process and template for meeting minutes to hold teams accountable and to capture next steps.	Admin and Coaches
9/30/2021	10/15/2021	Use walkthrough data to identify the differentiated needs of each teacher quarterly. Revise the tier of support each teacher will receive, including the type of support (i.e. observation & feedback cycle vs coaching cycle; modeling; co-teaching; co-planning; peer visits; walkthrough feedback) for Semester 1 and align walkthrough schedule / frequency to this.	Admin and Coaches
9/8/2021	12/23/2021	Provide personalized / differentiated coaching and feedback to teachers on delivering the unpacked lessons and common best practices using the gradual release of responsibility and planning for and implementing targeted small group instruction.	Admin and Coaches
8/2021	9/14/2021	Define the process all teachers will use to triangulate the data quarterly and the tools teachers will use to capture the analysis and targeted small group instruction plans for students.	Coaches and Admin Intern
9/14/2021	10/30/2021	Develop and deliver training for teachers on triangulating the data and following the protocols to create intervention plans for students that will be implemented during small group instruction.	Coaches and Admin Intern
9/2/2021	10/30/2021	Identify look-fors for small group instruction and incorporate them in the walkthrough tool.	Coaches and Admin
9/8/2021	12/23/2021	Visit classes during ELA small group instruction at least once monthly to collect data and provide teachers with feedback on implementing intervention plans for targeted small group instruction based on data.	Coaches and Admin
9/8/2021	12/23/2021	Identify teachers in need of intensive coaching support on planning for or implementing small group instruction based on student data and walkthrough data.	Coaches and Admin
9/8/2021	12/23/2021	Provide teachers in need of follow-up support on targeted small group instruction with coaching and support on identified areas.	Coaches
8/2021	9/14/2021	Define the process all 3-5 teachers will use to identify skill deficits in foundational literacy skills, identify the tools	Coaches and Admin Intern

		teachers will use to capture and analyze the data, and plan targeted small group instruction for students.	
8/2021	12/23/2021	Develop and deliver trainings for teachers in grades 3-5 on early literacy foundational skills, best instructional practices for teaching specific foundational skills, and analyzing the early literacy data to include foundational skills in students' intervention plans for implementation during targeted small group instruction.	Coaches
9/2/2021	12/23/2021	Identify look-fors for foundational skill instruction in targeted small group and incorporate them in quarterly walkthrough tool.	Coaches and Admin
9/14/2021	12/23/2021	Plan, submit and deliver lessons that align with specific skill deficits identified in data analysis, addressing differentiation for students on level in 3rd (multisyllabic syllabication), and below level, far below level in grades 3-5.	Grade 3-5 Teachers
9/8/2021	12/23/2021	Visit classes during ELA small group instruction at least once monthly to collect data and provide teachers with feedback on implementing intervention plans based on data.	Coaches and Admin
9/8/2021	12/23/2021	Identify teachers in need of intensive coaching support on planning for or implementing early literacy foundational skill based on student data and monthly walkthrough data.	Coaches and Admin
9/8/2021	12/23/2021	Provide teachers in need of follow-up support on targeted small group instruction with coaching and support on identified areas.	Coaches

## Gauging Success: Mid-Year Benchmark

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

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

Assessment	September 2021 Baseline	January 2022 Target
Reading NWEA	Black students, TBD in September 2021	7%-point decrease in Level 1 from baseline 3%-point increase in Levels 3-4 from baseline
Reading NWEA	White students, TBD in September 2021	7%-point decrease in Level 1 from baseline 3%-point increase in Levels 3-4 from baseline

## Planning for January to June

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

Start	End	Action	Lead
1/4/2022	1/4/2022	Revisit and update the PLC support schedule for semester 2 that identifies which unit will be unpacked when by grade level as aligned to the pacing plan.	Coaches
1/4/2022	1/4/2022	Continue to schedule time for Resource Teacher and ENL Teachers to engage in unpacking with classroom teachers to discuss and plan for addressing the needs and support for students.	Coaches
1/4/2022	1/9/2022	Revisit the walkthrough tool and update the look-fors for the ELA block that align to the unpacking, trainings and lesson expectations (gradual release of responsibility, Accountable Talk, personalized learning, targeted small group instruction, and early literacy foundational skills for grade 3-5 teachers), and incorporate them in the walkthrough tool for semester 2.	Admin and Coaches
1/4/2022	1/29/2022	Revisit and review with teachers the protocols for analyzing data, including mid-year, to create intervention plans for students that will be implemented during small group instruction. Identify teachers in need of additional support with implementing the protocols and provide the support.	Coaches
1/4/2021	6/4/2021	Continue to provide grade level teams with training and guided practice during PLCs to unpack units prior to teaching them, to use the unpacking to plan for lessons, and to practice the content / delivery of the lessons using the gradual release of responsibility, Accountable Talk, personalized learning, targeted small group instruction, and early literacy foundational skills for grade 3-5 teachers.  Continue to highlight that these units have been designed to reflect cultural, racial, and linguistic diversity, and the resources that have been selected for the units have been written and developed by racially, culturally, and linguistically diverse perspectives.	Admin and Coaches
1/4/2022	6/24/2022	Continue to plan, submit and deliver lesson plans that align with the unpacking and include the gradual release of responsibility with differentiation for students on level, below level, far below level and above level, and	Teachers



		<p>incorporating early literacy foundational skills (including grades 3-5):</p> <ul style="list-style-type: none"> <li>○ I Do: Modeling of the objective with Think Alouds &amp; Metacognition</li> <li>○ We Do: (what students have in front of them as we practice together)</li> <li>○ Two Do: Student Discussion and activities completed together about the content in the objective</li> <li>○ You Do: Planning independent activities for students at all 4 levels</li> </ul> <p>Closure: What did we accomplish? What did I accomplish? What is next?</p>	
1/4/2022	6/24/2022	Revisit, update and follow the semester 2 walkthrough schedule (including Resource Teachers, ENL Teachers, Special Area Teachers and AIS Teachers) to collect data and provide each teacher with feedback on delivery of the unpacked units and planned lessons at least once per month using the updated walkthrough tool.	Admin and Coaches
1/4/2021	6/24/2021	Revisit, update and follow the semester 2 walkthrough schedule (including Resource Teachers, ENL Teachers, Special Area Teachers and AIS Teachers) to collect data and provide each teacher with feedback on delivery of the unpacked units and planned lessons at least once per month using the updated walkthrough tool.	Admin and Coaches
1/4/2022	6/2022	Continue to use walkthrough data to identify the differentiated needs of each teacher. Revisit and update as needed the tier of support each teacher will receive, including the type of support (i.e. observation & feedback cycle vs coaching cycle; modeling; co-teaching; co-planning; peer visits; walkthrough feedback) for Semester 2 and align walkthrough schedule / frequency to this.	Admin and Coaches
1/4/2022	6/2022	Continue to provide personalized / differentiated coaching and feedback to teachers on delivering the unpacked lessons and common best practices using the gradual release of responsibility and planning for and implementing targeted small group instruction, including addressing foundational skills (grades 3-5 as well).	Admin and Coaches
1/4/2022	6/24/2022	Continue to analyze the walkthrough data monthly to adjust coaching cycles, share % of classes visited, celebrations / highlights, and instructional practices that need to be focused on more intensely based on the data, including end of year celebration.	Admin and Coaches

## 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.**

- Recurring student self-identified wants/needs revealed across interviews (i.e., more hands on, collaborative, and project-based learning activities) are incorporated into the plan via SCSD ELA humanities units, as well as best instructional practices. The SCSD unit plans include a variety of opportunities for discussion, collaboration, and project-based learning. As grade level PLCs unpack units, these instructional strategies can be purposefully planned.

### Equity Self-Reflection

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

- An area in need of improvement revealed in the Equity Self-Reflection survey, "use of resources written and developed by racially, culturally, and linguistically diverse perspectives," will be addressed via SCSD newly developed K-2 & 3-5 integrated ELA units. These units have been designed to reflect cultural, racial, and linguistic diversity, and the resources that have been selected for the units have been written and developed by racially, culturally, and linguistically diverse perspectives.

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

Subgroup	June 2022 Goal	2018-19 ELA Academic Achievement Index
Black	39.3 Academic Achievement Index	18.8
White	56.7 Academic Achievement Index	25.9
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?)
Teachers have not been provided with clearly defined expectations, a protocol or professional development with follow-up monitoring to use the deconstructed Standards to unpack the modules, lessons and assessments prior to teaching them in order to know exactly what the outcome of the lessons and unit are and how to plan for differentiating during core instruction and for small group instruction for students on level, below level and above level during PLCs (backwards mapping).	All Teachers of Math
We did not provide teachers with the time, structures or guided support to deconstruct the NBT Standards for their respective grade levels and then analyze the progression of the Standards, including vocabulary, vertically to ensure they are teaching to the grade level expectations.	All Teachers of Math
Teachers have several different data sources for math but have not been trained in a process to analyze and triangulate the screener, benchmark, curriculum and student work data to create a picture of where their students are to identify specific deficits to plan for targeted small group instruction.	All Teachers of Math

## Action Plan: August to January

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

8/2021	9/2021	Train teachers on the C-P-A model to help them understand how the Eureka program is designed and to help them understand where students are on the continuum of developing conceptual understanding to guide interventions and small group instruction planning.	Admin Coach Lead Teachers
8/2021	8/2021	<p>Define the process and the expectations for using the deconstructed Standards to unpack modules and lessons during PLCs and then develop the tools (unpacking template and exemplar) teachers will use to capture unpacking. Teachers will plan for student opportunities during the concept development for independent critical thinking and discussion using questioning and models.</p> <p>Include in the process the following for students on level, below level and above level:</p> <ul style="list-style-type: none"> <li>○ Learning objectives (content and language)</li> <li>○ Manipulatives</li> <li>○ Questions</li> <li>○ Activities</li> <li>○ Visual Models</li> <li>○ Assessments</li> <li>○ Misconceptions</li> <li>○ Content Vocabulary</li> </ul> <p>Academic Vocabulary</p>	Admin Coach Lead Teachers
8/2021	8/2021	Review and refine as needed the unpacking PLC agenda and minutes template to hold teams accountable and capture next steps.	Admin Coaches Lead Teachers
8/2021	8/2021	Reference the updated pacing plan provided by the District to create the schedule that identifies when each grade level will have their unpacking PLC prior to teaching them, when the completed lesson plans need to be submitted, and when teachers will receive feedback on them.	Admin Coach Lead Teachers
8/2021	8/2021	Create a schedule for Resource Teacher to engage in unpacking with classroom teachers to discuss and plan for addressing the needs and support for students.	Admin Coach
9/07/2021	12/23/2021	Provide grade level teams with training and guided practice to unpack modules prior to teaching them, practice the math, and complete and submit the lesson plans a minimum of weekly.	Admin All Math Teachers

9/07/2021	12/23/2021	Define the look-fors for the Math block that align to the unpacking expectations and incorporate them in the walkthrough tool by marking periods.	Admin Coaches
9/2021	12/2021	Create and follow the math walkthrough schedule to collect data and provide each teacher with feedback on delivery of the unpacked units at least once per month.	Admin Coaches
9/2021	12/2021	Create and follow a schedule to analyze the walkthrough data monthly report out to staff the % of classes visited (goal is 100% per month), celebrations / highlights, and instructional practices that need to be focused on more intensely based on the data.	Admin Coaches
9/2021	12/2021	Collect data on the math look-fors and identify trends by grade level or schoolwide. Adjust the unpacking expectations and corresponding tools as needed based on the data. Analyze the data monthly to identify which classes need additional support with unpacking, planning or delivery.	Admin Coaches
8/2021	8/2021	Create the protocol and templates for grade level deconstructing of the NBT Standards, and for school-wide sharing and analysis of the progression of the NBT Standards.	Admin Coach Lead Teachers
8/2021	12/2021	Schedule time for each grade level to deconstruct their NBT Standards and analyze how they progress within their respective grade level during the year and in the Eureka program.	Admin Coaches All Math Teachers
8/2021	12/2021	Facilitate the deconstruction with each grade level and provide feedback throughout the process.	Admin Coach Lead Teachers
8/2021	12/2021	Facilitate the analysis of the schoolwide continuum of the deconstructed NBT Standards including grade levels sharing with grade above and grade below.	Admin Coach All Math Teachers
8/2021	12/2021	Use the information from the deconstructed Standards when planning for targeted small group instruction, differentiation, and centers.	Admin Coach All Math Teachers

8/2021	12/2021	Incorporate look-fors for targeted small group instruction in the walkthrough tool and provide feedback using the walkthrough system defined above.	Admin Coach
8/2021	9/2021	Define the process all teachers will use to triangulate the data quarterly and the tools teachers will use to capture the analysis and targeted intervention plans for students.	Admin Coach
8/2021	9/2021	Develop a training for teachers on triangulating the math data and following the protocols to create intervention plans for students that will be implemented during targeted small group instruction.	Admin Coach
8/2021	9/2021	Identify look-fors for small group instruction and incorporate them in the walkthrough tool.	Admin Coach Lead Teachers
9/2021	12/2021	Visit classes during math small group instruction at least once a month to collect data and provide teachers with feedback on implementing intervention plans based on data.	Admin Coach Lead Teachers
9/2021	12/2021	Identify teachers in need of intensive coaching support on planning for or implementing targeted small group instruction based on data from assessments and walkthroughs.	Admin Coach Lead Teachers
8/2021	12/2021	Provide teachers in need of follow-up support on targeted small group instruction with coaching and support on identified areas.	Admin Coach Lead Teachers
8/2021	12/2021	Analyze walkthrough data a minimum of quarterly and determine revisions that need to be made to the walkthrough tool to reflect schoolwide math needs, professional development, and unpacking. Revise the walkthrough tool as needed.	Admin Coach Lead Teachers

## Gauging Success: Mid-Year Benchmark

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

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

Assessment	September 2021 Baseline	January 2022 Target
Reading NWEA	Black students, TBD in September 2021	7%-point decrease in Level 1 from baseline; 3%-point increase in Levels 3-4 from baseline
Reading NWEA	White students, TBD in September 2021	7%-point decrease in Level 1 from baseline; 3%-point increase in Levels 3-4 from baseline

## Planning for January to June

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

Start	End	Action	Lead
1/2022	6/2022	Revisit the pacing plan provided by the District to determine revisions that need to be made to the unpacking PLC schedule for Semester 2 to ensure unpacking occurs prior to teachers teaching them.	Admin Coaches
1/2022	6/2022	Continue to schedule time for the Resource Teacher to engage in unpacking with classroom teachers to discuss and plan for addressing the needs and support for students.	Admin Coaches All Math Teachers
1/2022	6/2022	Continue to provide grade level teams with training and guided practice to unpack modules prior to teaching them, practice the math, and complete and submit the lesson plans.	Admin Coaches All Math Teachers
1/2022	6/2022	Analyze walkthrough data a minimum of quarterly and determine revisions that need to be made to the walkthrough tool to reflect schoolwide math needs, professional development, and unpacking. Update the walkthrough tool as needed.	Admin Coaches
1/2022	6/2022	Review walkthrough data and teacher needs and revise the walkthrough schedule for Semester 2 to reflect the different needs of teachers and to continue to ensure each teacher is provided with feedback on delivery of the unpacked units and lessons at least once per month.	Admin Coaches
1/2022	6/2022	Continue to analyze the walkthrough data monthly, report out to staff the % of classes visited (goal is 100% per month), celebrations / highlights, and instructional practices	Admin Coaches

		that need to be focused on more intensely based on the data.	
1/2021	6/2021	Collect data on the math look-fors and identify trends by grade level or schoolwide. Adjust the unpacking expectations and corresponding tools as needed based on the data. Analyze the data monthly to identify which classes need additional support with unpacking, planning or delivery.	Admin Coaches
1/2022	6/2022	Continue to use the information from the deconstructed NBT Standards when planning for targeted small group instruction, differentiation, and centers.	All Math Teachers
1/2022	6/2022	Continue to incorporate look-fors for targeted small group instruction in the quarterly walkthrough tool and provide feedback using the school's walkthrough system.	Admin Coaches
1/2022	6/2022	Continue to visit classes during math small group instruction at least once a month to collect data and provide teachers with feedback on implementing intervention plans based on data.	Admin Coaches
1/2022	6/2022	Identify teachers in need of intensive coaching support on planning for or implementing targeted small group instruction based on data from assessments and walkthroughs and provide those teachers with differentiated support / training.	Admin Coaches
1/2022	6/2022	Continue to analyze walkthrough data a minimum of quarterly and determine revisions that need to be made to the walkthrough tool to reflect schoolwide math needs, professional development, and unpacking. Revise the walkthrough tool as needed.	Admin Coaches
1/2022	6/2022	Continue to analyze the walkthrough data monthly report out to staff the school's progress towards the math goals; share celebrations / highlights at an end-of-year faculty meeting.	Admin Coaches

## 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.**



- Recurring student self-identified wants/needs revealed across interviews (i.e., more hands on, collaborative, and hands-on learning activities) are incorporated into the plan via SCSD adopted curriculum (Eureka Math modules) as well as best instructional practices. The Eureka modules include a variety of opportunities for discussion, collaboration, and hands-on learning. As grade level PLCs unpack units, these instructional strategies can be purposefully planned.

## Equity Self-Reflection

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

- An area in need of improvement revealed in the Equity Self-Reflection survey, “facilitate teaching and learning practices that enable individuals to grow as independent learners, think critically, make meaning of new concepts in multiple ways, and apply learning to meaningful, real-world situations,” is incorporated in the plan via unpacking and planning for concept development. The modules have been designed to support students’ critical thinking skills in both small and whole group formats. They will offer multiple entry points, and varied opportunities for problem solving and discussion.

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

June 2022 Goal	2018-19 ELP Success Ratio/Baseline Data
1.00 or higher ELP Success Ratio, All Students subgroup	0.69 Success Ratio, All Students subgroup
School Rate of Success Overall: 80%	School Rate of Success Overall: 25%
National Geographic Assessment Writing - June 2022 School Rate of Success Target: 80%	National Geographic Assessment Writing June 2021 School Rate of Success: 50%
National Geographic Assessment Vocab, Grammar, Comprehension - June 2022 School Rate of Success Target: 80%	National Geographic Assessment Vocab, Grammar, Comprehension - June 2021 School Rate of Success Target: 0%

## Root Causes

What theories or hypotheses does the school have as to why the school has had its past outcomes for ELP? Please consider longitudinal student achievement data, student interview data, and Equity Self-Reflection results when developing root causes.	Is this specific to certain sections of the school (grade/content area?)
Area(s) of Need: Teachers do not know the specific language acquisition data for their English Language Learners (ELLs) deeply enough to know exactly what students are missing and what instruction needs to focus on to move to the next level and the strategies to support that specific student during instruction.	Teachers of English Language Learners including Special Areas Teachers

Root Cause: This is due to a lack of common expectations about how and what information will be shared with non-ENL Teachers and limited allocated time for the English as New Language Teachers (ENL) and the non-ENL Teachers to dialogue about the schoolwide common instructional practices and the data and goals for ELLs.	
Area of Need: Writing was the lowest scoring area for our English Language Learners (ELLs) on both LAS Links and NYSESLAT. Root Cause: We have not prioritized integrating Writing explicitly in support to ELLs during Standalone classes including aligning the writing foci and expectations with the general education classroom.	ENL Teachers
English Language Learners (ELLs) are told their scores and their goals, but they have not been intentionally engaged in their action plans, including being taught the specific skills they need to use and improve to reach their personalized English Language Proficiency (ELP) goals. ENL Teachers have not been provided with enough training on engaging ELLs in their goals.	ENL Teachers & ELLs

## 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
9/02/2021	9/03/2021	Define and create a document that will identify the specific data and information that will be shared with non-ENL Teachers about the ELLs in their classrooms at the beginning of the year and mid-year, including how non-ENL Teachers will use ELLevation. Information will include: <ul style="list-style-type: none"> <li>• Language Acquisition Chart</li> <li>• NYSESLAT Data &amp; Goals (ELP Required Progress Chart)</li> <li>• National Geographic</li> <li>• ELLevation</li> </ul>	ENL Teacher Leader
9/02/2021	9/22/2021	Schedule time to meet with the new McKinley-Brighton ENL Teacher to share the expectations for sharing information with teachers, the data for ELLs as needed, and to create the support schedule for students and for grade level teams.	ENL Teacher, Coach & Admin
9/02/2021	9/30/2021	Analyze data of ELLs and their 2021-22 Goals and create "Student Individual Plan" in ELLevation.	ENL Teachers
9/02/2021	12/23/2021	Schedule time for the ENL Teacher to meet with teachers to share the data for their English Language Learners (ELLs), progress and information in ELLevation a minimum of quarterly, and hold those meetings. Identify teachers in need of training on ELLevation during the first quarter.	Coach & Admin
9/02/2021	10/15/2021	Provide non-ENL Teachers with training on accessing and using ELLevation.	ENL Teachers
9/02/2021	12/23/2021	Collaborate with the Coach to review the PD Plan and identify trainings the ENL Teachers will support to integrate information related to ELLs and those they will attend as a	ENL Teachers

		<p>participant each quarter including unpacking with grade level teams.</p> <p>Identify the look-fors related to support for ELLs based on trainings and data meetings and incorporate in the walkthrough tool.</p>	
9/30/2021	11/16/2021	Administer National Geographic Assessments, analyze the data, and update ELlevation based on the analysis. Provide non-ENL Teachers with updated information on the progress of ELLs.	ENL Teachers
9/02/2021	12/23/2021	Follow the walkthrough schedule and provide teachers with feedback on implementation of support to ELLs a minimum of monthly.	Admin and Coaches
9/02/2021	9/30/2021	Incorporate at least one writing goal per student into their individual plan on ELlevation.	ENL Teachers
9/02/2021	12/23/2021	Incorporate writing at least weekly in plans for Standalone lessons and identify connections that correlate to the general education writing pacing guide and strategies discussed during grade level team meetings.	ENL Teachers
9/02/2021	12/23/2021	Provide ENL Teachers with feedback on incorporating writing in the lessons plans and delivery in stand-alone classes and provide them with feedback during walkthroughs at least monthly.	Admin and Coach
9/02/2021	12/23/2021	Collaborate with ENL District Leads to identify and acquire trainings for ENL Teachers on setting goals for English Language Learners (ELLs) and strategies to engage them in the goal setting and action planning process.	ENL Teacher ENL Dept
9/15/2021	12/23/2021	Schedule meetings with each English Language Learner (ELL) to set and share their specific goals with them, to generate the steps they will take to reach those goals, how they will know they are improving, and to analyze the progress they are making towards those goals at least quarterly.	ENL Teachers

## Gauging Success: Mid-Year Benchmark

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

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

Assessment	Baseline 2021 Performance	January 2022 Target
National Geographic Assessment	<p><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></p> <p>June School Rate of Success Overall: 25%</p>	<p>National Geographic Assessment Writing: 70%</p> <p>National Geographic Assessment Vocab, Grammar, Comprehension: 54%</p>

	<p>National Geographic Assessment Writing June 2021 School Rate of Success: 50%</p> <p>National Geographic Assessment Vocab, Grammar, Comprehension - June 2021 School Rate of Success Target: 0%</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
1/04/2022	6/25/2022	Continue to analyze data of ELLs and their 2021-22 Goals and update "Student Individual Plan" in ELlevation at least quarterly.	ENL Teachers
1/04/2022	6/25/2022	Continue to follow the schedule of time for the ENL Teachers meet with non-ENL teachers to share the data for their English Language Learners (ELLs) (both teachers sharing data for the student), progress and information in ELlevation a minimum of quarterly, and hold those meetings.	ENL Teachers & Non-ENL Teachers
1/04/2022	2/2022	Analyze walkthrough data and achievement data of ELLs (NWEA mid-year) to determine any overall needs and then schoolwide trainings on strategies to address / improve support ELLs as needed. Incorporate the ENL trainings in the PD plan for Semester 2 as needed.	Coaches, Admin & ENL Teachers
1/04/2022	6/2022	<p>Continue to collaborate with the Coach to review the PD Plan and identify trainings the ENL Teachers will support to integrate information related to ELLs and those they will attend as a participant each quarter including unpacking with grade level teams.</p> <p>Identify the look-fors related to support for ELLs based on trainings and data meetings and incorporate in the walkthrough tool.</p>	ENL Teachers, Coaches and Admin
2/2022	4/2022	Administer National Geographic Assessments, analyze the data, and update ELlevation based on the analysis. Provide non-ENL Teachers with updated information on the progress of ELLs.	ENL Teachers
1/04/2022	6/2022	Continue to follow the walkthrough schedule and provide teachers with feedback on implementation of support to ELLs a minimum of monthly.	Admin & Coach
1/04/2022	6/2022	Continue to incorporate at least one writing goal per student into their individual plan on ELlevation.	ENL Teachers
1/04/2022	6/2022	Continue to incorporate writing at least weekly in plans for Standalone lessons and identify connections that correlate to the general education writing pacing guide and strategies discussed during grade level team meetings.	ENL Teachers
1/04/2022	6/2022	Continue to provide ENL Teachers with feedback on incorporating writing in the lessons plans and delivery in	Coach and Admin

		Standalone classes and provide them with feedback during walkthroughs at least monthly.	
1/04/2022	6/2022	Continue to schedule and hold meetings with each English Language Learner (ELL) to set and share their specific goals with them, to generate the steps they will take to reach those goals, how they will know they are improving, and to analyze the progress they are making towards those goals at least quarterly.	ENL Teachers
6/01/2022	6/25/2022	Analyze end-of-year walkthrough data and achievement data for ELLs to determine / draft strategies to focus on in the 2021-22 school year to continue to improve language acquisition and language acquisition support of ELLs at McKinley-Brighton.	ENL Teachers, Coach and Admin

## 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.**

Recurring student self-identified wants/needs revealed across interviews (i.e., more hands on, collaborative, and project-based learning activities) are incorporated into the plan via SCSD ELA humanities units, as well as best instructional practices. The SCSD unit plans include a variety of opportunities for discussion, collaboration, and project-based learning. Grade level teams and ENL teachers will collaborate to unpack units and create engaging lessons, ensuring that best practice instructional strategies are purposefully planned.

### Equity Self-Reflection

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

An area in need of improvement revealed in the Equity Self-Reflection survey, "Incorporate curriculum, texts, content, and assignments that activate connections to student experiences and identities and provide students with opportunities to discover, research, and build deep structural understanding of themes, content, and curriculum covered." This will be addressed via SCSD newly developed K-2 & 3-5 integrated ELA units. ENL & Gen Ed teachers will collaborate as they unpack the new culturally responsive units and texts, ensuring that students are afforded many opportunities to activate connections and deepen understandings of themes, content, and curriculum for all students.

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

Subgroup	June 2022 Goal	2018-19 Chronic Absenteeism Rate/ Baseline Data
White	34.2% Chronic Absenteeism Rate	54.5% 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 several practices in place that have positively impacted chronic absenteeism for most of our students. However, we have not focused on identifying additional innovative ways to engage the few families of students who have been chronically absent.	No
We have not taught or explicitly informed our McKinley-Brighton family (students, families, and staff) about what chronic absenteeism is, why it is important and how it connects to our accountability status.	No

### Action Plan: August to January

What will the school do in the <b>first half of the year</b> to address <b>the root causes</b> identified above?			
Start	End	Action	Lead
8/2021	9/30/21	Collaborate with Family Engagement Specialist to create student-friendly, parent/family-friendly, and staff-friendly communication for each group about the expectations for attendance (including the measures being taken to ensure the health and safety of both staff and students), what it means to be chronically absent, why it is important for student learning, and how it impacts the school's accountability status.	Attendance Team
8/2021	12/23/21	Collaborate with Family Engagement Specialist to determine how, what and when communication on chronic absenteeism will be distributed to families, including identifying parent meetings and family engagement events where the information will be shared.  Share the information on chronic absenteeism and strategies to improve attendance with families according to the schedule.	Admin & Attendance Team
8/2021	9/30/21	Collaborate with the Family Engagement Specialist to create a survey for parents / families of students who are at-risk of being chronically absent or were previously chronically absent to learn more about their experience with the school and identify and incorporate strategies that directly address the needs of families not previously reached. Contact each family to administer the survey.	Attendance Team
9/15/21	9/30/21	Analyze the parent survey information and identify additional interventions, including proactive support and reinforcers, that can	Attendance Team

		be incorporated in our plans for individual families and/or in our tiers of support.	
8/2021	12/23/21	<p>Collaborate with DSCT and grade level teams to determine how, what and when the communication on attendance and chronic absenteeism will be shared with students, including identifying classroom (Morning Meetings, etc.) or grade level meetings and assemblies and where the information will be shared and celebrated.</p> <p>Share the information on attendance and chronic absenteeism with students according to the schedule.</p>	<p>Attendance Team</p> <p>Attendance Team, Teachers, Admin, Support Staff</p>
8/2021	9/2/21	<p>Review and refine the system of tiered support for students who are chronically absent or at-risk of being chronically absent and implement the system. Tiers as of 8/2021 are:</p> <ul style="list-style-type: none"> <li>• Tier 1 Interventions <ul style="list-style-type: none"> <li>○ Building Classroom Community, Positive and Personalized Regular Communication to Families (continuing from closure), Explicitly Building Relationships with Students and Families, Home Visits, Talking Points, Language Line, Attendance Awards, Robocalls, Attendance Postcards, District Energy Letters</li> </ul> </li> <li>• Tier 2 <ul style="list-style-type: none"> <li>○ SIT Triage, Social Worker Support, Home Visits Attendance Letters, Daily Monitoring, Personalized / Individualized Intervention Plans</li> </ul> </li> <li>• Tier 3 <ul style="list-style-type: none"> <li>○ ACCESS referral, Home Visits, Personalized / Individualized Intervention Plans</li> </ul> </li> <li>• Tier 4 <ul style="list-style-type: none"> <li>○ Hotline, Home Visits, Personalized Individualized Intervention Plans</li> </ul> </li> </ul>	Attendance Team
8/2021	9/2/21	Incorporate in the staff-friendly communication the Tier 1 and Tier 2 interventions teachers can implement to mitigate chronic absenteeism and to improve attendance overall.	Attendance Team
8/2021	9/2/21	Schedule time to review the information with staff including the Tier 1 and Tier 2 interventions all teachers, including Special Area and ENL Teachers, will incorporate in their classrooms and in their support.	Admin and Attendance Team
8/2021	9/30/21	Collaborate with District staff, including Family Engagement Specialist (FES) and ENL Staff, to identify and provide professional development to staff on Tier 1 and Tier 2 interventions, including the different methods/platforms of communicating with families, as needed.	Attendance Team

9/8/21	12/23/21	Continue to implement practices and interventions at each Tier to improve chronic absenteeism, including the proactive activities that reinforce attendance.	Admin, Attendance Team, Teachers, District & School Support Staff
8/2021	12/23/21	Schedule time to provide staff with updates on chronic absenteeism (CA) at least monthly, either grade level team meetings or faculty meetings, that includes CA schoolwide percentages, students receiving support for attendance, tips/reminders to improve attendance, and progress towards the accountability goals.	Attendance Team and Admin
8/2021	9/8/21	Review the responsibilities of the ACCESS partner and identify which we will continue and for those we continue, to whom the responsibilities will shift. Update the tiered plan to incorporate those responsibilities.	Admin and Attendance Team
8/2021	9/8/21	Review and refine the protocols the Attendance Team will follow, including any revisions based on the ACCESS partnership change, to improve chronic absenteeism for the 2021-22 School Year.	Attendance Team
8/2021	12/23/21	Schedule and hold weekly Attendance Team meetings to monitor schoolwide attendance and chronic absenteeism data, analyze the data, identify students who are chronically absent or are at-risk of being chronically absent, and create and monitor action plans.	Admin and Social Work Team
8/2021	12/23/21	Create and implement the plans for each family, based on the root cause analysis of needs for each family, that is tailored to address the needs and barriers impacting consistent attendance at weekly meetings.	Attendance Team
8/2021	12/23/21	Communicate the personalized plans for students to all stakeholders and implement the plans.	Attendance Team
9/8/21	12/23/21	Monitor the implementation of students' plans and the data weekly to determine impact and adjust as needed.	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 2021.

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

Data Source	Subgroup	September 2021 Baseline	January 2022 Target
Chronic Absenteeism Rate	White	Baseline will be added in September 2021 due to the anomaly of 2020-21 SY.	34.2% Chronic Absenteeism Rate



## 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
1/4/22	6/21/22	Continue to collaborate with the Family Engagement Specialist to share the information on chronic absenteeism and strategies to improve attendance with families according to the schedule.	Admin & Attendance Team
1/4/22	6/24/22	Continue to collaborate with the Family Engagement Specialist to identify any new families who need to be surveyed and survey them to learn more about their experience with the school and identify and incorporate strategies that directly address their needs.	Attendance Team
1/4/22	6/25/22	Continue to analyze the survey information of parents/families surveyed and identify additional interventions, including proactive supports and reinforcers, that can be incorporated in our plans for individual families and/or in our tiers of support.	Attendance Team
1/4/22	6/24/22	Continue to collaborate with DSCT and grade level teams to determine how, what and when the communication on attendance and chronic absenteeism will be shared with students, including identifying classroom (Morning Meetings, etc.) or grade level meetings and assemblies and where the information will be shared and celebrated.  Share the information on attendance and chronic absenteeism with students according to the schedule.	Attendance Team  Attendance Team, Teachers, Admin, Support Staff
1/4/22	6/21/22	Continue to collaborate with District staff, including Family Engagement Specialist (FES) and ENL Staff, to identify and provide professional development to staff on Tier 1 and Tier 2 interventions, including the different methods/platforms of communicating with families, as needed.	Attendance Team
1/4/22	6/24/22	Continue to implement practices and interventions at each Tier to improve chronic absenteeism, including the proactive activities that reinforce attendance.	Admin, Attendance Team, Teachers, District & School Support Staff
1/4/22	6/25/22	Continue to provide staff with updates on chronic absenteeism (CA) at least monthly, either grade level team meetings or faculty meetings, that includes CA schoolwide percentages, students receiving support for attendance, tips/ reminders to improve attendance, and progress towards the accountability goals.  Celebrate meeting end-of-year goals with staff.	Attendance Team and Admin
1/4/22	6/21/22	Continue to hold weekly Attendance Team meetings to monitor schoolwide attendance and chronic absenteeism data, analyze the	Admin and Social Work Team

		data, identify students who are chronically absent or are at-risk of being chronically absent, and create and monitor action plans.	
1/4/22	6/24/22	Continue to create and implement the plans for each family, based on the root cause analysis of needs for each family, that is tailored to address the needs and barriers impacting consistent attendance at weekly meetings.	Attendance Team
1/4/22	6/24/22	Continue to communicate the personalized plans for students to all stakeholders and implement the plans.	Attendance Team
1/4/22	6/24/22	Continue to monitor the implementation of students' plans and the data weekly to determine impact and adjust as needed.	Attendance Team

## Learning As A Team

### Directions

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

### Student Interviews

#### Describe how the Student Interview process informed the team's plan for CA.

Student self-identified COVID related fears about returning to school were revealed across interviews. This will be addressed by communicating the plans and procedures in place to ensure the health and safety of all stakeholders at the beginning of the year and including updates throughout the year, as necessary.

### Equity Self-Reflection

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

An area in need of improvement revealed in the Equity Self-Reflection survey, "Assess school climate using a variety of measures (i.e., surveys, interviews, focus groups, informal gatherings) to collect diverse stakeholder impressions and experiences using questions that consider issues of diversity, equity, and inclusion." This will be addressed via the creation and analysis of parent/family survey of students who are at-risk of being chronically absent or were previously chronically absent to learn more about their experience with the school and identify and incorporate strategies that directly address the needs of families to ameliorate chronic absenteeism.

## 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	Other students at my school show me respect  (2019 Climate Survey)	80% students Strongly Agree or Somewhat Agree  5% Strongly Disagree	(2019 Climate Survey) 35% Strongly Agree 25% Somewhat Agree 12% Neither Agree or Disagree

			10% Somewhat Disagree 18% Strongly Disagree
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## Root Causes

What theories or hypotheses does the school have as to why the school has had its past outcomes for <b>Survey</b> ? Please consider longitudinal student achievement data, student interview data, and Equity Self-Reflection results when developing root causes.	Is this specific to certain sections of the school (grade/content area?)
We have not consistently and explicitly focused on a common schoolwide approach to intentionally focus on respect and Social Emotional Learning.	
We have not explicitly defined or reinforced expectations for and with students about what respect looks like, sounds like, and feels like. We have not leveraged our Bobcat Matrix schoolwide to support increasing students showing one another respect, because we have not implemented or monitored it consistently.	

## 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	Alter the master schedule to allocate Social and Emotional Learning (SEL) time block daily for all classes.	Admin
7/2021	9/2/2021	Collaborate with Admin Team to define expectations and the structures all classes will follow to address SEL explicitly and consistently during the allocated time. <ul style="list-style-type: none"> <li>SEL Block Schedule (daily) 15min. <ul style="list-style-type: none"> <li>Daily Schedule: <ul style="list-style-type: none"> <li>Morning Meeting (relationship building) mins <ul style="list-style-type: none"> <li>Topic / Skill Introduction – 5 mins</li> <li>Student Activity &amp; Discussion – 8 mins</li> <li>Closing Activity / Debrief – 2 mins</li> </ul> </li> </ul> </li> </ul> </li> </ul>	Ms. Dotson
7/2021	9/2/2021 12/23/2021	Collaborate with Admin Team and Social Workers build the curriculum for the daily SEL time by reviewing Second Step, TCIS, schoolwide & classroom procedures and routines, Code of Conduct Lessons, PAX, Restorative Practices, and Social Justice resources to identify the topics, the stories, the lessons, and the common practices that will be focused on each week during the SEL time (respect, empathy, friendship, communication, social justice). Provide the information to teachers monthly.	Ms. Dotson

		<p>For example:</p> <p>Weekly Topics for the year will be provided to teachers by way of Scope and Sequence generated by Second Step.</p>	
8/2021	11/6/2021	<p>Schedule and provide teachers with professional development around the SEL block expectations, the curriculum, the resources, the practices, and the strategies during the first marking period. Contact the District support and collaborate with them to identify who will train staff or to get training for the DSCT members to then train the staff. Training will also be provided by the school-based student support team (social workers and psychologist)</p> <ul style="list-style-type: none"> <li>• Second Step</li> <li>• TCIS</li> <li>• Bobcat Matrix</li> <li>• Code of Conduct Lessons</li> <li>• PAX</li> <li>• Restorative Practices</li> <li>• Trauma Informed Practices for Educators</li> <li>• Social Justice</li> </ul>	Ms. Dotson and DSCT and student support team
9/2/2021	12/23/2021	Collaborate with grade level partners to review and plan for implementing the SEL block expectations, curriculum / guidance. Student Support team will participate in co-teaching and modeling lessons in classrooms.	Classroom Teachers and students support team
9/8/2021	12/23/2021	Visit classes during the SEL block and provide each teacher with feedback a minimum of once per month. Identify teachers in need of additional support and provide them with the support or training as needed.	Admin Team and Coaches
8/1/2021	9/2021	<p>Review the Bobcat Matrix and determine any revisions necessary specifically in the Respect section to make it reflect how we treat one another (student to student; student to teacher) and include behaviors during online instruction (if completing Scenario 2 or 3 as a part of our return to school plan for Fall 2021-22).</p> <p>Incorporate Social Justice explicitly and include language from TCIS related to Respect.</p>	DSCT
8/1/2021	8/28/2021	Review and refine the expectations for how students earn a Bobcat Paw specifically for Respect.	DSCT
8/1/2021	8/28/2021	Revise the “Respect” Bobcat Paw to add the behaviors students’ exhibit when they show respect so we can capture which	DSCT

		behaviors happen most often and which least often when teachers submit the Paws.	
8/1/2021	8/28/2021	Plan how the information from our Bobcat Matrix, specifically Respect component, will be posted, and communicated school wide (cafeteria, hallways, etc) and shared home with families.	DSCT
8/2021	9/01/2021	Create a year-long plan for how Respect will be reinforced and celebrated with students and students and any training that will be provided throughout the year specific to Respect. (Training for Staff, Announcements, Assemblies to Teach Respect, Assemblies to Celebrate Respect)	Ms. Dotson DSCT Admin Team
9/1/2021	12/23/2021	Implement the year-long plan for how Respect will be reinforced and celebrated.	Ms. Dotson DSCT Admin Team
9/1/2021	9/3/2021	Communicate to teachers the expectation to add specific “look-fors” / behaviors for their class to their Bobcat Matrix to personalize it for their class (clarify with teachers that Respect section should only be for how we treat one another: <i>student-student or student-teacher interactions</i> ).	PD to staff from DSCT and Ms. Dotson
9/1/2021	12/23/2021	Identify and schedule trainings for staff on strategies that support and reinforce a clear focus on improving Respect school-wide and provide teachers with guidance on how to address Respect throughout the school day and school year: restorative practices, social justice, TCIS teaching, Morning Meeting, Closing Circles	Admin Team
9/1/2021	12/23/2021	Share the information about how Bobcats define Respect and what the specific behaviors are with partners and all outside agencies, so we are all using the same language about Respect with our students, and so the partners know we are explicitly focusing on this as a priority this year.	Ms. Dotson DSCT
9/1/2021	12/23/2021	Collaborate with the PAX Consultant to incorporate the revised language for Respect into the PAX procedures and expectations quarterly.	Ms. Dotson
9/8/2021	9/30/2021	Monitor the posting of the Bobcat Matrix that has been personalized for each class during the first two weeks of schools and provide teachers with feedback if not posted.	Admin Team
9/8/2021	12/23/2021	Incorporate in the walkthrough tool a way to celebrate when the Bobcat Matrix is referenced during instruction and provide teachers feedback monthly. Identify any teachers in need of	Admin Team

		support with explicitly addressing Respect and provide them with that support from the VP, Counselor, or PAX Consultant.	
9/8/2021	10/30/2021	<p>Create and implement a survey to 2<sup>nd</sup> – 5<sup>th</sup> grade students to learn how students define respect.</p> <ul style="list-style-type: none"> <li>○ What are some things a fellow student does to show you respect in class? In the hallway? At lunch? At Special Area classes? On the bus?</li> <li>○ What are some things a fellow student does that makes you feel disrespected?</li> <li>○ What are some things you would like students to do more of to show you or each other respect?</li> <li>○ What are some ways your teachers show you respect?</li> <li>○ What are some ways you show your teachers respect?</li> </ul>	DSCT
10/30/21	12/23/2021	Analyze the data from the “Respect” Bobcat Paws collected to determine if there are trends school wide or by grade level that we need to address more directly and plan how to highlight those in announcements and/or train students to exhibit those behaviors.	DSCT

## 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
Student Survey	<p>70% students Strongly Agree or Somewhat Agree</p> <p>11% Strongly Disagree</p>

## Planning for January to June

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

Start	End	Action	Lead
1/5/2022	1/29/2022	Schedule, create and administer the mid-year mini survey for students on the Respect question to determine progress toward our June 2022 goal.	Ms. Dotson DSCT
1/29/2022	2/16/2022	Analyze the data from the mini-survey and the discipline data and report back to staff the results.	DSCT

1/5/2022	1/29/2022	Adjust the Bobcat Matrix and/or identify additional training for staff or students based on the mini-survey, discipline data results, and the matrix results analysis on Respect.	Ms. Dotson and DSCT
1/5/2022	6/24/2022	Revise, schedule and deliver trainings for staff on strategies that support and reinforce a clear focus on improving Respect school-wide and provide teachers with guidance on how to address Respect throughout the school day and school year based on walkthrough data, PAX data, and mid-year survey results. Additional training may focus on restorative practices, social justice, TCIS teaching, Morning Meeting, Closing Circles.	Admin Team
1/5/2022	6/24/2022	Collaborate and continue to use the walkthrough tool to celebrate when the Bobcat Matrix is referenced during instruction. Identify any teachers in need of support with explicitly addressing Respect and provide them with that support from the VP, Counselor, or PAX Consultant. Visit each class a minimum of once per month.	Admin Team
1/4/2022	5/21/2022	Continue to collaborate with Admin Team and Social Workers build the curriculum for the daily SEL time by reviewing Second Step, TCIS, Habits Unit, Code of Conduct Lessons, PAX, Restorative Practices, and Social Justice resources to identify the topics, the stories, the lessons, and the common practices that will be focused on each week during the SEL time (respect, empathy, friendship, communication, social justice). Provide the information to teachers every month.  For example: <ul style="list-style-type: none"> <li>• Weekly Topics for September (K-5)</li> <li>• Continue to use the Second Step Scope and sequence by grade level</li> </ul>	Ms. Dotson
1/4/2022	6/21/2022	Continue to collaborate with grade level partners to review, plan for and implement the SEL block expectations and curriculum / guidance. The student support team will continue to support through co-teaching and modeling lessons (social worker, psychologist)	Classroom Teachers student support team
1/4/2022	6/21/2022	Continue to visit classes during the SEL block and provide each teacher with feedback a minimum of once per month. Identify teachers in need of additional support and provide them with the support or training as needed.	Admin Team and Coaches

3/2/2022	3/31/2022	Schedule, and administer the min-survey at the end of quarter for students on the Respect question to determine progress toward our June 2022 goal.	Ms. Dotson DSCT
4/13/2022	4/29/2022	Analyze the data from the mini-survey and the discipline data and report back to staff the results.	DSCT
6/2022	6/2022	Analyze the data from the end-of-year survey and the discipline data and report back to staff and students the results and celebrate meeting the goal.	DSCT

## 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.**

Across interviews, student self-identified wants/needs revealed concerns about health at school, being afforded opportunities for highly engaging learning, as well as building positive relationships with both students and teachers. While these concerns are incorporated into the plan via SCSD curriculum, as well as best instructional practices, they are specifically addressed through the development and implementation of an SEL block with explicit instruction. Social Emotional Learning, with a focus on respect, will be monitored consistently using the data collected to adjust the content.

### Equity Self-Reflection

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

Areas in need of improvement revealed in the Equity Self-Reflection survey, "Cultivate a school and classroom environment of affirmation and acceptance. Respond to instances of disrespectful speech about student identities by intervening" and "Establish an inclusive space that encourages cultural identity development through affirming race, class, gender, sexual orientation, language, ability level, and any other differentiator." These areas are addressed throughout the plan (i.e., Code of Conduct, Bobcat Matrix, Restorative Practices, PAX, culturally responsive lessons & instructional practices, etc.), but specifically through the development and implementation of an SEL block wherein staff are thoroughly trained on expectations, curriculum, resources, and practices. The SEL block will be monitored regularly, and stakeholders surveyed quarterly. This data will then be used to adjust the content of the SEL block to address the needs expressed by stakeholders.



## Evidence-Based Intervention

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

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

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

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

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

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

### State-Supported Evidence Based Strategy

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

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

## Our Team's Process

### Background

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

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

### Team Members

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

Name	Role
Eric Patterson	Principal
Karen Dotson	Vice Principal
Lisa Dillman	Administrative Intern
Kathleen Kurgan	Instructional Coach
Kristie Blume	Teacher
Teresa Zollo	Teacher
Lorraine Dougherty	Teacher
Deborah Pichardo-Kemp	Student Support Specialist
Emily Magiera	Teacher
Natalie Davis	Music Teacher
Darci LaRose	School Librarian
Amanda Lewis	Parent
Madeline Gonzalez	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

## 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
8/10/21			X	X	X	
8/11/21	X					

## Submission Assurances

### Submission Assurances

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

1.  The SCEP has been developed in consultation with parents, school staff, and others in accordance with [the NYSED Requirements for Meaningful Stakeholder Participation](#) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plan before it is approved.
2.  The SCEP will be implemented no later than the beginning of the first day of regular student attendance.
3.  Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.