



School Comprehensive Education Plan 2023-24

District	School Name	Assistant Superintendent	Principal	Grades Served	Accountability Status
Syracuse City School District	Brighton Academy	Pamela Odom	Richard Richardson III	6-8	<input checked="" type="checkbox"/> CSI <input type="checkbox"/> ATSI/TSI <input type="checkbox"/> LSI

Collaboratively Developed By:

The Brighton Academy SCEP Development Team

And in partnership with the staff, students, and families of Brighton Academy.

Guidance for Teams

Process

Prior to working on this document, school teams should be sure to complete the following activities as part of its needs assessment:

- **Envision:** Explore its vision, values, and aspirations
- **Analyze:** Review and analyze internal and external data, including survey data, and reflect on systems and structures
- **Listen:** Conducting student interviews
- **Putting It All Together**

School teams should complete the SCEP *Putting it all Together* document to make connections between activities, identify areas of need and root causes, develop Theories of Action, and identify corresponding priorities and activities for the upcoming year as the team considers **“What should we prioritize to support our students and work toward the school we wish to be?”**

Year-End Goals and Progress Targets

Schools should consider success criteria and benchmarks that will help them determine if they are making sufficient progress toward their goals throughout the year. Each Goal Area will have at least one end-of-the-year goal, a mid-year benchmark, action steps that will allow the school to reach those goals and benchmarks, and early progress milestones.

The plan template is designed with the intention that school teams return to their plan regularly throughout the year and update as necessary and complete the reflection charts (light yellow sections) in the Early Progress Targets and Mid-Year Benchmark sections.

Action Steps

In conjunction with identifying benchmarks, teams should develop action steps that will allow the school to reach these benchmarks and year-end goals.

Resources for the Team

- [SCSD 2023-24 SCEP Development](#)

Submission Instructions

CSI Schools: By **July 7th**, upload the final version of the SCEP to your “Final 2023-24 SCEP” folder on Office 365, and **then email Dan Burton at dburton@scsd.us to inform him that it has been uploaded.** The District will present it to the Board of Education and share it with NYSED by July 28 for approval.

TSI/ATSI Schools: By **July 14th**, upload the final version of the SCEP to your “Final 2023-24 SCEP” folder on Office 365, and then **email Dan Burton at dburton@scsd.us to inform him that it has been uploaded.** The District will approve your plan and present it to the Board of Education.

LSI Schools: By **August 11th** upload the final version of the SCEP to your “Final 2023-24 SCEP” folder on Office 365, and **then email Dan Burton at dburton@scsd.us to inform him that it has been uploaded.** The District will then approve your plan.

ELA Goal

Directions: All schools should add at least one school-level goal that can be measured by June 2024. Identify the subgroup for which the school is generating a year-end goal. Schools in CSI and LSI status should use “All Students” and may add specific subgroups based on data. Schools in ATSI/TSI status should have a year-end goal for each identified subgroup.

Year-End Goals

Student Goals						
Goal #	Subgroup	Measure	Year-End Goal			
ELA 1	All Students	Academic Achievement Index	TBD/Place Holder Based on NYSED Provided MIPs			
ELA 2	All Students	Percent of Students at Each Performance Level on 2023-24 NYS ELA Assessment	Level 4	Level 3	Level 2	Level 1
			1% # students= 4	10% # students=34	30% # students=105	59% # students=192
ELA 3	All Students	NWEA	Will increase the number of students meeting their EOY RIT score growth expectations from 34% to 45%			
ELA 4	All Students	DIBELS ORF- Words Correct	Will increase the number of students scoring proficient or above on the DIBELS Oral Reading Fluency (ORF) Words Read Correctly from 28% to 35%			
ELA 5	All Students	CER Short Response Writing	Will increase the number of students communicating clearly in academic writing by scoring proficient (9/12 or higher) from 48% to 55%			

Theory of Action

Based on the needs assessment process and SCEP reflection, we have drilled down to the following root causes and theories of action:

Root Cause	Theory of Action (TOA) (If/Then Statement)
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1	Due to an increased focus on closing word reading gaps, there was an inconsistent monitoring of and feedback on the implementation of the Academic Interventions Services strategies and of corresponding differentiated coaching with a focus on fluency and literal comprehension.	IF teachers implement a systematic ELA AIS program, that is monitored by school leaders, and supported by instructional coaching, and is developed to provide students with structures that provide more opportunities to engage with text where they can monitor their fluency and literal comprehension, THEN teachers will provide instruction aligned to the identified gaps within foundational reading skill and students will demonstrate growth in their ability to read fluently and comprehend what the text is saying.
2	Due to an incomplete third-party vendor data reporting system, Tier 1 ELA data was not monitored and analyzed for progress monitoring or instructional purposes. Through supporting the third-party vendor with recreating their system, comprehensive Tier 1 ELA data will be available beginning July 1 st focused on completion rates, individual test summaries, and progress towards standards mastery over time.	IF teachers regularly engage in thorough data analysis protocols with Tier 1 ELA data in a timely manner following Unit assessments, and leaders systematically monitor, analyze, and support instructional planning and lesson delivery through corresponding feedback and coaching, THEN teachers will be able to identify standards that need additional support and/or emphasis in upcoming lessons/units/modules and leaders can systematically support teachers through coaching, pd, and feedback on specific areas resulting in student achievement improving.
3	Due to the previous year's Tier 1 ELA professional development focusing on identifying students who were meeting standards aligned task expectations, teachers began to develop differentiated access points for students, but all students received them. Professional development and corresponding differentiated coaching was not prioritized with regards to providing supports to the development of lessons that aligns to groups of students' needs vs. whole class differentiation.	IF teachers participate in PLCs supported by school leaders, and are systematically monitored, focused on thoughtful discussions of data through consistent protocols, THEN teachers will be more effectively engaged in collaboration, students will be exposed to more supportive instruction to meet the rigor of the curriculum resulting in student achievement improving.

Priority

Based on the needs assessment process and SCEP reflection, we identified the following priority(ies) we will focus on for this goal area (3 maximum):

	Priority
1	Increase opportunities for students to read independently
2	Adjust ELA AIS structure to address students who are closer to grade level proficiency

3	Develop and deliver differentiated entry points to lessons based on formative and summative data
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Early Progress Milestones

We believe we will be on track to meet our benchmarks if eight weeks into the school year we are able to reach the following milestones *(delete unused rows)*:

Subgroup / Group	Measure	8 Week Milestone	Actual Data	Status	Notes
All Students	EL ELA Assessments	Module 1 Unit 1 Assessments		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	
All Students	CER	Module 1 Writing prompt		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	
All Students	DIBELS-ORF Words Correct	Students will be reading at least 10% more words correctly		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	

Action Plan: August to January

We will implement these action steps in the first half of the year which will enable us to meet our mid-year benchmark targets and place us on-track to meet our year-end goals *(add additional rows as needed)*:

Start Date (M/D/YY)	End Date (M/D/YY)	Action Step <i>(begin with verb)</i>	Lead(s)	TOA #
8.1.23	8.28.23	ELA teachers will meet and develop a pacing calendar to support the completion of 3 full modules this school year <ul style="list-style-type: none"> • Unit pacing • Assessment dates 	Richardson Coach-Skope or Sageer Ryan	2
8.1.23	8.28.23	Leadership team identifies ELA walkthrough indicators	Richardson	3

			Coach-Skope or Sageer Ryan	
8.1.23	8.28.23	Develop professional learning to support the expectation of differentiated lesson for groups of students based on data	Richardson Coach-Skope or Sageer Ryan	3
8.1.23	8.28.23	Refine the PLC structure to support differentiated supports for students based on data and develop a system for monitoring PLC implementation	Richardson Coach-Skope or Sageer Ryan	3
8.1.23	8.28.23	Refine and develop pd the ELA AIS structure to: <ul style="list-style-type: none"> - Provide additional structure for lesson planning process: <ul style="list-style-type: none"> o to support fluency and monitoring o Book studies focused on literal comprehension - Develop walkthrough indicators that focus fluency and comprehension of text 	Richardson Coach-Skope or Sageer Ryan	1
8.28.23	8.29.23	Deliver professional learning about differentiated lesson structure expectations and modified ELA AIS structures and expectations	Richardson Coach-Skope or Sageer Ryan	3
9.11.23	9.15.23	Leadership team and ELA lead conduct walkthroughs using identified and shared indicators to collect baseline data	Richardson Coach-Skope or Sageer Ryan	3
9.18.23	9.22.23	Analyze walkthrough data and develop a coaching schedule, professional development to identify teachers who need support with planning, lesson delivery, etc.	Richardson	3

			Coach-Skope or Sageer Ryan	
9.11.23	9.15.23	Launch the weekly differentiated PLC structure where pd and coaching occur to support: -lesson planning through the lens of making differentiated lesson to support individual student needs -data analysis	Richardson Coach-Skope or Sageer Ryan	3
10.2.23	10.6.23	Leaders and teachers engage in a data analysis protocol to identify students' strengths and areas for improvement for content that has been taught and develop instructional plans that address gaps	Richardson Coach-Skope or Sageer Ryan	1
10.9.23	10.13.23	Leadership team and ELA lead conduct walkthroughs using identified and shared indicators to collect data	Richardson Coach-Skope or Sageer Ryan	3
10.16.23	10.20.23	Analyze walkthrough data and develop a coaching schedule, professional development to identify teachers who need support with planning, lesson delivery, etc.	Richardson Coach-Skope or Sageer Ryan	3
10.23.23	10.27.23	Leaders and teachers engage in a data analysis protocol to identify students' strengths and areas for improvement for content that has been taught and develop instructional plans that address gaps	Richardson Coach-Skope or Sageer Ryan	1
11.13.23	11.17.23	Leadership team and ELA lead conduct walkthroughs using identified and shared indicators to collect baseline data	Richardson Coach-Skope or Sageer	3

11.20.23	11.21.23	Analyze walkthrough data and develop a coaching schedule, professional development to identify teachers who need supports with planning, lesson delivery, etc.	Ryan Richardson Coach-Skope or Sageer Ryan	3
12.4.23	12.8.23	Leaders and teachers engage in a data analysis protocol to identify students' strengths and areas for improvement for content that has been taught and develop instructional plans that address gaps	Richardson Coach-Skope or Sageer Ryan	3
1.15.24	1.26.24	Leadership team and ELA lead conduct walkthroughs using identified and shared indicators to collect baseline data (MYR)	Richardson Coach-Skope or Sageer Ryan	3

Action Step Status Check	Reflection Date	% of Scheduled Action Steps On-Track	Reflections & Adjustment
Marking Period 1	10.16.23		
Marking Period 2	1.16.24		

Mid-Year Benchmark Targets

We believe we will be on track to meet our year-end goals if, by Dec/Jan/Feb we are able to reach the following targets:

Subgroup / Group	Measure	Mid-Year Target	Actual Data	Status	Notes
All Students	NWEA	45% of students will have increased their RIT score by		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	

		at least half of their EOY target		
All Students	Dibels-ORF Words Correct	32% of students will score proficient or above on the Dibels ORF Words Correct section		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>
All Students	CER	52% of students will score proficient (9/12) or higher on their CER		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>

Action Plan: January to June

We will implement these action steps in the second half of the year which will enable us to meet our year-end goals *(add additional rows as needed)*:

Start Date (M/D/YY)	End Date (M/D/YY)	Action Step <i>(begin with verb)</i>	Lead(s)	TOA #
1.29.24	2.2.24	Analyze walkthrough data and develop a coaching schedule, professional development to identify teachers who need supports with planning, lesson delivery, etc.	Richardson Coach-Skope or Sageer Ryan	3
2.12.24	2.16.24	Leaders and teachers engage in a data analysis protocol to identify students' strengths and areas for improvement for content that has been taught and develop instructional plans that address gaps	Richardson Coach-Skope or Sageer Ryan	1
3.18.24	3.22.24	Leadership team and ELA lead conduct walkthroughs using identified and shared indicators to collect baseline data	Richardson	3

			Coach-Skope or Sageer Ryan	
3.25.24	3.29.24	Analyze walkthrough data and develop a coaching schedule, professional development to identify teachers who need supports with planning, lesson delivery, etc.	Richardson Coach-Skope or Sageer Ryan	1
4.8.24	4.12.24	Leaders and teachers engage in a data analysis protocol to identify students' strengths and areas for improvement for content that has been taught and develop instructional plans that address gaps	Richardson Coach-Skope or Sageer Ryan	3
5.20.24	5.31.24	Leadership team and ELA lead conduct walkthroughs using identified and shared indicators to collect baseline data (EOY Review)	Richardson Coach-Skope or Sageer Ryan	1
6.3.24	6.7.24	Analyze walkthrough data and develop a coaching schedule, professional development to identify teachers who need supports with planning, lesson delivery, etc.	Richardson Coach-Skope or Sageer Ryan	3
6.3.24	6.7.24	Leaders and teachers engage in a data analysis protocol to identify students' strengths and areas for improvement for content that has been taught and develop instructional plans that address gaps (EOY Review)	Richardson Coach-Skope or Sageer Ryan	1

Action Step Status Check	Reflection Date	% of Scheduled Action Steps On-Track	Reflections & Adjustments
Marking Period 3	3.16.24		
Marking Period 4	6.10.24		

ELA End-of-Year Reflections	Implications for 2024-25 School Planning

Math Goal

Directions: All schools should add at least one school-level goal that can be measured by June 2024. Identify the subgroup for which the school is generating a year-end goal. Schools in CSI and LSI status should use “All Students” and may add specific subgroups based on data. Schools in ATSI/TSI status should have a year-end goal for each identified subgroup.

Year-End Goals

Student Goals						
Goal #	Subgroup	Measure	Year-End Goal			
Math 1	All Students	Academic Achievement Index	<i>TBD/Place Holder Based on NYSED Provided MIPs</i>			
Math 2	All Students	Percent of Students at Each Performance Level on 2023-24 NYS Math Assessment	Level 4	Level 3	Level 2	Level 1
			1% # students=4	5% # students=18	10% # students=34	84% # students=283
Math 3	All Students	NWEA	Will increase the number of students meeting their EOY RIT score growth expectations from 47% to 55%			
Math 4	All Students	Math AIS-SOAR Assessment	Will increase the number of students receiving fractions intervention or higher from 53% to 65%			
Math 5	All Students	CER	Will increase the number of students communicating clearly in academic writing by scoring proficient (9/12 or higher) from 26% to 35%			

Theory of Action

Based on the needs assessment process and SCEP reflection, we have drilled down to the following root causes and theories of action:

Root Cause	Theory of Action (TOA) <i>(If/Then Statement)</i>

1	We have not provided sufficient training and corresponding differentiated coaching to all teachers of math on the tier 1 curriculum and pedagogy (concrete -> representation -> abstract) to plan standards aligned and effective lesson delivery.	IF leaders develop and implement a sustainable system of regular supervision and support where pd is provided, instructional walkthroughs follow where pd content is looked for, data of walkthroughs is collected, and further pd is differentiated, THEN teachers will deliver more effective lessons aligned to high quality math practices resulting in student achievement on priority grade-level standards improving.
2	Due to the previous year’s professional development focusing on identifying students who were meeting standards aligned task expectations, teachers began to develop differentiated access points for students, but all students received them rather than them being strategically assigned. Professional development and corresponding coaching needs to be provided that supports the development of lessons that aligns to groups of students’ needs vs. whole class differentiation.	IF teachers participate in PLCs supported by school leaders, and are systematically monitored, focused on thoughtful discussions of data through consistent protocols, THEN teachers will be more effectively engaged in collaboration, students will be cognitively engaged in lessons at their entry point with appropriate scaffolds, and students will be exposed to more supportive instruction to meet the rigor of the curriculum resulting in student achievement improving.
3	Due to a lack of defined Math AIS structures teachers were not creating and delivering high quality interventions. A system was put in place mid-year 2022-2023, which needs to be continued and monitored closely for impact with corresponding monitoring, feedback, and coaching.	IF teachers implement a systematic Math AIS program, that is monitored by school leaders, and supported by instructional coaching, and is developed to provide students with structures that provide more opportunities to engage with math content where they can monitor their fluency and leveled word problems, THEN teachers will provide instruction aligned to the identified gaps within foundational mathematic understanding and students will demonstrate growth in their ability to fluently and accurately solve math problems.

Priority

Based on the needs assessment process and SCEP reflection, we identified the following priority(ies) we will focus on for this goal area (3 maximum):

Priority	
1	Provide teachers with professional development and coaching focused on backwards planning through the lens of priority standards with an emphasis on quality math practices to support student learning
2	Provide teachers with professional development and coaching focused on developing differentiated supports and access points to grade level curriculum to students based on formative and summative assessments to support student learning

3	Develop a system to track Math AIS structure efficacy through monitoring of implementation and providing teachers with corresponding feedback and coaching.
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Early Progress Milestones

We believe we will be on track to meet our benchmarks if eight weeks into the school year we are able to reach the following milestones *(delete unused rows)*:

Subgroup / Group	Measure	8 Week Milestone	Actual Data	Status	Notes
All Students	Math AIS-SOAR Assessment	SOAR Assessment		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	
All Students	CER	Tier 1 Math Question		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	
All Students	Math Tier 1 Assessment	IM Unit Assessment		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	

Action Plan: August to January

We will implement these action steps in the first half of the year which will enable us to meet our mid-year benchmark targets and place us on-track to meet our year-end goals *(add additional rows as needed)*:

Start Date (M/D/YY)	End Date (M/D/YY)	Action Step <i>(begin with verb)</i>	Lead(s)	TOA #
8.1.23	8.28.23	Lead teachers at each level will backwards plan the math curriculum for their grade: <ul style="list-style-type: none"> - Unpack assessments - Cross walk unit assessments with NYS assessments - Identify priority lessons, or sections of lessons the focus on 	Richardson Neeves Coach-Skope or Sageer Content Liaison	1
8.1.23	8.28.23	Leadership team identifies math walkthrough indicators	Richardson Neeves	1

			Coach-Skope or Sageer Content Liaison	
8.1.23	8.28.23	Develop professional learning to onboard new staff to IM curriculum, math best practices, lesson structures, expectations, and walkthrough indicators	Richardson Neeves Coach-Skope or Sageer Content Liaison	2
8.1.23	8.28.23	Refine the PLC structure to support unpacking of the IM curriculum through the lens of making instructional decisions that support focusing on priority standards, lesson components, and differentiated access points	Richardson Neeves Coach-Skope or Sageer Content Liaison	2
8.1.23	8.28.23	Refine and develop PD the Math AIS structure to: <ul style="list-style-type: none"> • Provide additional structure for new math staff-lesson planning process and identification of strategies • Develop walkthrough indicators that focus fluency and leveled word problems • Allow for more fluid movement of students 	Richardson Neeves Coach-Skope or Sageer Content Liaison	3
8.28.23	8.29.23	Instructional leaders attend IM curricular pd on discourse and parts 1-4 to build leadership capacity on the math curriculum and best practices	Richardson Neeves Coach-Skope or Sageer Content Liaison	2
9.11.23	9.15.23	Deliver professional learning to onboard new staff to IM curriculum and Math AIS structure, math best practices, lesson structures, expectations, and walkthrough indicators	Richardson Neeves	1

			Coach-Skope or Sageer Content Liaison	
9.18.23	9.22.23	Leadership team and Math lead conduct walkthroughs using identified and shared indicators to collect baseline data	Richardson Neeves Coach-Skope or Sageer Content Liaison	1
9.11.23	9.15.23	Analyze walkthrough data and develop a coaching schedule, professional development to identify teachers who need support with planning, lesson delivery, etc.	Richardson Neeves Coach-Skope or Sageer Content Liaison	2
10.2.23	10.6.23	Launch the weekly differentiated PLC structure where pd and coaching occur to support: <ul style="list-style-type: none"> unpacking of the IM curriculum through the lens of making instructional decisions that focus on priority standards lesson components differentiated access points 	Richardson Neeves Coach-Skope or Sageer Content Liaison	2
10.9.23	10.13.23	Leaders and teachers engage in a data analysis protocol to identify students' strengths and areas for improvement for content that has been taught and develop instructional plans that address gaps	Richardson Neeves Coach-Skope or Sageer Content Liaison	1
10.16.23	10.20.23	Leadership team and Math lead conduct walkthroughs using identified and shared indicators to collect baseline data	Richardson Neeves	1

			Coach-Skope or Sageer Content Liaison	
10.23.23	10.27.23	Analyze walkthrough data and develop a coaching schedule, professional development to identify teachers who need support with planning, lesson delivery, etc.	Richardson Neeves Coach-Skope or Sageer Content Liaison	1
11.13.23	11.17.23	Leaders and teachers engage in a data analysis protocol to identify students' strengths and areas for improvement for content that has been taught and develop instructional plans that address gaps	Richardson Neeves Coach-Skope or Sageer Content Liaison	1
11.20.23	11.21.23	Leadership team and Math lead conduct walkthroughs using identified and shared indicators to collect baseline data	Richardson Neeves Coach-Skope or Sageer Content Liaison	1
12.4.23	12.8.23	Analyze walkthrough data and develop a coaching schedule, professional development to identify teachers who need supports with planning, lesson delivery, etc.	Richardson Neeves Coach-Skope or Sageer Content Liaison	1

1.15.24	1.26.24	Leaders and teachers engage in a data analysis protocol to identify students' strengths and areas for improvement for content that has been taught and develop instructional plans that address gaps	Richardson Neeves Coach-Skope or Sageer Content Liaison	1
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Action Step Status Check	Reflection Date	% of Scheduled Action Steps On-Track	Reflections & Adjustment
Marking Period 1	10.31.23		
Marking Period 2	1.26.24		

Mid-Year Benchmark Targets

We believe we will be on track to meet our year-end goals if, by Dec/Jan/Feb we are able to reach the following targets:

Subgroup / Group	Measure	Mid-Year Target	Actual Data	Status	Notes
All Students	NWEA	55% of students will have increased their RIT score by at least half of their EOY target		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	
All Students	Math AIS-SOAR Assessment	60% of students will be receiving fractions intervention or higher		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	
All Students	CER	31% of students will score		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	

		proficient (9/12) or higher on their CER			
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Action Plan: January to June

We will implement these action steps in the second half of the year which will enable us to meet our year-end goals *(add additional rows as needed)*:

Start Date (M/D/YY)	End Date (M/D/YY)	Action Step <i>(begin with verb)</i>	Lead(s)	TOA #
1.29.24	2.2.24	Analyze walkthrough data and develop a coaching schedule, professional development to identify teachers who need supports with planning, lesson delivery, etc.	Richardson Neeves Coach-Skope or Sageer Content Liaison	2
2.12.24	2.16.24	Leaders and teachers engage in a data analysis protocol to identify students' strengths and areas for improvement for content that has been taught and develop instructional plans that address gaps	Richardson Neeves Coach-Skope or Sageer Content Liaison	1
3.18.24	3.22.24	Leadership team and Math lead conduct walkthroughs using identified and shared indicators to collect baseline data	Richardson Neeves Coach-Skope or Sageer Content Liaison	1
3.25.24	3.29.24	Analyze walkthrough data and develop a coaching schedule, professional development to identify teachers who need supports with planning, lesson delivery, etc.	Richardson Neeves	1

			Coach-Skope or Sageer Content Liaison	
4.8.24	4.12.24	Leaders and teachers engage in a data analysis protocol to identify students' strengths and areas for improvement for content that has been taught and develop instructional plans that address gaps	Richardson Neeves Coach-Skope or Sageer Content Liaison	3
5.20.24	5.31.24	Leadership team and Math lead conduct walkthroughs using identified and shared indicators to collect baseline data (EOY Review)	Richardson Neeves Coach-Skope or Sageer Content Liaison	1
6.3.24	6.7.24	Analyze walkthrough data and develop a coaching schedule, professional development to identify teachers who need supports with planning, lesson delivery, etc.	Richardson Neeves Coach-Skope or Sageer Content Liaison	1
6.3.24	6.7.24	Leaders and teachers engage in a data analysis protocol to identify students' strengths and areas for improvement for content that has been taught and develop instructional plans that address gaps (EOY Review)	Richardson Neeves Coach-Skope or Sageer Content Liaison	3

Action Step Status Check	Reflection Date	% of Scheduled Action Steps On-Track	Reflections & Adjustments
Marking Period 3	4.5.24		
Marking Period 4	6.24.24		

Math End-of-Year Reflections	Implications for 2024-25 School Planning

English Language Proficiency (ELP) Goal

Directions: In the left column, identify the subgroup for which the school is generating a year-end goal. Schools should use “All English Language Learners” and may choose to add specific subgroups based on data. Schools may add additional goals.

Year-End Goals

Student Goals			
Goal #	Subgroup	Measure	Year-End Goal
ELP 1	All English Language Learners	ELP Success Ratio Based on NYSESLAT	School ELP Success Ratio: 1.25
ELP 2	All English Language Learners	National Geographic Assessment: Writing	School Rate of Success Target: 90%
ELP 3	All English Language Learners	National Geographic Assessment: Vocabulary, Grammar, Comprehension	School Rate of Success Target: 90%

Theory of Action

Based on the needs assessment process and SCEP reflection, we have drilled down to the following root causes and theories of action:

	Root Cause	Theory of Action (TOA) <i>(If/Then Statement)</i>
1	Lack of Professional Development and follow-up monitoring, feedback and differentiated coaching on the PD topics that focus on supporting all proficiency levels of English Language Learners in Tier 1 instruction, differentiated instruction, scaffolding instruction and instruction targeted at closing foundational gaps.	IF pd is provided to teachers on limited number of high impact ENL strategies, that support the varied proficiency level of students, students accessing grade level content, which is monitored by school leaders and supported by coaching, THEN students will engage in differentiated lessons that include appropriate scaffolds to support the closing of foundational gaps and rigorous grade level content.

Priority

Based on the needs assessment process and SCEP reflection, we identified the following priority(ies) we will focus on for this goal area (3 maximum):

	Priority
1	Increase ENL supports across content areas based on NYSESLAT proficiency levels including differentiated access points and tasks
2	Imbed Tier 2 and Tier 3 vocabulary instruction and use
3	Provide students with more opportunities to read independently

Early Progress Milestones

We believe we will be on track to meet our benchmarks if eight weeks into the school year we are able to reach the following milestones (delete unused rows):

Subgroup / Group	Measure	8 Week Milestone	Actual Data	Status	Notes
ENL	Nat. Geo. VGR	75% demonstrate progress from Fall of 2022 to Fall of 2023		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	
ENL	Nat. Geo. Writing	75% demonstrate progress from Fall of 2022 to Fall of 2023		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	

Action Plan: August to January

We will implement these action steps in the first half of the year which will enable us to meet our mid-year benchmark targets and place us on-track to meet our year-end goals (add additional rows as needed):

Start Date (M/D/YY)	End Date (M/D/YY)	Action Step <i>(begin with verb)</i>	Lead(s)	TOA #
8.1	8.28	Develop professional learning to support new ENL team with building-wide practices and ELP progress monitoring plan	Richardson Ryan McKenna	1
8.1	8.28	Leadership team develops walkthrough calendar around ELP priorities	Richardson Ryan McKenna	1
8.28	9.5	Deliver professional learning to support new ENL team with building-wide practice and ELP progress monitoring plan	Richardson Ryan McKenna	1
8.28	9.5	Work with ENL team to provide teachers current list of ENL students with proficiency level as well as professional learning on the language acquisition chart to support ENL students in their classroom	Richardson Ryan McKenna	1
10.2	10.5	Leadership team conducts walkthroughs focused on ELP priorities to gather baseline data	Richardson Ryan McKenna	1
10.9	10.13	Leadership team analyzes walkthrough data focused on ELP priorities to share with ENL team	Richardson Ryan McKenna	1
10.23	10.27	Leadership team utilizes data conferencing structure with ENL team to share walkthrough data and to analyze baseline data from the National Geographic Gains test to identify student strengths and weaknesses and develop instructional plans to support their needs	Richardson Ryan	1

			McKenna	
10.30	11.17	Develop professional learning with ENL team based on baseline data from walkthroughs and GAINs results to support ELP priorities and teacher needs	Richardson Ryan McKenna	1
11.27	12.1	Utilize PLC structure to deliver professional learning based on baseline data in support of ELP priorities and teacher needs	Richardson Ryan McKenna	1
12.11	12.15	Leadership team conducts walkthroughs focused on professional learning and ELP priorities to gather baseline data	Richardson Ryan McKenna	1
12.18	12.22	Leadership team analyzes walkthrough data focused on professional learning and ELP priorities to develop coaching cycle and/or additional professional development based on teacher needs	Richardson Ryan McKenna	1
1.15	1.26	Leadership team will conduct walkthroughs focused on December professional learning and ELP priorities (MYR)	Richardson Ryan McKenna	1

Action Step Status Check	Reflection Date	% of Scheduled Action Steps On-Track	Reflections & Adjustment
Marking Period 1	10.31.23		
Marking Period 2	1.26.24		

Mid-Year Benchmark Targets

We believe we will be on track to meet our year-end goals if, by Dec/Jan/Feb we are able to reach the following targets:

Subgroup / Group	Measure	Mid-Year Target	Actual Data	Status	Notes
ENL	Nat. Geo.- VGR	60% of students will have met the school success ratio		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	
ENL	Nat Geo.- Writing	60% of students will have met the school success ratio		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	

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Action Plan: January to June

We will implement these action steps in the second half of the year which will enable us to meet our year-end goals *(add additional rows as needed)*:

Start Date (M/D/YY)	End Date (M/D/YY)	Action Step <i>(begin with verb)</i>	Lead(s)	TOA #
1.29	2.4	Leadership team analyzes walkthrough data focused on professional learning and ELP priorities to develop coaching cycle and/or additional professional development based on teacher needs	Richardson Ryan McKenna	1
2.26	2.30	Leadership team utilizes data conferencing structure with ENL team to share walkthrough data and to analyze mid-year data from the National Geographic Gains test to identify student strengths and weaknesses and develop instructional plans to support their needs	Richardson Ryan McKenna	1

3.4	3.15	Develop professional learning with ENL team based on mid-year data from walkthroughs and GAINs results to support ELP priorities and teacher needs	Richardson Ryan McKenna	1
3.18	3.22	Utilize PLC structure to deliver professional learning based on mid-year data in support of ELP priorities and teacher needs	Richardson Ryan McKenna	1
4.8	4.12	Leadership team conducts walkthroughs focused teacher implementation from professional learning and ELP priorities	Richardson Ryan McKenna	1
4.15	4.19	Leadership team analyzes walkthrough data focused on professional learning and ELP priorities to develop coaching cycle and/or additional professional learning opportunities based on teacher needs	Richardson Ryan McKenna	1
4.29	5.3	Leadership team utilizes data conferencing structure with ENL team to share walkthrough data and to collaborate to provide any additional supports prior to NYSESLAT	Richardson Ryan McKenna	1
5.13	5.17	Leadership team conducts walkthroughs focused teacher implementation from professional learning and ELP priorities	Richardson Ryan McKenna	1
5.27	5.31	Leadership team analyzes walkthrough data focused on ELP priorities (EOY Review)	Richardson Ryan McKenna	1

Action Step Status Check	Reflection Date	% of Scheduled Action Steps On-Track	Reflections & Adjustments
Marking Period 3	4.5.24		
Marking Period 4	6.7.24		

ELP End-of-Year Reflections	Implications for 2024-25 School Planning

Chronic Absenteeism Goal

Directions: Identify the subgroup for which the school is generating a year-end goal. Schools in CSI and LSI status should use “All Students” and may add specific subgroups based on data. Schools in ATSI/TSI status should have a year-end goal for each identified subgroup. Schools may add additional goals.

Year-End Goals

Student Goals			
Goal #	Subgroup	Measure	Year-End Goal
CA 1	All Students	Chronic Absenteeism Rate	Chronic Absenteeism Rate 35%

Theory of Action

Based on the needs assessment process and SCEP reflection, we have drilled down to the following root causes and theories of action:

	Root Cause	Theory of Action (TOA) (If/Then Statement)
1	Disaggregated data revealed a need for additional resources to be provided to specific subgroups such as students with IEPs and 7 th grade students as well as students with transportation needs and students who may be behind on their required vaccinations.	IF we provide Attendance Team members with specific caseloads targeting recognized areas of need THEN staff can create plans to increase student attendance in school and monitor progress throughout the year.

Priority

Based on the needs assessment process and SCEP reflection, we identified the following priority(ies) we will focus on for this goal area (3 maximum):

	Priority
1	Monitor attendance percentage of identified subgroups against previous years' attendance
2	Track impact of initiatives and incentives on identified subgroups
3	Assign specific caseloads to Attendance Team members targeting specific subgroups

Early Progress Milestones

We believe we will be on track to meet our benchmarks if eight weeks into the school year we are able to reach the following milestones *(delete unused rows)*:

Subgroup / Group	Measure	8 Week Milestone	Actual Data	Status	Notes
All	Chronic Absenteeism	Improved CA rate as compared to 11/22		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	

Action Plan: August to January

We will implement these action steps in the first half of the year which will enable us to meet our mid-year benchmark targets and place us on-track to meet our year-end goals *(add additional rows as needed)*:

Start Date (M/D/YY)	End Date (M/D/YY)	Action Step <i>(begin with verb)</i>	Lead(s)	TOA #
07/23	08/23	Intentionally place identified subgroup as well as Tier II and Tier III students into Crews with Crew leaders who have demonstrated skill in building relationships and communicating with families	Neeves Richardson Sageer Ferber	1
07/23	08/23	Communicate outreach to families who need vaccines in order attend school regularly	Neeves Bolds Vazquez Kelly Bolds	1
08/23	09/23	Outreach to identified subgroup as well as Tier II and Tier III students who were chronically absent during 22-23 school year in order to create attendance improvement plans	Neeves Vazquez	1

			Kelly Bolds	
9/6	9/9	Outreach to every absent student in first week of school	Neeves Vazquez Kelly Bolds	1
9/6	1/1	Track data, reach out to families who move into Chronically Absent: <ul style="list-style-type: none"> • Ensure CA students are on attendance caseload (support staff, CBOs) • Ensure Crew leaders share attendance data with all Crew members every ten school days • Utilize Access workers, district attendance workers to conduct home visits and create attendance plans/goals • Celebrate improvements in attendance through periodic attendance calendar 	Neeves Vazquez Kelly Bolds	1
9/6	1/1	Continue Rapid Response Outreach protocol: <ul style="list-style-type: none"> • Run list of absent students • Monitor targeted subgroups • Merge absence list with current attendance percentages • Contact families of Tier II absent students to touch base, ensure future attendance 	Neeves Vazquez Kelly Bolds	1
9/6	10/3	Crew leaders and support staff notify their caseloads on their current Chronic Absenteeism status and total number of days missed. <ul style="list-style-type: none"> • Crew leaders and support staff members make plans for students who are CA. • Analyze CA data and disaggregate. • Adjust Rapid Response priorities and caseloads based on data. 	Neeves Vazquez Kelly Bolds	1
10/3	11/1	Crew leaders and support staff notify their caseloads on their current Chronic Absenteeism status and total number of days missed. <ul style="list-style-type: none"> • Crew leaders and support staff members make plans for students who are CA. • Analyze CA data and disaggregate. 	Neeves Vazquez Kelly	1

		<ul style="list-style-type: none"> Adjust Rapid Response priorities and caseloads based on data. 	Bolds	
11/1	12/6	<p>Crew leaders and support staff notify their caseloads on their current Chronic Absenteeism status and total number of days missed.</p> <ul style="list-style-type: none"> Crew leaders and support staff members make plans for students who are CA. Analyze CA data and disaggregate. Adjust Rapid Response priorities and caseloads based on data. 	<p>Neeves</p> <p>Vazquez</p> <p>Kelly</p> <p>Bolds</p>	1
12/6	1/12	<p>Crew leaders and support staff notify their caseloads on their current Chronic Absenteeism status and total number of days missed.</p> <ul style="list-style-type: none"> Crew leaders and support staff members make plans for students who are CA. Monitor targeted subgroups Analyze CA data and disaggregate. Adjust Rapid Response priorities and caseloads based on data. 	<p>Neeves</p> <p>Vazquez</p> <p>Kelly</p> <p>Bolds</p>	1

Action Step Status Check	Reflection Date	% of Scheduled Action Steps On-Track	Reflections & Adjustment
Marking Period 1	Nov 1st		
Marking Period 2	Jan 26th		

Mid-Year Benchmark Targets

We believe we will be on track to meet our year-end goals if, by Dec/Jan/Feb we are able to reach the following targets:

Subgroup	Measure	Mid-Year Target	Actual Data	Status	Notes
All	Chronic Absenteeism Rate	30% chronic absenteeism rate		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	

Action Plan: January to June

We will implement these action steps in the second half of the year which will enable us to meet our year-end goals *(add additional rows as needed)*:

Start Date (M/D/YY)	End Date (M/D/YY)	Action Step <i>(begin with verb)</i>	Lead(s)	TOA #
01/24	6/24	Track data, reach out to families who move into Chronically Absent: <ul style="list-style-type: none"> • Ensure CA students are on attendance caseload (support staff, CBOs) • Ensure Crew leaders share attendance data with all Crew members every ten school days • Utilize Access workers, district attendance workers to conduct home visits and create attendance plans/goals • Celebrate improvements in attendance periodic attendance calendar 	Neeves Vazquez Kelly Bolds	1
01/24	6/24	Continue Rapid Response Outreach protocol: <ul style="list-style-type: none"> • Run list of absent students • Monitor targeted subgroups • Merge absence list with current attendance percentages • Contact families of Tier II absent students to touch base, ensure future attendance 	Neeves Vazquez Kelly Bolds	1
1/12	2/12	Crew leaders and support staff notify their caseloads on their current Chronic Absenteeism status and total number of days missed. <ul style="list-style-type: none"> • Crew leaders and support staff members make plans for students who are CA. • Analyze CA data and disaggregate. • Adjust Rapid Response priorities and caseloads based on data. 	Neeves Vazquez Kelly Bolds	1
2/12	3/18	Crew leaders and support staff notify their caseloads on their current Chronic Absenteeism status and total number of days missed. <ul style="list-style-type: none"> • Crew leaders and support staff members make plans for students who are CA. • Analyze CA data and disaggregate. • Adjust Rapid Response priorities and caseloads based on data. 	Neeves Vazquez Kelly Bolds	1

3/18	4/17	<p>Crew leaders and support staff notify their caseloads on their current Chronic Absenteeism status and total number of days missed.</p> <ul style="list-style-type: none"> • Crew leaders and support staff members make plans for students who are CA. • Analyze CA data and disaggregate. • Adjust Rapid Response priorities and caseloads based on data. 	<p>Neeves Vazquez Kelly Bolds</p>	1
4/17	5/24	<p>Crew leaders and support staff notify their caseloads on their current Chronic Absenteeism status and total number of days missed.</p> <ul style="list-style-type: none"> • Crew leaders and support staff members make plans for students who are CA. • Analyze CA data and disaggregate. • Adjust Rapid Response priorities and caseloads based on data. 	<p>Neeves Vazquez Kelly Bolds</p>	1
5/24	6/24	<p>Crew leaders and support staff notify their caseloads on their current Chronic Absenteeism status and total number of days missed.</p> <ul style="list-style-type: none"> • Crew leaders and support staff members make plans for students who are CA. • Analyze CA data and disaggregate. • Adjust Rapid Response priorities and caseloads based on data. 	<p>Neeves Vazquez Kelly Bolds</p>	1

Action Step Status Check	Reflection Date	% of Scheduled Action Steps On-Track	Reflections & Adjustments
Marking Period 3	03/29/24		
Marking Period 4	06/26/24		

Chronic Absenteeism End-of-Year Reflections	Implications for 2024-25 School Planning

Survey Goal

Directions: Identify the stakeholder group for which the school is generating a year-end goal.

Year-End Goal

Goal #	Stakeholder Group	Survey Question	Year-End Goal
SRV 1	All Students	How often do you feel like you belong in school?	Will increase the number of students answering “yes” from 73% to 80%

Theory of Action

Based on the needs assessment process and SCEP reflection, we have drilled down to the following root causes and theories of action:

	Root Cause	Theory of Action (TOA) (If/Then Statement)
1	There was a lack of consistency of implementation and quality, across grades levels, of the Tier 1 SEL system, Crew. As other priorities emerged the follow-up professional development, monitoring, and accountability in implementing Crew resources lacked.	IF teachers engage in PD about the impact of implementing CREW systematically and with fidelity, and school leaders monitor implementation consistently, and coaching is provided, THEN students will engage in a common CREW experience that is supportive of developing positive strong relationships with staff and peers, reflective on character development and academic growth, and celebratory of individuality, diversity, and inclusion resulting in a strong positive student identity and sense of belonging.

Priority

Based on the needs assessment process and SCEP reflection, we identified the following priority(ies) we will focus on for this goal area (3 maximum):

	Priority
1	Disaggregate survey data by subgroup, Crew leader, and incentive impact
2	Collect quarterly qualitative climate data through the use of focus groups and Crew surveys

3	Supervision of Crew implementation
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Early Progress Milestones

We believe we will be on track to meet our benchmarks if eight weeks into the school year we are able to reach the following milestones *(delete unused rows)*:

Group	Measure	8 Week Milestone	Actual Data	Status	Notes
All Students	SEL Survey	80%		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	

Action Plan: August to January

We will implement these action steps in the first half of the year which will enable us to meet our mid-year benchmark targets and place us on-track to meet our year-end goals *(add additional rows as needed)*:

Start Date (M/D/YY)	End Date (M/D/YY)	Action Step <i>(begin with verb)</i>	Lead(s)	TOA #
8.1.23	8.4.23	Identify a new CREW committee lead and team, and finalize CREW curriculum writing team	Richardson Neeves	1
8.7.23	8.28.23	CREW curriculum writing team revise and adapt crew plans for the first quarter	CREW LEAD-TBD	1
8.7.23	8.28.23	Develop professional learning to onboard new staff to EL CREW philosophies, CREW structures, expectations, and walkthrough indicators	CREW LEAD-TBD	1
8.7.23	8.28.23	CREW committee members, guidance counselors, and admin develop CREW lists for teachers	Neeves QK &/or Shaw CREW LEAD-TBD	1
8.7.23	8.28.23	Leaders develop a walkthrough calendar of CREW to collect data on the identified walkthrough indicators	Richardson Neeves	1

8.28.23	8.29.23	Deliver pd on EL CREW philosophies, CREW structures, expectations, and walkthrough indicators	CREW Committee-TBD	1
9.11.23	9.15.23	Leadership team and CREW lead conduct walkthroughs using identified and shared indicators to collect baseline data	Richardson Neeves CREW LEAD-TBD	1
9.11.23	9.29.23	Develop a student reflection/goal form for character development and academic progress	Neeves CREW LEAD-TBD	1
9.18.23	9.29.23	Analyze walkthrough data and develop professional development to support teachers who are not implementing CREW with fidelity	Richardson Neeves CREW LEAD-TBS Coach-Skope or Sageer	1
9.18.23	9.29.23	Deliver SEL survey to students using their 1 to 1 devices	CREW LEAD	1
10.2.23	10.6.23	Analyze SEL survey and disaggregate	Coach-Skope. Or Sageer	1
10.2.23	10.13.23	Teachers hold conferences with students about academic progress and character development following NWEA and 5 week report to set goals	Richardson Neeves CREW LEAD-TBD	1
10.15.23	10.31.23	Develop follow up PD about CREW implementation aligned to data collection from walkthroughs and SEL survey	Neeves Coach-Skope. Or Sageer CREW LEAD-TBD	1

10.23.23	10.27.23	Deliver survey to teachers about feedback on CREW plans, and conduct an audit of Crew plans for: academic/character development reflections, opportunities for celebrating diversity, individuality, and inclusion	Neeves Coach-Skope. Or Sageer CREW LEAD-TBD	1
11.1.23	11.17.23	Differentiated PD provided to support teachers with implementing CREW with fidelity and impact	Neeves Coach-Skope. Or Sageer CREW LEAD-TBD	1
11.13.23	11.17.23	Deliver SEL survey to students using their 1 to 1 devices	CREW LEAD	1
11.20.23	11.21.23	Analyze SEL survey and disaggregate	Coach-Skope. Or Sageer	1
11.27.23	12.1.23	Leadership team and CREW lead conduct walkthroughs using identified and shared indicators to collect and analyze data	Richardson Neeves CREW LEAD-TBD	1
11.27.23	12.1.23	Teachers hold conferences with students about academic progress and character development using SchoolTool and HOWLs spreadsheet	Richardson Neeves CREW LEAD-TBD	1
12.1.23	12.22.23	CREW curriculum writing team revise and adapt crew plans for the second quarter	CREW LEAD-TBD	1
1.2.23	1.5.23	Leadership team and CREW lead conduct walkthroughs using identified and shared indicators to collect and analyze data	Richardson Neeves	1

			CREW LEAD-TBD	
1.8.23	1.12.23	Deliver SEL survey to students using their 1 to 1 devices	CREW LEAD-TBD	1
1.15.23	1.19.23	Analyze SEL survey and disaggregate	Coach-Skope. Or Sageer	1
1.15.23	1.26.23	Deliver survey to teachers about feedback on CREW plans, and conduct an audit of Crew plans for: academic/character development reflections, opportunities for celebrating diversity, individuality, and inclusion (as part of MYR)	Neeves Coach-Skope. Or Sageer CREW LEAD-TBD	1
1.15.23	1.26.23	Leadership team and CREW lead conduct walkthroughs using identified and shared indicators to collect and analyze data (as part of MYR)	Richardson Neeves CREW LEAD-TBD	1

Action Step Status Check	Reflection Date	% of Scheduled Action Steps On-Track	Reflections & Adjustment
Marking Period 1	Week of 10.16		
Marking Period 2	Week of 1.15		

Mid-Year Benchmark Targets

We believe we will be on track to meet our year-end goals if, by Dec/Jan/Feb we are able to reach the following targets:

Group	Measure	Mid-Year Target	Actual Data	Status	Notes
All Students	School-created SEL Survey	80% of students will be responding "yes"		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	

Action Plan: January to June

We will implement these action steps in the second half of the year which will enable us to meet our year-end goals *(add additional rows as needed)*:

Start Date (M/D/YY)	End Date (M/D/YY)	Action Step <i>(begin with verb)</i>	Lead(s)	TOA #
2.5.23	2.16.23	Develop follow up PD about CREW implementation aligned to data collection from walkthroughs and SEL survey	CREW Committee-TBD	1
2.5.23	3.1.23	CREW curriculum writing team revise and adapt crew plans for the third quarter	CREW LEAD-TBD	1
2.26.23	3.1.23	Teachers hold conferences with students about academic progress and character development using SchoolTool and HOWLs spreadsheet	Richardson Neeves CREW LEAD-TBD	1
3.11.23	3.15.23	Deliver SEL survey to students using their 1 to 1 devices	CREW LEAD	1
3.18.23	3.22.23	Analyze SEL survey and disaggregate	Coach-Skope. Or Sageer	1
3.25.23	3.29.23	Deliver survey to teachers about feedback on CREW plans, and conduct an audit of Crew plans for: academic/character development reflections, opportunities for celebrating diversity, individuality, and inclusion	Neeves Coach-Skope. Or Sageer CREW LEAD-TBD	1
4.1.23	4.5.23	Leadership team and CREW lead conduct walkthroughs using identified and shared indicators to collect and analyze data	Richardson Neeves CREW LEAD-TBD	1
4.15.23	4.19.23	Teachers hold conferences with students about academic progress and character development using SchoolTool and HOWLs spreadsheet	Richardson Neeves	1

			CREW LEAD-TBD	
5.6.23	5.10.23	Deliver SEL survey to students using their 1 to 1 devices	CREW LEAD	1
5.13.23	5.19.23	Analyze SEL survey and disaggregate	Coach-Skope. Or Sageer	1
5.20.23	5.24.23	Leadership team and CREW lead conduct walkthroughs using identified and shared indicators to collect and analyze data	Richardson Neeves CREW LEAD-TBD	1
6.3.23	6.7.23	Deliver SEL survey to students using their 1 to 1 devices	CREW LEAD-TBD	1
6.10.23	6.14.23	Deliver survey to teachers and students about feedback on CREW plans, and conduct an audit of Crew plans for: academic/character development reflections, opportunities for celebrating diversity, individuality, and inclusion (as part of EYR)	Neeves Coach-Skope. Or Sageer CREW LEAD-TBD	1
6.17.23	6.21.23	Analyze SEL survey and disaggregate	Coach-Skope. Or Sageer	1

Action Step Status Check	Reflection Date	% of Scheduled Action Steps On-Track	Reflections & Adjustments
Marking Period 3	Week of 3.18.23		
Marking Period 4	Week of 6.17.23		

Survey End-of-Year Reflections	Implications for 2024-25 School Planning
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Learning As A Team

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

Student Interviews

Describe how the Student Interview process informed the team’s plan. Please be specific for each goal area.

Brighton Academy student interviews produced the following feedback that helped our SCEP Development Team incorporate key ideas and feedback from our students aligned to specific sections of our SCEP Plan:

- Students feel confident as readers and writers because they are asked to do the work on their own (ELA Goals 1, 2, 5; Math Goals 1, 2, 5; ELP Goal 1-3)
- Students recognized the need for information to be delivered in multiple modalities in order to be understood. (ELA Goals 1-3, 5; Math Goals 1-5; ELP Goals 1-3)
- Students recognized the impact of the ELA curriculum on their ability to skillfully read, and write, at a higher level (ELA Goals 1-5)
- Students recognized the need for independent work time, calm environments and teachers who focus on building meaningful relationships (CA Goal, SEL Survey Goal)
- Students feel like staff lead instruction too much. Students want to have more autonomy to share their perspectives or work independently (ELA Goals 1, 2, 3, 5; Math Goals 1, 2, 3, 5; SLE Survey Goal 1)
- Students recognize the impact of relationships between students and adults - if there’s a bond, kids will work harder (Chronic Absenteeism Goal 1; SEL Survey Goal 1)
- Students appreciate the age and diversity of teaching staff (SEL Survey Goal 1)

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>

Directions: Place an "X" in the box next to the evidence-based intervention the school has chosen (select only 1) and complete the following prompts.

State-Supported Evidence Based Strategy

Evidence-Based Intervention Strategy Identified

- Instructional Coaching
- Professional Learning Communities
- Restorative Justice
- Establish an Early Warning Intervention and Monitoring System

	<input type="checkbox"/> Align High School and College Courses to Increase Post-Secondary Transition Outcomes
We envision that this Evidence-Based Intervention will support the following goal areas	ELA, Math, ELP, chronic absenteeism, and SEL
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	Our envision, analyze, and listening processes helped us understand the needs of our staff and students based on the various types of data. We then incorporated key components from each of the evidence-based interventions as part of our SCEP development.

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 "Assembling Your Improvement Planning Team" found at: <https://www.nysed.gov/sites/default/files/programs/accountability/assembling-your-improvement-planning-team.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
Richard Richardson	Principal
Peter Neeves	Vice Principal
Jontea Florence	Vice Principal
Rickey Gregory	Dean of Students
Krystal Coleman	Dean of Students
Caitlyn Ferber	Teacher (CAS Admin Intern)
Jenna Dibello	Teacher (SpEd)
Kathleen McKenna	Teacher (Science)
Marleah Tkacz	Teacher (ELA)
Tina Schwartzmeyer	Teacher (ENL)
Lisa Zeller	EL Education Coach
Sarah Skopelitis	Instructional Coach
Agnes Sageer	Instructional Coach

Dave Ryan	Teacher (ELA)
Nicole Miller	Teacher (Math)
Janae Greene	Teacher (Math)
Jhacara Pam	Parent
Stephanie Ray	Parent

Our Team's Steps

Our plan is the result of collaborating to complete several distinct steps:

1. **Envision:** Exploring the Vision, Values and Aspirations for the school
2. **Analyze:** Analyzing Data
3. **Analyze:** Analyzing Survey Data
4. **Analyze:** Completing and Discussing the Tenet 1 Inventory
5. **Listen:** Interviewing Students
6. **Putting it all Together:** Completing the SCEP Planning Document
7. **Writing the Plan**

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	Envision: Exploring the Vision, Values and Aspirations for the school	Analyze: Internal and External Data	Analyze: Survey Data	Analyze: Completing and Discussing the Tenet 1 Inventory	Listen: Interviewing Students	Putting it all Together: Completing the SCEP Putting it all Together document	Writing the Plan
<i>Example: 4/6/21</i>				x	x		
5/23/23	X						
5/5/23		X		X			
5/6/23		X		X			
5/7/23		X		X			
5/20/23		X		X			

5/5/23					X		
5/22/23						X	X
5/23/23							X
5/26/23							X
5/29/23							X

Next Steps

1. In addition to having their plan approved by NYSED, plans for CSI schools will be approved by the Board of Education, as will plans for TSI schools.
2. The approved CSI and TSI plans will be posted on the District's website.
3. Schools should begin implementing their plan by the first day of the 2023-24 school year. Schools should continually monitor their implementation and make adjustments to their plans when appropriate.
4. Schools should ensure that there is professional development provided to support the strategic efforts described within this plan.