New York State
EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

School Comprehensive Education Plan
2023-24

District	School Name	Assistant Superintendent	Principal	Grades Served	Accountability Status
Syracuse City School District	Delaware Primary School	Melissa Evans	Moshiena Faircloth	Pre-K-5th	☒CSI ☐ATSI/TSI ☐LSI

Collaboratively Developed By:
The Delaware Primary School SCEP Development Team *And in partnership with the staff, students, and families of Delaware Primary School.*

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**	
			8% # students= 20	9% # students= 20	33% # students= 76	50% # students= 116	
ELA 3	Grades 3-5	NWEA (district quarterly assessments)	Decrease the students performing below the 20th national achievement percentile from 82% (spring NWEA data) to 50%.				
ELA 4	Kindergarten	DIBELS: NWF – WRC	80% of students will meet or exceed grade level benchmarks by June 2024.				

Adult/Schoolwide Behaviors and Practices Goals		
Group	**Measure**	**Year-End Goal**
Pre-K-5 Teachers	Walkthrough Data	Walkthrough data will show that more than 50% of staff are creating and conducting Targeted Small Group (TSG) using student data
ILT/Admin	Coaching Cycles	100% Teachers will receive (2) 6–8-week coaching cycles

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	Lack of clearly defining, for all teaching staff, the criteria, expectations, resources, and systematic method to teach phonemic awareness (PA), phonics, comprehension, vocabulary, and fluency with fidelity, and consistently monitoring the implementation and following of the criteria.	If all Prek-5 teachers are provided with clear expectations, resources, clear systematic methods to teaching (PA, phonics, comprehension, vocabulary, and fluency) with fidelity then we will see an increase of 17% of our students' reading and comprehending proficiently at grade-level.
2	Lack of focused training and guided practice on establishing a deep understanding and effective implementation of all the components of the ELA curriculum and the prioritized instructional strategies for ELA.	If all Pre-K - 5 teachers are provided training and guided practice on establishing a deep understanding of the ELA curriculum and ELA instructional strategies, then we will see an increase of 17% in students' ELA proficiency/skills overall.
3	Due to the limits in the master schedule, we were not able to provide AIS support to all the students who needed it.	If the master schedule is created to provide all students with time to attend AIS and TSG (within the classroom) then there will be an increase in student reading comprehension and proficiency by 17% overall.
4.	Due to priorities, PLC time has not been used to focus on instruction, review assessment calendar, and plan instruction accordingly.	If scheduled PLC's meetings are protected specifically for instruction, then teachers will have an opportunity to plan instruction according to the published district calendar this will result in the effective use of instructional strategies used by staff based on walkthrough data.

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	Engage all Pre-k- 5 teachers in ongoing training in methods to teach PA, phonics, comprehension, vocabulary, and fluency during implementation of the ELA curriculum.
2	Create a master schedule that provides all students access to TSG and AIS instruction.
3	Refine PLC time specifically focuses on core instruction (ELA & MATH).

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	NWEA	5% of students move to proficiency levels		On Track ☐ Off Track ☐	
Pre-K - 5 Teachers	Walkthrough Data	25% of teachers are effective		On Track ☐ Off Track ☐	
Admin Team	Coaching Cycles	Complete one coaching cycle with 25% teachers		On Track ☐ Off Track ☐	
All students	DIBELS	80% of students meet grade-level benchmark		On Track ☐ Off Track ☐	

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 *(begin with verb)*	Lead(s)	TOA #
8.31.23	Ongoing	Schedule district LETRS training with the district ELA Coach in August for full day and continuously during the year for all staff that need the training	Instructional Coach	1
8.1.23	8.31.23	Create a schedule for the remainder of the year and next year to complete the rest of the LETRS training for grades 3-5	Principal Vice Principal Admin Interns Instructional Coach	2
8.31.23	10.31.23	Define and communicate expectations for grades K-5 for whole group and small group instruction and include in the weekly link schedule.	ILT Building Coaches AIS SLT Team	1

8.31.23	10.31.23 1.12.23 Ongoing	Provide weekly PD *on* ELA strategies around implementing the District ELA curriculum in collaboration with the district. The PD Plan will be updated every 6-8 weeks to reflect the training.	I LT, Building Coaches AIS SLT Team	1
8.31.23	10.31.23 1.12.23 Ongoing	Develop a system that leadership will follow to plan, implement, and monitor the schoolwide priorities that align to the root causes of the SCEP in 6–8-week cycles. Leadership will analyze the findings of the 6-week cycle and identify additional coaching or training needed.	Admin Instructional Coach	1
8.31.23	10.31.23 1.12.23 Ongoing	Unpack and plan Integrated Knowledge units with K-5 teachers using the district provided planning guides.	Instructional Coaches AIS	1
8.31.23	10.31.23	Create a Delaware English Language Arts walkthrough tool, Walkthrough Schedule (Includes ILT members). - Provided walk-through tool to be input in Whetstone. (SCSD Walkthrough platform) Review with staff during PLC's. - Calibration to be completed during the first week of November. - Analyze data during ILT meetings.	Instructional Coach, ILT Team members	1
8.31.23	1.12.23	Create shared space for Delaware staff on a Notebook for teachers to share and access ELA resources that support differentiated small group instruction, ELA instructional strategies, grade-level district provided curriculum and pacing guides. The information will be monitored by ILT and regularly updated as needed by the Instructional coach.	Teachers ILT SLT Building Coaches	1
8.31.23	1.12.23	Provide professional development and coaching support to teachers in the following areas/Science of Reading. Update the PD plan at least quarterly to reflect the training. Collaborate with District PD Liaison as appropriate. - Blending (K) - Letter Formation (K) - Sounds/Vowel Valley (K-2) - Sound List/Wordlist (K-5) - Personalized small group instruction (K-5) - Heggerty Instruction (K-5) - MSRC/Syllable Types (1-5) - Implementation of Reading Steps - Integrated Knowledge Units - Unpacking the new 6-week plan - MSRC Closed Syllable - Seesaw activities that incorporate sound directions for power words - MSRC Closed Syllable	Instructional Coaches, AIS, Lead Teachers	1

		o VCE misconceptions o MSRC Closed Syllable o Vowel team syllable types of MSRC o Consonant -le syllable type MSRC o Vowel-r syllable type MSRC o Writing: 2-point Responses and using the rubric		
7.1.23	12.31.23	Create, post, protect and remain committed to previously scheduled and shared with staff PLC content that is focused on building reading comprehension, fluency, phonics, a deep understanding of the ELA curriculum and ELA instructional strategies.	Principal Vice Principal Admin Interns Instructional Coach Content Liaisons Teachers Building Content Liaisons	1
8.31.23	12.31.23	Use the extra hour of (contracted) PD time to train teachers in the Science of Reading	ILT Team Principal Vice Principal Admin Interns Instructional Coach SLT Members	1 & 2
8.31.23	12.31.23	Consistently implement coaching cycles (Admin/Instructional coach) share data w/ILT and SLT -Admin to work with all staff to create coaching cycles per 6–8-week cycle -Admin team to monitor, adjust and reflect w/staff on coaching cycles -Share coaching cycle data w/ILT/SLT and staff	ILT Team Principal Vice Principal Admin Interns Instructional Coach	1
8.31.23	12.31.23	Schedule and fully plan for quarterly data days for data analysis grade-level meetings and small group instruction in conjunction w/District Data Liaison and instructional coach	Principal Vice Principal Admin Interns Instructional Coach	2
8.31.23	9.30.23	Include AIS and TSG time for all students in the master schedule. Admin team will monitor every 6-8 weeks to ensure that all students are accessing and engaged in AIS and TSG instruction. Monitoring and adjustments will occur as needed.	Principal Vice Principal	3

			Instructional Coach	
8.31.23	10.31.23 (6–8-week check-in) 1.12.23 (6–8-week check-in)	Focus on instructional priorities schoolwide and across all content areas: • Lesson Objective posted. • Din (parallel to previous day exit ticket) • Exit ticket. • Analyze student work (grade-level teams • Distribute and Review Data binders. Meet with grade levels individually every Tuesday. • to determine best practices for consistency • assess instructional knowledge of each grade-level member. • identify additional day during the week (if needed) for follow-up meeting. Meet every Monday (principal, coach, and District Data Liaison) to review walkthrough data, student data, review new teacher support data to ensure they are receiving full support. Provide PD for all teachers with the District ELA & ENL coaches in small groups, model lessons. Provide PD District ELA coaches on co-teaching models, model lessons	Principal Vice Principal Admin Interns Instructional Coach	1 & 2

Action Step Status Check	Reflection Date	% of Scheduled Action Steps On-Track	Reflections & Adjustment
Marking Period 1	10.27.23		
Marking Period 2	01.12.23		

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	8.5% proficiency by mid-year date of 12.31.23		On Track ☐ Off Track ☐	

				On Track ☐	
Pre-K - 5 Teachers	Walkthrough Data	50% effective 12.31.23		Off Track ☐	
Admin/ILT Team	Staff Coaching Cycles	Complete one coaching cycle with 50% teachers		On Track ☐ Off Track ☐	
All students	DIBELS	80% of students meet grade-level benchmark		On Track ☐ Off Track ☐	

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 *(begin with verb)*	Lead(s)	TOA #

1.1.24	6.30.24	Use the extra hour of (contracted) PD time (in addition to PLC time) to train teachers in:
		   ○ Blending (K)
		   ○ Letter Formation (K)
		   ○ Sounds/Vowel Valley (K-2)
		   ○ Sound List/Wordlist (K-5)
		   ○ Personalized small group instruction (K-5)
		   ○ Heggerty Instruction (K-5)
		   ○ MSRC/Syllable Types (1-5)
		   ○ Implementation of Reading Steps
		   ○ Integrated Knowledge Units
		   ○ Unpacking the new 6-week plan
		   ○ MSRC Closed Syllable
		   ○ Seesaw activities that incorporate sound directions for power words
		   ○ MSRC Closed Syllable
		   ○ VCE misconceptions
		   ○ MSRC Closed Syllable
		   ○ Vowel team syllable types of MSRC
		   ○ Consonant -le syllable type MSRC
		   ○ Vowel-r syllable type MSRC
		   ○ Writing: 2-point Responses and using the rubric
			ILT Team Principal Vice Principal Admin Interns Instructional Coach SLT Members	1 & 2

		Instructional Coach, ILT and Admin team will create schedules to provide PD to staff and work with District level coaches to ensure consistency and follow up of PD for staff.		
1.1.24	6.30.24	Consistently implement coaching cycles (Admin/Instructional coach) share data w/ILT and SLT	ILT Team Principal Vice Principal Admin Interns Instructional Coach	1
1.1.24	6.30.24	Create and implement accountability protocols to ensure teachers are implementing small group instruction and proper use of co-teaching strategies and/or styles to meet their needs and the academic needs of students.	Principal Vice Principal Admin Interns Instructional Coach Building Liaisons	2
1.1.24	6–8-week cycle	Schedule and fully plan for quarterly data days for data analysis and small group instruction in conjunction w/District Data Liaison: During these meetings: ● Using the Delaware Data protocol DIBELS progress monitoring data will be analyzed. ● NWEA and DIBELS benchmark data will be analyzed (strengths/weaknesses)	Principal Vice Principal Admin Interns Instructional Coach	2
1.12.23	6–8-week cycle	Revise the yearlong pacing guide and regularly update shared Pacing Guide Calendar to plan PLC time to unpack units before they begin	Principal Vice Principal Admin Interns Instructional Coach Building Content Liaisons Instructional Coach	
1.12.23	6–8-week cycle	Ongoing - update to the Delaware Staff (online) notebook. The Delaware Notebook will provide: ● all ELA resources and padlets by grade-level ● all pacing guides for each grade-level ● include all beginning and end of unit dates as well as unpacking dates by grade-level		4

Action Step Status Check	Reflection Date	% of Scheduled Action Steps On-Track	Reflections & Adjustments
Marking Period 3	03.29.23		
Marking Period 4	06.24.23		

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	*TBD/Place Holder Based on NYSED Provided MIPs*			
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**
			7% # students= 16	8% # students= 19	35% # students= 81	50% # students= 116
Math 3	All students	NWEA	15% of students are scoring proficient in Math on NWEA assessments by EOY			

Optional Year-End Goal(s)

Adult/Schoolwide Behaviors and Practices Goals		
Group	**Measure**	**Year-End Goal**
All Staff	Walkthrough Data	Based on walkthrough data from the end of the '23-'24 SY there will be an increase of 100% of teachers rated effective according to the walkthrough tool data by June 2024.
Admin/ILT	Coaching Cycles	100% Teachers will receive (2) 6–8-week coaching cycles

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	Lack of clear training, appropriate scheduling of PLC times, consistent systems in place used for analyzing, tracking, monitoring, assessing of math data to determine instructional needs for planning for whole group and TSG instruction	If clear systems and proper training are identified and communicated consistently then specific and targeted support will be provided to students and there will be an increase in student proficiency.

2	Due to priorities, PLC time has not been used to focus on instruction, review assessment calendar and plan instruction accordingly.	If scheduled PLC's meetings are protected and focused specifically on instruction, then teachers will have an opportunity to plan instruction according to the published district calendar.
3	Lack of identifying clear systems, providing appropriate scheduling specific foci for PLC times, systematic feedback, to develop deep knowledge in unpacking modules focusing on identifying and preparing manipulatives, visual models, questions for formative assessment for the current math curriculum.	If there are clear systems for feedback, PLC calendars focuses were monitored, intentionally scheduled and clear, then staff would be able to adjust, monitor and reflect on the curriculum and plan lessons that provide scaffolds and supports students' math knowledge.

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	Conceptual Math training for all teachers
2	PLC time will be protected specifically for core instruction MATH.
3	Consistent coaching cycles for all teacher in Math

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
Pre-K - 5 Teachers	Walkthrough Data	25% effective 10.31.23		On Track ☐ Off Track ☐	
All Students	NWEA	5%+ increase in student proficiency 10.31.23		On Track ☐ Off Track ☐	
Admin/ILT	Walkthroughs	Complete one coaching cycle with 25% teachers		On Track ☐ Off Track ☐	

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 *(begin with verb)*	Lead(s)	TOA #
8.31.23	Updated quarterly. Ongoing until 6.30.24	Collaborate with District Coaches, District Math Team and Building Content Liaisons to: ● create and follow the schedule for grade level teams to learn the unpacking unit protocol. ● practice unpacking grade level modules to design lessons that focus on identifying and preparing manipulatives, visual models, questions for formative assessment, ● Promote student dialogue and discourse with peers during weekly Professional Learning Community professional development sessions. ● Train all classroom teachers in the conceptual math topics taught at each grade-level. Unpack math standards during PLCs with Content Liaisons (Math Experts) assistance and leadership. Update the PD Plan at least quarterly to reflect the training.	Instructional Coaches Content Math Liaisons for the building Instructional Coach	1
8.31.23	12.31.23	Provide at least monthly training with the building's math liaison on ways to teach conceptual math strategies at each grade level via a monthly math Curriculum Question and Answer session. ● prioritize math focus per grade level/per month/per quarter. ● sessions will be combined and conducted during our PLC protected time	Instructional Coach (Delaware Math Liaison)	1
8.31.23	12.31.23	Protect weekly PLC time specifically for: ● math unpacking, ● PD on teaching math instructional strategies ● practice, and review of conceptual math understandings ● use of visuals and math manipulatives ● analyzing, monitoring and reflecting on math data (EOY assessments, benchmark assessments, NWEA assessments etc.)	Principal Vice Principal Admin Interns Instructional Coach Content Coach Liaisons	2
8.31.23	12.31.23	Create, develop, implement a cycle of math coaching for all teachers in grades K-5 that'll monitor and provide feedback on instructional strategies and TSG instruction.	Principal Vice Principal Admin Interns Instructional Coach	3

				Content Coach Liaisons ILT members	
8.31.23	12.31.23	Create a math-specific walkthrough tool to identify building trends and offer teachers targeted feedback for improved math instruction. ● Provided walk-through tool to be input in Whetstone. (SCSD Walkthrough platform) Review with staff during PLC's. ● Calibration to be completed during the first week of November (admin and other sessions for ILT). ● Analyze data during ILT meetings. ● Review walk-through Reports from Whetstone during data analysis meeting.		Principal Vice Principal Admin Interns Instructional Coach Content Coach Liaisons ILT members	3
8.31.23	10.31.23	Create a clearly defined roll-out plan with specific timelines that breaks down which math strategies will be covered within the 6-week plan. Identify any teachers who may be included in supporting the roll-out of the math 6-week plan including training and peer support (Teacher Leaders). ● Update the 6-week roll-out plan every six weeks. ● Analyze the findings of the 6-week cycle and identify additional coaching or training needed. Update the PD Plan at least quarterly to reflect the training.		ILT members Content Liaison (Math)	3

Action Step Status Check	Reflection Date	% of Scheduled Action Steps On-Track	Reflections & Adjustment
Marking Period 1	10.27.23		
Marking Period 2	1.12.23		

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
Pre-K - 5 Teachers	Walkthrough Data	65% effective teachers		On Track ☐ Off Track ☐	
All Students	NWEA	5% increase in student proficiency		On Track ☐ Off Track ☐	

	Admin/ILT	Walkthroughs	Complete one coaching cycle with 50% teachers		On Track ☐ Off Track ☐	

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 *(begin with verb)*	Lead(s)	TOA #
1/1/24	6/30/24	Continue to work with all staff to create/collaborate and design a schedule for unpacking math units/modules and that help support teachers in the teaching of conceptual math topics taught in their assigned grade level.	Instructional Coach	1
1/1/24	6/30/24	Continue to provide monthly training and PD opportunities during PLC's that are led by Content Math building liaison on ways to teach conceptual math strategies at each grade level that include the use of visuals and math manipulatives.	Instructional Coach (Delaware Math Liaison)	1
1/1/24	6/30/24	Continue to protect weekly PLC time specifically for math unpacking, instructional strategies practice, and review of conceptual math understandings as well as training around the Read, Draw and write strategy to help students make sense of word problems.	Principal Vice Principal Admin Interns Instructional Coach Content Liaisons	2
1.12.24	6.30.23	Continue to implement a cycle of math coaching for all teachers in grades K-5.	Principal Vice Principal Admin Interns Instructional Coach Content Coach Liaisons ILT	3
1.12.24	6.30.24	Continue to utilize a math-specific walkthrough tool to identify building trends and offer teachers targeted feedback for improved math instruction.	Principal Vice Principal Admin Interns Instructional Coach	3

			Content Coach Liaisons ILT	
1.12.24	Every 6-8 weeks until 6.30.24	Update, monitor and adjust the PD Plan PLC calendar to reflect the current and continued training for all teachers	Principal Vice Principal Admin Interns Instructional Coach Content Coach Liaisons ILT	3
1.12.24	Quarterly until 6.30.23 Dates include: 3.28.24 & 6.15.23	Analyze Quarterly Math Surveys and NWEA Math data to determine students' strengths and weaknesses using Delaware Data Protocol to plan small group instruction.	Principal Vice Principal Admin Interns Instructional Coach Content Coach Liaisons ILT	1

Action Step Status Check	Reflection Date	% of Scheduled Action Steps On-Track	Reflections & Adjustments
Marking Period 3	3.28.24		
Marking Period 4	6.15.24		

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 or higher
ELP 2	All English Language Learners	National Geographic Assessment: Writing	School Rate of Success Target: 80%
ELP 3	All English Language Learners	National Geographic Assessment: Vocabulary, Grammar, Comprehension	School Rate of Success Target: 80%

Optional Year-End Goal(s) *(Please delete this table if not applicable.)*

Adult/Schoolwide Behaviors and Practices Goals		
Group	**Measure**	**Year-End Goal**
ELL students	NGA: Vocabulary, Grammar, Comprehension	5% increase in student achievement
ALL staff	Walkthrough data	All staff providing at least 2 multi-language learning strategies during 1 or more content areas

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 is a lack of consistent training on how to implement effective scaffolds and multi-language learning strategies for all learner's school-wide	If there is ongoing training in providing effective scaffolding and multi-language strategies for all learner's school-wide, then teachers will be able to identify specific student needs leading to improve instruction and student academic growth and access to grade-level curriculum.
2	Dedicated time needs to be created so grade-level teams and ELL teachers can review grade-level content together and modify and adjust the curriculum to meet the needs of the ELL learners in the classrooms.	If teachers have protected time to collaborate with the grade-level ELL teachers to modify and adjust grade-level content, then all ELLs will be provided an entry point to learning allowing them to more easily access grade-level content.
3	Teachers have had inconsistent training in how to use ELL's assessments to create small groups and effective instructional next steps.	If teachers have both the training and the time to analyze assessment data to create targeted small groups and guidance on providing instructional next steps, then ELLs will have the ability to effectively participate in all classroom activities while receiving the appropriate scaffolds to support their individual learning styles.

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	Initial and ongoing training for teachers in strategies for effectively teaching.
2	PLC time will be protected specifically for collaboration between grade-level teachers and ENL teachers.
3	Initial and ongoing training for teachers in how to use data to effectively group students and create targeted instructional next steps.

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
ELL students	NWEA	10.31.23		On Track ☐ Off Track ☐	
All Staff	Walkthrough data	10.31.23		On Track ☐ Off Track ☐	

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 *(begin with verb)*	Lead(s)	TOA #
8.31.23	12.31.23	Prioritize time during monthly PLCs for grade-level teams and ENL teachers to review data, create small groups, progress monitor, and create plans with the assistance of the district coach to re-teach skills as needed.	Principal Vice Principal Admin Interns Instructional Coach Content Coach Liaisons	3
8.31.23	12.31.23	Prioritize specific skills for targeted instruction based on grade-level and/or building need.	ILT	1

			Instructional Coach ENL Team	
8.31.23	12.31.23	Limit pull out ENL instruction as much as possible during classroom instruction.	ENL Coach Principal Vice Principal Admin Interns Instructional Coach Content Coach Liaisons	1, 2
8.31.23	12.31.23	Create and share PLC schedule with protected time for reviewing effective instructional strategies and supports when working with ELLs as well as analyzing data to create instructional next steps.	Principal Vice Principal Admin Interns Instructional Coach Content Coach Liaisons	2
8.31.23	12.31.23	Utilize staff members as content experts in ENL for delivery of PLC content.	ENL Coach Instructional Coach	1
9/1/21	1/31/22 Continue to update and assess quarterly	PD to ENL teachers: ● Scheduling Guidance, Communicating Effectively with Culturally and Linguistically Diverse Families, Using a Growth Mindset to Service ELLs. ● NYSITELL Training, Nearpod Training, Elevation, and Language Line. ● Communicating Effectively with Culturally and Linguistically Diverse Families to address chronic absenteeism. ● Value Added Feedback, Assessment, Progress. ● Roll out of ELP assessment. ● Scoring Training for ELP Assessment. ● ELL PD ● Present Data protocol for ELP Assessment. ● Overview of protocol and practices for addressing ELP. ● Goal setting – Developing a SMART goal for ELP. ● Reflection of Goal setting/Identifying resources and materials to address ELP Goal.	Principal Vice Principal Admin Interns Instructional Coach Content Coach Liaisons ENL Coach DL Coach	1

Action Step Status Check	Reflection Date	% of Scheduled Action Steps On-Track	Reflections & Adjustment
Marking Period 1	1.12.31		
Marking Period 2	1.12.23		

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
ELL students	NWEA	5% increase in student proficiency levels		On Track ☐ Off Track ☐	
All Staff	Walkthrough data	60% of staff are utilizing 1 multi-lingual strategy in class		On Track ☐ Off Track ☐	

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 *(begin with verb)*	Lead(s)	TOA #
8.31.23	12.31.23	Continue to prioritize time during monthly PLC's that include grade-level teams and ENL teachers to review data, create small groups, progress monitor, and create plans to re-teach skills as needed.	Principal Vice Principal Admin Interns Instructional Coach Content Coach Liaisons	3
1.1.24	6.30.24	Continue to prioritize high-leverage skills for targeted instruction based on grade-level and/or building needs.	ILT Instructional Coach ENL Team	1

1.1.24	6.30.24	Continue to limit pull out ELL instruction as much as possible during classroom instruction.	ENL Coach Principal Vice Principal Admin Interns Instructional Coach Content Coach Liaisons	1, 2
1.1.24	6.30.24	Continue to create and share PLC schedule with protected time for reviewing effective instructional strategies and supports when working with ELLs as well as analyzing data to create instructional next steps.	Principal Vice Principal Admin Interns Instructional Coach Content Coach Liaisons	2
1.1.24	6.30.24	Continue to utilize staff members as content experts in ENL for delivery of PLC content.	ENL Team Instructional Coach	1
1.1.24	6.30.24 With quarterly updates	Goal setting – Developing a SMART goal for ELP. Reflection of Goal setting/Identifying resources and materials to address ELP Goal.	ENL Team Instructional Coach	1

Action Step Status Check	Reflection Date	% of Scheduled Action Steps On-Track	Reflections & Adjustments
Marking Period 3	3.28.23		
Marking Period 4	6.15.23		

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	Decrease Chronic Absenteeism Rate from 69% to 50%

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	The team did not consistently review attendance data in order to effectively plan for follow through.	If the team requests and reviews appropriate attendance, then they will be able to create and implement follow up strategies to address this data.
2	The team did not consistently follow through with next steps to address attendance issues.	If the team collaborates and holds one another accountable for implemented next steps, then attendance issues will be consistently addressed.
3	Next steps used were not data-based to ensure their viability in addressing attendance issues.	If the team reflects on the success of certain strategies used versus those that did not improve attendance, the team can prioritize the use of attendance interventions that work.

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	Train all members of the Attendance Team on the use of the Attendance Dashboard which is update by the District Data Liaison on a weekly basis.

2	Create and consistently use an attendance folder that can track students with attendance issues as well as what each team member is doing to address that issue.
3	Hold consistent weekly Attendance meetings that include review of the attendance Dashboard, next steps already implemented, and a review of strategies that have made a difference in getting students to school.

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	Chronic Absenteeism Rate (ST data)	10.31.23 Decrease Chronic Absenteeism Rate by 20%		On Track ☐ Off Track ☐	

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 *(begin with verb)*	Lead(s)	TOA #
8.31.23	9.15.23	Before the start of school, the team will participate in attendance data analysis professional development with District Data Liaison.	Administrator Leading Attendance Team	1
8.31.23	12.31.23	Facilitate/schedule Attendance Meetings with the support of the District Data Liaison/District Attendance coordinator at least monthly.	Administrator Leading Attendance Team	1
8.31.23	9.15.23	Create a standing agenda and clear protocols for every Attendance meeting with identified roles for each team member.	Principal Vice Principal Admin Interns	2

8.31.23	12.31.23	Create and consistently utilize a Delaware folder where information regarding attendance is housed and where team members can access, track, and monitor steps that were implemented for each identified student and adjust accordingly.	Principal Vice Principal Admin Interns	2
8.31.23	12.31.23	Fully implement Student Crew to utilize family communication to improve attendance.	Principal Vice Principal Admin Interns	3
8.31.23	12.31.23	Review alignment of action steps with improved student attendance to ensure actions steps are creating positive impact.	Attendance Team	2, 3
8.31.23	12.31.23	Identify trends across demographics to determine who should be assigned for follow-up steps or phone calls so one person is not assigned to making all the calls- Ex. Grade level leads, specific teachers, Crew Leaders.	Principal Vice Principal Admin Interns Attendance Team	1
8.31.23	12.31.23	Create quarterly attendance celebrations to decrease the number of chronically absent students,	Administrator Leading Attendance Team, Attendance Team	3
8.31.23	12.31.23	Utilize district data to address specific sub-groups that chronically absent,	Administrator Leading Attendance Team, Attendance Team	1

Action Step Status Check	Reflection Date	% of Scheduled Action Steps On-Track	Reflections & Adjustment
Marking Period 1	10.31.23		
Marking Period 2	1.12.23		

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 Students	Chronic Absenteeism Rate	50%		On Track ☐ Off Track ☐	

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 *(begin with verb)*	Lead(s)	TOA #
1.1.24	6.30.24	Continue to facilitate/schedule Attendance Meetings with the support of the District Data Liaison/District Attendance coordinator at least monthly.	Administrator Leading Attendance Team	1
1.1.24	1.15.24	Review standing agenda with clear protocols for every Attendance meeting with identified roles for each team member and adjust if needed.	Principal Vice Principal Admin Interns	2
1.1.24	6.30.24	Continue to consistently utilize a Delaware folder where information regarding attendance is housed and where team members can access, track, and monitor steps that were implemented for each identified student and adjust accordingly.	Principal Vice Principal Admin Interns	2
1.1.24	6.30.24	Continue to fully implement Student Crew to utilize family communication to improve attendance.	Principal Vice Principal Admin Interns	3
1.1.24	6.30.24	Continue to regularly review alignment of action steps with improved student attendance to ensure actions steps are creating positive impact.	Attendance Team	2, 3
1.1.24	6.30.24	Continue to identify trends across demographics to determine who should be assigned for follow-up steps or phone calls so one person is not assigned to making all the calls- Ex. Grade level leads, specific teachers, Crew Leaders.	Principal Vice Principal Admin Interns Attendance Team	1
1.1.24	6.30.24	Continue to create quarterly attendance celebrations to decrease the number of chronically absent students,	Administrator Leading Attendance Team Attendance Team	3
1.1.24	6.30.24	Continue to utilize district data to address specific sub-groups that chronically absent,	Administrator Leading	1

				Attendance Team
				Attendance Team

Action Step Status Check	Reflection Date	% of Scheduled Action Steps On-Track	Reflections & Adjustments	
Marking Period 3	3.28.23			
Marking Period 4	6.15.23			

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	Intermediate students	In school, how possible is it for you to change? How easily you give up?	70% favorable responses
SRV 2	All Staff	Walkthrough Data	Based on walkthrough data from the end of the '23-'24 SY there will be an increase of 100% of teachers rated effective in the domain of mindset indicators

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	Lack of clearly defined expectations for communicating, tracking, sharing, and monitoring students' goals with families and students	If expectations for communicating, tracking, sharing, and monitoring of student goals with families and students are articulated clearly then students can take personal ownership of their learning and academic achievement will increase.

2	Lack of identifying and training teachers on strategies to promote perseverance and student growth mindset	If training is provided to teachers on strategies that promote self-perseverance and student growth mindset then teachers can identify student gaps, intervene, and develop plans to assist students to achieve growth on assessments

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 clearly defined expectations to share student data/goals with families and students
2	Provide teachers with strategies to promote student perseverance and growth mindset

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	Student Goals	100% of students having a goal for the year		On Track ☐ Off Track ☐	

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 *(begin with verb)*	Lead(s)	TOA #
8.31.23	10.31.23	Develop school wide, classroom, and individual lessons and activities that focus on growth mindset.	Administration Teachers	1

				Instructional Coach PAX Coach	
8.31.23	Ongoing w/quarterly check-ins	Use consistent growth mindset language throughout the school and when providing feedback to students in the classrooms.		Administration Teachers Instructional Coach PAX Coach	1
8.31.23	Ongoing w/quarterly check-ins	Professional development for teachers will be provided to develop social emotional strategies, focusing on perseverance. Update the PD Plan at least quarterly to reflect the training. Collaborate with District PD Liaison as appropriate.		District SEL Coach Promise Zone School Counselor	2
8.31.23	Created at beginning of year w/quarterly check-ins	Develop a progress monitoring system to identify, track, and communicate student goals with staff, students, and families.		Instructional Coach PAX Coach Teachers School Counselor	1
12.1.23-	12.20.23	Administer the mid-year survey and analyze the results and share w/staff. During mid-year reflection the results will be used to adjust January and June action steps		ILT SLT	1
8.31.23	9.28.23	Add indicators to the walkthrough tool that reflect growth mindset expectations		SLT ILT	1
10.1.23	12.31.23	Complete monthly walkthroughs using WT tools that include mindset indicators and provide teachers with feedback. Identify any teachers that need additional coaching support and provide coaching.		ILT SLT	1

Action Step Status Check	Reflection Date	% of Scheduled Action Steps On-Track	Reflections & Adjustment
Marking Period 1	10.31.23		
Marking Period 2	12.31. 23		

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 Mini-Survey	50% favorable by mid-year		On Track ☐ Off Track ☐	

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 *(begin with verb)*	Lead(s)	TOA #
1.12.23	3.28.23	Develop schoolwide, classroom, and individual lessons and activities that focus on growth mindset.	Administration Teachers Instructional Coach PAX Coach	1
8.31.23	Ongoing w/quarterly check-ins	Use consistent growth mindset language and provide students feedback throughout the school and in the classrooms.	Administration Teachers Instructional Coach PAX Coach	1
8.31.23	Ongoing w/quarterly check-ins	Professional development for teachers will be provided to develop social emotional strategies focusing on perseverance.	District SEL Coach Promise Zone School Counselor Social Worker	2
8.31.23	Created at beginning of year w/quarterly check-ins	Develop a progress monitoring system to identify, track, and communicate student goals with staff, students, and families.	Instructional Coach PAX Coach Teachers	1
8.31.23	Created at beginning of year w/quarterly check-ins	Develop and implement a progress monitoring system for tracking the consistent use of growth mindset language throughout the school and in the classrooms, and lessons and activities that focus on growth mindset and perseverance. Provide additional coaching or training as appropriate.	Administration Content Liaisons Instructional Coach	1
1.12.23	2.1.23	Update indicators to the walkthrough tool that reflect growth mindset expectations	SLT ILT	1
1.12.23	6.20.23	Complete monthly walkthroughs using WT tools that include mindset indicators and provide teachers with feedback. Identify any teachers that need additional coaching support and provide coaching.	ILT SLT	1

Action Step Status Check	Reflection Date	% of Scheduled Action Steps On-Track	Reflections & Adjustments
Marking Period 3	3. 28. 23		
Marking Period 4	6.15.23		

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

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.
Analysis of students' responses was used to determine professional development, communication strategies, and systems and practices to address SEL (Social Emotional Learning) needs of students. After reviewing the students' questions from the interviews, many of the students stated that they enjoyed the engagement in their classrooms and building-wide activities which made them excited to come to school and work on their attendance. For ELA and Math, we learned that the students felt the work in ELA and Math was, at times, hard and that created the focus around training teachers in the science of reading to assist all students in access books at their grade-level.

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 ☐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	Math, ELA, ELP and Chronic Absenteeism
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	PLCs are important to building the expertise and knowledge of staff. The admin and ILT are responsible for scheduling effective PLC focus areas, identifying particular needs of improvement that will improve student academic growth.

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
Moshiena Faircloth	Principal
Laurie Newsome	Vice Principal
Jaime Sanjurjo	Administrative Intern
Erica Daniels	Administrative Intern
Kristoffer Robert	Instructional Coach
Lillian Zayas	ENL Instructional Coach
Michael Hanley	Teacher
Molli Brown	Teacher
Drioni Vergara	Teacher
Carlos Garcia-Soto	Teacher
Bonna Merrick	Teacher
Alicia Colon	Parent
Mr. El Haji Potter	Parent
Elizabeth Exiline	Parent
Mr. Carnie	Parent

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
5.9 23	x	x					
6.6.23			x	x			
6.7.23			x	x			
6.8.23					x		
6.14.23						x	x
6.21.23						x	x
7.12.23							x
8.2.23							X (reviewing)
8.23.23							X (reviewing)

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.