



School Comprehensive Education Plan 2021-22

District	School Name	Grades Served
Syracuse City School District	Meachem Elementary	PreK-5

Collaboratively Developed By:

The Meachem Elementary School SCEP Development Team: Katie Moulton, Katie Killmore, Lindsey Kurak, Dawn Lynch, Kristen Duffy, Kristin Lovecchio, Cheryl Pudney, Marlene Baxter, Susan Johnson, Stacy Griffin, Joy MacKool, Danielle Waldon, Kris Robert, and Lisa Lambert, Tim Lambert

And in partnership with the staff, students, and families of Meachem Elementary School

Guidance for Teams

Goals & Actions

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

Resources for the Team

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

ELA Goal End-of-the-Year Desired Outcomes

Subgroup	June 2022 Goal	2018-19 ELA Academic Achievement Index/Baseline Data
Black	60.6 Academic Achievement Index Level	56
All students	10%-point decrease in Level 1 from September baseline; 10%-point increase in Levels 3 + 4 from September baseline	TBD with new benchmark assessment administered in September 2021.

Root Causes

What theories or hypotheses does the school have as to why the school has had its past outcomes for ELA? Please consider longitudinal student achievement data, student interview data, and Equity Self-Reflection results when developing root causes.	Is this specific to certain sections of the school (grade/content area?)
PLCs were not catered towards prioritizing meaningful teacher work time around unpacking units, pacing calendars, and creating data-based plans. As the discussion protocols were not focused on teacher collaboration.	No
No consistent systems or instructional strategies in place to consistently and directly address the following gaps: <ul style="list-style-type: none"> reading stamina the shift from "learning to read" to "reading to learn" writing to express ideas As these are not explicitly addressed in the curriculum consistently across all grade levels. The focus of training on these strategies has not been a priority due to other foundational skills needing to be addressed.	No
We have not prioritized the needs of Special Education Teachers in PLCs and/or PD, scheduling to support them with modifying the general education curriculum and providing SDI, providing regular feedback within these areas, and providing a menu of researched based intervention programs to address gaps.	Special Education

Action Plan: August to January

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

8/2/2021	12/23/2021	Develop and implement Meachem's 2021-2022 PD Plan that incorporates and schedules training on Meachem's priorities, including: strong tier 1 instruction, personalized learning, restorative practices, and meaningful PLCs.	Instructional Leaders
8/16/2021	8/27/2021	Identify look-fors based on ELA trainings and create monthly walkthrough tools that align to the PD Plan for Meachem's prioritized instructional strategies.	Admin
8/16/2021	8/20/2021	Create SPED specific look-fors on walkthrough tool related to implementation of ELA interventions, SDI in ELA, and co-teaching models (when applicable). Analyze trends within the SPED instruction and offer specific professional development in areas of need.	Admin
8/16/2021	12/23/2021	Create a walkthrough schedule and complete walkthroughs according to the schedule and provide written feedback at least once a month to individual teachers, completed by administrators.	Admin
9/13/2021	12/23/2021	Create a walkthrough schedule and complete walkthroughs according to the schedule and provide written feedback at least once a month to individual teachers completed by the Interdisciplinary Instructional Coach.	Instructional Coach
8/16/2021	8/27/2021	Determine specific interventions to be used in self-contained special education classes and CT classes that provide a range of research-based curriculum and strategies to address unique gaps of students with disabilities.	Instructional Leaders
9/27/2021	12/23/2021	Create annual goals and quarterly targets in ELA for every class during data conferences with Administrator, Interdisciplinary Instructional Coach.	Admin/ Coach
9/20/2021	9/24/2021	Create and implement a coaching schedule to support teachers with individualized instructional goals and quarterly ELA targets, including integrating Meachem's instructional priorities that align with the PD plan.	Coach

9/20/2021	10/1/2021	Determine each teacher's personalized coaching focus areas and create a personalized coaching plan for each teacher.	Coach
9/20/2021	12/23/2021	Review and update each teacher's personalized coaching plan quarterly based on walkthrough data, providing supports identified within their plan.	Coach
9/13/2021	9/17/2021	Create a teacher survey to reflect Meachem's prioritized instructional strategies needs for support in PLCs and PDs.	Instructional Leaders
9/20/2021	9/24/2021	Analyze the teacher survey data to determine PLC and PD sessions for the first semester.	Instructional Leaders
9/13/2021	10/1/2021	Train Interdisciplinary Instructional Coach to facilitate PLCs that address Meachem's prioritized instructional strategies and guide teachers in planning and progress monitoring progress towards their individual ELA targets.	Admin
9/13/2021	12/23/2021	Utilize PLC time to train and coach teachers on planning for and implementing Meachem's prioritized instructional strategies and additional needs based on survey results.	Instructional Leaders
9/13/2021	12/23/2021	Create differentiated PLCs monthly based on data, walkthrough findings, and district/building initiatives.	Instructional Leaders
9/20/2021	12/23/2021	Provide differentiated coaching to teachers in need of additional support with developing and/or delivering lesson plans that reflect analysis of ELA data to improve Tier 1 and small group instruction as defined in quarterly coaching plans.	Coach
9/20/2021	9/24/2021	Identify model classrooms for each instructional priority and provide teachers with opportunities to complete peer visits to model ELA classes, as requested or needed.	Instructional Leaders

9/13/2021	12/23/2021	Utilize Elementary Intervention Teacher to provide targeted small group intervention during literacy block for students in grades 2-5 using the '95 percent'.	Intervention Teachers
9/13/2021	12/23/2021	Utilize Elementary Intervention Teacher to provide targeted small group intervention during literacy block for students in grades 4-5 using 'Just Words'	Intervention Teachers
9/13/2021	12/23/2021	Plan monthly data meetings with ELA intervention team to celebrate progress and highlight students not making progress to obtain support.	Intervention Teachers
9/13/2021	12/23/2021	Collect ELA baseline data and set goals based on the data for individual students that are receiving interventions; and monitor bi-weekly progress towards goals and make instructional adjustments as needed. Monitor the progress of identified subgroups.	Intervention Teachers
10/4/2021	12/23/2021	Analyze trends from walkthrough data a minimum of once quarterly to determine common ELA needs and provide aligned professional development in ELA based on these findings.	Instructional Leaders
11/2/2021	12/23/2021	Report out to staff quarterly on school wide progress of Meachem's prioritized instructional strategies.	Admin
9/13/2021	12/23/2021	Collaborate with grade level partners to plan ELA lessons and activities that reflect the instructional priorities and district curriculum, and to analyze data during common planning time, and complete team minutes submitted weekly.	Instructional Leaders/ Teachers
9/13/2021	12/23/2021	Implement a unified system and tools for: students to set goals, track their progress, reflect, increase ownership of learning, and develop reading stamina for ELA.	Admin/ Coach
9/13/2021	12/23/2021	Implement and monitor interventions for phonics programs through CBM STAR to determine small groups in grades K-2.	Teachers

9/13/2021	12/23/2021	Collect data on the progress of interventions for phonics programs to determine additional needs BI-WEEKLY.	Teachers
9/13/2021	12/23/2021	Implement school wide initiatives to support and celebrate improvements in ELA academic achievement (incentive activities) based on STAR data.	Admin/ Committees
9/13/2021	12/23/2021	Schedule and hold designated special education PLCs/ PDs to address the needs of the special education teachers and provide support in attaining ELA targets A MINIMUM OF QUARTERLY.	Admin
9/13/2021	12/23/2021	Utilize diagnostic assessments and progress monitoring to target instruction specifically designed for deficits.	Teachers
9/13/2021	12/23/2021	Supplement curriculum with relevant, diverse literature and social justice projects that are tied to the standards and Big Idea of each unit.	Teachers
10/4/2021	11/23/2021	Provide professional development opportunities and/or book studies to support teachers in incorporating topics of diversity, social justice, equity, and current events into the classroom.	Instructional Leaders
9/13/2021	12/23/2021	Provide PD around building mini lessons in the daily routine that specifically address student stamina in reading.	Instructional Leaders
9/13/2021	12/23/2021	Implement daily writing activities in grades K-2	Teachers
9/13/2021	12/23/2021	Expand multi-syllabic word reading and nonsense word practice routines to grades 2-3.	Teachers

Gauging Success: Mid-Year Benchmark

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

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

Assessment	January 2021 Performance	January 2022 Target
NWEA	TBD in September 2021	7%-point decrease in Level 1 from September baseline; 7%-point increase in Levels 3 + 4 from September baseline

Planning for January to June

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

Start	End	Action	Lead
1/3/2022	6/24/2022	Implement Meachem's 2021-2022 PD Plan that incorporates and schedules training on Meachem's priorities, including: strong tier 1 instruction, personalized learning, restorative practices, and meaningful PLCs. Review and revise PD plan with SLT to maintain relevancy to school needs.	Instructional Leaders
1/3/2022	6/24/2022	Continue to identify ELA look-fors based on trainings and create monthly walkthrough tools that align to the PD Plan for Meachem's prioritized instructional strategies.	Admin
1/3/2022	6/24/2021	Continue to complete walkthroughs according to the schedule and provide written feedback at least once a month to individual teachers completed by administrators.	Admin
1/3/2022	6/24/2021	Continue to complete walkthroughs according to the schedule and provide written feedback at least once a month to individual teachers completed by the Interdisciplinary Instructional Coach.	Instructional Coach
1/3/2022	6/24/2022	Continue to create quarterly targets in ELA for every class during data conferences with Administrator, Interdisciplinary Instructional Coach. Progress monitor ELA targets and provide specific support to teachers not on track to meet targets through their individual coaching plan. Monitor the progress of identified subgroups.	Admin/Coach
1/3/2022	6/10/2022	Continue to implement a coaching schedule to support teachers with individualized instructional goals including integrating Meachem's instructional strategies that align with the PD plan.	Coach

1/3/2022	6/10/2022	Review and update each teacher's personalized coaching plan quarterly based on ELA walkthrough data, providing supports identified within their plan.	Coach
1/3/2022	1/7/2022	Create a teacher survey to reflect Meachem's prioritized instructional strategies needs for support in PLCs and PDs.	Admin/Coach
1/17/2022	1/20/2022	Analyze the teacher survey data to determine PLC and PD sessions for the second semester	Admin/Coach
1/3/2022	6/24/2022	Continue to utilize PLC time to train and coach teachers on planning for and implementing Meachem's prioritized instructional strategies and additional needs based on survey results.	Instructional Leaders
1/3/2022	6/24/2022	Continue to create differentiated PLCs monthly based on data, walkthrough findings, and district/building initiatives.	Instructional Leaders
1/3/2022	6/24/2022	Continue to provide differentiated coaching to teachers in need of additional support with developing and/or delivering lesson plans that reflect analysis of ELA data to improve Tier 1 and small group instruction.	Coach
1/19/2022	6/19/2022	Continue to provide teachers with opportunities to complete peer visits to model ELA classes, as requested or needed.	Instructional Leaders
1/3/2022	6/24/2022	Continue to utilize Elementary Intervention Teacher to provide targeted small group intervention during literacy block for students in grades 2-5 using the '95 percent'.	Intervention Teachers
1/3/2022	6/24/2022	Continue to utilize Elementary Intervention Teacher to provide targeted small group intervention during literacy block for students in grades 4-5 using 'Just Words'	Intervention Teachers
1/3/2022	6/24/2022	Continue to plan monthly data meetings with ELA intervention team to celebrate progress and highlight students not making progress to obtain support.	Intervention Teachers
1/3/2022	6/24/2022	Analyze trends from walkthrough data to determine common ELA needs and provide aligned professional development in ELA based on these findings.	Instructional Leaders
1/3/2022	6/24/2022	Continue to report out to staff quarterly on school wide progress of Meachem's prioritized instructional strategies.	Admin

1/3/2022	6/24/2022	Continue to collaborate with grade level partners to plan ELA lessons and activities that reflect the instructional priorities and district curriculum, and to analyze data during common planning time, and complete team minutes submitted weekly.	Instructional Leaders/ Teachers
1/3/2022	6/24/2022	Continue to implement DAILY a unified system and tools for: students to set goals, track their progress, reflect, increase ownership of learning, and develop reading stamina.	Admin/ Coach
1/3/2022	6/24/2022	Continue to implement and monitor interventions for phonics programs through CBM STAR to determine small groups in grades K-2	Teachers
1/3/2022	6/24/2022	Continue to collect data on the progress of interventions for phonics programs to determine additional needs.	Teachers
1/3/2022	6/24/2022	Continue to implement school wide initiatives to support and celebrate improvements in ELA academic achievement (incentive activities).	Admin/ Committees
1/3/2022	6/24/2022	Continue to hold designated special education PLCs/ PDs to address the needs of the special education teachers and provide support in attaining ELA targets A MINIMUM OF QUARTERLY.	Admin
1/3/2022	6/24/2022	Continue to utilize diagnostic assessments and progress monitoring to target instruction specifically designed for deficits.	Teachers
1/3/2022	6/24/2022	Continue to supplement curriculum with relevant, diverse literature and social justice projects that are tied to the standards and Big Idea of each unit.	Teachers
1/3/2022	2/18/2022	Provide professional development opportunities and/or book studies to support teachers in incorporating topics of diversity, social justice, equity, and current events into the classroom.	Instructional Leaders
1/3/2022	6/24/2022	Implement daily writing activities in grades K-2	Teachers
1/3/2022	6/24/2022	Expand multi-syllabic word reading/nonsense word practice routines to grades 2-3.	Teachers

Directions

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

Student Interviews

Describe how the Student Interview process informed the team’s plan for ELA.

- Student interview subjects were chosen to represent a variety of students across grade levels, gender, race, and virtual/in-person students. SLT team members reviewed the interviews and engaged in a discussion guided by prompts to analyze the student experience through the lens of ELA. With this setting the frame for further exploration, the team then engaged in a “fishbone” protocol to dive deeper into the WHY behind the challenges that presented in the student experience. This exercise gave way to collectively identify root causes and additional action steps.
- The student interview process revealed that students truly enjoy working in small groups and getting more individualized support from their teachers. They expressed that they feel more confident when they can work at their level and have tools to access the help they need, without having to raise their hand in front of all their peers to ask for help. This discussion fueled our commitment to creating action steps that empower teachers to do the groundwork needed to make small groups useful and targeted to individual student need. Action steps created include utilizing PLC time to train and coach teachers on planning for and implementing Meachem's prioritized instructional strategies, and additional needs based on survey results, to support them in using data to create learning experiences that match the needs and learning styles of students.

Equity Self-Reflection

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

- The team unpacked the Equity Self-Reflection in a multi-step protocol. First, the entire team reviewed the self-assessment independently and made notes.
- Next, the Team broke up into five groups of two and worked together to score our school on one of the assigned sections.
- We then shared out. Each group read each item aloud, cited their evidence and examples, and shared the score they gave. The whole team discussed their findings and added on with their perspectives. A note-keeper captured all the evidence and perspectives referenced in the discussion.
- All of the evidence for each item was compiled and a score was determined based on consensus. The team then reviewed the final document.
- The team broke into new groups of two. Together the team discussed our responses to the survey items: “Highlight materials that represent and affirm student identities.”, “Incorporate curriculum, texts, content, and assignments that activate connections to student experiences and identities and provide students with opportunities to discover, research, and build deep structural understanding of themes, content, and curriculum covered” and “Use resources written and developed by racially, culturally, and linguistically diverse perspectives.” The team examined where we were in these survey categories and created action steps to address increasing relevant, diverse literature and social justice projects that are tied to the standards and Big Idea of each unit and increasing teacher professional development to help them understand how to infuse more current events dealing with social justice into their practice.

Math Goal End-of-the-Year Desired Outcomes

Subgroup	June 2022 Goal	2018-19 ELA Academic Achievement Index
Black	65.5 Academic Achievement Index	43.1

All students	10%-point decrease in Level 1 from September baseline; 10%-point increase in Levels 3 + 4 from September baseline	TBD with new benchmark assessment administered in September 2021.
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Root Causes

What theories or hypotheses does the school have as to why the school has had its past outcomes for Math? Please consider longitudinal student achievement data, student interview data, and Equity Self-Reflection results when developing root causes.	Is this specific to certain sections of the school (grade/content area?)
PLCs were not catered towards prioritizing meaningful teacher work time around unpacking units, pacing calendars, and creating data-based plans. As the discussion protocols were not focused on teacher collaboration.	No
Teachers need additional training with corresponding feedback and follow-up differentiated support on the Eureka program model and structure to more deeply understand the spiral design and maintain fidelity to program implementation.	No
Lack of comprehensive assessment tools to identify specific math deficiencies (nothing parallel to ELA) and lack sound implementation of any researched based math intervention programs to address these gaps.	No
The expectations for integrating math fluency and providing students with sufficient practice within the school day have not been explicitly communicated or systematically monitored across all grades and classrooms.	No

Action Plan: August to January

What will the school do in the first half of the year to address the root causes identified above?			
Start	End	Action	Lead
8/2/2021	12/23/2021	Develop and implement Meachem's 2021-2022 PD Plan that incorporates and schedules training on Meachem's priorities, including: strong tier 1 instruction, personalized learning, restorative practices, and meaningful PLCs.	Instructional Leaders

8/16/2021	8/20/2021	Identify look-fors based on math curriculum specific trainings and add to monthly walkthrough tools that align to the PD Plan for Meachem's prioritized instructional strategies. Include feedback areas on monthly walkthrough tool that includes use of manipulatives in instruction and lesson's alignment to district pacing guides.	Admin
8/16/2021	8/20/2021	Create SPED specific look-fors on walkthrough tool related to implementation of designated SPED math interventions (SOAR), SDI in math, and appropriate supports.	Admin
8/16/2021	12/23/2021	Create a walkthrough schedule and complete walkthroughs according to the schedule and provide written feedback at least once a month to individual teachers completed by administrators. Include monthly feedback related to math instruction and pacing in accordance with district pacing guides.	Admin
9/13/2021	12/23/2021	Create a walkthrough schedule and complete walkthroughs according to the schedule and provide written feedback at least once a month to individual teachers completed by the Interdisciplinary Instructional Coach.	Coach
8/16/2021	8/27/2021	Determine specific diagnostic and intervention tools to be used in self-contained special education classes and CT classes that provide a range of research-based curriculum to address unique gaps of students with disabilities in math.	Instructional Leaders
9/13/2021	12/23/2021	Create annual goals and quarterly targets in Math for every class during data conferences with Administrator, Interdisciplinary Instructional Coach. Monitor the progress of identified subgroups.	Admin/ Coach
9/20/2021	9/24/2021	Create and implement a coaching schedule to support teachers with individualized instructional goals and support towards reaching individual math targets, including integrating Meachem's instructional strategies that align with the PD plan.	Coach
9/20/2021	10/1/2021	Determine each teacher's personalized coaching focus areas and create a personalized coaching plan for each teacher.	Coach

9/20/2021	12/23/2021	Review and update each teacher's personalized coaching plan quarterly based on walkthrough data, including information gathered about alignment with the district's pacing calendar, and providing supports identified within their plan.	Coach
9/20/2021	9/17/2021	Create a teacher survey to reflect Meachem's prioritized instructional strategies needs for support in PLCs and PDs.	Instructional Leaders
9/20/2021	9/24/2021	Analyze the teacher survey data to determine PD sessions for the first semester.	Instructional Leaders
9/13/2021	10/1/2021	Train Interdisciplinary Instructional Coach to facilitate PLCs that address Meachem's prioritized instructional strategies, build capacity in best practices for math instruction, and unpack math curriculum	Admin
9/13/2021	12/23/2020	Utilize PLC time to train and coach teachers on planning for and implementing Meachem's prioritized instructional strategies, best practices in math instruction, math curriculum, and additional needs based on survey results.	Instructional Leaders
9/13/2021	12/23/2020	Create differentiated PLCs monthly based on data, walkthrough findings, and district/building initiatives.	Instructional Leaders
9/20/2021	12/23/2021	Provide differentiated coaching to teachers in need of additional support with developing and/or delivering math lesson plans that reflect analysis of data to improve Tier 1 and small group instruction as defined in quarterly coaching plans.	Coach
9/20/2021	9/24/2021	Identify model mathematics classrooms for each instructional priority and provide teachers with opportunities to complete peer visits to model classes, as requested or needed.	Instructional Leaders
10/4/2021	12/23/2021	Analyze trends from walkthrough data to determine common mathematics needs and provide aligned professional development in math based on these findings a minimum of once quarterly.	Instructional Leaders
11/2/2021	12/23/2021	Report out to staff quarterly on school wide progress of Meachem's prioritized instructional strategies.	Admin

9/13/2021	12/23/2021	Collaborate with grade level partners to plan math lessons and activities that reflect the instructional priorities and district curriculum, and to analyze data during common planning time, and complete team minutes submitted weekly.	Instructional Leaders/ Teachers
9/13/2021	12/23/2021	Implement a unified system and tools daily for: students to set goals, track their progress, reflect, and increase ownership of learning in math.	Admin/ Coach
9/13/2021	12/23/2021	Implement school-wide initiatives to support and celebrate improvements in mathematics academic achievement (incentive activities).	Admin/ Committees
9/13/2021	12/23/2021	Schedule and hold designated special education PLCs/ PDs to address the needs of the special education teachers in building student capacity in math, including support around SOAR intervention program.	Admin
9/13/2021	12/23/2021	Plan for and implement Tier 2 and tier 3 math interventions (small group instruction and AIS using SOAR).	Teachers/ Intervention Teachers
9/13/2021	10/1/2021	Utilize screening and assessments and progress monitoring tools within the module and to target instruction specifically designed for deficits.	Teachers
9/13/2021	12/23/2021	Plan monthly PLCs that utilize 'Learning from Student Work' protocols based on math lessons at least once a month.	Admin/Coach
9/13/2021	12/23/2021	Create next steps and reteach math plans based on 'Learning from Student Work' protocols.	Teachers
9/13/2021	12/23/2021	Provide feedback in walkthroughs on differentiated stations through DDI look fors, monthly.	Admin
9/13/2021	12/23/2021	Monitor pacing of modules in lesson plans and through walkthroughs	Admin/ Coach
9/13/2021	12/23/2021	Unpack lessons and utilize Ace the Pace in PLCs.	Coach/ Teachers
9/13/2021	10/1/2021	Use (Supporting Ongoing Achievement Responsively) SOAR mathematical surveys to provide additional screening for students that perform below benchmark on STAR math assessments from January/February of 2021.	Intervention Teachers

9/13/2021	12/23/2021	Elementary Intervention Teacher will provide academic interventions to students using SOAR materials to those identified based on STAR data (and additionally screened using SOAR) and maintain a data dashboard to track lessons mastered by these students. This data dashboard will be shared with the classroom teacher during team meetings and should be reflected in station work during math lessons.	Intervention Teachers
9/13/2021	12/23/2021	Ensure availability of manipulatives and technology in every classroom for students to use as they need to solve problems and explore math concepts.	Admin
9/13/2021	12/23/2021	Increase the amount of small group targeted instruction and collaborative learning structures during mathematics instruction.	Coach/Teachers
9/27/2021	10/1/2021	Facilitate a best practice share professional development to focus on working fluency activities into/throughout the school day. Staff will create a list of 5 ways they will build math fluency activities into their daily routine.	Coach
12/2/2021	12/2/2021	Facilitate Math Fluency event for grades 3-5 to engage whole school in fluency building efforts.	School Life Committee

Gauging Success: Mid-Year Benchmark

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

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

Assessment	January 2021 Performance	January 2022 Target
Math	TBD in September 2021	7%-point decrease in Level 1 from September baseline; 7%-point increase in Levels 3 + 4 from September baseline

Planning for January to June

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

Start	End	Action	Lead
1/3/2022	6/24/2022	Continue to complete walkthroughs according to the schedule and provide written feedback at least once a month to individual teachers completed by administrators.	Admin
1/3/2022	6/24/2022	Continue to complete walkthroughs according to the schedule and provide written feedback at least once a month to individual teachers completed by the Interdisciplinary Instructional Coach.	Coach
1/3/2022	6/24/2022	Continue to progress monitor annual goals and update quarterly targets in math for every class during data conferences with Administrator, Interdisciplinary Instructional Coach. Monitor the progress of identified subgroups.	Admin/ Coach
1/3/2022	6/10/2022	Continue to implement a coaching schedule to support teachers with individualized instructional goals and support towards reaching individual math targets, including integrating Meachem's instructional strategies that align with the PD plan.	Coach
1/3/2022	6/10/2022	Continue to review and update each teacher's personalized coaching plan quarterly based on walkthrough data, providing supports identified within their plan.	Coach
1/3/2022	1/7/2022	Create a teacher survey to reflect Meachem's prioritized instructional strategies needs for support in PLCs and PDs.	Instructional Leaders
1/17/2022	1/21/2022	Analyze the teacher survey data to determine and PD sessions for the second semester.	Instructional Leaders
1/3/2022	6/24/2022	Continue to utilize PLC time to train and coach teachers on planning for and implementing Meachem's prioritized instructional strategies, best practices in math instruction, Eureka math curriculum, and additional needs based on survey results.	Instructional Leaders

1/3/2022	6/24/2022	Create differentiated PLCs monthly based on data, walkthrough findings, and district/building initiatives.	Instructional Leaders
1/3/2022	6/19/2022	Continue to provide teachers with opportunities to complete peer visits to model math classes, as requested or needed.	Instructional Leaders
1/3/2022	6/24/2022	Continue to provide differentiated coaching to teachers in need of additional support with developing and/or delivering math lesson plans that reflect analysis of data to improve Tier 1 and small group instruction.	Coach
1/3/2022	6/24/2022	Continue to analyze trends from walkthrough data to determine common mathematics needs and provide aligned professional development in math based on these findings.	Instructional Leaders
1/3/2022	6/24/2022	Continue to report out to staff quarterly on school wide progress of Meachem's prioritized instructional strategies.	Admin
1/3/2022	6/17/2022	Continue to collaborate with grade level partners to plan math lessons and activities that reflect the instructional priorities and district curriculum, and to analyze data during common planning time, and complete team minutes submitted weekly.	Instructional Leaders/ Teachers
1/3/2022	6/24/2022	Continue to implement a unified system and tools for: students to set goals, track their progress, reflect, and increase ownership of learning in math.	Admin/ Coach
1/3/2022	6/24/2022	Continue to implement school wide initiatives to support and celebrate improvements in mathematic academic achievement (incentive activities).	Admin/ Committees
1/3/2022	6/24/2022	Continue to hold designated special education PLCs/ PDs to address the needs of the special education teachers in building student capacity in math, including support around SOAR intervention program.	Admin

1/3/2022	6/24/2022	Utilize diagnostic assessments and progress monitoring to target instruction specifically designed for deficits.	Teachers
1/3/2022	6/24/2022	Plan for and implement Tier 2 and tier 3 math interventions (small group instruction and AIS using SOAR).	Teachers/ Intervention Teachers
1/3/2022	6/24/2022	Continue to utilize screening and assessments and progress monitoring tools within the module and to target instruction specifically designed for deficits.	Teachers
1/3/2022	6/24/2022	Continue to plan monthly PLCs that utilize 'Learning from Student Work' protocols based on math lessons.	Admin/ Coach
1/3/2022	6/24/2022	Continue to create next steps and reteach plans based on 'Learning from Student Work' protocols at least once a month.	Teachers
1/3/2022	6/24/2022	Continue to provide feedback in walkthroughs on differentiated stations through DDI look fors monthly.	Admin
1/3/2022	6/24/2022	Continue to monitor pacing of modules in lesson plans and through walkthroughs	Admin/ Coach
1/3/2022	6/24/2022	Continue to have Elementary Intervention Teacher will provide academic interventions to students using SOAR materials to those identified based on STAR data and maintain a data dashboard to track lessons mastered by students.	Intervention Teacher
1/3/2022	6/24/2022	Continue to unpack lessons and utilize Ace the Pace in PLCs.	Coach/ Teachers
1/3/2022	6/24/2022	Ensure availability of manipulatives and technology in every classroom for students to use as they need to solve problems and explore math concepts.	Admin
1/3/2022	6/24/2022	Increase the amount of small group targeted instruction and collaborative learning structures during mathematics instruction.	Coach/Teachers

1/3/2022	6/24/2022	Facilitate a best practice share professional development to focus on working fluency activities into/throughout the school day. Staff will create a list of 5 ways they will build math fluency activities into their daily routine.	Coach
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Learning As A Team

Directions

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

Student Interviews

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

- Student interview subjects were chosen to represent a variety of students across grade levels, gender, race, and virtual/in-person students. SLT team members reviewed the interviews and engaged in a discussion guided by prompts to analyze the student experience through the lens of Math. With this setting the frame for further exploration, the team then engaged in a "fishbone" protocol to dive deeper into the WHY behind the challenges that presented in the student experience. This exercise gave way to collectively identify root causes and additional action steps.
- Student responses to the question: "What can our staff do to help you feel more confident in completing your work and assignments with success?" revealed that students are sometimes intimidated during math because they do not feel they are good at it. They revealed that when teachers listen to them and given them hints to solve the problems, they feel more confident. The team discussed the deeper 'why' behind this response and it gave some insight that led to root cause and action step around a need for a more systemized building focus around math fluency.

Equity Self-Reflection

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

- The team unpacked the Equity Self-Reflection in a multi-step protocol. First, the entire team reviewed the self-assessment independently and made notes.
- Next, the Team broke up into five groups of two and worked together to score our school on one of the assigned sections.
- We then shared out. Each group read each item aloud, cited their evidence and examples, and shared the score they gave. The whole team discussed their findings and added on with their perspectives. A note-keeper captured all the evidence and perspectives referenced in the discussion.
- All of the evidence for each item was compiled and a score was determined based on consensus. The team then reviewed the final document.
- The team broke into new groups of two. Together the team discussed our responses to the survey items: "Establish an inclusive space that encourages cultural identity development through affirming race, class, gender, sexual orientation, language, ability level, and any other differentiator." The team examined where we were in these survey categories and created action steps to address increasing the usage of manipulatives in the classroom for mathematic instruction and increasing the use of small group targeted instruction and collaborative learning structures.

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

Subgroup	June 2022 Goal	2018-19 Chronic Absenteeism Rate/ Baseline Data
Black	26.9%	35.3%
All Students	28.8%	36.7%

Root Causes

What theories or hypotheses does the school have as to why the school has had its past outcomes for chronic absenteeism? Please consider longitudinal student achievement data, student interview data, and Equity Self-Reflection results when developing root causes.	Is this specific to certain sections of the school (grade/content area?)
We have not planned a long-term, consistent approach (system) with clearly defined timelines and activities that proactively teaches, reaches, and informs our families throughout the year about the importance of daily attendance; what chronic absenteeism is and how it is calculated; the impact of chronic absenteeism on student learning; and the status of their child's attendance to increase daily attendance and decrease chronic absenteeism.	No
We do not have clearly defined protocols or systematically utilize regularly scheduled time to analyze and address CA data in order to create plans for students who are at-risk of being CA or who were CA in the previous year in order to proactively implement, communicate and monitor personalized CA plans for each student.	Data Team and Attendance Team

Action Plan: August to January

What will the school do in the first half of the year to address the root causes identified above?			
Start	End	Action	Lead
9/13/2021	12/23/2021	Send attendance postcards home every week for grades PreK- 1.	Teachers
9/6/2021	9/24/2021	Schedule BOY meetings with the families of students who were chronically absent for the 2020-21 SY and offer continued access to supports and plan for the upcoming school year.	Attendance Team
9/13/2021	9/27/2021	At Curriculum Night, present past attendance data, explain attendance incentives, and provide an overview of chronic absenteeism/the importance of attending school daily.	Admin

9/13/2021	12/23/2021	Create a shared spreadsheet to track the attendance rates of all students, as well as other pertinent information, to be updated and monitored bi-weekly to identify trends, proactively address concerns, and inform SIT.	Admin
9/7/2021	9/10/2021	Form an Attendance Team and create norms and schedule, set goals, long-term plan, celebrate improvements, and develop a tiered system of communicating attendance concerns to families.	Admin
8/16/2021	9/3/2021	Communicate attendance expectations to all stakeholders (staff, families, students, etc.) through fliers, social media, school website, and the student handbook.	Admin/ Teachers
9/13/2021	12/23/2021	Analyze data bi-weekly to determine attendance patterns and create and implement action plans as appropriate.	SIT and Attendance Team
9/13/2021	12/23/2021	Refer students to SIT for intervention and contact with Child Welfare Liaison, when students are at (update with at risk report percentage).	Teachers/ Social Worker
9/13/2021	12/23/2021	Communicate school wide attendance data and CA data monthly at staff meetings.	Admin
9/13/2021	12/23/2021	Communicate grade level attendance in the weekly Friday Memo.	Admin
9/13/2021	12/23/2021	Incorporate attendance information into morning announcements. Identify classes with perfect attendance (daily) and include grade level attendance percentages for the week on Fridays.	Admin
9/13/2021	12/23/2021	Prioritize SIT team work on creating/modifying standard action plan to focus on unique needs of attendance. Create individual action plans for students in past chronic range.	SIT Team
9/13/2021	12/23/2021	Focus grade level team triage in creating classroom level attendance action steps for students in the pre-chronic range.	Teachers
9/13/2021	12/23/2021	Weekly communication to families who have been absent at least once that week to remind them of daily attendance criteria and to offer support.	Teachers
9/13/2021	12/23/2021	Plan for and implement class-wide initiatives to support and celebrate improvements in behavior, attendance, and achievement (incentive activities).	Admin/ Teachers
9/13/2021	12/23/2021	Highlight attendance initiatives, statistics, and achievements in the Family Newsletter and through Meachem's social media accounts a minimum of monthly.	Admin/ Attendance Team

9/13/2021	12/23/2021	Update and monitor the attendance spreadsheet and assign support-staff members to at-risk students a minimum of bi-weekly.	Attendance Team/ SIT
9/13/2021	11/16/2021	Attain a more diverse participation in PTO and other school leadership opportunities (such as SLT and Room Parents) that more accurately represents the ethnicities and races that make up the student body.	Teachers/ PTO

Gauging Success: Mid-Year Benchmark

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

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

Data Source	Subgroup	September 2021 Baseline	January 2022 Target
Chronic Absenteeism Rate	Black	TBD based on September Chronic Absenteeism Rate	27%
Chronic Absenteeism Rate	All Students	TBD based on September Chronic Absenteeism Rate	29%

Planning for January to June

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

Start	End	Action	Lead
1/14/2022	1/14/2022	Facilitate incentive events for students with exemplary attendance (95%-Perfect Attendance) for quarter 1 and 2.	Attendance Team/ School Life
1/3/2022	6/24/2022	Continue incorporating attendance information into morning announcements.	Admin
1/3/2022	6/24/2022	Continue to implement school-wide strategies to support and celebrate improvements in behavior, attendance, and achievement (incentive activities).	Admin/ Teachers
6/10/2022	6/10/2022	Facilitate incentive events for students with exemplary attendance (95%-Perfect Attendance) for quarters 3 and 4.	Attendance Team/ School Life
1/3/2022	6/17/2022	Continue to highlight attendance initiatives, statistics, and achievements in the Family Newsletter and through Meachem's social media accounts a minimum of monthly.	Admin/ Attendance Team
1/3/2022	6/3/2022	Continue to prioritize SIT team work on creating/modifying standard action plan to focus on unique needs of attendance. Create	SIT Team

		individual action plans for students in past chronic range.	
1/3/2022	6/24/2022	Continue to focus grade level team triage in creating classroom level attendance action steps for students in the pre-chronic range.	Teachers
1/3/2022	6/24/2022	Continue weekly communication with families who have been absent at least once that week to remind them of daily attendance criteria and to offer support.	Teachers
1/3/2022	6/24/2022	Continue to update and monitor bi-weekly the attendance spreadsheet and assign support-staff members to at-risk students.	Attendance Team
1/3/2022	6/24/2022	Continue to distribute "Perfect Attendance Certificates" after each quarter.	Admin/ Teachers
1/3/2022	6/24/2022	Continue to communicate school-wide attendance data monthly in the staff's weekly memo.	Teachers
1/3/2022	6/24/2022	Continue to analyze attendance data to determine patterns and create and implement action plans as appropriate a minimum of bi-weekly.	Attendance Team
1/3/2022	6/24/2022	For absences over 9 send attendance letter home and refer student to SIT for intervention and contact with Child Welfare Liaison; and send ten-day letter. Determine if home visit is needed, and complete as needed.	Attendance Team / SIT Team
1/3/2022	6/24/2022	Continue to use the attendance spreadsheet to schedule parent meetings for students at-risk (12 or more absences) of being chronically absent.	Attendance Team
6/6/2022	6/20/2022	Schedule EOY meetings with the families of students who were chronically absent and offer continued access to supports and plan for the upcoming school year.	Admin

Learning As A Team

Directions

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

Student Interviews

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

- Student interview subjects were chosen to represent a variety of students across grade levels, gender, race, and virtual/in-person students. SLT team members reviewed the interviews and engaged in a discussion guided by prompts to analyze the student experience through the lens of Chronic Absenteeism. With this setting the frame for further exploration, the team then engaged in a

“fishbone” protocol to dive deeper into the WHY behind the challenges that presented in the student experience. This exercise gave way to collectively identify root causes and additional action steps.

- Student responses to the question: “What are some things we can do to help all students feel better about attending school every day” helped us to understand the importance of creating individual plans for students who are struggling with chronic absenteeism. They stated that it would be helpful if staff built strong relationships with them and their families. We used this to ensure that the SIT team focuses on making individual plans for students who are chronically absent so that the connection between academics, social emotional support, and student attendance is not lost. Students also discussed the importance of teachers calling their families when they missed school, since many expressed that they want to be at school every day. This prompted us to create an action step that ensures that teachers systematically contact families each week.

Equity Self-Reflection

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

- The team unpacked the Equity Self-Reflection in a multi-step protocol. First, the entire team reviewed the self-assessment independently and made notes.
- Next, the Team broke up into five groups of two and worked together to score our school on one of the assigned sections.
- We then shared out. Each group read each item aloud, cited their evidence and examples, and shared the score they gave. The whole team discussed their findings and added on with their perspectives. A note-keeper captured all the evidence and perspectives referenced in the discussion.
- All of the evidence for each item was compiled and a score was determined based on consensus. The team then reviewed the final document.
- The team broke into new groups of two. Together the team discussed our responses to the survey items: “Establish an inclusive space that encourages cultural identity development through affirming race, class, gender, sexual orientation, language, ability level, and any other differentiator” and “foster close relationships with students and families, including working with families to gather insights into students’ cultures, goals, and learning preferences.” The team examined where we were in these survey categories and created action steps to address attaining family participation and engagement with school life and academics that is proportionate with the racial and socio-economic status of the student body.

Survey Goal End-of-the-Year Desired Outcomes

Stakeholder Group	Survey Question	2022 Target Response (e.g. % agree or strongly agree)	2021 Result (e.g. % agree or strongly agree)
Students	During the past 30 days... how often did you stay calm, even if someone was bothering you or saying bad things?	56% of students will state “almost all the time” or “frequently” when asked “During the past 30 days... how often did you stay calm,	Spring 2021: 46% of students in 3-5 were able to self-manage themselves with favorable results.

		even if someone was bothering you or saying bad things?"	
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Root Causes

What theories or hypotheses does the school have as to why the school has had its past outcomes for Survey ? Please consider longitudinal student achievement data, student interview data, and Equity Self-Reflection results when developing root causes.	Is this specific to certain sections of the school (grade/content area?)
Lack of staff understanding about developing effective individual student's triage plans and action plans, utilizing information and resources from the Panorama assessment to identify specific skill gaps and use specific, direct interventions to build capacity in those areas accordingly due to a lack of sufficient training and planning and differentiated implementation support for teachers.	No
Lack of inclusive culture across all classrooms where students with lower academic skills feel safe to stay in class and engage on their own levels due to a lack modeling for teachers the specific expectations for addressing this during morning meetings and SEL lessons.	No
Lack of consistent tier 1 instruction of social emotional skills (implementation of Second Step) due to limited training and follow-up planning support to implement SEL programs.	No
Lack of staff understanding about how and when to implement specific strategies, lessons, programs, and mindsets (the relationships between PAX, Second Step, TCIS, Restorative Practices, Panorama, SIT process) to maintain strong Tier 1 social emotional support as well as implement individual strategies to address varying degrees of trauma in students due to a lack of sufficient training and implementation support for teachers.	No

Action Plan: August to January

What will the school do in the first half of the year to address the root causes identified above?			
Start	End	Action	Lead
11/8/2021	12/23/2021	Utilize student council to better leverage equity within the building through school-based projects that develop students' leadership skills and allows a platform for student voice.	Admin

8/16/2021	8/20/2021	Create a weekly schedule for push-in support for modeling best practices for morning meetings, infusing life skills. Partner with Peaceful Schools to model peace circles in classrooms.	Admin
8/2/2021	8/20/2021	Refine the Behavior Guide based on end of the 2020-21 reflections and feedback from members of the team and District feedback.	Admin
8/2/2021	8/20/2021	Refine the SIT process based on end of 2020-21 reflections and feedback from members of the team and District feedback.	Admin
9/13/2021	9/24/2021	Train teachers on SIT process, including example triage and action plans.	Admin/ SIT Team
9/13/2021	9/24/2021	Train Interdisciplinary Literacy Coach to facilitate PLCs that address Meachem's prioritized SEL strategies.	Admin
9/20/2021	9/24/2021	Identify model classrooms for each SEL priority and provide teachers with opportunities to complete peer visits to model classes, as requested or needed.	Admin/ Instructional Leaders
9/13/2021	9/13/2021	Model expectations on the Meachem matrix for students- Meachem Matrix Walk	Teachers
9/13/2021	12/23/2021	Monitor interventions in place for individual students during scheduled SIT meetings.	Teachers
9/13/2021	12/23/2021	Implement school wide cafeteria behavior incentive: Blue Crew.	Admin/ Café staff
8/2/2021	8/20/2021	Create a "cheat sheet" alignment document detailing the relationships between Meachem's SEL programs (PAX, TCIS, 2nd Step, and Responsive Classroom).	Admin
9/1/2021	9/24/2021	Facilitate professional development on PAX and TCIS.	PAX/ TCIS Trainers
9/13/2021	12/23/2021	Infuse life skills and CER focus on school wide and classroom "Morning Meetings."	Teachers
9/13/2021	12/23/2021	Facilitate Monday school wide meetings.	Admin/ Teachers
9/13/2021	12/23/2021	Facilitate professional development around the Panorama assessment and resources.	Coach

9/13/2021	12/23/2021	Provide differentiated coaching to teachers in need of additional support with Meachem's prioritized SEL strategies.	Coach
9/13/2021	12/23/2021	Facilitate lunch bunches with students, selected students based on teacher referral according to SEL needs.	Teachers/Support Staff
9/13/2021	12/23/2021	Provide feedback and differentiated coaching and training support to staff on morning meetings, restorative circles, TCIS, peace circles, PMR, and PAX as needed based on walkthrough data and administrator observations.	Admin/ Coach
9/13/2021	12/23/2021	Implementation of Tier 2 and 3 SEL interventions using the Panorama Student Assessment as the universal building SEL screener.	Teachers
9/13/2021	12/23/2021	Incorporate rich texts on SEL topics (that align to needs from the Panorama Student Assessment) in "Morning Meetings."	Teachers
8/2/2021	8/6/2021	Schedule "Morning Meeting" for 15 minutes in the master schedule.	Admin
9/13/2021	12/23/2021	Facilitate "Morning Meetings" each day.	Teachers
9/13/2021	12/23/2021	Distribute 'Bucket Fillers' to students that display PAX behaviors 'Bucket Fillers' are turned in for a weekly drawing for prizes.	Teachers/ Admin
9/13/2021	12/23/2021	Distribute 'Caught Being Kind Cards' to students that are caught being kind, cards will be read daily on morning announcements.	Teachers/ Admin

Gauging Success: Mid-Year Benchmark

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

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

Data Source	January 2021 Target
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Panorama	50% of students will state “almost all the time” or “frequently” when asked “During the past 30 days... how often did you stay calm, even if someone was bothering you or saying bad things?”
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Planning for January to June

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

Start	End	Action	Lead
1/3/2022	6/24/2022	Continue utilizing student council to better leverage equity within the building through school-based projects that develop students' leadership skills and allows a platform for student voice.	Admin/5th grade
1/3/2022	6/24/2022	Continue to monitor interventions in place for individual students.	Teachers
1/3/2022	6/24/2022	Continue to implement school-wide cafeteria behavior incentive: Blue Crew.	Admin/ Café staff
1/3/2022	6/24/2022	Continue to infuse life skills and CRE focus on school-wide and classroom Morning Meetings.	Teachers
1/3/2022	6/24/2022	Continue to facilitate Monday school wide “Morning Meetings.”	Admin
1/3/2022	6/24/2022	Continue to utilize PLC time to train and coach teachers on planning for and implementing Meachem's prioritized SEL strategies.	Admin/ Coaches
1/3/2022	6/24/2022	Continue to provide differentiated coaching to teachers in need of additional support with Meachem's prioritized SEL strategies.	Admin/ Coaches
1/3/2022	6/24/2022	Continue to facilitate lunch bunches with students.	Teachers
1/3/2022	6/24/2022	Continue to incorporate rich texts on SEL topics (that align to needs from the Panorama Student Assessment) in “Morning Meetings.”	Teachers

1/3/2022	6/24/2022	Continue to provide feedback and differentiated coaching and training support to staff on morning meetings, restorative circles, TCIS, peace circles, PMR, and PAX.	Admin/ Coach
1/3/2022	6/24/2022	Continue implementation of Tier 2 and 3 SEL interventions using the Panorama Student Assessment as the universal building SEL screener.	Teachers
1/3/2022	6/24/2022	Continue to facilitate "Morning Meetings" each day.	Teachers
1/3/2022	6/24/2022	Administer Panorama survey, share results and celebrate meeting the goal with school community.	Instructional Team
1/3/2022	6/24/2022	Provide feedback and differentiated coaching and training support to staff on morning meetings, closing practices, calm corners, restorative circles, and PAX as needed based on walkthrough data and administrator observations.	Admin/ Instructional Leaders
1/3/2022	6/24/2022	Continue to distribute 'Bucket Fillers' to students that display PAX behaviors. 'Bucket Fillers' are turned in for a weekly drawing for prizes.	Teachers/ Admin
1/3/2022	6/24/2022	Continue to distribute 'Caught Being Kind Cards' to students that are caught being kind, cards will be read daily on morning announcements.	Teachers/ Admin

Learning As A Team

Directions

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

Student Interviews

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

- Student interview subjects were chosen to represent a variety of students across grade levels, gender, race, and virtual/in-person students. SLT team members reviewed the interviews and engaged in a discussion guided by prompts to analyze the student experience through the lens of Chronic Absenteeism. With this setting the frame for further exploration, the team then engaged in a "fishbone" protocol to dive deeper into the WHY behind the challenges that presented in the student experience. This exercise gave way to collectively identify root causes and additional action steps.

- Student responses to the student interview question “What are some things that you think are important for all teachers to know about being a student at our school?” prompted the team to create action steps to make sure students have time to make strong connections and classrooms are run with restorative practices at the forefront. Action steps that support addressing student the student experience include facilitating lunch bunches with students, selecting students based on teacher referral according to SEL needs and providing feedback and differentiated coaching and training support to staff on morning meetings, restorative circles, TCIS, peace circles, PMR, and PAX as needed based on walkthrough data and administrator observations.

Equity Self-Reflection

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

- The team unpacked the Equity Self-Reflection in a multi-step protocol. First, the entire team reviewed the self-assessment independently and made notes.
- Next, the Team broke up into five groups of two and worked together to score our school on one of the assigned sections.
- We then shared out. Each group read each item aloud, cited their evidence and examples, and shared the score they gave. The whole team discussed their findings and added on with their perspectives. A note-keeper captured all the evidence and perspectives referenced in the discussion.
- All of the evidence for each item was compiled and a score was determined based on consensus. The team then reviewed the final document.
- The team broke into new groups of two. Together the team discussed our responses to the survey items: “Integrate current events into daily instruction.” The team examined where we were in this survey categories and created action steps to give students a stronger voice in areas of current events and social justice and create an emotionally and intellectually safe space.

Evidence-Based Intervention

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

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

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

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

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

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



State-Supported Evidence Based Strategy

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

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

Our Team's Process

Background

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

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

Team Members

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

Name	Role
Katie Moulton	Principal
Katie Killmore	Vice Principal
Lindsey Kurak	Primary Sped Teacher
Dawn Lynch	Primary Teacher
Kristen Duffy	Inclusive Primary Teacher
Kristin Lovecchio	Intermediate Teacher
Cheryl Pudney	Intermediate Teacher
Marlene Baxter	Intermediate Teacher
Susan Johnson	Interventionist/ Chief Building Rep
Stacy Griffin	Art Teacher
Joy Mackool	Teaching Assistant
Tim Lambert	Parent
Lisa Lambert	Parent

Our Team's Steps

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

1. Interviewing Students
2. Completing the Equity Self-Reflection
3. Reviewing multiple sources of feedback regarding data, practices, and resources to identify inequities, needs and root causes
4. Determining priorities and goals based on the needs identified
5. Scheduling activities to occur during the year to reach these goals and priorities, and identifying benchmarks for the goals identified
6. Identifying resources for each goal, and completing the "Leveraging Resources" document

Meeting Dates

We completed the steps above across multiple meetings. Below is a list of dates we met as a team and what occurred during those meetings.

Meeting Date	Interviewing Students	Completing the Equity Self-Reflection	Reviewing Multiple Sources of Data and Feedback	Determining Priorities and Goals Based on Identified Needs	Scheduling Activities to Reach Priorities and Goals	Identifying Resources
5/24/21		x				
5/25/21-6/2/21	x					
6/3/21			x	x		
6/9/21			x		x	
6/14/21			x		x	
6/21/21			x		x	x
6/28/21					x	

Submission Assurances, Instructions and Next Steps

Submission Assurances

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

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