



School Comprehensive Education Plan 2022-23

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

Collaboratively Developed By:

The Meachem Elementary School SCEP Development Team

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 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

- [Requirements for Meaningful Stakeholder Participation SCEP](#)
- [Guidance on Interviewing Students](#)
- [Equity Self-Reflection](#)
- [How Learning Happens](#)

ELA Goal

Subgroup	June 2023 Goal
Black students	60.6 ELA Academic Achievement Index
All students	10%-point decrease in Level 1 from Fall NWEA Reading baseline 10%-point increase in Levels 3 + 4 from Fall NWEA Reading baseline

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?)
1. There was a lack of focus on finding research-based interventions to address small group instruction. Analysis shows a gap between a well communicated Tier 1 curriculum and Tier 3 programs that have proven to show student growth. Finding research-based interventions and properly differentiating small group instruction to meet the Tier 2 needs of students needs to be a focus.	No
2. No consistent systems or instructional strategies in place to address the following gaps consistently and directly: - 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
3. 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
8/15/2022	8/19/2022	Create SPED specific look-fors on walkthrough tool related to implementation of ELA interventions, SDI in ELA, and co-teaching models (when applicable).	Admin
8/15/2022	8/26/2022	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
8/15/2022	8/26/2022	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
9/19/2022	9/23/2022	Determine each teachers personalized coaching focus areas and calendarize coaching plan cycles for each teacher.	Coaches
8/15/2022	9/19/2022	Create a standing agenda item for grade level team meetings to identify Meachem's prioritized instructional strategies/needs for support in PLCs and PDs.	Instructional Leaders
9/12/2022	12/23/2022	Monitor team meeting minutes to assess ongoing teacher priorities and needs for support in PLCs and PD.	Admin/ Coaches
9/19/2022	9/23/2022	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
9/12/2022	9/30/2022	Train Interdisciplinary Instructional Coach and PYP coordinator to facilitate PLCs that address Meachem's prioritized instructional strategies and guide teachers in planning and progress monitoring progress towards their individual ELA targets and PYP instructional goals.	Admin
8/1/2022	12/23/2022	Develop and implement Meachem's 2022-2023 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
8/15/2022	12/23/2022	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
9/12/2022	12/23/2022	Create a walkthrough schedule and complete walkthroughs according to the schedule and provide written feedback at least	Coaches

		once a month to individual teachers completed by the Interdisciplinary Instructional Coach.	
9/12/2022	12/23/2022	Analyze trends based on walk-through data within SPED instruction and offer specific professional development in areas of need.	Admin/ Coaches
9/12/2022	12/23/2022	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
9/12/2022	12/23/2022	Create differentiated PLCs monthly based on data, walkthrough findings, and district/building initiatives.	Instructional Leaders
9/12/2022	12/23/2022	Utilize Elementary Intervention Teacher to provide targeted Tier 2 small group intervention during literacy block for students in grades 2-5 using the '95 percent' or other research-based interventions.	Intervention Teachers
9/12/2022	12/23/2022	Utilize Elementary Intervention Teacher to provide targeted Tier 2 small group intervention during literacy block for students in grades 4-5 using 'Just Words' or other research-based interventions.	Intervention Teachers
9/12/2022	12/23/2022	Plan monthly data meetings with ELA intervention team to celebrate progress and highlight students not making progress to obtain support.	Intervention Teachers
9/12/2022	12/23/2022	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.	Intervention Teachers
9/12/2022	12/23/2022	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
9/12/2022	12/23/2022	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/ Coaches
9/12/2022	12/23/2022	Implement and monitor interventions for phonics programs through Dibels to determine small groups in grades K-2	Teachers
9/12/2022	12/23/2022	Collect data on the progress of interventions for phonics programs to determine additional needs BI-WEEKLY.	Intervention Teachers

9/12/2022	12/23/2022	Implement school wide initiatives to support and celebrate improvements in ELA academic achievement (incentive activities) based on NWEA and Dibels data	Admin/ Committees
9/12/2022	12/23/2022	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
9/12/2022	12/23/2022	Utilize diagnostic assessments and progress monitoring to target instruction specifically designed for deficits.	Teachers
9/12/2022	12/23/2022	Supplement curriculum with relevant, diverse literature and social justice projects that are tied to the standards and Big Idea of each unit.	Teachers
9/12/2022	12/23/2022	Seek out 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
9/12/2022	12/23/2022	Implement daily writing activities in grades K-2	Teachers
9/12/2022	12/23/2022	Expand multi-syllabic word reading and nonsense word practice routines to grades 2-3. (2-5, LTRS schoolwide)	Teachers
9/12/2022	12/23/2022	Implement daily writing activities in grades K-2.	Teachers
9/12/2022	12/23/2022	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
9/19/2022	12/23/2022	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 Tier 2 small group instruction as defined in quarterly coaching plans.	Coaches
9/26/2022	12/23/2022	Create annual goals and quarterly targets in ELA for every class during data conferences with Administrator and/or Interdisciplinary Instructional Coach.	Instructional Leaders/ Teachers
10/3/2022	12/23/2022	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. (ILT)	Instructional Leaders
10/3/2022	12/23/2022	Provide PD around building mini lessons in the daily routine that specifically address student stamina in reading.	Instructional Leaders
10/31/2022	12/23/2022	Report out to staff quarterly on school wide progress of Meachem's prioritized instructional strategies.	Admin

Gauging Success: Mid-Year Benchmark

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

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

Assessment	Baseline Performance	January 2023 Target
NWEA Reading	TBD in Fall 2022	7%-point decrease in Level 1 from Fall baseline 7%-point increase in Levels 3 + 4 from Fall baseline

Action Plan: 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
1/3/2023	6/8/2023	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
1/3/2023	6/9/2023	Continue to determine each teachers personalized coaching focus areas and calendarize/adjust coaching plan cycles for each teacher.	Coaches
1/3/2023	6/9/2023	Plan monthly data meetings with ELA intervention team to celebrate progress and highlight students not making progress to obtain support.	Instructional Leaders
1/16/2023	6/16/2023	Continue to provide teachers with opportunities to complete peer visits to identified model ELA classes, as requested or needed.	Instructional Leaders
1/3/2023	6/23/2023	Continue to implement Meachem's 2022-2023 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
1/3/2023	6/23/2023	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

1/3/2023	6/23/2023	Continue to complete walkthroughs according to the schedule and provide written feedback at least once a month to individual teachers completed by administrators.	Admin
1/3/2023	6/23/2023	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 and the PL Coach.	Coaches
1/3/2023	6/23/2023	Continue to create quarterly targets in ELA for every class during data conferences with Administrator, Interdisciplinary Instructional Coach, and PL coach. Progress monitor ELA targets and provide specific support to teachers not on track to meet targets through their individual coaching plan.	Admin/ Coaches
1/3/2023	6/23/2023	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
1/3/2023	6/23/2023	Continue to create differentiated PLCs monthly based on data, walkthrough findings, and district/building initiatives.	Instructional Leaders
1/3/2023	6/23/2023	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 Tier 2 small group instruction.	Coaches
1/3/2023	6/23/2023	Utilize Elementary Intervention Teacher to provide targeted Tier 2 small group intervention during literacy block for students in grades 2-5 using the '95 percent' or other research based interventions.	Intervention Teachers
1/3/2023	6/23/2023	Utilize Elementary Intervention Teacher to provide targeted Tier 2 small group intervention during literacy block for students in grades 4-5 using 'Just Words' or other research based interventions.	Intervention Teachers
1/3/2023	6/23/2023	Continue to plan monthly data meetings with ELA intervention team to celebrate progress and highlight students not making progress to obtain support.	Intervention Teachers
1/3/2023	6/23/2023	Continue to analyze trends from walkthrough data to determine common ELA needs and provide aligned professional development in ELA based on these findings.	Instructional Leaders
1/3/2023	6/23/2023	Continue to report out to staff quarterly on school wide progress of Meachem's prioritized instructional strategies.	Admin

1/3/2023	6/23/2023	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
1/3/2023	6/23/2023	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/ Coaches
1/3/2023	6/23/2023	Continue to implement and monitor interventions for phonics programs through DIBELS to determine small groups in grades K-2	Teachers
1/3/2023	6/23/2023	Collect data on the progress of interventions for phonics programs to determine additional needs BI-WEEKLY.	Teachers
1/3/2023	6/23/2023	Implement school wide initiatives to support and celebrate improvements in ELA academic achievement (incentive activities) based on NWEA and Dibels data.	Admin/ Committees
1/3/2023	6/23/2023	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
1/3/2023	6/23/2023	Continue to utilize diagnostic assessments and progress monitoring to target instruction specifically designed for deficits.	Teachers
1/3/2023	6/23/2023	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
1/3/2023	6/23/2023	Implement daily writing activities in grades K-2.	Teachers
1/3/2023	6/23/2023	Expand multi-syllabic word reading and nonsense word practice routines to grades 2-3. (2-5, LTRS schoolwide)	Teachers
1/3/2023	6/23/2023	Analyze trends based on walk-through data within SPED instruction and offer specific professional development in areas of need.	Admin/ Coaches
1/3/2023	6/23/2023	Monitor team meeting minutes to assess ongoing teacher priorities and needs for support in PLCs and PD.	Admin/ Coaches
1/3/2023	6/23/2023	Collect ELA mid-year 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.	Admin/ Coaches

Math Goal

Subgroup	June 2023 Goal
Black students	65.5 Math Academic Achievement Index
All students	10%-point decrease in Level 1 from Fall NWEA Math baseline 10%-point increase in Levels 3 + 4 from Fall NWEA Math baseline

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?)
1. Analysis shows a gap between a well communicated Tier 1 curriculum and Tier 3 programs that have proven to show student growth. Finding research-based interventions and properly differentiating small group instruction to meet the Tier 2 needs of students needs to be a focus.	No
2. Teachers need additional training with corresponding feedback and follow-up differentiated support on the Eureka program model and structure to understand the spiral design and maintain fidelity to program implementation more deeply.	No
3. 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
4. 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
8/15/2022	8/19/2022	Create SPED specific look-fors on walkthrough tool related to implementation of designated SPED math interventions (SOAR), SDI in math, and appropriate supports.	Admin
8/1/2022	8/26/2022	Develop and implement Meachem's 2022-2023 PD Plan that incorporates and schedules training on Meachem's priorities, including: strong tier 1 instruction, enhanced tier 2	Instructional Leaders

		instruction using personalized learning, restorative practices, and meaningful PLCs.	
8/15/2022	8/26/2022	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
8/15/2022	8/26/2022	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
9/12/2022	9/16/2022	Create a standing agenda item for grade level team meetings to identify Meachem's prioritized instructional strategies/needs for support in PLCs and PDs.	Instructional Leaders
9/19/2022	9/23/2022	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.	Coaches
9/19/2022	9/23/2022	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
9/27/2021	9/30/2022	Facilitate a "sharing best practices" 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.	Coaches
9/12/2022	9/30/2022	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
9/12/2022	9/30/2022	Utilize screening and assessments (NWEA, mid module and end of module assessments) and progress monitoring tools within the module and to target DAILY instruction specifically designed for deficits.	Teachers
9/12/2022	9/30/2022	Use (Supporting Ongoing Achievement Responsively) SOAR mathematical surveys to provide additional screening for	Intervention Teachers

		students that perform below benchmark on NWEA math assessments.	
11/28/2022	12/2/2022	Facilitate Math Fluency event for grades 3-5 to engage whole school in fluency building efforts.	School Life Committee
8/15/2022	12/23/2022	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
9/12/2022	12/23/2022	Monitor team meeting minutes to assess ongoing teacher priorities and needs for support in PLCs and PD.	Admin/ Coaches
9/12/2022	12/23/2022	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
9/12/2022	12/23/2022	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.	Coaches
9/12/2022	12/23/2022	Create annual goals and quarterly targets in Math for every class during data conferences with Administrator, Interdisciplinary Instructional Coach, and PL coach.	Admin/ Coaches
9/12/2022	12/23/2022	Create differentiated PLCs monthly based on data, walkthrough findings, and district/building initiatives.	Instructional Leaders
9/12/2022	12/23/2022	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
9/12/2022	12/23/2022	Implement a unified system and tools daily for: students to set goals, track their progress, reflect, and increase ownership of learning in math.	Admin/ Coaches
9/12/2022	12/23/2022	Implement school wide initiatives to support and celebrate improvements in mathematics academic achievement (incentive activities).	Admin/ Committees
9/12/2022	12/23/2022	Schedule and hold designated special education PLCs/ PDs to address the needs of the special education teachers in	Admin

		building student capacity in math, including support around SOAR intervention program.	
9/12/2022	12/23/2022	Plan for and implement Tier 2 and Tier 3 math interventions utilizing diagnostic assessments and progress monitoring to target instruction specifically designed for deficits.	Teachers/ Intervention Teachers
9/12/2022	12/23/2022	Plan monthly PLCs that utilize 'Learning from Student Work' protocols based on math lessons at least once a month.	Admin/Coaches
9/12/2022	12/23/2022	Create next steps and reteach math plans based on 'Learning from Student Work' protocols.	Teachers
9/12/2022	12/23/2022	Provide feedback in walkthroughs on differentiated stations through DDI look fors, monthly.	Admin
9/12/2022	12/23/2022	Monitor pacing of modules in lesson plans and through walkthroughs	Admin/ Coaches
9/12/2022	12/23/2022	Unpack lessons and utilize Ace the Pace in PLCs.	Coaches/ Teachers
9/12/2022	12/23/2022	Elementary Intervention Teacher will provide academic interventions to students using SOAR materials to those identified based on NWEA 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
9/12/2022	12/23/2022	Ensure availability of manipulatives and technology in every classroom for students to use as they need to solve problems and explore math concepts.	Admin
9/12/2022	12/23/2022	Increase the amount of Tier 2 small group targeted instruction and collaborative learning structures during mathematics instruction.	Coaches/Teachers
9/19/2022	12/23/2022	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.	Coaches
9/19/2022	12/23/2022	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 Tier 2 small group instruction as defined in quarterly coaching plans.	Coaches

10/3/2022	12/23/2022	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
10/31/2022	12/23/2022	Report out to staff quarterly on schoolwide progress of Meachem's prioritized instructional strategies.	Admin

Gauging Success: Mid-Year Benchmark

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

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

Assessment	Baseline Performance	January 2023 Target
NWEA Math	TBD in Fall 2022	7%-point decrease in Level 1 from Fall baseline 7%-point increase in Levels 3 + 4 from Fall baseline

Action Plan: 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
1/3/2023	6/9/2023	Continue to determine each teachers personalized coaching focus areas and calendarize coaching plan cycles for each teacher 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.	Coaches
1/3/2023	6/9/2023	Continue to determine each teachers personalized coaching focus areas and calendarize coaching plan cycles for each teacher.	
1/3/2023	6/9/2023	Continue to review and update each teacher's personalized coaching plan quarterly based on walkthrough data, providing supports identified within their plan.	Coaches
1/3/2023	6/17/2023	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	Instructional Leaders/ Teachers

		during common planning time, and complete team minutes submitted weekly.	
1/19/2022	6/19/2023	Continue to provide teachers with opportunities to complete peer visits to model math classes, as requested or needed.	Instructional Leaders
1/3/2023	6/23/2023	Continue to complete walkthroughs according to the schedule and provide written feedback at least once a month to individual teachers completed by administrators.	Admin
1/3/2023	6/23/2023	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 and the PL Coach.	Coaches
1/3/2023	6/23/2023	Continue to progress monitor annual goals and update quarterly targets in math for every class during data conferences with Administrator, Interdisciplinary Instructional Coach, and PL coach.	Admin/ Coaches
1/3/2023	6/23/2023	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
1/3/2023	6/23/2023	Create differentiated PLCs monthly based on data, walkthrough findings, and district/building initiatives.	Instructional Leaders
1/3/2023	6/23/2023	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 Tier 2 small group instruction as defined in quarterly coaching plans.	Coaches
1/3/2023	6/23/2023	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
1/3/2023	6/23/2023	Continue to report out to staff quarterly on school wide progress of Meachem's prioritized instructional strategies.	Admin
1/3/2023	6/23/2023	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/ Coaches

1/3/2023	6/23/2023	Continue to implement school wide initiatives to support and celebrate improvements in mathematic academic achievement (incentive activities).	Admin/ Committees
1/3/2023	6/23/2023	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
1/3/2023	6/23/2023	Plan for and implement Tier 2 and Tier 3 math interventions utilizing diagnostic assessments and progress monitoring to target instruction specifically designed for deficits.	Teachers/ Intervention Teachers
1/3/2023	6/23/2023	Continue to utilize screening and assessments (NWEA, mid module and end of module assessments) and progress monitoring tools within the module and to target DAILY instruction specifically designed for deficits.	Teachers
1/3/2023	6/23/2023	Elementary Intervention Teacher will continue to provide academic interventions to students using SOAR materials to those identified based on NWEA 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
1/3/2023	6/23/2023	Continue to plan monthly PLCs that utilize 'Learning from Student Work' protocols based on math lessons at least once a month.	Admin/ Coaches
1/3/2023	6/23/2023	Continue to create next steps and reteach plans based on 'Learning from Student Work' protocols.	Teachers
1/3/2023	6/23/2023	Continue to provide feedback in walkthroughs on differentiated stations through DDI look fors monthly.	Admin
1/3/2023	6/23/2023	Continue to monitor pacing of modules in lesson plans and through walkthroughs	Admin/ Coaches
1/3/2023	6/23/2023	Use (Supporting Ongoing Achievement Responsively) SOAR mathematical surveys to provide additional screening for students that perform below benchmark on NWEA math assessments.	Intervention Teacher
1/3/2023	6/23/2023	Continue to unpack lessons and utilize Ace the Pace in PLCs.	Coaches/ Teachers

1/3/2023	6/23/2023	Ensure availability of manipulatives and technology in every classroom for students to use as they need to solve problems and explore math concepts.	Admin
1/3/2023	6/23/2023	Increase the amount of Tier 2 small group targeted instruction and collaborative learning structures during mathematics instruction.	Coaches/Teachers
1/3/2023	6/23/2023	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.	Coaches
1/3/2023	6/23/2023	Analyze trends based on walk-through data within SPED instruction and offer specific professional development in areas of need.	Admin/ Coaches
1/3/2023	6/23/2023	Continue to develop and implement Meachem's 2022-2023 PD Plan that incorporates and schedules training on Meachem's priorities, including: strong tier 1 instruction, enhanced tier 2 instruction using personalized learning, restorative practices, and meaningful PLCs.	Admin/ Coaches
1/3/2023	6/23/2023	Monitor team meeting minutes to assess ongoing teacher priorities and needs for support in PLCs and PD.	Admin/ Coaches

Chronic Absenteeism Goal

Subgroup	June 2023 Goal
Black students	26.9%
All students	28.8%

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?)
1. 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	No

their child's attendance to increase daily attendance and decrease chronic absenteeism.	
2. 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
8/15/2022	9/6/2022	Create a protocol for teachers to use for tracking and communicating absences with support staff and families.	Admin
8/15/2022	9/6/2022	Communicate attendance expectations to all stakeholders (staff, families, students, etc.) through fliers, social media, school website, and the student handbook.	Admin/ Teachers
9/6/2022	9/9/2022	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
9/6/2022	9/23/2022	Schedule BOY meetings with the families of students who were chronically absent for the 2021-22 SY and offer continued access to supports and plan for the upcoming school year.	Attendance Team
8/15/2022	9/30/2022	Communicate and implement a protocol for teachers to use for tracking and communicating absences with support staff and families.	Admin/ Student Support
9/12/2022	9/30/2022	At Curriculum Night, present past attendance data, explain attendance incentives, and provided an overview of chronic absenteeism/the importance of attending school daily.	Admin
10/1/2022	10/15/2022	Facilitate incentive events for students with exemplary attendance (95%-Perfect Attendance) for quarter 1	Attendance Team/ School Life
9/12/2022	11/18/2022	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
9/12/2022	12/23/2022	Send attendance postcards home every week for grades PreK- 1	Teachers

9/12/2022	12/23/2022	Create and utilize a shared spreadsheet to track the communication (calls, texts, home visits, etc.) to document school to home communications, 5 positive phone calls per week, and attendance communications.	Admin
9/12/2022	12/23/2022	Create and utilize 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 and the Data Team.	Admin/ Student Support
9/12/2022	12/23/2022	Analyze data bi-weekly to determine attendance patterns and create and implement action plans as appropriate.	SIT and Attendance Team
9/12/2022	12/23/2022	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
9/12/2022	12/23/2022	Communicate school wide attendance data and CA data monthly at staff meetings.	Admin
9/12/2022	12/23/2022	Communicate grade level attendance in the weekly Friday Memo.	Admin
9/12/2022	12/23/2022	Incorporate attendance information into morning announcements. Identify classes with perfect attendance (daily) and include grade level attendance percentages for the week on Fridays.	Admin
9/12/2022	12/23/2022	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
9/12/2022	12/23/2022	Focus grade level team triage in creating classroom level attendance action steps for students in the pre-chronic range.	Teachers
9/12/2022	12/23/2022	Weekly communication to families who have been absent at least once that week to remind of daily attendance criteria and to offer support.	Teachers
9/12/2022	12/23/2022	Plan for and implement class-wide initiatives to support and celebrate improvements in behavior, attendance, and achievement (incentive activities).	Admin/ Teachers
9/12/2022	12/23/2022	Highlight attendance initiatives, statistics, and achievements in the Family Newsletter and through Meachem's social media accounts a minimum of monthly.	Admin/ Attendance Team

9/12/2022	12/23/2022	Update and monitor the attendance spreadsheet and assign support-staff members to at-risk students a minimum of bi-weekly.	Attendance Team/ SIT
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Gauging Success: Mid-Year Benchmark

Identify the specific assessment or data source that the school will review mid-year and what specifically you expect to see in the results of that data to know that you are on track to achieve the goal. This should represent an improvement from the same data from January 2022.

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

Data Source	Subgroup	January 2022 Results	January 2023 Target
Chronic Absenteeism Rate	Black students	59%	26%
Chronic Absenteeism Rate	All students	62%	28%

Action Plan: 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
1/16/2023	1/16/2023	Facilitate incentive events for students with exemplary attendance (95%-Perfect Attendance) for quarter 2.	Attendance Team/ School Life
4/1/2023	4/15/2023	Facilitate incentive events for students with exemplary attendance (95%-Perfect Attendance) for quarter 3	Attendance Team/ School Life
1/3/2023	6/9/2023	Continue to 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
1/3/2023	6/17/2023	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
1/3/2023	6/23/2023	Continue incorporating attendance information into morning announcements.	Admin
1/3/2023	6/23/2023	Continue to implement school-wide strategies to support and celebrate improvements in behavior, attendance, and achievement (incentive activities).	Admin/ Teachers
1/3/2023	6/23/2023	Continue to focus grade level team triage in creating classroom level attendance action steps for students in the pre-chronic range.	Teachers

1/3/2023	6/23/2023	Weekly communication to families who have been absent at least once that week to remind of daily attendance criteria and to offer support.	Teachers
1/3/2023	6/23/2023	Continue to update and monitor bi-weekly the attendance spreadsheet and assign support-staff members to at-risk students.	Attendance Team
1/3/2023	6/23/2023	Continue to distribute "Perfect Attendance Certificates" after each quarter.	Admin/ Teachers
1/3/2023	6/23/2023	Continue to communicate school-wide attendance data monthly in the staff's weekly memo.	Teachers
1/3/2023	6/23/2023	Continue to analyze attendance data to determine patterns and create and implement action plans as appropriate a minimum of bi-weekly.	Attendance Team
1/3/2023	6/23/2023	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.	Admin/ SIT Team
1/3/2023	6/23/2023	Continue to use the attendance spreadsheet to schedule parent meetings for students at-risk (12 or more absences) of being chronically absent.	Attendance Team
1/3/2023	6/23/2023	Send attendance postcards home every week for grades PreK- 1	Teachers
6/6/2023	6/23/2023	Facilitate incentive events for students with exemplary attendance (95%-Perfect Attendance) for quarter 4.	Attendance Team/ School Life
6/6/2023	6/23/2023	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

Survey Goal

Stakeholder Group	Survey Question	2023 Target Response (e.g. % agree or strongly agree)	2022 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 respond favorably to the survey question	47% of students responded favorably to the survey question (Fall 2021)

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?)
1. There is a lack of staff understanding about developing effective individual student's triage plans and action plans. This is due to a lack of sufficient training and planning and differentiated implementation support for teachers on utilizing information and resources from the Panorama assessment to identify specific skill gaps and use specific, direct interventions to build capacity in those areas.	No
2. 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
3. Lack of consistent tier 1 instruction of social emotional skills (implementation of Second Step) due to <u>limited training and follow-up</u> planning support to implement SEL programs.	No
4. 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
9/12/2022	12/23/2022	Facilitate a book study with staff and training around "Nurtured Heart"	Admin/ Instructional Leaders
9/12/2022	12/23/2022	Teachers will make 5 positive phone calls per week and record them in school-wide shared spreadsheet.	Teachers
9/12/2022	12/23/2022	Schedule PLC time for staff to review 2nd Step lessons in preparation for instruction.	Admin/ Instructional Leaders
9/12/2022	12/23/2022	Utilize student council to better leverage equity within the building through school-based projects that develop students' leaderships skills and allows a platform for student voice.	Admin/Special Teachers

8/15/2022	8/19/2022	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
8/1/2022	8/19/2022	Refine the Intervention Guide based on end of the 2020-21 reflections and feedback from members of the team and District feedback.	Admin
8/1/2022	8/19/2022	Refine the SIT process based on end of 2020-21 reflections and feedback from members of the team and District feedback.	Admin
9/12/2022	9/23/2022	Train teachers on SIT process, including example triage and action plans.	Admin/ SIT Team
9/12/2022	9/23/2022	Train Interdisciplinary Literacy Coach and PYP coordinator to facilitate PLCs that address Meachem's prioritized SEL strategies.	Admin
9/19/2022	9/23/2022	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
9/12/2022	9/16/2022	Model expectations on the Meachem matrix for students- Meachem Matrix Walk	Teachers
9/12/2022	12/23/2022	Monitor interventions in place for individual students during scheduled SIT meetings.	Teachers
9/12/2022	12/23/2022	Train all staff that work in cafeteria on how to use Blue Crew with fidelity.	PAX/ TCIS Trainers
9/12/2022	12/23/2022	Implement school-wide cafeteria behavior incentive: Blue Crew.	Admin/ Café staff
8/1/2022	8/19/2022	Create a "cheat sheet" alignment document detailing the relationships between Meachem's SEL programs (PAX, TCIS, 2nd Step, and Responsive Classroom).	Admin
8/29/2022	9/23/2022	Facilitate professional development on PAX and TCIS.	PAX/ TCIS Trainers
9/12/2022	12/23/2022	Infuse life skills and CER focus in school-wide and classroom "Morning Meetings."	Teachers
9/12/2022	12/23/2022	Facilitate Monday School wide Meetings.	Admin/ Teachers
9/12/2022	12/23/2022	Facilitate professional development around the Panorama assessment and resources.	Coaches
9/12/2022	12/23/2022	Provide differentiated coaching to teachers in need of additional support with Meachem's prioritized SEL strategies.	Coaches

9/12/2022	12/23/2022	Facilitate lunch bunches with students, selected students based on teacher referral according to SEL needs.	Teachers/ Support Staff
9/12/2022	12/23/2022	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/ Coaches
9/12/2022	12/23/2022	Implementation of Tier 2 and 3 SEL interventions using the Panorama Student Assessment as the universal building SEL screener.	Teachers
9/12/2022	12/23/2022	Incorporate rich texts on SEL topics (that align to needs from the Panorama Student Assessment) in "Morning Meetings."	Teachers
8/1/2022	8/5/2022	Schedule "Morning Meeting" for 15 minutes in the master schedule.	Admin
9/12/2022	12/23/2022	Facilitate "Morning Meetings" each day.	Teachers
9/12/2022	12/23/2022	Distribute 'Caught Being Kind Cards' to students that are caught being kind, cards will be read daily on morning announcements.	Teachers/ Admin
12/1/2022	12/23/2022	Administer the mid-year student survey to obtain data on progress toward meeting the mid-year and year-end goals. Analyze results from the mid-year student survey and adjust the action steps as necessary. Report results out to staff, students, and families as applicable including celebrating gains and meeting the mid-year benchmark.	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 2023 Target
Mid-Year Survey	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?"

Action Plan: 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
1/3/2023	6/23/2023	Continue utilizing student council to better leverage equity within the building through school-based projects that develop students' leaderships skills and allows a platform for student voice.	Admin/Special Teachers
1/3/2023	6/23/2023	Continue to monitor interventions in place for individual students.	Teachers
1/3/2023	6/23/2023	Continue to implement school-wide cafeteria behavior incentive: Blue Crew.	Admin/ Café staff
1/3/2023	6/23/2023	Continue to infuse life skills and CRE focus on school-wide and classroom "Morning Meetings."	Teachers
1/3/2023	6/23/2023	Continue to facilitate Monday school wide "Morning Meetings."	Admin
1/3/2023	6/23/2023	Continue to utilize PLC time to train and coach teachers on planning for and implementing Meachem's prioritized SEL strategies.	Admin/ Coaches
1/3/2023	6/23/2023	Continue to provide differentiated coaching to teachers in need of additional support with Meachem's prioritized SEL strategies.	Admin/ Coaches
1/3/2023	6/23/2023	Continue to facilitate lunch bunches with students.	Teachers
1/3/2023	6/23/2023	Continue to incorporate rich texts on SEL topics (that align to needs from the Panorama Student Assessment) in morning meetings.	Teachers
1/3/2023	6/23/2023	Continue to provide feedback and differentiated coaching and training support to staff on morning meetings, restorative circles, TCIS, peace circles, PMR, and PAX.	Admin/ Coaches
1/3/2023	6/23/2023	Continue implementation of Tier 2 and 3 SEL interventions using the Panorama Student Assessment as the universal building SEL screener.	Teachers
1/3/2023	6/23/2023	Continue to facilitate "Morning Meetings" each day.	Teachers
1/3/2023	6/23/2023	Administer Panorama survey, share results and celebrate meeting the goal with school community.	Teachers/ Admin

1/3/2023	6/23/2023	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
1/3/2023	6/23/2023	Continue to distribute 'Bucket Fillers' to students that display PAX behaviors. 'Bucket Fillers' are turned in for a weekly drawing for prizes.	Teachers/ Admin
1/3/2023	6/23/2023	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, the team should complete the reflective prompts below.

Student Interviews

Describe how the Student Interview process informed the team's plan

- Student interview subjects were chosen to represent a variety of students across grade levels, gender, and race. SLT team members reviewed the interviews and engaged in a discussion guided by prompts to analyze the student experience through the lens of each indicator (ELA, Math, Chronic Absenteeism, Survey).

Equity Self-Reflection

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

- 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 four groups of two and worked together to complete their assigned principles.
- 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.
- Using the Equity Self-Reflection, together the team discussed Meachem's strengths and opportunities for growth for each indicator- ELA, Math, Chronic Absenteeism, and Survey.
- The team created action steps to address increasing teacher professional development to help them understand how to infuse more current events dealing with social justice into their practice.

Evidence-Based Intervention

All schools must implement at least one evidence-based intervention as part of their SCEP. The intervention identified must meet the criteria of a Tier 1, Tier 2, or Tier 3 evidence-based intervention under ESSA.

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). A minimum of two parents should be involved in the SCEP process.

Name	Role
Katie Moulton	Principal
Kevin Murphy	Vice Principal
Rebecca Coffel	Intermediate Sped Teacher
Colleen Lance	Sped Teacher
Tiffany Mackey	Primary Teacher
Shelia Gaughan	Teacher
Danielle Waldon	Interdisciplinary Coach
Susan Johnson	Interventionist/ Chief Building Rep
Shannon Geer	Social Worker
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

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
5/23/22	X				
6/6/22		X	X		
6/13/22			X	X	X
6/15/22			X	X	X
6/21/22			X	X	X

Next Steps

1. In addition to having their plan approved by NYSED, plans for CSI schools will be approved by the Board of Education, as will plans for TSI schools.
2. The approved CSI and TSI plans will be posted on the District's website.
3. Schools should begin implementing their plan by the first day of the 2022-23 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.

