



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

School Comprehensive Education Plan 2022-23

District	School Name	Grades Served
Syracuse City School District	Porter Elementary School	PK-5th

Collaboratively Developed By:

The Porter Elementary School SCEP Development Team

And in partnership with the staff, students, and families of Porter 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		
All Students	76.1 ELA Academic Achievement Index		
All Students 3-5	Percentage of students who will meet projected growth:		
NWEA Reading		Grade 3	54%
		Grade 4	64%
		Grade 5	60%

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?)
Our Porter instructional practices were inconsistently implemented due to a lack of consistent monitoring throughout the year in our PLC discussions, team meetings, or walkthroughs and inconsistent use of student achievement data by the ALT to drive agenda topic development.	Teachers K-5
We did not implement the system or structures for creating Personalized support plans for each teacher on Porter's prioritized instructional best practices, as we had other priorities that took precedence ahead of this, so we did not get to these activities.	Teachers K-5
Sufficient training, materials, and professional development on interventions for phonics programs and early literacy are not provided for all intermediate teachers as other trainings that addressed areas of need were offered in place of these sessions; as a result, they are often limited in their ability to integrate these proven interventions when addressing the needs of students who have skill gaps aligned to primary grades.	Teachers K-5
We have not prioritized structured vertical articulations with clearly defined agendas and outcomes to help upper grade level teachers know the expectations and strategies for early literacy and for primary grade level teachers to learn the expectations and skill gaps of the future grade levels; improved focus on prioritizing these conversations would allow teaching staff to better address the gaps and/or to stretch students who are at a range of levels.	Teachers K-5
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 planning lessons to address the IEP goals consistently for Students with Disabilities and to continue to grow their skills and achievement.	Teachers K-5

Action Plan: August to January

8/01/2022	8/31/2022	Create the template / tool that will be utilized to capture the personalized plans for teachers and the process that will be implemented to develop, monitor, and update regularly to reflect individualized goals and growth.	SLT
8/1/2022	8/31/2022	Define Porter's prioritized instructional best practices for Semester 1 that Porter will focus on this year.	SLT
8/31/2022	12/23/2022	Create the quarterly PLC and PD schedule to align with supports needed in Porter's prioritized instructional best practices defined for the year including PL, vertical articulations on Power Standards, phonics interventions and instruction for intermediate teachers, student goal setting and progress monitoring, support for Special Education Teachers.	ALT/Content Liaison
8/31/2022	12/23/2022	Align the walkthrough tool(s) and team meeting topics to Porter's prioritized instructional best practices including PL and modify quarterly based on trainings.	SLT/ALT
8/1/2022	8/31/2022	Plan how and when to report walkthrough progress and celebrations out to staff at one faculty meeting quarterly.	Admin.
8/1/2022	8/30/2021	Create Tier I Best Practices Survey to reflect Porter's prioritized instructional best practices for ELA, including phonics interventions for intermediate teachers.	Admin.
8/1/2022	8/30/2022	Create differentiated walkthrough tools or differentiated look-fors to align with specialized classrooms, such as Special Education, AIS, and Related Studies, and modify quarterly based on trainings.	SLT/ALT
8/31/2022	9/16/2022	Collect and analyze baseline data for each teacher on implementation of Porter's prioritized instructional best practices, including PL, and analyze Tier I Best Practices Survey s to finalize the personalized focus areas for individual teachers.	Admin./Coach
9/19/2022	9/30/2022	Distribute the Tier I Best Practices Survey results to determine what PLC and/or PD supports and analyze the data in coordination with the admin feedback to finalize the personalized focus areas for individual teachers.	Admin.
10/3/2022	10/31/2022	Define a protocol / process to facilitate the grade level vertical articulation meetings for the ELA power standards.	ALT

9/9/2022	12/23/2022	Utilize Porter's Weekly Staff Update to share best practices and instructional delivery tootles with staff based on weekly findings in walkthroughs.	Admin./Coach
8/31/2021	12/23/2022	Create a walkthrough schedule and complete walkthroughs according to the schedule and provide feedback to each teacher at least quarterly to individual teachers on implementation of school wide quarterly instructional best practices and Semester 1 personalized coaching plan.	Admin.
9/30/2022	12/23/2022	Create quarterly targets in ELA for identified subgroups and monitor quarterly to determine proximity to reaching the end-of-year goals. Use this data and trend data to inform PLC topics and team meeting agendas.	Teachers/Coach, ALT
9/30/2022	12/23/2022	Create annual goals and quarterly targets in ELA for every class during data conferences with Administrator and Disciplinary Literacy Coach.	Teachers/Admin. /Coach
9/12/2022	12/23/2022	Analyze the Tier I Best Practices Survey data to determine what PLC and/or PD supports are needed focusing on interventions for phonics program.	Admin./Coach
9/12/2022	12/23/2022	Create differentiated PLC and/or PD groups based on Tier I Best Practices Survey data.	ALT/Coach/Content Liaisons
9/12/2022	12/23/2022	Utilize Tier I Best Practices Survey data to determine the PLC and/or PD sessions needed for Special Education teachers, based on district initiatives, including soliciting and integrating District-level support through PLCs.	Admin./SPED Teachers/Coach
9/12/2022	12/23/2022	Utilize the differentiated walkthrough tool to provide Special Education teachers with feedback based on current PLC and/or PD topics covered and the focus area of their personalized plans; in addition to the school-level support, incorporate District-level coaching support in personalized plans as applicable and collaborate with District coaches to plan the support.	Admin./Coach
9/12/2022	12/23/2022	Implement and monitor interventions for phonics programs and adjust small group plans based on the data.	Coach/Teachers
9/19/2022	12/23/2022	Schedule and hold PLCs or trainings for upper grade teachers on the expectations and strategies for early literacy and for primary grade teachers to learn the expectations and skill gaps of the future grades to better fill the gaps and/or to stretch students who are at a range of levels.	Coach/Teachers

10/3/2022	12/23/2021	Schedule and hold vertical articulations on the power Standards for teachers to learn the expectations and skill gaps of the future grades and previous grades to better fill the gaps and/or to stretch students who are at a range of levels and to know the expectations of the Standards at each level.	Coach/Teachers
9/19/2022	12/23/2022	Schedule and hold designated monthly PLC and/or PD sessions for Special Education teachers based on the needs of Special Education Teachers.	Coach/SPED Teachers
9/12/2022	12/23/2022	Analyze the data from the walkthroughs and look at trends in specific areas monthly to identify strengths and growth areas school wide, by grade level and/or by individual teachers.	Admin./Coach
10/5/2022	12/7/2021	Report on staff walkthrough % completed, and school progress on schoolwide instructional best practices, including celebrations, at one faculty meeting per quarter.	Admin.
10/3/2022	12/23/2022	Collect data on the progress of interventions for phonics programs to determine additional supports needed and/or if a change of intervention is needed.	ALL
10/17/2022	12/23/2023	Schedule and hold individual meetings with each teacher to draft/finalize their Semester 1 personalized coaching plan to include frequency of feedback based on differentiated needs utilizing the personalized coaching plan template / tool.	Admin./Teachers
10/17/2022	12/23/2022	Implement the Semester 1 personalized coaching plan in each individual classroom. Provide teachers with support identified in their coaching plan.	Admin./Coach/Teachers
10/17/2022	12/23/2022	Review and update the personalized coaching plan as needed quarterly based on walkthrough data and completed steps.	Admin./Coach/Teachers
11/1/2022	12/23/2022	Collect Tier I ELA Data (DIBELS K-2 and NWEA 3-5) every 6 weeks to determine PLC topics.	Admin./Coach/Content Liaisons

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
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NWEA Reading	TBD in Fall 2022	Grade 3	36%
		Grade 4	42%
		Grade 5	40%

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 to revisit and revise the quarterly PLC and PD schedule to align with supports needed in Porter's prioritized instructional best practices defined for the year including PL, vertical articulations on Power Standards, phonics interventions and instruction for intermediate teachers, student goal setting and progress monitoring, support for Special Education Teachers.	ALT/Content Liaison
1/3/2023	6/23/2023	Collect Tier I ELA Data (DIBELS K-2 and NWEA 3-5) every 6 weeks to determine PLC topics.	Admin./Coach/Content Liaisons
1/3/2023	6/23/2023	Continue to ensure alignment between the walkthrough tool(s) and team meeting topics to Porter's prioritized instructional best practices including PL and modify quarterly based on trainings.	SLT/ALT
1/3/2023	6/7/2023	Continue to share walkthrough progress % and celebrations at least quarterly at faculty meetings.	Admin.
1/3/2023	1/20/2023	Revisit and revise, as necessary and appropriate, the differentiated walkthrough tools and differentiated look-fors to align with specialized classrooms, such as Special Education, AIS, and Related Studies, and modify quarterly based on trainings.	SLT/ALT
1/3/2023	6/23/2023	Continue to support and monitor the established protocol/process to facilitate grade level vertical articulation meetings for the ELA power standards.	ALT
1/3/2023	6/23/2023	Continue to utilize Porter's Weekly Staff Update to share best practices and instructional delivery tootles with staff based on weekly findings in walkthroughs.	Admin./Coach
1/3/2023	1/20/2023	Revisit and update, as necessary and appropriate, walkthrough schedule and complete walkthroughs according to the schedule and provide feedback to each teacher at least quarterly to individual teachers on implementation of school wide quarterly	Admin.

		instructional best practices and Semester 1 personalized coaching plan.	
1/3/2023	6/23/2023	Continue to create quarterly targets in ELA for identified subgroups and monitor quarterly to determine proximity to reaching the end-of-year goals. Use this data and trend data to inform PLC topics and team meeting agendas.	Teachers/Coach, ALT
1/3/2023	6/23/2023	Continue monitor and review progress towards meeting annual goals and quarterly targets in ELA for every class during data conferences with Administrator and Disciplinary Literacy Coach.	Teachers/Admin./Coach
1/3/2023	6/23/2023	Continue to create differentiated PLC and/or PD groups based on Tier I Best Practices Survey data.	ALT/Coach/Content Liaisons
1/3/2023	6/23/2023	Continue to use Tier I Best Practices Survey data to determine the PLC and/or PD sessions needed for Special Education teachers, based on district initiatives, including soliciting and integrating District-level support through PLCs.	Admin./SPED Teachers/Coach
1/3/2023	6/23/2023	Continue to use the differentiated walkthrough tool(s) to provide Special Education teachers with feedback based on current PLC and/or PD topics covered and the focus area of their personalized plans; in addition to the school-level support, incorporate District-level coaching support in personalized plans as applicable and collaborate with District coaches to plan the support.	Admin./Coach
1/3/2023	6/23/2023	Continue to implement and monitor interventions for phonics programs and adjust small group plans based on the data.	Coach/Teachers
1/3/2023	6/23/2023	Continue to schedule and hold PLCs or trainings, as necessary and appropriate, for upper grade teachers on the expectations and strategies for early literacy and for primary grade teachers to learn the expectations and skill gaps of the future grades to better fill the gaps and/or to stretch students who are at a range of levels.	Coach/Teachers

1/3/2023	6/23/2023	Continue to schedule and hold vertical articulations, as necessary and appropriate, on the power Standards for teachers to learn the expectations and skill gaps of the future grades and previous grades to better fill the gaps and/or to stretch students who are at a range of levels and to know the expectations of the Standards at each level.	Coach/Teachers
1/3/2023	6/23/2023	Continue to schedule and hold designated monthly PLC and/or PD sessions for Special Education teachers based on the needs of Special Education Teachers.	Coach/SPED Teachers
1/3/2023	6/23/2023	Continue to analyze the data from the walkthroughs and look at trends in specific areas monthly to identify strengths and growth areas school wide, by grade level and/or by individual teachers.	Admin./Coach
1/4/2023	6/7/2023	Continue report out to staff walkthrough % completed, and school progress on school wide instructional best practices, including celebrations, at one faculty meeting per quarter.	Admin.
1/3/2023	6/23/2023	Continue to collect data on the progress of interventions for phonics programs to determine additional supports needed and/or if a change of intervention is needed.	ALL
1/3/2023	1/20/2023	Schedule and hold individual meetings with each teacher to draft/finalize their Semester 2 personalized coaching plan to include frequency of feedback based on differentiated needs utilizing the personalized coaching plan template / tool.	Admin./Teachers
1/20/2023	6/23/2023	Implement the Semester 3 personalized coaching plan in each individual classroom. Provide teachers with support identified in their coaching plan.	Admin./Coach/Teachers
1/3/2023	6/23/2023	Continue to review and update the personalized coaching plan as needed quarterly based on walkthrough data and completed steps.	Admin./Coach/Teachers
2/1/2023	2/28/2023	In partnership with Red House (CBO), plan, promote, and facilitate a variety of learning and enrichment opportunities over Mid-Winter Break to reinforce ELA skills (CER, etc.)	Admin./Red House

4/3/2023	4/28/2023	In partnership with Red House (CBO), plan, promote, and facilitate NYS ELA Testing review sessions for students in grades 3, 4, and 5.	Admin./Red House
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Math Goal

Subgroup	June 2023 Goal	
All Students	69.6 Math Academic Achievement Index	
All Students 3-5	Percentage of students who will meet projected growth:	
NWEA Math	Grade 3	58%
	Grade 4	68%
	Grade 5	60%

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?)
Due to revisions in the math curriculum, teachers need additional training with corresponding feedback and follow-up differentiated support on the Eureka program model, available interventions, and structure to more deeply understand the spiral design and maintain fidelity to program implementation.	Teachers K-5
Our Porter instructional practices were inconsistently implemented due to a lack of consistent monitoring throughout the year in our PLC discussions, team meetings, or walkthroughs and inconsistent use of student achievement data by the ALT to drive agenda topic development.	Teachers K-5
We did not implement the system or structures for creating Personalized support plans for each teacher on Porter's prioritized instructional best practices, as we had other priorities that took precedence ahead of this, so we did not get to these activities.	Teachers K-5
We have not prioritized structured vertical articulations with clearly defined agendas and outcomes to help upper grade level teachers know the expectations and strategies for early literacy and for primary grade level teachers to learn the expectations and skill gaps of the future grade levels; improved focus on prioritizing these conversations would allow teaching staff to better address the gaps and/or to stretch students who are at a range of levels.	Teachers K-5

Action Plan: August to January

8/1/2022	9/1/2022	<p>Define Porter’s prioritized instructional best practices for math that Porter will focus on this year. (* = those school wide practices that all teachers will receive training and feedback on)</p> <ol style="list-style-type: none"> 1. Overview on the curriculum changes made to the Eureka program. 2. Examine how the program spirals one skill/standard from K-5 (Identify a Standard, skill, or module school wide to show the spiral of the skill/Standard and how the Eureka program addresses it at the different grade levels.). 3. Implement the new combination updates in the 2022-2023 program from Eureka <ol style="list-style-type: none"> a. Unpack modules b. Review pacing <ol style="list-style-type: none"> i. *Manipulatives ii. Application problem iii. *Concept Development/Choosing problems that reflect the important concepts and to differentiate for students iv. Exit tickets: How to use them v. *Use the program to differentiate between below level/on level/above level and plan for PL vi. *Academic/Content Vocabulary 4. RDW <p>New teacher math training: Overview of the program, math block structure, and digital tools to support math.</p>	SLT/ALT/Content Liaison
8/31/2022	12/23/2022	Create the quarterly PLC and PD schedule that defines which of the above strategies for math will be addressed in which marking periods.	ALT/Content Liaison
8/31/2022	12/23/2022	Align the walkthrough tool and team meeting topics to Porter’s prioritized instructional best practices including PL and modify quarterly based on trainings.	SLT/ALT
8/1/2022	8/30/2022	Plan how and when to report walkthrough progress and celebrations out to staff at one faculty meeting quarterly.	Admin.

8/1/2022	8/30/2022	Create the Tier I Best Practices Survey to reflect Porter's prioritized instructional best practices for math that each teacher and admin will use to collect data.	Admin.
8/1/2022	8/30/2022	Create the template/tool that will be utilized to capture the personalized plans for teachers and the process that will be implemented to develop, monitor, and update by semester to reflect individualized goals and growth.	Admin
8/31/2022	9/16/2022	Collect and analyze baseline data for each teacher on implementation of Porter's prioritized instructional best practices for math and analyze this with teacher survey self-reflections to finalize the personalized focus areas for individual teachers.	Admin/Coach
9/19/2022	9/30/2022	Distribute the Tier I Best Practices Survey to determine what PLC and/or PD supports and analyze the data in coordination with the admin feedback to finalize the personalized focus areas for individual teachers.	Admin/Coach
8/31/2022	9/16/2022	Refine PLC structures and protocols and train content liaisons and teachers to follow them to maximize PLC time.	Admin/Coach
8/31/2022	12/23/2022	Create a walkthrough schedule and complete walkthroughs according to the schedule and provide feedback at least quarterly to individual teachers on implementation of school wide quarterly instructional best practices and Semester 1 personalized coaching plan.	Admin
9/30/2022	12/23/2022	Create quarterly targets in Math for identified subgroups and monitor quarterly to determine proximity to reaching end-of-year goals. Use this data and trend data to inform PLC topics and team meeting agendas.	Teachers/Coach/ALT
9/30/2022	12/23/2022	Create annual goals and quarterly targets in math for every class during data conferences with Administrator and Disciplinary Literacy Coach.	Teachers/Admin/Coach
9/12/2022	12/23/2022	Analyze the survey data to determine what PLC and/or PD supports for each grade level team / or individual teacher focusing on Semester 1.	Admin/Coach
9/12/2022	12/23/2022	Create differentiated PLC and/or PD groups based on survey data.	ALT/Coach/Content Liaisons

9/12/2022	12/23/2022	Analyze the data from the walkthroughs and look at trends in specific areas monthly to identify strengths and growth areas school wide, by grade level and/or by individual teachers.	Admin/Coach
9/12/2022	12/23/2022	Visit PLCs at least monthly to support the implementation of the protocols and include that in the monthly report out.	Admin/Coach
9/12/2022	12/23/2022	Use information from analysis to revise PD plan or personalized coaching as needed quarterly.	Admin/Coach/Teachers
10/5/2022	12/7/2022	Report on staff walkthrough % completed, and school progress on schoolwide instructional best practices, including celebrations, at one faculty meeting per quarter.	Admin
10/17/2022	12/23/2022	Schedule and hold individual meetings with each teacher to draft/finalize their Semester 1 personalized coaching plan to include frequency of feedback based on differentiated needs utilizing the personalized coaching plan template / tool.	Admin/Coach/Teachers
10/17/2022	12/23/2022	Implement the Semester 1 personalized coaching plan in each individual classroom. Provide teachers with support identified in their coaching plan.	Teachers/Admin/Coaches
10/17/2022	12/23/2022	Review and update the personalized coaching plan as needed quarterly based on walkthrough data and completed steps.	Teachers/Admin/Coaches

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	Grade 3	38%
		Grade 4	45%
		Grade 5	40%

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 to create the quarterly PLC and PD schedule that defines which of the above strategies for math will be addressed in which marking periods.	ALT/Content Liaison
1/3/2023	6/23/2023	Continue to ensure alignment between the walkthrough tool(s) and team meeting topics to Porter's prioritized instructional best practices including PL and modify quarterly based on trainings.	SLT/ALT
1/3/2023	6/23/2023	Continue to refine PLC structures and protocols and train content liaisons and teachers to follow them to maximize PLC time.	Admin/Coach
1/3/2023	6/23/2023	Continue to create a walkthrough schedule and complete walkthroughs according to the schedule and provide feedback at least quarterly to individual teachers on implementation of school wide quarterly instructional best practices and Semester 2 personalized coaching plan.	Admin
1/3/2023	6/23/2023	Continue to create quarterly targets in Math for identified subgroups and monitor quarterly to determine proximity to reaching end-of-year goals. Use this data and trend data to inform PLC topics and team meeting agendas.	Teachers/Coach/ALT
1/3/2023	6/23/2023	Continue to create quarterly targets in math for every class during data conferences with Administrator and Disciplinary Literacy Coach.	Teachers/Admin/Coach
1/3/2023	6/23/2023	Continue to analyze the survey data to determine what PLC and/or PD supports for each grade level team / or individual teacher focusing on Semester 2.	Admin/Coach
1/3/2023	6/23/2023	Continue to create differentiated PLC and/or PD groups based on survey data.	ALT/Coach/Content Liaisons
1/3/2023	6/23/2023	Continue to analyze the data from the walkthroughs and look at trends in specific areas monthly to identify strengths and growth areas school wide, by grade level and/or by individual teachers.	Admin/Coach

1/3/2023	6/23/2023	Continue to visit PLCs at least monthly to support the implementation of the protocols and include that in the monthly report out.	Admin/Coach
1/4/2023	6/7/2023	Continue to report out to staff walkthrough % completed, and school progress on school wide instructional best practices, including celebrations, at one faculty meeting per quarter.	Admin
1/3/2023	1/20/2023	Schedule and hold individual meetings with each teacher to draft/finalize their Semester 2 personalized coaching plan to include frequency of feedback based on differentiated needs utilizing the personalized coaching plan template / tool.	Admin/Coach/Teachers
1/3/2023	6/23/2023	Implement the Semester 2 personalized coaching plan in each individual classroom. Provide teachers with support identified in their coaching plan.	Teachers/Admin/Coaches
1/3/2023	12/23/2022	Review and update the personalized coaching plan, as necessary and appropriate, quarterly based on walkthrough data and completed steps.	Teachers/Admin/Coaches
2/1/2023	2/21/2023	In coordination with the math department, create NYS testing exemplars in the Castle Learning application to provide authentic CBT experiences for students to practice and become familiar with the digital tools available to them.	Teachers/Math Dept.
2/1/2023	2/21/2023	In partnership with Red House (CBO), plan, promote, and facilitate a variety of learning and enrichment opportunities over Mid-Winter Break to reinforce math skills.	Admin./Red House

English Language Proficiency (ELP) Goal

Subgroup	June 2023 Goal
English Language Learners	1.00 ELP Success Ratio Goal
English Language Learners	National Geographic Assessment Writing - June 2023 School Rate of Success Target: 80% National Geographic Assessment Vocab, Grammar, Comprehension - June 2023 School Rate of Success Target: 80%

Root Causes

What theories or hypotheses does the school have as to why the school has had its past outcomes for ELP? Please consider longitudinal student achievement data, student interview data, and Equity Self-Reflection results when developing root causes.	Is this specific to certain sections of the school (grade/content area?)
ENL trainings have not been consistently prioritized in/offered for general education classrooms at PLCs to support teaching language through content areas which facilitate academic language development because we needed to focus on understanding core programs and had not yet shifted to a consistent focus on supports for ELLs schoolwide.	Teachers K-5
We have not clearly defined or consistently monitored the data that will be analyzed quarterly or tri-annually to monitor the progress of ELLs to reach our ELP goal.	Teachers K-5
As our population of English Language Learners changed to students new to the country, we did not shift our professional development to adequately prepare ALL staff to understand, address, and support students who are refugees.	Teachers K-5

Action Plan: August to January

Start	End	Action	Lead
8/1/2022	9/6/2022	<p>Define the instructional best practices Porter will focus on to support English Language Learners (ELLs) and incorporate them in the PD plan, unpacking curricula, and in the walkthrough look-fors following the respective trainings.</p> <ul style="list-style-type: none"> • ELL Levels, Supports for ELLs at each level, and the level of each ELL in their class or grade level • Explicit Vocabulary Instruction of Academic Vocabulary and Content Vocabulary in all content areas • Meaningful Use of Visuals and Graphic Organizers in all content areas • Incorporated Imagine Learning to support ELLs • Modeling and incorporating ways to ask for help as part of classroom routines/procedures. • Create opportunities for students to share their unique and diverse cultural backgrounds and experiences of our students into the instructional day. • 	ENL Teachers/SLT
8/30/2022	9/6/2022	Provide professional development to raise awareness of district and building resources, such as Language Line, nationality workers, Hope Print, CYO/North Side Learning Center, and Interfaith Works.	ENL Teachers
8/31/2022	10/30/2022	<p>ENL teachers, classroom teachers, and school leaders will review most recent NYSESLAT and National Geographic data to determine:</p> <ul style="list-style-type: none"> • The percentage of students who fall below each proficiency level on the NYSESLAT. • The percentage of students is broken down by proficiency levels for each academic strand for speaking, listening, reading, and writing in. 	ALL
8/30/2022	9/16/2022	Create PLC schedule for targeted ENL trainings and discussions, incorporate them in the PD Plan, and follow the PLC protocols to hold and monitor these articulations.	ENL Teachers
9/7/2022	12/23/2022	Incorporate Imagine Learning into integrated ENL instruction for Level 4 Expanding students as part of the personalized learning plan and/or centers for ELLs.	Teachers
9/7/2022	12/23/2022	At the next scheduled triage meeting, develop transition plans for newly enrolled ELLs who are new to the country/school/district to discuss supports, known background information, etc.	ENL Teacher(s)

9/7/2022	12/23/2022	Analyze National Geographic results and NWEA results for ELLs and determine the school's progress towards reaching the ELP goal for All ELLs and each ELL Subgroup; determine additional training needs based on the analysis. Incorporate in Semester 2 PD Plan.	Admin/ENL Teachers/ Coach
9/12/2022	12/23/2022	Provide PLCs and data conferences to all teachers on ENL data reports and standards for ELLs at their grade levels to support and collaborate to plan strong Tier 1 core differentiated instruction and integration of the school wide ELL strategies defined above.	Admin/ENL Teachers/ Coach
10/3/2022	12/23/2022	Monitor progress of student goals (quarterly) and triannual targets utilizing National Geographics and NYSESLAT data, report progress at one-on-one data meetings with Admin, and adjust student support plans as needed.	Admin/ENL Teachers/ Coach

Gauging Success: Mid-Year Benchmark

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

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

Assessment	Baseline Performance	January 2023 Target
National Geographic Assessment	TBD based on Fall 2022 administration	% of students meeting individual expected target "School Rate of Success" TBD based on Fall baseline performance

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 to schedule targeted ENL trainings and discussions, incorporate them in the PD Plan, and follow the PLC protocols to hold and monitor these articulations.	ENL Teachers
1/3/2023	6/23/2023	Continue to incorporate Imagine Learning into integrated ENL instruction for Level 4 Expanding students as part of the personalized learning plan and/or centers for ELLs.	Teachers
1/3/2023	6/23/2023	Continue to schedule at the next scheduled triage meeting, develop transition plans for newly enrolled ELLs who are new to	ENL Teacher(s)

		the country/school/district to discuss supports, known background information, etc.	
1/3/2023	6/23/2023	Continue to analyze National Geographic results and NWEA results for ELLs and determine the school's progress towards reaching the ELP goal for All ELLs and each ELL Subgroup; determine additional training needs based on the analysis. Incorporate in Semester 2 PD Plan.	Admin/ENL Teachers/Coach
1/3/2023	6/23/2023	Continue to provide PLCs and data conferences to all teachers on ENL data reports and standards for ELLs at their grade levels to support and collaborate to plan strong Tier 1 core differentiated instruction and integration of the school wide ELL strategies defined above.	Admin/ENL Teachers/Coach
1/3/2023	6/23/2023	Continue to monitor progress of student goals (quarterly) and triannual targets utilizing National Geographic and NYSESLAT data, report progress at one-on-one data meetings with Admin, and adjust student support plans as needed.	Admin/ENL Teachers/Coach

Chronic Absenteeism Goal

Subgroup	June 2023 Goal
All Students	39% Chronic Absenteeism Rate

Root Causes

What theories or hypotheses does the school have as to why the school has had its past outcomes for chronic absenteeism? Please consider longitudinal student achievement data, student interview data, and Equity Self-Reflection results when developing root causes.	Is this specific to certain sections of the school (grade/content area?)
We have not planned a long-term, consistent approach (system) with clearly defined timelines and activities that proactively teaches, reaches, and informs all our families throughout the year about what chronic absenteeism (CA) is and how it is calculated; the impact of CA on student learning; and the status of their child's attendance to increase daily attendance and decrease CA (this was done with families of students who were chronically absent after the start of the school year, but not expanded to all families proactively).	Teachers K-5

Action Plan: August to January

What will the school do in the first half of the year to address the root causes identified above?			
8/15/2022	8/30/2022	Create a color-coded spreadsheet to track the attendance rates of all students, to be updated and monitored weekly to identify trends, proactively address concerns, and inform SIT.	Admin
8/15/2022	8/30/2022	Create a Chronic Absenteeism section of our PLC meeting template where teachers can note what they will do week-to-week or day-to-day to support the students with CA.	Admin
8/15/2022	8/30/2022	Add a dedicated Chronic Absenteeism section to the SIT Expert Team's note template where Impact team can provide updates.	Impact Team
8/31/2022	9/6/2022	Review the expectation for reporting updated student contact information with office staff.	Admin
8/1/2022	12/23/2022	Translate key information and communications for ELL families (Language Line, Talking Points, etc.).	Admin
8/1/2022	12/23/2022	Communicate attendance expectations to all stakeholders (staff, families, students, etc.) through monthly family newsletter, fliers, social media, school website, and the student handbook that explains how chronic absenteeism is calculated and the long-term impact it has on learning (Language Line, Talking Points, etc.).	Teacher/ Admin/
9/7/2022	12/23/2022	Send attendance post cards weekly, and energy letters home to any student missing five days or more and refer the student to SIT for intervention and contact with Child Welfare Liaison (confirm if the district is sending these letters). For ELLs, utilize Language Line or SCSD interpreters to communicate attendance concerns in native languages.	Teachers/ SW Team
9/7/2022	12/23/2022	Display daily attendance on posters located at classroom doors. Display building wide attendance bulletin board and update on a bi-weekly basis.	Teachers/ Support Staff
9/7/2022	12/23/2022	Incorporate attendance information into morning and afternoon announcements.	Admin
9/7/2022	9/30/2022	Create the Semester 1 schedule of incentive events for students and their families with exemplary/improved attendance. Promote events on social media, fliers, website, robocalls, etc.	Attendance Team
9/7/2022	12/23/2022	Highlight attendance initiatives, statistics, and achievements in the Family Newsletter and through Porter's social media accounts.	Admin

1/3/2023	6/23/2023	Continue to incorporate attendance information into morning and afternoon announcements.	Admin
1/3/2023	6/23/2023	Create the Semester 2 schedule of incentive events for students and their families with exemplary/improved attendance. Promote events on social media, fliers, website, robocalls, etc.	Attendance Team
9/12/2022	100% collected	After the first week of school, send Talking Point messages to the families of students with no emergency contact card on file.	SW Team/ Triage Liaisons
11/8/2022	11/8/2022	Review personalized attendance data at parent-teacher conferences.	Admin/ Teaches
9/7/2022	12/23/2022	Compile weekly triage notes and upload to digital folder, share digitally with all triage liaisons and members of the SIT Expert Team.	Admin/ Triage Liaisons
10/3/2022	12/23/2022	Form a team and hold a meeting where the following are reviewed and completed with the members: create norms, set goals, long-term plan, plans for celebrating exemplary attendance and improvements, and develop a tiered system of communicating attendance concerns to families.	Impact Team
9/12/2022	12/23/2022	Analyze data weekly to determine attendance patterns and create, implement, and monitor the implementation and impact of action plans for individual students as appropriate.	SW Team, Impact Team, Attendance Team
9/12/2022	12/23/2022	Plan for and implement school-wide initiatives to support and celebrate improvements in behavior, attendance, and achievement (incentive activities).	Attendance Team/Admin/ Teachers
9/12/2022	12/23/2022	Update and monitor the attendance spreadsheet and assign support-staff members to at-risk students to focus on intentionally building relationships and making connections with them.	Impact Team
9/30/2022	9/30/2022	Present past attendance data at Curriculum Night to explain attendance incentives and provide an overview of chronic absenteeism/the importance of attending school daily.	Admin
9/30/2022	12/23/2022	Distribute "Congratulations" Certificates to the parents of students with exemplary attendance and for students who were at-risk of being chronically absent improved attendance certificates after each quarter.	SW Team, Impact Team, Attendance Team

Gauging Success: Mid-Year Benchmark

Identify the specific assessment or data source that the school will review mid-year and what specifically you expect to see in the results of that data to know that you are on track to achieve the goal. This should represent an improvement from the same data from 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	All Students	64%	36.5%

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 to use color-coded spreadsheet to track the attendance rates of all students, to be updated and monitored weekly to identify trends, proactively address concerns, and inform SIT.	Admin
1/3/2023	6/23/2023	Continue to translate key information and communications for ELL families (Language Line, Talking Points, etc.).	Admin
1/3/2023	6/23/2023	Continue to communicate attendance expectations to all stakeholders (staff, families, students, etc.) through monthly family newsletter, fliers, social media, school website, and the student handbook that explains how chronic absenteeism is calculated and the long-term impact it has on learning (Language Line, Talking Points, etc.).	Teacher/Admin/
1/3/2023	6/23/2023	Continue to send attendance post cards weekly, and energy letters home to any student missing five days or more and refer the student to SIT for intervention and contact with Child Welfare Liaison (confirm if the district is sending these letters). For ELLs, utilize Language Line or SCSD interpreters to communicate attendance concerns in native languages.	Teachers/SW Team
1/3/2023	6/23/2023	Continue to display daily attendance on posters located at classroom doors. Display building wide attendance bulletin board and update on a bi-weekly basis.	Teachers/Support Staff

1/3/2023	6/23/2023	Continue to highlight attendance initiatives, statistics, and achievements in the Family Newsletter and through Porter's social media accounts.	Admin
1/3/2023	6/23/2023	Continue to compile weekly triage notes and upload to digital folder, share digitally with all triage liaisons and members of the SIT Expert Team.	Admin/Triage Liaisons
1/3/2023	6/23/2023	Continue to hold meetings where the following are reviewed and completed with the members: create norms, set goals, long-term plan, plans for celebrating exemplary attendance and improvements, and develop a tiered system of communicating attendance concerns to families.	Impact Team
1/3/2023	6/23/2023	Continue to analyze data weekly to determine attendance patterns and create, implement, and monitor the implementation and impact of action plans for individual students as appropriate.	SW Team, Impact Team, Attendance Team
1/3/2023	6/23/2023	Continue to plan for and implement school-wide initiatives to support and celebrate improvements in behavior, attendance, and achievement (incentive activities).	Attendance Team/Admin/Teachers
1/3/2023	6/23/2023	Continue to update and monitor the attendance spreadsheet and assign support-staff members to at-risk students to focus on intentionally building relationships and making connections with them.	Impact Team
1/3/2023	6/23/2023	Continue to distribute "Congratulations" Certificates to the parents of students with exemplary attendance and for students who were at-risk of being chronically absent improved attendance certificates after each quarter.	SW Team, Impact Team, Attendance Team

Survey Goal

Stakeholder Group	Survey Question	2023 Target Response (e.g. % agree or strongly agree)	2022 Result (e.g. % agree or strongly agree)
All Students	<p>Sense of Belonging:</p> <p>How well do people at your school understand you as a person?</p> <p>Completely Understand-21%</p>	65% of students will answer favorably.	55% of students answered favorably

Understand quite a bit-34%		
Understand somewhat-30%		
Understand a little- 12%		
Do not understand at all-3%		

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?)
We have not prioritized consistent reflection on and monitoring of implementation of SEL best practices (morning meeting incl. Second Step, closing circle, skills groups, peace place) through PLCs, team meetings, or walkthrough debriefs throughout the year.	Teachers K-5
We have not prioritized collecting and monitoring data for all students' SEL skills in a systematic school-wide plan to plan multi-tiered system of supports based on students' needs.	

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
8/1/2022	8/31/2022	Determine and prioritize SEL strategies and identify the Porter lead trainer(s) (administrators, model classroom teachers) who will lead professional development for each of the identified strategies.	SLT
8/30/2022	10/14/2022	Determine the training needed for the Porter lead trainer(s) (administrators, content liaisons, model classroom teachers) and contact District and partner resources to provide them with support to plan and facilitate the professional development opportunities for staff.	SLT
8/1/2022	8/31/2022	Develop and implement Porter's 2022-2023 PD Plan that incorporates and schedules training on Porter's prioritized social-emotional learning (SEL) strategies <ul style="list-style-type: none"> • Porter's Multi-Tiered System of Support (MTSS) • Tier I Supports (audience: all Porter teaching and support staff) <ul style="list-style-type: none"> ○ Second Step unit unpacking 	ALT/Content Liaison/Coach

		<ul style="list-style-type: none"> ○ Implementing: Peace Place, Morning Meeting, Closing Circle ○ Panorama Administration and Analysis ○ Panorama Playbook (lessons, activities, strategies) ○ Restorative Practices ○ Culturally Relevant Education ○ PAX Good Behavior Game ○ Therapeutic Crisis Intervention for Schools (TCIS) ○ Trauma Informed Practices for Educators (TIPE) ● Tier II & III Supports (support staff) <ul style="list-style-type: none"> ○ SEL Skills groups creation and implementation ○ Use of Panorama Playbook and Second step to design targeted lessons based on student need ○ SIT process (including data analysis, student action planning, interventions, and progress monitoring, MTSS referral process) 	
8/1/2022	10/14/2022	Develop and implement a building-wide SEL matrix roll-out plan (6-weeks), that includes matrix boosters throughout the year based on needs identified via data (SchoolTool discipline data, SEL progress monitoring), as well as following school breaks.	Admin/Coach
10/1/2022	10/31/2022	Utilize Panorama as an SEL screener to identify Tier 1 (classroom and grade level), Tier 2, and Tier 3 SEL needs.	Teachers/ESCT/Coach
9/1/2022	10/1/2022	Identify look-fors based on trainings and incorporate into the Porter quarterly walkthrough tools that align to the PD Plan for Porter's prioritized SEL strategies.	Admin
10/1/2022	10/31/2022	Plan for and implement Tiers 1, 2 and 3 SEL interventions specifically designed to target deficits, using Panorama data.	Teachers/Support Staff
8/1/20200	8/31/2022	Develop and implement a student SEL goal setting form and guide students to complete it and update quarterly.	ALT
9/1/2022	9/30/2022	Develop and implement the student SEL goal setting implementation plan, and guide students to complete it.	ALT, ESCT, Admin
9/1/2022	9/30/2022	Identify model SEL classrooms and provide teachers with opportunities to complete peer visits to model classes, as requested or needed.	Admin/Coach
8/1/20200	12/23/2022	<p>Create and implement a "Who Can Support Me as I CLIMB" form and guide students to complete it and update it tri-annually (beginning, middle, end of year).</p> <p>Support areas such as: academic, peer relationships, sickness, feelings, breaks, lunch, bussing, celebrations, attendance.</p>	ESCT/Coach/Admin

8/1/20200	8/31/2022	Plan how and when to report walkthrough progress and celebrations out to staff at one faculty meeting quarterly.	Admin
8/1/20200	8/31/2022	Develop a building-wide master schedule for support staff that includes a schedule for SEL small skills groups, push-in supports for morning meeting and closing circles, and Triage Grade-Level Liaisons.	Admin
8/1/20200	8/31/2022	Create a schedule for weekly grade-level team (SIT Triage) meetings throughout the year.	Admin
8/1/20200	8/31/2022	Create a schedule for Panorama administration throughout the year (benchmarks and progress monitoring).	Admin
8/1/20200	12/23/2022	<p>Develop and implement a “Who Can Support Me as I CLIMB” implementation plan with students</p> <ul style="list-style-type: none"> • Schedule support staff classroom visits for introductions and supports available (such as administrators, social workers, psychologist, Promise Zone, FSSS, sentry, BIC, nurse). • Design a morning meeting lesson focused on school supports and the “Who Can Support Me as I CLIMB” lesson activity. • Develop student-based classroom “Who Can Support Me as I CLIMB” procedures and protocols for on-going student implementation throughout the year. 	ESCT/Coach/Admin
8/1/20200	8/31/2022	Create expectations for analyzing and responding to Panorama data and incorporate into Panorama PD.	Admin
8/31/2022	12/23/2022	Develop and follow an administrative walkthrough schedule to ensure every class receives feedback on a quarterly basis.	Admin
9/6/2022	10/14/2022	Create annual goals and quarterly targets for SEL for every class during data conferences with Administrator and Disciplinary Literacy Coach.	Teachers/Admin/Coach
8/31/2022	12/23/2022	Utilize support staff team members (Social Workers, Counselor, Psychologist, SSC TA, Promise Zone, Family Support for Student Success-FSSS) to provide targeted small group SEL skills interventions.	Support Staff
8/31/2022	12/23/2022	Provide differentiated professional development for content liaisons and teachers identified as model SEL classrooms. Collaborate with District and partner resources to provide them with PD opportunities.	Content Liaison

8/31/2022	12/23/2022	Utilize PLCs, team meetings, and walkthrough debriefs to analyze and reflect on SEL walkthrough data, identify next steps, and update the PD plan for semester 2.	ESCT/Coach/Admin
8/31/2022	12/23/2022	Provide differentiated coaching based on walkthrough data to teachers in need of additional support with delivering Second Step that reflects analysis of data to improve Tier 1 instruction.	Coach/Admin
8/1/20200	8/31/2022	Create a spreadsheet to capture and compare baseline Panorama results with spring results to analyze the effectiveness of SEL small groups.	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
<p>School Based Survey with the question and options below:</p> <p>How well do people at your school understand you as a person?</p> <p>Completely Understand-</p> <p>Understand quite a bit-</p> <p>Understand somewhat-</p> <p>Understand a little-</p> <p>Do not understand at all-</p>	60% of students will answer favorably on school-based survey.

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	2/1/2023	Create and administer mid-year assessment for students.	Admin

1/3/2023	6/23/2023	<p>Continue to implement Porter's 2020-2021 PD Plan that incorporates and schedules training on Porter's prioritized social-emotional learning (SEL) strategies</p> <ul style="list-style-type: none"> • Porter's Multi-Tiered System of Support (MTSS) • Tier I Supports (audience: all Porter teaching and support staff) <ul style="list-style-type: none"> ○ Second Step unit unpacking ○ Implementing: Peace Place, Morning Meeting, Closing Circle ○ Panorama Administration and Analysis ○ Panorama Playbook (lessons, activities, strategies) ○ Restorative Practices ○ Culturally Relevant Education ○ PAX Good Behavior Game ○ Therapeutic Crisis Intervention for Schools (TCIS) ○ Trauma Informed Practices for Educators (TIPE) • Tier II & III Supports (support staff) <ul style="list-style-type: none"> ○ SEL Skills groups creation and implementation ○ Use of Panorama Playbook and Second step to design targeted lessons based on student need ○ SIT process (including data analysis, student action planning, interventions, and progress monitoring, MTSS referral process) 	ALT/Content Liaison/Coach
1/3/2023	6/23/2023	Continue to implement a building-wide SEL matrix roll-out plan (6-weeks), that includes matrix boosters throughout the year based on needs identified via data (SchoolTool discipline data, SEL progress monitoring), as well as following school breaks.	Admin/Coach
1/3/2023	6/23/2023	Continue to identify look-fors based on trainings and incorporate into the Porter quarterly walkthrough tools that align to the PD Plan for Porter's prioritized SEL strategies.	Admin
1/3/2023	6/23/2023	Continue to implement Tiers 1, 2 and 3 SEL interventions specifically designed to target deficits, using Panorama data.	Teachers/Support Staff
1/3/2023	6/23/2023	Continue to implement a student SEL goal setting form and guide students to complete it and update quarterly.	ALT

1/3/2023	6/23/2023	Continue to implement the student SEL goal setting implementation plan, and guide students to complete it.	ALT, ESCT, Admin
1/3/2023	6/23/2023	Continue to identify model SEL classrooms and provide teachers with opportunities to complete peer visits to model classes, as requested or needed.	Admin/Coach
1/3/2023	6/23/2023	Continue to implement a “Who Can Support Me as I CLIMB” form and guide students to complete it and update it tri-annually (beginning, middle, end of year). Support areas such as: academic, peer relationships, sickness, feelings, breaks, lunch, bussing, celebrations, attendance	ESCT/Coach/Admin
1/3/2023	6/23/2023	Continue to implement a “Who Can Support Me as I CLIMB” implementation plan with students <ul style="list-style-type: none"> • Schedule support staff classroom visits for introductions and supports available (such as administrators, social workers, psychologist, Promise Zone, FSSS, sentry, BIC, nurse). • Design a morning meeting lesson focused on school supports and the “Who Can Support Me as I CLIMB” lesson activity. 	ESCT/Coach/Admin
1/3/2023	6/23/2023	Continue to follow an administrative walkthrough schedule to ensure every class receives feedback on a quarterly basis.	Admin
1/3/2023	6/23/2023	Monitor annual goals and quarterly targets for SEL for every class during data conferences with Administrator and Disciplinary Literacy Coach.	Teachers/Admin/Coach
1/3/2023	6/23/2023	Continue to utilize support staff team members (Social Workers, Counselor, Psychologist, SSC TA, Promise Zone, Family Support for Student Success-FSSS) to provide targeted small group SEL skills interventions.	Support Staff
1/3/2023	6/23/2023	Continue to provide differentiated professional development for content liaisons and teachers identified as model SEL classrooms. Collaborate with District and partner resources to provide them with PD opportunities.	Content Liaison
1/3/2023	6/23/2023	Continue to utilize PLCs, team meetings, and walkthrough debriefs to analyze and reflect on SEL walkthrough data, identify next steps, and update the PD plan for semester 2.	ESCT/Coach/Admin
1/3/2023	6/23/2023	Continue to provide differentiated coaching based on walkthrough data to teachers in need of additional	Coach/Admin

		support with delivering Second Step that reflects analysis of data to improve Tier 1 instruction.	
1/3/2023	6/23/2023	Utilize spreadsheet to capture and compare baseline Panorama results with spring results to analyze the effectiveness of SEL small groups.	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

- Students indicated that they rely on report cards to understand how they're doing in class. Teachers will develop ways to consistently communicate progress, growth, and deficits with students and their parents.
- Students shared a variety of concerns about safety. Students will be given more opportunities to practice their responses to a variety of events and be given the opportunity to have their voices heard and questions answered.
- Students were excited to share information about themselves and their families with teachers. Opportunities for students to share information about their home lives, cultural backgrounds, preferred learning styles, etc. will be incorporated throughout the school year.

Equity Self-Reflection

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

- Principle 1: Welcoming and Affirming Environment: Language Line, nationality workers, interpreters, etc. will be better leveraged to communicate academic and attendance concerns. Our parent liaison will be better utilized to connect with parents to identify and address their needs. We will provide more opportunities for families to engage with teachers and staff, both at school and at conveniently located community locations.
- Principle 3: Inclusive Curriculum and Instruction: Students will be given more opportunities to have their voices heard regarding what/how they learn. Teacher surveys will be focused on closing student gaps and extending their learning. Students will be given more opportunities to share about their families, cultural backgrounds, etc. Morning meetings will be leveraged to have conversations with students to gain a better understanding of their interests, culture, and what they bring to the classroom as it connects with future learning.

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, ELP, Chronic Absenteeism

Our Team’s Process

Background

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

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

Team Members

Use the space below to identify the members of the SCEP team and their role (e.g., teacher, assistant principal, parent). A minimum of two parents should be involved in the SCEP process.

Name	Role
Andrew Nolan	Principal
Lisa Quinones-Sherman	Vice Principal
Diane Hutchinson	5 th Grade Teacher
Sunny Li	ENL Teacher
Kala Carter	Kindergarten Teacher
Jennifer D’Alessandro	Instructional Coach
Ashlea Vilello	4 th Grade Teacher
Spencer Wallace	2 nd Grade Teacher
Rasheeda Cunningham	3 rd Grade Teacher
Danielle Terzini	3 rd Grade Teacher
Carl Mannino	Psychologist
Ann Marie Grandy	AIS Teacher
Kathleen Barney	1 st Grade Teacher
Fanny Herrera	Parent
Dennis Harris	Parent
Lydia Hernandez	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
6/15/22		x			
6/16/22	x		x	x	x
6/21/22	x		x	x	x
6/30/22			x	x	x
7/1/22			x	x	x
7/8/22			x	x	
7/15/22				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.