



School Comprehensive Education Plan 2022-23

District	School Name	Grades Served
Syracuse City School District	Seymour Dual Language Academy	Pre-K- 5

Collaboratively Developed By:

The Seymour Dual Language Academy SCEP Development Team

And in partnership with the staff, students, and families of Seymour Dual Language Academy.

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

Directions: In the left column, identify the subgroup for which the school is generating a goal. CSI schools should use "All Students." TSI Schools with multiple subgroups, each identified subgroup should have its own goal.

Subgroup	June 2023 Goal
All Students	66.9 ELA Academic Achievement Index
All Students	10%-point decrease in Level 1 from NWEA Reading September baseline 5%-point increase in Level 3 + 4 from NWEA Reading September 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?)
<p>Instructional priorities have been defined and initial training has been provided to teachers in whole groups or grade level teams on effectively implementing the ELA units and Tier 1 ELA instruction. Even though we created a system to identify each individual teacher's needs, including teachers who will be new to Seymour this year, many of our grade level teachers were long term substitute teachers, and we did not provide them with differentiated training on ELA best practices (differentiation, scaffolds, deconstructing units, lesson planning and objectives) consistently.</p> <p>We have not yet fully implemented the system as we spent 21-22 school year building it and getting feedback from staff.</p>	K-5 ELA
<p>Teachers have been provided with some intensive training, coaching support and consistent monitoring and feedback on effectively implementing Tier 2 and Tier 3 interventions for ELA through coach's clinic; however, this was only initial training coaching and differentiated support due to getting a late start in the school year given other priorities related to COVID.</p>	K-5 ELA

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
08/22	09/31/22	<p>Create final version of the PD Plan for Semester 1 to reflect the roll-out of the following schoolwide instructional priorities (and assign teachers to those that align with their individual support plan). PD topics include:</p> <ol style="list-style-type: none"> 1. Training for new teachers on Tier 1 SEL (Morning meetings, PAX strategies). 2. “Implementing the humanities or integrated knowledge block effectively (ELA and SLA)” based on teacher’s stage rating on implementation guide. 3. Analyzing baseline data (District Benchmark, DIBELS, NWEA, IRLA, ENIL, Benchmark Adelante, etc.) and setting and monitoring classroom and students goals including student conferencing 4. Implementing and planning targeted tier 2 ELA interventions 5. Unpacking units to understand specific concepts, skills, and the assessments and to plan differentiation (“Supporting and Challenging Students”) 6. Possibly Semester 2 Implementation Guide: Training NEW instructional staff on the implementation of Accountable Talk to teach and provide students with opportunities to talk about, write about and think about what they are learning (make connection to Standards for each of these; investigate utilizing Canvas to create and deliver these sessions): <ol style="list-style-type: none"> a. All K-5: Listen, Summarize, Build, & Unpack b. 3-5: Verify, Support, Predict 7. Possibly Semester 2 Implementation Guide: Using formative assessments during and after the lesson to modify instruction. (Do Nows, asking questions, discussion or writing prompts, task/activities, exit tickets and planned questions). Leveraging Seymour staff (ENL and Sped) to model and provide support and best practice to staff in need. 	Building Coaches & Admin Team
08/22	09/15/22 10/31/22 1/13/23	<ol style="list-style-type: none"> 1. Define the common schoolwide expectations for ELA by marking period (MP) and identify the look-fors for each of them in alignment with the implementation guides and the specific practices from them that are focused on quarterly. The following topics are reflected / will be reflected in implementation guides as part of effective Tier 1 instruction. <ol style="list-style-type: none"> a. <i>Engagement</i> 	Admin, Building Coaches

		<ul style="list-style-type: none"> <i>b. Scaffolds: Visual models integrated for modeling and scaffolding</i> <i>c. Modification of objectives</i> <i>d. Accountable Talk</i> <i>e. Conferencing</i> <i>f. Utilization of district materials and resources</i> <i>g. Data collection</i> <i>h. Differentiation</i> <i>i. Monitoring data collection</i> <i>j. PL</i> <i>k. Student engagement in creating and developing activities and projects that include topics of social justice</i> 	
10/2022	01/0203	Update school pace data bi-weekly to reflect current levels for IRLA and ENIL.	Teachers
08/01/22	08/15/22	Create a schedule with admin and district coaches so that each teacher has a point person to complete the self-assessment that includes each of the schoolwide expectations for ELA that is aligned with the 2022-23 instructional priorities.	Admin and Building Coaches
09/01/22	09/15/22	Complete the self-assessment of the schoolwide expectations (implementation guides) for ELA and targeted small groups.	Teachers
09/01/22	09/15/22	Collaborate with district PD leaders to identify a support person for each teacher based on their area of focus from the self-assessment.	Admin and Building Coaches
08/2022	09/15/22	<p>Create and use the template for the personalized teacher support plan (consult the District PD Director) that includes:</p> <ul style="list-style-type: none"> ○ the area of focus; ○ the goal for that area (using the levels in the self-assessment); ○ the type of support based on Tier: modeling, coaching, peer visits, guided peer visits, co-planning, co-teaching observation cycles, walkthrough feedback; ○ the support provider / coach: school level (coach, admin, peers) and district (impact coaches, content coaches available); and ○ the frequency of support: monthly, bi-weekly, weekly 	Building Coaches
09/19/22	09/23/22	Meet with each teacher to identify / confirm goals for each of their Semester 1 need areas and to share / create the personalized support plan to reach the goals for the respective area(s) using the	Admin, Building Coaches

		self-assessment, previous coaching information, and data from previous walkthroughs.	
09/26/22	09/30/22	Define the types and frequency of tiered support for teachers based on their personalized support plans and create the schoolwide Semester 1 support schedule and incorporated personalized feedback into the walkthrough system. Update the walkthrough schedule as needed based on frequency of feedback for teachers.	Admin, Building Coaches
10/03/22	01/2023	Provide support to our teachers with individual coaching for best practices for ELA. We will use multiple sources of data including teachers' self-reflection to determine baseline level for each teacher in our Semester 1 instructional priorities. Support and coaching will be aligned to the personalized support plans.	Building and District Coaches
10/3/22	01/03/23	Teachers will set classroom goals including identifying specific students to move from each tier and creating personalized learning action plans and monitoring to reach those goals.	Admin, Building Coaches
11/07/22	11/11/22	Meet with each teacher again to go over the progress towards their goals for each of their Semester 1 need areas and update their personalized support plan to reach the goals for the respective area(s) using the self-assessment, previous coaching information, and data from previous walkthroughs.	Admin, Building Coaches
09/2022	01/03/23	Collaborate with District leaders to plan and provide training for teachers on analyzing and utilizing the data to set and reach goals and incorporate the training and follow-up coaching support into the PD Plan and teacher support plans.	Admin, Building Coaches
09/2022	01/2023	Create opportunities for students to engage in the creation of activities, projects and curriculum materials that include and reflect topics of social justice in order to develop leadership skills. Provide students with choices in activities, projects and curriculum materials and plan what the options are at monthly PLCs focused on this.	Teachers Student Council
10/03/22	01/2023	Use Seymour DLA personalized Walkthrough tool to provide immediate feedback on instructional practices and program	Admin

		implementations teachers, based on individual goal setting on instructional priorities.	Building Coaches
01/2023	02/2023	Revisit the implementation guide to reflect our 22-23 PL Focus on the Core 4.	Admin Building Coaches

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 September 2022	7%-point decrease in Level 1 from baseline 3%-point increase in Levels 3-4 from 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
01/2023	01/20/2023 4/2023	Review and update the PD Plan to reflect Semester 2 priorities and schoolwide expectations for ELA and define for each marking periods 3 and 4 (based on the implementation guide) and identify the look-fors for each of them. Update the walkthrough tool to reflect the focus practices. Collaborate with District staff to create and update the walkthrough tool.	Admin, Building Coaches
01/2023	02/2023	Update the SCEP to include the specific priorities and schoolwide expectations based on progress from Semester 1, analysis of walkthrough data, teacher needs, student data and District priorities. Update and/or create new implementation guides as appropriate.	

01/16/2023	01/20/2023	Administer a teacher Semester 2 self-assessment that includes each of the schoolwide expectations for ELA that is aligned with the 2022-23 instructional priorities (implementation guides).	Admin, Building Coaches
01/23/23	01/27/23	Meet with each teacher to identify / confirm goals for each of their Semester 2 need areas and to share / create the personalized support plan to reach the goals for the respective area(s) using the self-assessment, previous coaching information, and data from previous walkthroughs.	Admin, Building Coaches
01/23/23	01/27/23	Define the types and frequency of tiered support for teachers based on their personalized support plans and create the schoolwide Semester 1 support schedule and incorporated personalized feedback into the walkthrough system. Update the walkthrough schedule as needed based on frequency of feedback for teachers.	Admin, Building Coaches
01/03/23	06/2023	Continue supporting our teachers with individual coaching for best practices for differentiating instruction using data collected from walkthrough and other formal and informal observations, as well as teachers' self-reflections and self-monitoring assessments.	Admin, Building Coaches
1/16/23	06/1/23	Teachers will revise/adjust classroom goals including identifying specific students to move from each tier and creating personalized learning action plans and monitoring to reach those goals.	Admin, Building Coaches
03/06/23	03/10/23	Meet with each teacher again to go over the progress towards their goals for each of their Semester 1 need areas and update their personalized support plan to reach the goals for the respective area(s) using the self-assessment, previous coaching information, and data from previous walkthroughs.	Admin, Building Coaches
01/03/23	06/09/23	Continue analyzing and utilizing data to continue moving students from each tier and monitor reaching their goals.	Admin, Building Coaches, Teachers

		Continue to incorporate in teacher support plans and reflect trainings in the PD Plan.	
01/03/23	06/09/23	Continue to create opportunities for students to engage in the creation of activities, projects and curriculum materials that include and reflect topics of social justice in order to develop leadership skills. Provide students with choices in activities, projects and curriculum materials and plan what the options are at monthly PLCs focused on this.	Teachers Student Council

Math Goal

Subgroup	June 2023 Goal
All Students	58.9 Math Academic Achievement Index
All Students	10%-point decrease in Level 1 from NWEA Math September baseline 5%-point increase in Levels 3 + 4 from NWEA Math September 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?)
Teachers and coaches spent some time analyzing schoolwide data to identify the specific needs of students and group students based on the corresponding interventions and identify progress monitoring that needs to be implemented. However, effective analysis and responding to data, including progress monitoring, data analysis is improving but still inconsistent as all of the protocols have not yet been rolled out to all teachers and all teachers have not yet received differentiated support based on the areas they need to refine.	K-5 Math
Teachers, including the new interventionists, had not been provided with intensive training, coaching support and consistent monitoring and feedback on effectively implementing Tier 1 supports and Tier 2 and Tier 3 interventions for Math.	K-5 Math

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
08/2022	9/16/2022 11/1/2022 1/16/2023	Utilize the implementation guide to define schoolwide expectations for Math by marking period. Update the walkthrough tool to reflect the focus practices. Collaborate with District staff to create and update the walkthrough tool.	Admin, Building Coaches
08/2022	9/1/2022 10/1/2022 11/1/2022 12/1/2022	Incorporate into monthly pd calendar (coach clinic and morning PLC time) and deliver the PDs on each of our Seymour Semester 1 schoolwide expectations / instructional priorities and assign teachers to those that align with their individual support plan. Update the monthly pd calendar as needed including prior to Semester 2. Identify PD topics from the analysis of trends / needs identified in the implementation guide self-assessments and instructional leaders' observations and data from 2021-22 SY. PD topics pulled from the implementation guides include: <ol style="list-style-type: none"> 1. 5 components of Eureka math program and materials for lessons/pacing 2. Digital content tool - Dreambox and utilizing in a station rotation model 3. Unpacking modules prior to teaching them to understand specific concepts, skills, assessments and to plan differentiation. Manipulatives; Visual Models 4. Using formative assessments during and after the lesson to adjust (Do Nows, asking questions, discussion or writing prompt, tasks/activities, exit tickets & planned Questions, Eureka Math application problems, Eureka math fluencies, Eureka math problem sets, Eureka debrief discussion-based prompts and assessment-based guidelines, Seesaw activities, anecdotal notes). 5. Continue implementing Accountable Talk to teach and provide students with opportunities to talk about, write about and think about what they are learning (make connection to Standards for each of these): <ol style="list-style-type: none"> a. All K-5: Listen, Summarize, Build, & Unpack b. 3-5: Verify, Support, Predict 6. Differentiation for core instruction 	Admin, Building Coaches

		<p>a. *Implementing the math program and digital content (Eureka In Sync) with fidelity through unpacking modules prior to teaching them to understand specific concepts, skills, the assessments and to plan differentiation (“Supporting and Challenging Students”)</p> <p>7. Collection and analyzing math data and setting annual classroom goals. (NWEA, Quarterly Assessments, Modules)</p> <p>8. Analyzing data and module assessments for individual students and using the data to plan small group instruction. (Aligned with data cycles and monitoring)</p>	
08/2022	01/2023	Creation of an AIS Spanish Math position to provide support to students whose first language is Spanish (Grades 1-5)	Admin
09/2022	11/2022	Deliver planned lessons daily adhering to schoolwide expectations as defined in the implementation guides and focusing on improving implementation of Seymour MP1 and MP2 expectations for Math.	Teachers
09/2022	01/2023	<p>Create and follow monthly walkthrough schedule with frequency of visits to each classroom based on the level of support of the teacher personalized support plans.</p> <p>Provide teachers with written or in-person feedback (depending on the level of support) on the Seymour Marking Period 1 & MP 2 expectations and the focus area from the teacher’s personalized support plan.</p> <p>Collect and analyze data on schoolwide implementation of Seymour MP1 and MP2 instructional expectations as defined in the implementation guides. Identify areas to report out and celebrate with the staff at faculty meeting.</p>	Admin, Building Coaches, SLT
09/2022	01/2023	<p>Plan ways to celebrate math each marking period beginning MP 2 schoolwide.</p> <p>Distribute Math awards according to the incentive schedule (incentive activities such as awards certificates, lunch bunches, prizes).</p>	Student Incentive Committee, Student Council

		Recognize achievement and growth in math at the quarterly assemblies.	
11/2022	11/15/2022	Provide the teachers with the protocols and templates that need to be completed to report out mid-year progress towards goals in preparation for data meeting.	Admin, Building Coaches
11/2022	01/2023	Analyze the student data and follow the protocol to determine progress towards goals for math.	Teachers
09/2022	01/2023	Leverage the QR Teacher and QR TA, and AIS Spanish Math teacher as resources for teacher so they can incorporate support in the classroom using similar strategies. QR teacher will provide a report with a brief summary to classroom teachers on the progress of students in math.	QR Teacher, QR TA AIS Spanish Math Teacher, Classroom Teachers
09/2022	01/2023	Provide students with choices in activities, projects and curriculum materials and plan what the options are at monthly PLCs focused on this.	Teachers Student Council

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 September 2022	7%-point decrease in Level 1 from baseline 3%-point increase in Levels 3-4 from 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
01/2023	4/1/2023	Revisit schoolwide expectations and look-fors for Math for MP 3 and MP4.	Admin, Building Coaches
01/2023	03/2023	Update the walkthrough tool to reflect the focus practices for MP3 and MP4. Collaborate with District staff to update the walkthrough tool.	Admin, Building Coaches
01/2023	06/2023	Continue updating school pace data monthly to reflect current levels for IRLA and ENIL.	Teachers
01/2023	06/2023	Revise personalized coaching plans for teachers and make modifications as needed based on self-assessment goals and areas of need.	Admin, Building Coaches
01/2023	06/2023	Continue monitoring and adjusting teacher personalized coaching plans to address identified instructional practices.	Admin, Building Coaches
01/2023	06/2023	Revisit and revise PD plan with the math training for teachers based on the math instructional expectation for MP3 and MP4.	Admin, Building Coaches
01/2023	06/2023	<p>Continue with the implementation of Tier I instructional strategies to increase student achievement. Update the PD Plan as needed</p> <ol style="list-style-type: none"> 1. Unpacking modules prior to teaching them to understand specific concepts, skills, assessments and to plan differentiation. Manipulatives; Visual Models 2. Using formative assessments during and after the lesson to adjust (Do Nows, asking questions, discussion or writing prompt, tasks/activities, exit tickets & planned Questions, Eureka Math application problems, Eureka math fluencies, Eureka math problem sets, Eureka debrief discussion-based prompts and assessment-based guidelines, Seesaw activities, anecdotal notes). 3. Differentiation for core instruction <ol style="list-style-type: none"> a. *Implementing the math program and digital content (Eureka In Sync) with fidelity through unpacking modules prior to teaching them to understand specific 	Teachers

		<p>concepts, skills, the assessments and to plan differentiation (“Supporting and Challenging Students”)</p> <ol style="list-style-type: none"> 4. Collection and analyzing math data and setting annual classroom goals. (NWEA, Quarterly Assessments, Modules) 5. Analyzing data and module assessments for individual students and using the data to plan small group instruction. (Aligned with data cycles and monitoring) 	
01/2023	06/2023	Continue to deliver planned lessons daily adhering to schoolwide expectations and focusing on improving implementation of Seymour MP3 and MP4 expectations for Math.	Teachers
01/2023	06/2023	<p>Continue to follow monthly walkthrough schedule with frequency of visits to each classroom based on the level of support of the teacher personalized support plans.</p> <p>Continue to provide teachers with written or in-person feedback (depending on the level of support) on the Seymour Marking Period 3 & MP 4 expectations and the focus area from the teacher’s personalized support plan.</p> <p>Continue to collect and analyze data on schoolwide implementation of Seymour MP3 and MP4 Instructional expectations. Identify areas to report out and celebrate with the staff at faculty meetings.</p>	Admin, Building Coaches
01/2023	06/2023	Continue celebrating and distributing Math awards according to the incentive schedule (incentive activities such as awards certificates, lunch bunches, prizes).	Student Incentive Committee and Student Council
02/2023	06/2023	Analyze student data with mid-year and marking period 3 progress towards goals and make necessary adjustments.	Teachers
01/2023	06/2023	Continue leveraging the QR Teacher, QR TA, and AIS Spanish Math Teacher. Utilize their individual progress report to continue incorporating best strategies in the classrooms.	QR Teacher, QR TA and AIS Spanish Math Teacher

English Language Proficiency (ELP) Goal

Subgroup	June 2023 Goal
English Language Learners	1.00 or higher ELP Success Ratio
English Language Learners	June 2023 School Rate of Success Goal: 80% (National Geographic Vocabulary, Grammar and Comprehension Assessment)

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?)
Scaffolding and differentiating during lessons to allow for students at different skill levels to engage in the grade level work occurs inconsistently across classrooms due to limited training and coaching of teachers at different skill levels and expertise with scaffolding. More training and coaching support is needed in these areas.	K-5 English Language Learners
Teachers lack learning opportunities that allow them to engage in effective collaboration and co-teaching. Limited professional development and coaching support has been offered to teachers focused on co-planning, co-designing instruction, and collaborating to service multilingual learners.	K-5 Multilingual Learners

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
09/2022	09/09/2022	Offer Dual Language Orientation that addresses programming and expectations for teachers in a dual language school.	Administration and Instructional Coaches
09/2022	01/2023	Define the schoolwide expectations for supporting English Language Learners (ELLs) (and Spanish Language Learners – SNL). During unit unpacking, consider and plan for scaffolding and differentiation. Teachers explicitly indicate the scaffolds and differentiation for language learners in lesson plans.	Administration and Instructional Coaches

09/2022	10/2022	<p>Provide opportunities for new instructional staff with the ENL PD series using Canvas Courses.</p> <ol style="list-style-type: none"> 1. Provide teachers with information on the ELLs in their classes. Guide their understanding of the levels of each ELLs in, their data from NYSESLAT & ELP assessment, their individual language goals, and the instructional strategies / scaffolds that match their levels (MP1 and 2) 	ENL Department (New Educator Orientation and as needed throughout the school year)
09/2022	01/2023	<p>Create and follow a monthly walkthrough schedule with frequency of visits to each classroom based on the level of support the teacher needs.</p> <p>Provide teachers with written or in-person feedback on their implementation of strategies to support MLLs during instruction and the effective use of co-teaching strategies.</p>	Administration and Instructional Coaches
09/2022	01/2023	Dedicate at least 1x a week for collaborative planning and coordination between classroom teachers and specialized teachers to maximize the integration of content and language.	Instructional Coaches, Teachers, and Support Staff
09/2022	01/2023	Utilize multiple data points to develop language goals for students and monitor progress toward those goals using Ellevation.	ENL Teachers
09/2022	01/2023	Schedule data meetings to monitor the progress of the MLLs subgroup and make instructional adjustments to ensure equity.	Admin, Instructional Coaches, Teachers

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 administration	54% of students meeting individual expected target "School Rate of Success"

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
01/2023	02/2023	Refresh schoolwide expectations for supporting English Language Learners (ELLs) (and Spanish Language Learners – SNL).	Building Coaches, ENL Teacher Leaders
01/2023	06/2023	Continue unit unpacking and planning for scaffolding and differentiation. Teachers explicitly indicate the scaffolds and differentiation for language learners in lesson plans.	Building Coaches, ENL Teacher Leaders
01/2023	06/2023	<p>Create and follow a monthly walkthrough schedule with frequency of visits to each classroom based on the level of support the teacher needs.</p> <p>Provide teachers with written or in-person feedback on their implementation of strategies to support MLLs during instruction and the effective use of co-teaching strategies.</p>	Administration and Instructional Coaches
01/2023	06/2023	Continue to allocate 1x a week for collaborative planning and coordination between classroom teachers and specialized teachers to maximize the integration of content and language.	Instructional Coaches, Teachers, and Support Staff
01/2023	06/2023	Utilize multiple data points to develop language goals for students and monitor progress toward those goals using Ellevation.	ENL Teachers
01/2023	06/2023	Schedule data meetings to monitor the progress of the MLLs subgroup and make instructional adjustments to ensure equity.	Admin, Instructional Coaches, Teachers

Chronic Absenteeism Goal

Subgroup	June 2023 Goal
All Students	46.6% 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 communicated the impact of attendance and absences on student learning and on the school goals to families of some students who were struggling with attendance or were chronically absent, but we did not communicate the importance and impact of attendance or implement tier 1 attendance monitoring strategies with all families early enough in the school year or regularly enough including going through a commitment process with all families.	K-5
Lack of tier one attendance interventions/incentives at the classroom level because communicating the expectations of and monitoring the Tier 1 attendance interventions / incentives with teachers including expectations and common schoolwide strategies for student engagement have not occurred consistently.	K-5
We did not implement the refined process and protocols for identifying the specific needs or concerns of some individual students, why they are not coming to school consistently, and identifying personalized solutions or supports for them early enough in the school year due to a focus on developing the protocols at the beginning of the school year.	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?			
Start	End	Action	Lead
09/2022	01/2023	Celebrate and recognize students who are present all week (PAW) Weekly drawings will be held	Teachers Attendance Team
08/2022	10/2022	Create an impact team to help with attendance concerns and use it to refer students with severe chronic absenteeism.	Admin and Attendance Team

			Office of Student Support
08/2022	10/2023	Create a building attendance tiered plan	Admin and Attendance Team
09/2022	01/2023	Use communication platforms such as School Messenger, Talking Points, as well as District and Building social media pages to promote universal expectation for attendance (in both English and Spanish, and any other language represented in the building).	Admin and Attendance Team
08/2021	01/2023	<p>Convene the Attendance Team in August and continue to meet weekly and plan communication to families about attendance and the impact on academic skills. The team consists of administrators, social workers, family engagement liaison and other support staff.</p> <p>Analyze attendance data bi-weekly with a focus on chronic absenteeism data identify students who are chronically absent or at-risk of being chronically absent and contact families to create personalized intervention plans for individual students as they become at-risk of being chronically absent.</p>	Admin, SIT Expert, Attendance Team, Social Worker
09/2022	01/2023	Communicate with families using the tiered outreach plan to ensure that student unexcused absences result in outreach phone call to check-in and state that child was missed in class	Teachers
09/2022	01/2023	Monitor attendance data with a focus on students with two or more absences and alert support team. Classroom teachers and members of the attendance team will work to create a plan for those students identified.	Admin, SIT Expert, Attendance Committee, Social Worker
09/2022	01/2023	Schedule monthly meetings with teachers and Attendance Support Team	Teachers Attendance Team
09/2022	01/2023	Analyze chronically absent data and implement incentives planned by the Incentive Team and Student Council.	Admin, SIT Expert, Attendance Committee, Social Worker

			Student Council
09/2022	01/2023	<p>Refine protocols for students absent more than one, two or five days and make referrals to outside agencies working with district and families after five days absent. (Refer to Delaware plan)</p> <p>ACCESS Referral</p> <p>SW/Admin can refer to ACCESS as needed for short-term attendance support (voluntary participation)</p> <p>SIT Referral</p> <p>Teacher or Support Staff can make referral to SIT Team. The Student Intervention Team meets with the classroom teacher to create a child-specific action plan including identifying targeted interventions and progress-monitoring outcomes. Student and parent input should be included in SIT process.</p> <p>Impact Team Referral</p> <p>Students with severely chronic absenteeism are supported by an assigned Impact Coach who will make weekly outreach, home visits and report to administrator and Impact Team on student progress at weekly meeting.</p>	Admin, SIT Expert, Attendance Committee, Social Worker
09/2022	01/2023	Implement and monitor our Progression of Interventions for chronic absenteeism. Share updates with staff including updating protocols and tools as needed.	Admin, Attendance Committee, Social Worker Assistant, Classroom Teachers, Incentive Team, SIT Expert Team
09/2022	01/2023	Monitor the attendance data and the implementation of the personalized intervention plans for students at-risk of being chronically absent or students who are chronically absent a minimum of bi-weekly. Collaborate with families, the student, and the classroom teacher to adjust the plans as needed if attendance is not	Admin, Attendance Committee, Social Worker Assistant,

		improving, including adding the increased interventions defined below.	Classroom Teachers, Incentive Team, SIT Expert Team
09/2022	01/2023	Use already scheduled school events throughout the year to inform families about attendance expectations (In-person and virtually).	Admin
09/2022	01/2023	Schedule and hold family meetings (alternating in-person and virtually) each month specifically focusing on attendance and chronic absenteeism (for Spanish-speaking families and English-speaking families), chronic absenteeism, the school's report card and accountability as related to attendance, and what families can do to support. Report out to families the progress on attendance during monthly meetings. Hold meetings and provide updates in the afternoon and at evening family engagement events as well.	Principal
09/2022	01/2023	Celebrate attendance improvement and achievement of students with 95% or higher at quarterly assemblies.	Admin, Attendance Committee, Social Worker and Social Worker Assistant

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%	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? *(add additional rows as needed)*

Start	End	Action	Lead
01/2023	06/2023	Continue monthly celebrations and recognize students who are present all week (PAW)	Teachers

		Weekly drawings will be held	Attendance Team
01/2023	06/2023	Send out personalized attendance data / information to each family of students in all K-5 grades to provide updates on individual attendance data a minimum of twice per month (in both English and Spanish, and any other language represented in the building).	Family Program Aide
01/2023	06/2023	SIT continues to meet weekly and plan communication to families about attendance and the impact on academic skills. The team consists of administrators, social workers, family engagement liaison and other support staff.	Attendance Committee, SIT Expert Team
01/2023	06/2023	Attendance team continues to analyze attendance data bi-weekly with a focus on chronic absenteeism data to identify students who are chronically absent or at-risk of being chronically absent and work with teacher to contact families to create personalized intervention plans for individual students as they become at-risk of being chronically absent. Follow the building attendance tiered plan.	Attendance Committee, SIT Expert Team
01/2023	06/2023	Analyze mid-year Chronic Absenteeism data and determine any additional trends and identify corresponding interventions as needed. Share the data with staff of which students were identified as at-risk for chronic absenteeism. Conduct a refresh review of attendance protocols and interventions with staff.	Attendance Committee, SIT Expert Team
01/2023	06/2023	Monitor and implement building wide incentive initiatives recognizing positive attendance trends weekly, monthly, and quarterly and communicate with families.	Attendance Committee, SIT Expert Team
01/2023	06/2023	Communicate absences with families to ensure that student unexcused absences result in outreach phone call to check-in and state that child was missed in class	Teachers
01/2023	06/2023	Continue implementing and/or monitoring personalized intervention plans created through SIT referrals and	Attendance Committee, SIT Expert Team

		meetings for those students identified. Adjust plans as needed.	
01/2023	06/2023	Send letters to families of students who are chronically absent or at-risk of becoming chronically absent.	Social Worker, Social Worker Assistant and Family Program Aide
01/2023	06/2023	Continue to work with outside agencies and other district partners to refer cases of high needs and interventions (after 10 or more days of absence).	Social Worker, Social Worker Assistant and Family Program Aide
01/2023	06/2023	Monitor the attendance data and the implementation of the personalized intervention plans for students at-risk of being chronically absent or students who are chronically absent a minimum of bi-weekly. Collaborate with families, the student, and the classroom teacher to adjust the plans as needed if attendance is not improving.	Admin, Attendance Committee, SIT Expert Team
01/2023	06/2023	Schedule monthly meetings with teachers and Attendance Support Team	Teachers Attendance Team
01/2023	06/2023	Continue using scheduled school events throughout the year to inform families about attendance expectations (In-person and virtually).	Admin
01/2023	06/2023	Continue to send ongoing Robo Calls and Robo Texts, Talking Points and School Social Media platforms information and communication in multiple languages - and send quarterly communication (possible flyers) to the families promote universal expectations for attendance and include notifications and reminders (asking for updates of contact information).	Admin, LMS
01/2023	01/2023	Schedule and hold family meetings (alternating in-person and virtually) each month specifically focusing on attendance and chronic absenteeism (for Spanish-speaking families and English-speaking families), chronic absenteeism, the school's report card and accountability as related to attendance, and what families can do to support. Report out to families the progress on attendance during monthly meetings. Hold meetings and provide updates in	Principal

		the afternoon and at evening family engagement events as well.	
01/2023	06/2023	Continue to recognize attendance improvement and students with 95% attendance or higher at quarterly building assemblies.	Attendance Committee and Student Incentive Committee Student Council

Survey Goal

Stakeholder Group	Survey Question	2023 Target Response (e.g. % agree or strongly agree)	2022 Result (e.g. % agree or strongly agree)
Teachers	How confident are your students in their ability to learn all the material presented in your class?	Extremely Confident = 50% Quite Confident = 30% Somewhat Confident = 15% Slightly Confident = 5% Not at all = 0%	Extremely Confident = 14% Quite Confident = 23% Somewhat Confident = 27% Slightly Confident = 22% Not at all Confident = 14%
Students	How sure are you that you can complete all the work that is assigned in your class? This question will be modified for primary grade levels	Extremely Sure = 35% Quite Sure = 40% Somewhat Sure = 20% Slightly Sure = 5% Not at all Sure = 0%	Extremely Sure = 28% Quite Sure = 37% Somewhat Sure = 22% Slightly Sure = 7% Not at all Sure = 6%

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?)
Teachers may lack confidence to differentiate and provide scaffolds for students with such varying ability levels due to a lack of us providing them	All grades/All contents

with the intense training and coaching support on planning for and implementing differentiation and scaffolds.	
Students may lack confidence in their abilities based on awareness of achievement gaps as we have not focused on teaching them about growth mindset and building their confidence by engaging them in goal setting, monitoring and by explicitly teaching them strategies to support their comprehension. Teachers have not focused on teaching this consistently because we have not provided adequate training and coaching in these areas.	All grades/All contents

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
09/2022	01/2023	Include in our monthly pd plan topics for instructional and non-instructional staff on Growth Mindset that address goal setting, monitoring, and the strategies to support students with comprehension including PD topics and schoolwide practices and structures.	Admin and Building Coaches
10/2022	01/2023	Implement PD for strategies to use for differentiation and formative assessments to close learning gaps and increase student confidence. Update the PD Plan to reflect the training topics.	Building Coaches
10/2022	01/2023	Include the Walkthrough tool Look-Fors focused on teachers providing opportunities for all students to engage with grade level content.	Admin
09/2022	01/2023	Recognize students' academic achievement quarterly	Student Incentive Team Student Council
09/2022	01/2023	Implement Growth Mindset instruction once per week with students and celebrate successes to close learning gaps and increase student confidence.	Building Coaches
01/2023	01/2023	Refer students to the appropriate support staff member for additional support regarding self-esteem and confidence.	Support staff
01/2023	01/2023	Disseminate the survey question to staff and compare the results with baseline data.	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
Survey Results	60% of the instructional staff feel students are extremely confident or quite confident of their ability to learn all the material presented to them in class. 55% of students feel extremely sure or quite sure that they can complete all the work that is assigned in their class

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
02/2023	06/2023	Continue to include in our monthly pd plan topics for instructional and non-instructional staff on Growth Mindset that address goal setting, monitoring, and the strategies to support students with comprehension including PD topics and schoolwide practices and structures.	Admin and Building Coaches
02/2023	06/2023	Ongoing PD implementation of strategies to use for differentiation and formative assessments to close learning gaps and increase student confidence. Update the PD Plan to reflect the training topics.	Building Coaches
02/2023	06/2023	Continue to use the Walkthrough tool Look-Fors focused on teachers providing opportunities for all students to engage with grade level content.	Admin
02/2023	06/2023	Plan assemblies to recognize students' academic achievement quarterly	Student Incentive Team Student Council

02/2023	06/2023	Implement Growth Mindset instruction once per week with students and celebrate successes to close learning gaps and increase student confidence.	Building Coaches and Teachers
01/2023	06/2023	Refer students to the appropriate support staff member for additional support regarding self-esteem and confidence.	Support Staff
06/06.2023	06/09/2023	Disseminate the survey questions to staff and students and compare the results with mid-year data.	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

There was a mix of student responses regarding how confident students feel they can learn the material presented in class. Many felt that if they were struggling, they could ask their teacher for help. We need to continue to create opportunities for students to engage in the creation of activities, projects and curriculum materials that include and reflect topics of social justice to develop leadership skills. We will utilize our student council to lead us in some of this work. We should provide students with choices in activities, projects and curriculum materials and plan what the options are at monthly PLCs focused on this.

Equity Self-Reflection

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

Many teachers noted inequity in curricular resources, not everything is offered in Spanish and that is problematic for our dual language programming. Teachers also noted we need to hold more opportunities for families to participate in school wide events. We are holding a summer BBQ to start the year off building strong relationships with families and plan to hold more frequent events. We also will hold meetings which will allow families to share their voices and thoughts in schoolwide decisions.

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)	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
James Nieves	Principal
Jessa Salibrici	Vice Principal
Iliana Rosa	Dual Language Spanish K Teacher
Lillian Zayas	Dual Language Coach
Erica Daniels	ENL Coach
Amber Cook	Instructional coach
Christian Espinosa	ENL Teacher
Kelly Weatherby	School Psychologist/Unit 1 Rep
Sandra McKenney	Dual Language Spanish/5 grade teacher.
Krissy Kolbasook	QR Teacher Assistant
Lina Barrientos	Social Worker Assistant
Nilsa De Jesus	Programming Aide / Family Engagement
Jennifer Coyle	Kindergarten Teacher
Michelle Brooks	Kindergarten Special Ed Teacher
Courtney Mullaley	Special Ed Techer
Celimar Fuentes-Boria	Parent/School Secretary
Leyanis De La Pena	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
6/16/22		X			
6/17/22	X				
7/18/22			X	X	
7/19/22			X	X	X
7/20/22			X		X
7/21/22				X	
7/25/22			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.