



# School Comprehensive Education Plan 2023-24

District	School Name	Assistant Superintendent	Principal	Grades Served	Accountability Status
Syracuse City School District	Van Duyn Elementary	Melissa Evans	Amanda Shepherd	K-5	<input checked="" type="checkbox"/> CSI <input type="checkbox"/> ATSI/TSI <input type="checkbox"/> LSI

### Collaboratively Developed By:

The Van Duyn SCEP Development Team

*And in partnership with the staff, students, and families of Van Duyn Elementary.*

# Guidance for Teams

## Process

Prior to working on this document, school teams should be sure to complete the following activities as part of its needs assessment:

- **Envision:** Explore its vision, values, and aspirations
- **Analyze:** Review and analyze internal and external data, including survey data, and reflect on systems and structures
- **Listen:** Conducting student interviews
- **Putting It All Together**

School teams should complete the SCEP *Putting it all Together* document to make connections between activities, identify areas of need and root causes, develop Theories of Action, and identify corresponding priorities and activities for the upcoming year as the team considers **“What should we prioritize to support our students and work toward the school we wish to be?”**

## Year-End Goals and Progress Targets

Schools should consider success criteria and benchmarks that will help them determine if they are making sufficient progress toward their goals throughout the year. Each Goal Area will have at least one end-of-the-year goal, a mid-year benchmark, action steps that will allow the school to reach those goals and benchmarks, and early progress milestones.

The plan template is designed with the intention that school teams return to their plan regularly throughout the year and update as necessary and complete the reflection charts (light yellow sections) in the Early Progress Targets and Mid-Year Benchmark sections.

## Action Steps

In conjunction with identifying benchmarks, teams should develop action steps that will allow the school to reach these benchmarks and year-end goals.

## Resources for the Team

- [SCSD 2023-24 SCEP Development](#)

## Submission Instructions

**CSI Schools:** By **July 7th**, upload the final version of the SCEP to your “Final 2023-24 SCEP” folder on Office 365, and **then email Dan Burton at [dburton@scsd.us](mailto:dburton@scsd.us) to inform him that it has been uploaded.** The District will present it to the Board of Education and share it with NYSED by July 28 for approval.

**TSI/ATSI Schools:** By **July 14th**, upload the final version of the SCEP to your “Final 2023-24 SCEP” folder on Office 365, and then **email Dan Burton at [dburton@scsd.us](mailto:dburton@scsd.us) to inform him that it has been uploaded.** The District will approve your plan and present it to the Board of Education.

**LSI Schools:** By **August 11th** upload the final version of the SCEP to your “Final 2023-24 SCEP” folder on Office 365, and **then email Dan Burton at [dburton@scsd.us](mailto:dburton@scsd.us) to inform him that it has been uploaded.** The District will then approve your plan.

## ELA Goal

Directions: All schools should add at least one school-level goal that can be measured by June 2024. Identify the subgroup for which the school is generating a year-end goal. Schools in CSI and LSI status should use “All Students” and may add specific subgroups based on data. Schools in ATSI/TSI status should have a year-end goal for each identified subgroup.

### Year-End Goals

Student Goals					
Goal #	Subgroup	Measure	Year-End Goal		
ELA 1	All Students	Academic Achievement Index	TBD/Place Holder Based on NYSED Provided MIPs		
ELA 2	All Students	Percent of Students at Each Performance Level on 2023-24 NYS ELA Assessment	<b>Level 3 &amp; 4</b>	<b>Level 2</b>	<b>Level 1</b>
			40%	20%	40%
			# students= 67	# students= 34	# students= 66
ELA 3	Students Grades 3-5	NWEA	85% of students will meet their growth projection		
ELA 4	Kindergarten	DIBELS: NWF – WRC	80% of kindergarten students will meet or exceed benchmark by June 2024.		
ELA 5	Grades 1-5	DIBELS: ORF	70% of students will make at least above average growth (1.5 years)  100% of students that are proficient (green) will maintain their proficiency		

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

Adult/Schoolwide Behaviors and Practices Goals		
Group	Measure	Year-End Goal
Teachers	Walk through tool/checklist	100% of teachers will be implementing teaching practices based on professional development, student ownership and engagement in learning.

		80% of teachers will be implementing the building-wide instructional priorities in ELA classes to a minimum of Stage 3.
Admin/Coaches	School Mint	100% of teachers will receive immediate written feedback following the completion of monthly walkthroughs.

## Theory of Action

Based on the needs assessment process and SCEP reflection, we have drilled down to the following root causes and theories of action:

	Root Cause	Theory of Action (TOA) <i>(If/Then Statement)</i>
1	<p>Area of Need: Not meeting the foundational pre-reading/fluency needs of each individual child and structures in place to support students to own their learning through goal setting.</p> <p>Teachers have not been provided with sufficient training and follow-up monitoring, feedback, and coaching support to analyze data to determine students' early literacy skill (K-5) and comprehension skill (2-5) strengths and deficits and to create and implement action plans for targeted small group instruction (Tier 2) that result in students meeting individual growth goals.</p>	<p>If teachers are provided with training to analyze early literacy and comprehension data to determine skill deficits and set goals for and with students (Data Driven Instruction/Goal setting), then they will be able to plan and implement targeted small group instruction that includes appropriate intervention to increase students' literacy skills and reach individual reading goals.</p>

<p><b>2</b></p>	<p>Areas of need: shift to students having increased cognitive lift, engagement including increased discussion during lessons to talk about the content and process their learning and understanding.</p> <p>Lack of defining schoolwide expectations/instructional priorities for Tier 1 ELA instruction (<i>daily learning objectives; accountable talk; planned formative assessments including exit slips</i>) and not providing teachers with training on the science of reading to help them understand, plan for, and consistently implement the curriculum and daily lessons effectively that should result in at least 80% of students meeting daily lesson objectives.</p> <p>An accountability system to consistently monitor and provide feedback and coaching support to teachers on Tier1 expectations is not in place.</p>	<p>If we identify effective Tier 1 instructional practices and implement a consistent system to train teachers, using data-driven practices to guide planning, developing and implementing daily lessons, monitor and provide feedback, then at least 80% of students will meet lesson objectives and result in increased student achievement.</p>
<p><b>3</b></p>	<p>Ineffective scheduling has impacted the consistency of tier 1 and tier 2 instruction received by students who receive intervention and special education support</p>	<p>If we create a master schedule that allows for classroom teachers to provide Tier 1 and Tier 2 instruction to students who receive intervention and special education services, then student proficiency will increase.</p>

## Priority

Based on the needs assessment process and SCEP reflection, we identified the following priority(ies) we will focus on for this goal area (*3 maximum*):

Priority	
1	Effectively Using Data to Plan, Implement, and Adjust Targeted Small Group Instruction, including Student Conferencing, to Focus on Early Literacy & Comprehension
2	Effectively Planning, Delivering & Monitoring Tier 1 Lessons with Daily Learning Objectives, Accountable Talk and Formative Assessments Clearly Defined
3	Refine the master schedule and service delivery plan in support of MTSS for all students

## Early Progress Milestones

We believe we will be on track to meet our benchmarks if eight weeks into the school year we are able to reach the following milestones *(delete unused rows)*:

Subgroup / Group	Measure	8 Week Milestone	Actual Data	Status	Notes
Academic Leadership Team	Data Analysis Protocol	There will be a school wide data analysis protocol created.		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	
K-5 Teachers	Data Analysis Sheet & Student Action Plans	100% of classroom and intervention teachers will complete first round of data analysis following the Van Duyn protocol to set goals and create action plans for Tier 1 & Tier 2 support.		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	
K-5 Teachers & Students	Data binders/Student Conferences	100% of teachers will implement data binders for each student and have conducted at least 1 round of student conferences focused on reading skills, fluency, and NWEA (2-5)		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	

		following Van Duyn protocol.			
Kindergarten	DIBELS NWF - WRC	50% of students at each grade level have increased their correct letter sounds by at least 6 points from their September baseline data.			

## Action Plan: August to January

We will implement these action steps in the first half of the year which will enable us to meet our mid-year benchmark targets and place us on-track to meet our year-end goals *(add additional rows as needed)*:

Start Date (M/D/YY)	End Date (M/D/YY)	Action Step <i>(begin with verb)</i>	Lead(s)	TOA #
8/23	8/23	Create a master schedule includes small group rotations that align with AIS and CT so that all students will receive Tier 1 and Tier 2 instruction from their classroom teacher.	Admin	3
8/23	9/8	Define the Van Duyn expectations (implementation progression) for targeted small group instruction and for tier 1 schoolwide best practices (Daily Learning Objectives, Accountable Talk, and Formative Assessment). Communicate the common expectations for Tier 1 lessons and instruction to all teachers.	ALT	1-2
8/23	9/8	Create year-long PD Plan that clearly defines the roll-out and trainings of our instructional priorities (using data to plan and adjust targeted small group instruction; Science of Reading; planning daily learning objectives and aligned Tier 1 lessons; accountable talk; planning and using formative assessments in Tier 1).	Coach/Teachers	1-2
8/23	9/8	Provide designated time and opportunities for teachers to use literacy resources and include that in the PD Plan.	Coach/Teachers	1

9/23	10/23	Schedule and hold mid-year data meetings with each teacher to reflect on data cycles and progress towards mid-year classroom goals.	Admin Coach Teachers	1-2
9/23	10/23	Provide teachers with time and resources to plan and implement Data Driven instruction in teacher led groups and center rotations.	Coach/Teachers	1-2
9/23	9/23	Identify a team leader at each grade level.	Teachers	2
9/23	9/23	Create data analysis protocol for reading skills.	ALT (Academic Leadership Team)	1
9/23	9/23	Provide team leaders with professional development on data analysis protocols.	Coach/Teachers	1
9/23	1/24	Utilize team leaders to lead grade level teams in data analysis to drive instruction every 2 weeks.	Team leaders/teachers	1
9/23	9/23	Create data binders and student conference protocol at each grade level for reading skills, fluency and NWEA (2-5).	teachers/ALT	1
9/23	9/23	Train teachers and calibrate on administering and scoring assessments.	Coach/Teachers	1
10/23	10/23	Provide professional development for teachers on how to effectively run a student conference.	Coach/teachers	1
10/23	1/24	Utilize teacher and student conferencing to review reading skills/fluency data to allow for student ownership of their learning.	teachers	1
10/23	1/24	Support students in creating personalized learning goals based on their reading skills/fluency data.	Teachers	1
10/23	1/24	Create a schedule for administration of DIBELS every 2 weeks to progress monitor reading fluency.	ALT	1
10/23	1/24	Implement teacher use of decoding diagnostic tool and/or phonemic awareness tool as skills are taught to ensure students have reached mastery	Teachers	1



9/23	1/24	Utilize teacher & students conferencing following each NWEA administration (3 times/year) to set goals and review next steps.	Teachers	1
8/23	9/8	Create a walkthrough schedule that ensures each teacher is visited and provided feedback at least once a month.	Admin	1-2
10/23	1/24	Conduct consistent and targeted walkthroughs to each class at least once per month to see application of teaching practices based on professional development, including the schoolwide priorities of targeted small group instruction, lessons aligned to daily learning objectives, accountable talk and student engagement, and using formative assessments effectively.	Coaches/Admin	1-2
10/23	1/24	Implement bi-weekly or monthly coaching cycles for teachers that need support based on walkthroughs	ALT	1-2
8/23	9/8 1/2024	Create and update at least quarterly the walkthrough tools that align with professional development, planning and teaching expectations on School Mint Grow  Distribute the walkthrough tool to teachers while they are receiving professional development to show what is expected to be implemented.	ALT	1-2
9/29	1/2024	Analyze walkthrough trend data monthly to determine adjustments to the PD Plan and coaching.	ALT	1-2

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

## Mid-Year Benchmark Targets

We believe we will be on track to meet our year-end goals if, by Dec/Jan/Feb we are able to reach the following targets:

Subgroup / Group	Measure	Mid-Year Target	Actual Data	Status	Notes
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2-5 Students	NWEA	85% of students will meet their individual mid-year target	On Track <input type="checkbox"/> Off Track <input type="checkbox"/>
Kindergarten-	DIBELS PSF	80% of students will meet their mid-year benchmark	On Track <input type="checkbox"/> Off Track <input type="checkbox"/>
1 <sup>st</sup> Grade	DIBELS ORF	80% of students will meet their mid-year benchmark	On Track <input type="checkbox"/> Off Track <input type="checkbox"/>

## Action Plan: January to June

We will implement these action steps in the second half of the year which will enable us to meet our year-end goals *(add additional rows as needed)*:

Start Date (M/D/YY)	End Date (M/D/YY)	Action Step	Lead(s)	TOA #
1/24	6/24	Analyze data by Team leaders, to drive instruction every 2 weeks	Team leaders/teachers	1-2
1/24	2/24	Schedule and hold data meetings with each teacher to review classroom baseline data and to set annual classroom goals aligned with school-wide goals and identify end-of-year goals for each student.	Admin Coach Teachers	1- 3
1/24	6/24	Utilize teacher and student conferences to review reading skills/fluency data to allow for student ownership of their learning	Teachers	1
1/24	6/24	Create student personalized learning goals with teacher's support based on their reading skills/fluency data	Teachers	1

1/24	6/24	Conduct consistent and targeted walkthroughs by coaches and administration to see application of teaching practices based on professional development, student ownership and engagement in learning	Coaches/Admin	1
1/24	6/24	Create walkthrough tools aligned with professional development and teaching expectations on School Mint Grow	ALT	1-3
1/24	6/24	Distribute the walkthrough tool to teachers while they are receiving professional development and feedback will be given immediately following the walkthrough	ALT	1-3
1/24	6/24	Implement coaching cycles for teachers that need support based on walkthroughs	ALT	1-3
1/24	6/24	Utilize teacher & students conferencing following each NWEA administration (3 times/year) to set goals and review next steps	teachers	2
6/2024	6/20/24	Schedule and hold end-of-year data meetings with each teacher to review progress and proximity towards reaching annual classroom goals and end-of-year goals for each student.	Admin Coach Teachers	1-3

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

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



# Math Goal

Directions: All schools should add at least one school-level goal that can be measured by June 2024. Identify the subgroup for which the school is generating a year-end goal. Schools in CSI and LSI status should use “All Students” and may add specific subgroups based on data. Schools in ATSI/TSI status should have a year-end goal for each identified subgroup.

## Year-End Goals

Student Goals					
Goal #	Subgroup	Measure	Year-End Goal		
Math 1	All Students	Academic Achievement Index	TBD/Place Holder Based on NYSED Provided MIPs		
Math 2	All Students	Percent of Students at Each Performance Level on 2023-24 NYS Math Assessment	Level 3 & 4	Level 2	Level 1
			25%	25%	50%
			# students= 42	# students= 42	# students= 83
Math 3	All Students	NWEA	85% of students will meet their growth projections		
Math 4	All Students	Core Fluency	50% of students in K-2 will successfully complete all grade level Core Fluencies		
			25% of students in grades 3-5 will successfully complete all grade level Core Fluencies		

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

Adult/Schoolwide Behaviors and Practices Goals		
Group	Measure	Year-End Goal
Teachers	Walk through tool/checklist	100% of teachers will be implementing teaching practices based on professional development, student ownership and engagement in learning.
Admin/Coaches	School Mint	100% of teachers will receive professional development and immediate feedback following the walkthrough.

## Theory of Action

Based on the needs assessment process and SCEP reflection, we have drilled down to the following root causes and theories of action:

	Root Cause	Theory of Action (TOA) (If/Then Statement)
1	<p>Area of Need: Not meeting the foundational skills, concepts and fluency needs of each individual child and structures in place to support students to own their learning through goal setting.</p> <p>Teachers have not been provided with sufficient training and follow-up monitoring, feedback, and coaching support to analyze data to determine students' core fluency and cardinality(K-2) and computational skills (2-5) strengths and deficits and to create and implement action plans for targeted small group instruction (Tier 2) that result in students meeting individual growth goals.</p>	<p>If teachers are provided with training to analyze early math and fluency data to determine skill deficits and set goals for and with students (Data Driven Instruction/Goal setting), then they will be able to plan and implement targeted small group instruction that includes appropriate intervention to increase students' mathematical skills and reach individual math goals.</p>
2	<p>Areas of need: shift to students having increased cognitive lift, engagement including increased discussion during lessons to talk about the content and process their learning and understanding.</p> <p>Lack of defining schoolwide expectations/instructional priorities for Tier 1 Math instruction (<i>daily learning objectives; accountable talk; planned formative assessments including exit slips</i>) and not providing teachers with training on math concept development to help them understand, plan for, and consistently implement the Eureka curriculum and daily lessons effectively that should result in at least 85% of students meeting daily lesson objectives.</p> <p>An accountability system to consistently monitor and provide feedback and coaching support to teachers on Tier1 expectations is not in place.</p>	<p>If we identify effective Tier 1 instructional practices and implement a consistent system to train teachers, using data-driven practices to guide planning, developing and implementing daily lessons, monitor and provide feedback, then at least 85% of students will meet lesson objectives and result in increased student achievement.</p>

## Priority

Based on the needs assessment process and SCEP reflection, we identified the following priority(ies) we will focus on for this goal area (3 maximum):

	Priority
1	Effectively Using Data to Plan, Implement, and Adjust Targeted Small Group Instruction, including Student Conferencing, to Focus on fluency and cardinality and computational skills
2	Effectively Planning, Delivering & Monitoring Tier 1 Lessons with Daily Learning Objectives, Accountable Talk and Formative Assessments Clearly Defined

## Early Progress Milestones

We believe we will be on track to meet our benchmarks if eight weeks into the school year we are able to reach the following milestones (*delete unused rows*):

Subgroup / Group	Measure	8 Week Milestone	Actual Data	Status	Notes
Academic Leadership Team	"Diving into the Module" rubric	Rubric is created		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	
Grade level teams	Data binders will be created for math skills	Data binders will be in use by students		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	
Classroom Teachers	Small Group Rotation	Small Group rotations will be in place and observed via walkthroughs and formal observations		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	

1 <sup>st</sup> – 5 <sup>th</sup> Grade Students	SCSD Fall Math Survey: Fluency	50% of students at each grade level will score above the first quintile on their core fluency assessments.			
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## Action Plan: August to January

We will implement these action steps in the first half of the year which will enable us to meet our mid-year benchmark targets and place us on-track to meet our year-end goals *(add additional rows as needed)*:

Start Date (M/D/YY)	End Date (M/D/YY)	Action Step <i>(begin with verb)</i>	Lead(s)	TOA #
9/23	9/23	Create a rubric/checklist to go along with “Diving into the Module” protocol	ALT	2
8/23	9/8	Define the Van Duyn expectations (implementation progression) for targeted small group instruction and for tier 1 schoolwide best practices (Daily Learning Objectives, Accountable Talk, and Formative Assessment). Communicate the common expectations for Tier 1 lessons and instruction to all teachers.	ALT	1-2
8/23	9/8	Create year-long PD Plan that clearly defines the roll-out and trainings of our instructional priorities (using data to plan and adjust targeted small group instruction; Science of Reading; planning daily learning objectives and aligned Tier 1 lessons; accountable talk; planning and using formative assessments in Tier 1).	ALT	1-2
9/23	9/23	Provide professional development for teachers for how to effectively plan and implement Eureka Math modules	Math Content Liaison	2
9/23	9/23	Create data binders at each grade level to include core set fluency/cardinality and NWEA (K-5).	teachers	2
9/23	1/24	Read module overview and take mid mod and end of mod assessments 2 weeks prior to starting the module, “Diving into the Module”	Teachers	2
9/23	1/24	Annotate lesson plans prior to teaching the lesson	Teachers	2
9/23	9/23	Implement small group rotation habits and expectations by Sept 25	Teachers	1



9/23	1/24	Provided teachers with time and resources to plan, differentiate, and implement Data Driven instruction in teacher led groups and center rotations.	Math Content Liaison and Coach	1
9/23	1/24	Analyze data to create differentiated small group instruction, including digital resources	Teachers/Coaches	1
9/18/23	10/10/23	Schedule and hold data meetings with each teacher to review classroom baseline data and to set annual classroom goals aligned with school-wide goals and identify end-of-year goals for each student.	Admin Coach Teachers	1, 2
9/23	1/24	Create action plans based on student need after administering NWEA	Teachers	1
8/23	8/23	Identify a committee for math instruction/diagnostics	Admin	1
9/23	10/23	Research and choose a progress monitoring tool to determine student strengths and needs and allow for data analysis	Math Committee	1
9/23	9/23	Explore grade level standards based diagnostic assessments (state or district created)	Math Committee	1
9/23	9/23	Train teachers and calibrate on administering and scoring assessments.	Math Committee	1
9/23	9/23	Administer math diagnostic tool to students	Teachers	1
10/23	1/24	Implement teacher use of diagnostic tool as skills are taught to ensure students have reached mastery	Teachers	1
10/23	1/24	Utilize teacher and student conferencing to review progress monitoring data and allow for student ownership of their learning	Teachers	2
10/23	1/24	Support students in creating personalized learning goals based on their Math data (NWEA, Fluency, digital content, modules)	Students/Teachers	2
9/23	10/23	Provide professional development to teachers on goal setting	Coaches	1
10/23	1/24	Conduct consistent and targeted walkthroughs by Coaches and Administration to see application of teaching practices based on professional development, student ownership and engagement in learning	Coaches/Admin/Math Committee	1

9/23	1/24	Create walkthrough tools that align with professional development, planning and teaching expectations on School Mint Grow	ALT	1-2
9/23	1/24	Distribute the walkthrough tool to teachers while they are receiving professional development and feedback will be given immediately following the walkthrough	ALT	1-2
10/23	1/24	Implement coaching cycles for teachers that need support based on walkthroughs	ALT	1-2
9/23	1/24	Utilize team leaders to lead grade level teams in data analysis to drive instruction every 2 weeks	Team leaders/teachers	1-2

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

## Mid-Year Benchmark Targets

We believe we will be on track to meet our year-end goals if, by Dec/Jan/Feb we are able to reach the following targets:

Subgroup / Group	Measure	Mid-Year Target	Actual Data	Status	Notes
K-5	NWEA	85% of students will meet their individual target		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	
1 <sup>st</sup> – 5 <sup>th</sup> Grade Students	SCSD Survey: Fluency	60% of students at each grade level will score at or above the third quintile on their core fluency assessments.		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	

## Action Plan: January to June

We will implement these action steps in the second half of the year which will enable us to meet our year-end goals *(add additional rows as needed)*:

<b>Start Date</b> (M/D/YY)	<b>End Date</b> (M/D/YY)	<b>Action Step</b> <i>(begin with verb)</i>	<b>Lead(s)</b>	<b>TOA #</b>
1/24	6/24	Teachers will read module overview and take mid mod and end of mod assessments 2 weeks prior to starting the module, "Diving into the Module"	Teachers	2
9/23	1/24	Teachers will annotate lesson plans prior to teaching the lesson	Coach	2
9/23	1/24	Teachers will be provided with time and resources to plan, differentiate, and implement Data Driven instruction in teacher led groups and center rotations.	Math Content Liaison and Coach	1
10/23	1/24	Teachers will be given time to analyze data to create differentiated small group instruction, including digital resources	Teachers	2
10/23	1/24	After the NWEA, use data to create action plans based on student need.	Teachers/Coaches	2
1/24	2/24	Schedule and hold mid-year data meetings with each teacher to reflect on data cycles and progress towards mid-year classroom goals.	Admin Coach Teachers	1-2
10/23	1/24	Implement teacher use of diagnostic tool as skills are taught to ensure students have reached mastery	Teachers	
10/23	1/24	Utilize teacher and student conferencing to review progress monitoring data and allow for student ownership of their learning	teachers	2
10/23	1/24	Teachers will support students in creating personalized learning goals based on their Math data	Teachers	2
10/23	1/24	Conduct consistent and targeted walkthroughs by Coaches and Administration to see application of teaching practices based on professional development, student ownership and engagement in learning	Coaches/Admin/Math Committee	1-2

9/23	1/24	Create walkthrough tools that align with professional development, planning and teaching expectations on School Mint Grow	ALT	1
9/23	1/24	Distribute the walkthrough tool to teachers while they are receiving professional development and feedback will be given immediately following the walkthrough	ALT	1-2
10/23	1/24	Implement coaching cycles for teachers that need support based on walkthroughs	ALT	1-2
9/23	1/24	Utilize team leaders to lead grade level teams in data analysis to drive instruction every 2 weeks	Team leaders/teachers	1-2
6/2024	6/20/24	Schedule and hold end-of-year data meetings with each teacher to review progress and proximity towards reaching annual classroom goals and end-of-year goals for each student.	Admin Coach Teachers	1- 3

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

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

## Science Goal

Directions: In the left column, identify the subgroup for which the school is generating a year-end goal. Schools should use “All English Language Learners” and may choose to add specific subgroups based on data. Schools may add additional goals.

### Year-End Goals

Student Goals			
Goal #	Subgroup	Measure	Year-End Goal
1	All Students	Investigations recorded in School Tool	100% of students will complete the investigations for eligibility requirements for NYS Science Assessment.

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

Adult/Schoolwide Behaviors and Practices Goals		
Group	Measure	Year-End Goal
Teachers	Walk through tool/checklist	100% of teachers will be implementing teaching practices based on professional development, student ownership and engagement in learning.
Admin/Coaches	School Mint	100% of teachers will receive professional development and immediate feedback following the walkthrough.
3-5 Teachers	Investigations in School Tool	100% of teachers (3-5) will input investigation data into School Tool.

### Theory of Action

Based on the needs assessment process and SCEP reflection, we have drilled down to the following root causes and theories of action:

	Root Cause	Theory of Action (TOA) <i>(If/Then Statement)</i>
1	Teachers do not know students’ knowledge/skill level as we have not provided a schoolwide process of collecting and analyzing data to make instructional decisions.	If teachers know their students’ knowledge/skill level by consistently analyzing data and planning instruction that meets the needs of students, then personalized instruction will be strengthened, and student achievement will increase.

## Priority

Based on the needs assessment process and SCEP reflection, we identified the following priority(ies) we will focus on for this goal area (3 maximum):

	Priority
1	Identifying students' Science knowledge/skill level through data analysis.

## Early Progress Milestones

We believe we will be on track to meet our benchmarks if eight weeks into the school year we are able to reach the following milestones (delete unused rows):

Subgroup / Group	Measure	8 Week Milestone	Actual Data	Status	Notes
3-5 Science Teachers	Data binders will be created for pre and post assessments	Data binders		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	
3-5 Teachers/Content liaison	Science Investigation Completion	Create spreadsheet to show investigation completion		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	

## Action Plan: August to January

We will implement these action steps in the first half of the year which will enable us to meet our mid-year benchmark targets and place us on-track to meet our year-end goals (add additional rows as needed):

Start Date (M/D/YY)	End Date (M/D/YY)	Action Step (begin with verb)	Lead(s)	TOA #
9/23	10/23	Train teachers on how to score and input investigation data into school tool	Science Content Liaison	1

9/23	10/23	Create data binders at 3-5 grade levels to include pre and post science assessments.	Teachers (3-5)	1
9/23	1/24	Input Science investigation data into school tool	Teachers (3-5)	1
9/23	1/24	Analyze preassessment data to drive instruction	Teachers	1
9/23	1/24	Utilize teacher and student conferencing to review post assessment data to allow for student ownership of their learning	Teachers	1
9/23	1/24	Support students in creating personalized learning goals based on their preassessments	Teachers	1
9/23	10/23	Create spreadsheet for Investigation completion	Data Liaison/Content Liaison	1
10/23	11/23	Input investigation completion on spreadsheet	Science Teachers	1
9/23	1/24	Provide professional development on investigations prior to implementation	Science Coach/Content Liaison	1

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

## Mid-Year Benchmark Targets

We believe we will be on track to meet our year-end goals if, by Dec/Jan/Feb we are able to reach the following targets:

Subgroup / Group	Measure	Mid-Year Target	Actual Data	Status	Notes
Students/Teachers	NYS Science Investigations	Accurate spreadsheet of		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	

		student completion			
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## Action Plan: January to June

We will implement these action steps in the second half of the year which will enable us to meet our year-end goals *(add additional rows as needed)*:

Start Date (M/D/YY)	End Date (M/D/YY)	Action Step <i>(begin with verb)</i>	Lead(s)	TOA #
1/24	6/24	Input Science investigation data into school tool	Teachers (3-5)	1
1/24	6/24	Analyze preassessment data to drive instruction	Teachers	1
1/24	6/24	Utilize teacher and student conferencing to review post assessment data to allow for student ownership of their learning	Teachers	1
1/24	6/24	Support students in creating personalized learning goals based on their preassessments	Teachers	1
1/24	6/24	Monitor students to ensure all prior investigations are complete	Teachers/Content Liaison	1
1/24	6/24	Develop a plan for students that have not completed prior investigations	Teachers/Content Liaison	1
1/24	6/24	Provide professional development on investigations prior to implementation	Science Coach/Content Liaison	1

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



<b>Science End-of-Year Reflections</b>	<b>Implications for 2024-25 School Planning</b>

# Chronic Absenteeism Goal

Directions: Identify the subgroup for which the school is generating a year-end goal. Schools in CSI and LSI status should use “All Students” and may add specific subgroups based on data. Schools in ATSI/TSI status should have a year-end goal for each identified subgroup. Schools may add additional goals.

## Year-End Goals

Student Goals			
Goal #	Subgroup	Measure	Year-End Goal
CA 1	All Students	Chronic Absenteeism Rate	Decrease Chronic Absenteeism Rate from 44% to 33%

## Theory of Action

Based on the needs assessment process and SCEP reflection, we have drilled down to the following root causes and theories of action:

	Root Cause	Theory of Action (TOA) <i>(If/Then Statement)</i>
1	We do not have an active attendance/Impact team that meets regularly.	If there is a system in place for monitoring and addressing absences and creating personalized action plans for students who are chronically absent, then chronic absenteeism will decrease.
2	We have not engaged all students / families to make sure they understand the impact of missing school on learning and long-term goals, and we have not incentivized students and families effectively.	If we communicate with families and students regularly about the status of their attendance and the impact of regular attendance on learning and reaching long term goals, and if effective incentives are in place for students and students/families, they will want to come to school and will miss less often.

## Priority

Based on the needs assessment process and SCEP reflection, we identified the following priority(ies) we will focus on for this goal area (3 maximum):

	Priority
1	Attendance/Impact Team Systems, Structures and Protocols Consistently Followed and Monitored
2	Effective engagement of students and families on Chronic Absenteeism and academic impact.

## Early Progress Milestones

We believe we will be on track to meet our benchmarks if eight weeks into the school year we are able to reach the following milestones *(delete unused rows)*:

Subgroup / Group	Measure	8 Week Milestone	Actual Data	Status	Notes
School Counselor	Home Visits	Home visit will be conducted for students that are chronically absent		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	
Administration	Family Engagement	Administration will provide information to families regarding attendance at bac to school BBQ		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	
Social Worker	Bulletin Board	Bulletin Board will be created for attendance data		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	

## Action Plan: August to January

We will implement these action steps in the first half of the year which will enable us to meet our mid-year benchmark targets and place us on-track to meet our year-end goals *(add additional rows as needed)*:

Start Date (M/D/YY)	End Date (M/D/YY)	Action Step <i>(begin with verb)</i>	Lead(s)	TOA #
8/23	8/23	Identify 22-23 chronically absent students and do home visit to help them prepare for the 23-24 school year (address barriers, provide assistance/services)	Counselor	1

8/23	8/23	Verify with central office to ensure our families are getting timely ROBO calls when students are absent.	Admin	2
8/23	1/24	Share attendance data and announcements/information and the importance of students being in school daily during family events (I.e. Back to School BBQ, Family Fun Nights, Award's Night).	Admin	1
9/23	9/23	Create bulletin board outside school office to display classroom attendance competition	Social Worker/Secretary	2
9/23	1/24	Implement classroom competition for attendance celebrations and incentives. Classes will earn a sticker on the bulletin board for each day their attendance is at least 95% of students here and on time.	Social Worker/Secretary	2
9/23	1/24	Facilitate monthly raffle for students/families that have 95% or higher attendance. Winners will receive a family gift (I.e. dinner, gift cards, household supplies).	Social Worker/Secretary/Data Liaison	2
9/23	1/24	Complete attendance postcards every Friday for students who missed at least one day that week	Classroom Teachers	1,2
9/23	1/24	Take daily attendance by 9:45	Classroom Teachers	1,2
9/23	10/23	Select Attendance/Impact team	Admin	2
8/23	1/24	Create a system for monitoring and addressing student absences based on the refined protocols	Impact/Attendance Team	2
8/23	9/8	Revisit and refine the structures and protocols of the Attendance Team and solicit Central Office support for training and guidance as needed.	Admin	1

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

## Mid-Year Benchmark Targets

We believe we will be on track to meet our year-end goals if, by Dec/Jan/Feb we are able to reach the following targets:

Subgroup	Measure	Mid-Year Target	Actual Data	Status	Notes
Students	Chronic Absenteeism Rate	37%		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	

## Action Plan: January to June

We will implement these action steps in the second half of the year which will enable us to meet our year-end goals *(add additional rows as needed)*:

Start Date (M/D/YY)	End Date (M/D/YY)	Action Step <i>(begin with verb)</i>	Lead(s)	TOA #
1/24	6/24	Share attendance data and announcements/information and the importance of students being in school daily during family events (I.e. Back to School BBQ, Family Fun Nights, Award's Night).	Admin	2
1/24	6/24	Implement classroom competition for attendance celebrations and incentives. Classes will earn a sticker on the bulletin board for each day their attendance is at least 95% of students here and on time.	Social Worker/Secretary	2
1/24	6/24	Facilitate monthly raffle for students/families that have 95% or higher attendance. Winners will receive a family gift (I.e. dinner, gift cards, household supplies).	Social Worker/Secretary/Data Liaison	2
1/24	6/24	Complete attendance postcards every Friday for students who missed at least one day that week	Classroom Teachers	1,2
1/24	6/24	Take daily attendance by 9:45	Classroom Teachers	1,2

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

Chronic Absenteeism End-of-Year Reflections	Implications for 2024-25 School Planning

## Survey Goal

Directions: Identify the stakeholder group for which the school is generating a year-end goal.

### Year-End Goal

Goal #	Stakeholder Group	Survey Question	Year-End Goal
SRV 1	Students	Quality of student discussion – weak	When taking the survey at the end of year, quality of student discussion will increase from weak to strong.
	Teachers	Students provide constructive feedback to their peers and to the teacher	Increase response of sometimes and almost always from 76% to 90%

### Theory of Action

Based on the needs assessment process and SCEP reflection, we have drilled down to the following root causes and theories of action:

	Root Cause	Theory of Action (TOA) (If/Then Statement)
1	Students are not engaging in discussions with constructive feedback to both peers and adults.	If teachers are modeling and teaching their students how to provide/receive constructive feedback then students will engage in discussions and provide constructive feedback.

### Priority

Based on the needs assessment process and SCEP reflection, we identified the following priority(ies) we will focus on for this goal area (3 maximum):

	Priority
1	Training and implementation of accountable talk school wide.

## Early Progress Milestones

We believe we will be on track to meet our benchmarks if eight weeks into the school year we are able to reach the following milestones *(delete unused rows)*:

Group	Measure	8 Week Milestone	Actual Data	Status	Notes
Teachers/ Students	Walkthroughs	Students are using the accountable talk vocabulary and engaging in teacher led student discourse		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	

## Action Plan: August to January

We will implement these action steps in the first half of the year which will enable us to meet our mid-year benchmark targets and place us on-track to meet our year-end goals *(add additional rows as needed)*:

Start Date (M/D/YY)	End Date (M/D/YY)	Action Step <i>(begin with verb)</i>	Lead(s)	TOA #
8/31/23	9/29/23	Define/refine accountable talk expectations, strategies and student outcomes as they relate to discourse and create schoolwide materials for training.	Admin, Coach, ESCT	1
9/23	9/23	Train staff in Accountable Talk. Teachers will be trained to have the students do the “heavy lifting” where there will be more student discourse and conversation.	Admin	1
9/23	1/24	Implement Accountable Talk strategies in daily instruction.	Teachers	1
10/23	1/24	Provide feedback to teachers on Accountable Talk strategies through walk throughs.	Admin/Coaches	1
11/23	12/23	Create survey questions for teachers regarding classroom discussion	ALT	1
12/23	12/23	Complete mid-year survey regarding classroom discussion	Teachers	1



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

## Mid-Year Benchmark Targets

We believe we will be on track to meet our year-end goals if, by Dec/Jan/Feb we are able to reach the following targets:

Group	Measure	Mid-Year Target	Actual Data	Status	Notes
Teachers	1 question survey question: What is the quality of student discussion in the classroom? Never, rarely, sometimes, almost always	82% of teachers will respond Almost Always		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	
Students	Walkthroughs	Students are using the accountable talk vocabulary and engaging in student led discourse		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	

## Action Plan: January to June

We will implement these action steps in the second half of the year which will enable us to meet our year-end goals *(add additional rows as needed)*:

<b>Start Date</b> (M/D/YY)	<b>End Date</b> (M/D/YY)	<b>Action Step</b> <i>(begin with verb)</i>	<b>Lead(s)</b>	<b>TOA #</b>
1/24	6/24	Continue Implementation of Accountable Talk strategies in daily instruction.	Teachers	1
1/24	6/24	Provide feedback to teachers on Accountable Talk strategies through walk throughs.	Admin/Coaches	1
1/24	6/24	Revisit accountable talk expectations, strategies and student outcomes as they relate to discourse and update professional development based on mid-year data from survey.	Admin, Coaches	1
6/24	6/24	Administer end of year survey and analyze data to evaluate end of year goal progress.	Admin/Coaches	1
<b>Action Step Status Check</b>	<b>Reflection Date</b>	<b>% of Scheduled Action Steps On-Track</b>	<b>Reflections &amp; Adjustments</b>	
<b>Marking Period 3</b>				
<b>Marking Period 4</b>				

<b>Survey End-of-Year Reflections</b>	<b>Implications for 2024-25 School Planning</b>

# Learning As A Team

After completing the previous sections, the team should complete the reflective prompt below.

## Student Interviews

**Describe how the Student Interview process informed the team’s plan. Please be specific for each goal area.**

ELA/Math/Science – The interviews allowed the team to understand the students’ perceptions about testing, teacher instruction and relationships.  
 Chronic Absenteeism – The interviews provided clarity around student absences from a student’s perspective.

## Evidence-Based Intervention

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

**Directions:** Place an "X" in the box next to the evidence-based intervention the school has chosen (select only 1) and complete the following prompts.

## State-Supported Evidence Based Strategy

<b>Evidence-Based Intervention Strategy Identified</b>	<input type="checkbox"/> Instructional Coaching <input checked="" type="checkbox"/> Professional Learning Communities <input type="checkbox"/> Restorative Justice <input type="checkbox"/> Establish an Early Warning Intervention and Monitoring System <input type="checkbox"/> Align High School and College Courses to Increase Post-Secondary Transition Outcomes
<b>We envision that this Evidence-Based Intervention will support the following goal areas</b>	ELA, Math, Survey and Science
<b>How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?</b>	We needed systems and training in place to maximize instructional practices and student achievement

# Our Team's Process

## Background

NYSED requires that the SCEP is developed in consultation with parents and school staff, and in accordance with §100.11 of Commissioner's Regulations. All schools are expected to follow the guidelines outlined in the document "Assembling Your Improvement Planning Team" found at: <https://www.nysed.gov/sites/default/files/programs/accountability/assembling-your-improvement-planning-team.pdf>. This section outlines how we worked together to develop our plan.

## Team Members

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

Name	Role
Amanda Shepherd	Principal
Sandra King	Teacher
Brealle Glover	Teacher
Nadine Malcom	Teacher
Nicole Heath	Vice Principal
Brianna Kendall	Teacher
Andrea Melfi	Teacher
Thien An Huynh	Teacher
Abigail Dewey	Teacher
Valerie Reese	Instructional Coach
Molly Phelps	Social Worker
Jennifer Kailer	Library Media Specialist
Karin Kirnie	Data Coach
Danielle Knapp	Teacher
Maura White	Teacher
Katherine Sisto	Teacher
Agnora McDonald	Student Support Teaching Assistant
Maria Lopez	Parent
Nakisha Rogers	Parent

## Our Team's Steps

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

1. **Envision:** Exploring the Vision, Values and Aspirations for the school
2. **Analyze:** Analyzing Data
3. **Analyze:** Analyzing Survey Data
4. **Analyze:** Completing and Discussing the Tenet 1 Inventory
5. **Listen:** Interviewing Students
6. **Putting it all Together:** Completing the SCEP Planning Document
7. **Writing the Plan**

## Meeting Dates

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

Meeting Date	Envision: Exploring the Vision, Values and Aspirations for the school	Analyze: Internal and External Data	Analyze: Survey Data	Analyze: Completing and Discussing the Tenet 1 Inventory	Listen: Interviewing Students	Putting it all Together: Completing the SCEP Putting it all Together document	Writing the Plan
5/17/23	X						
5/23/23		X					
5/25/23		X					
5/30/23		X					
6/1/23				X			
6/5/23					X		
6/8/23			X				
6/12/23				X			
6/15/23							X
6/22/23							X
7/6/23							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 2023-24 school year. Schools should continually monitor their implementation and make adjustments to their plans when appropriate.
4. Schools should ensure that there is professional development provided to support the strategic efforts described within this plan.