



School Comprehensive Education Plan 2021-22

District	School Name	Grades Served
Syracuse City School District	Edward Smith PreK-8 School	PK-8

Collaboratively Developed By:
The Edward Smith Pk-8 School SCEP Development Team

And in partnership with the staff, students, and families of Edward Smith Pk-8 School.

Guidance for Teams

Goals & Actions

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

Resources for the Team

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

ELA Goal End-of-the-Year Desired Outcomes

Subgroup	June 2022 Goal	2018-19 ELA Academic Achievement Index/Baseline Data
Black	70.9 Academic Achievement Index (State Target)	59.3 Academic Achievement Index
Multiracial	83.5 Academic Achievement Index (State Target) 120 Academic Achievement Index (Ed Smith Target)	100.0 Academic Achievement Index
All Students	103.4 Academic Achievement Index (State Target)	96.7 Academic Achievement Index
NWEA Reading	10%-point decrease in Level 1 from September baseline (subject to increase based on actual September baseline data) 10%-point increase in Levels 3 + 4 from September baseline (subject to increase based on actual September baseline data)	TBD with new benchmark assessment administered in September 2021.

Root Causes

What theories or hypotheses does the school have as to why the school has had its past outcomes for ELA? Please consider longitudinal student achievement data, student interview data, and Equity Self-Reflection results when developing root causes.	Is this specific to certain sections of the school (grade/content area?)
We do not have consistent, clear expectations for the ELA block or provided teachers with the time necessary during PD to deconstruct the programs consistently including:	K-8

<ul style="list-style-type: none"> • to understand the unit as whole and be able to determine different entry points and scaffolds; • analyzing the vertical progressions of ELA skills and standards across grade levels; • identifying the common language (academic and content vocabulary) for ELA practices and skills across grade levels and content areas; • planning and implementing the Read-Think-Talk-Write cycle across lessons and the key strategies associated with each step; and • planning for and implementing effective small group instruction. 	
We have not offered differentiated trainings and follow-up support tied to ELA-specific walk-through findings and followed through with ongoing progress monitoring.	K-8
Not all ELA teachers have been trained to diagnose and apply the best targeted interventions for deficits in reading and writing.	K-8
We have not provided structures and opportunities for staff to safely and strategically move to the next level of addressing implicit bias by individually examining and reflecting on each individual’s own implicit biases and the impact it has on behavioral and instructional practices, and then providing corresponding equitable instructional strategies to focus on improving (how implicit bias comes to life during instruction: referrals, calling on, personalizing, scaffolds / differentiation, questioning, staff committing to focusing on refining an equitable practice, etc.).	K-8
We have not allocated time for teachers to implement the cycle of data analysis we will utilize schoolwide to plan for targeted instruction.	K-8

Action Plan: August to January

What will the school do in the first half of the year to address the root causes identified above?			
Start	End	Action	Lead
8/1/21	1/1/22	Create and update the PD Plan at least monthly to reflect the ELA priorities, trainings, and PLC focus areas.	Instructional Coach
8/1/21	1/1/22	Communicate clear expectations, provide professional development on, and monitor the effective implementation of the Read-Think-Talk-Write cycle and the key strategies associated with each step. Incorporate look-fors in the walkthrough tool as appropriate.	Administration, Instructional Coach
8/1/21	1/1/22	Designate time during PLCs for teachers to consistently unpack and co-plan units and monitor the implementation of unpacking through monthly walkthroughs and lesson plan reviews.	Administration

8/1/21	1/1/22	During unit unpacking, identify areas in the curriculum where teachers can extend the learning to include more representation as well as provide opportunities for student discussion and student choice.	Administration
8/1/21	1/1/22	Conduct ongoing horizontal and vertical team collaboration to ensure a deeper understanding of the skills and Next Generations Standards progression.	Teachers
8/1/21	1/1/22	Share the common language for literacy concepts and strategies school wide and reinforce them with posters and other graphics from the Syracuse City School District.	Administration, Instructional Coach
8/1/21	1/1/22	Train teachers on how to give effective and targeted feedback that promotes student growth.	Administration, Instructional Coach
8/1/21	9/1/21	Create the walkthrough tool in the Whetstone platform that is aligned to the ELA instructional priorities and the PD Plan and	Administration, School Leadership Team
10/21	1/1/22	Update the walkthrough tool to reflect the focus areas for professional development.	Administration, Instructional Coach
9/21	1/1/22	Create and update the walkthrough schedule to reflect differentiated supports to teachers based on need.	Administration, Instructional Coach
11/21	1/1/22	Analyze the walkthrough data to identify trends, celebrations and needs minimally each marking period.	Administration, Instructional Coach
9/21	1/1/22	Utilize the walkthrough tool and process to provide each teacher with feedback on the instructional priorities for a minimum of monthly.	Administration, Instructional Coach
8/1/21	1/1/22	Provide the opportunities, structures and protocols that will be utilized by staff to explore implicit bias by individually examining and self-reflecting on their own biases and the impact on their professional practice. Incorporate this into the PD Plan and PLC schedules.	Administration, Instructional Coach, Teachers
8/1/21	1/1/22	During unit unpacking and weekly PLCs, share corresponding equitable instructional strategies to focus on improving (how implicit bias comes to life during instruction: referrals, calling on,	Administration, Instructional Coach, Teachers

		personalizing, scaffolds / differentiation, questioning, staff committing to focusing on refining an equitable practice).	
8/1/21	1/1/22	Share monthly walkthrough feedback and provide differentiated professional development and coaching support based on building trends (from lesson plans, walkthroughs, etc.) including peer support, visits, and mentors as appropriate.	Administration, Instructional Coach
8/1/21	1/1/22	Provide training and coaching support as needed in basic reading and writing skill development and analysis of data for teachers to create targeted interventions and strategies to address these specific needs for students and reflect this priority in the PD Plan.	Instructional Coach
8/1/21	1/1/22	Hold monthly meetings with teachers where the discipline data and walkthrough data including culturally responsive education practices, therapeutic crisis intervention strategy implementation and restorative practices and SCSD anti-racism policies are reviewed and discussed during individual teacher climate meetings.	Administration
8/1/21	1/1/22	After each NWEA administration, teachers will analyze subgroup data to group, plan, and deliver targeted instruction and then follow up with evidence of implementation.	Teachers
8/1/21	1/1/22	After each NWEA administration, teachers will meet with students to share testing data so that students can create their own SMART goals and track progress towards meeting them and share with families.	Instructional Coach, Teachers, Parent Liaison

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 January 2021 performance.

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

Assessment	January 2021 Performance / September 2021 Baseline	January 2022 Target
		After the administration and analysis of baseline NWEA-Map data, specific mid-year targets for subgroups will be updated.
Reading	TBD in September 2021	7%-point decrease in Level 1 from baseline
NWEA		7%-point increase in Levels 3-4 from baseline

Planning for January to June

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

Start	End	Action	Lead
1/1/22	6/30/22	Continue to monitor the effective implementation of the Read-Think-Talk-Write cycle and the key strategies associated with each step.	Administration, Instructional Coach
1/1/22	6/30/22	Continue to designate time during PLCs for teachers to consistently unpack and co-plan units and monitor the implementation of unpacking through monthly walkthroughs and lesson plan reviews.	Administration
1/1/22	6/30/22	Continue during unit unpacking, to identify areas in the curriculum where teachers can extend the learning to include more representation as well as provide opportunities for student discussion and student choice.	Administration
1/1/22	6/30/22	Continue to conduct ongoing horizontal and vertical team collaboration to insure a deeper understanding of the skills and Next Generations Standards progression.	Teachers
1/1/22	6/30/22	Continue to share the common language for literacy concepts and strategies school wide and reinforce them with posters and other graphics from the Syracuse City School District.	Administration, Instructional Coach
1/1/22	6/30/22	Continue to update the walkthrough tool to reflect the focus areas for professional development.	Administration, Instructional Coach
1/1/22	6/30/22	Continue to analyze the walkthrough data to identify trends, celebrations and needs minimally each marking period.	Administration, Instructional Coach
1/1/22	6/30/22	Continue to utilize the walkthrough tool and process to provide teachers with feedback on the instructional priorities for a minimum of monthly.	Administration, Instructional Coach
1/1/22	6/30/22	Continue to provide the opportunities, structures and protocols that will be utilized by staff to explore implicit bias by individually examining and self-reflecting on their own biases and the impact on their professional practice. Incorporate this into the PD Plan and PLC schedules.	Administration, Instructional Coach, Teachers
1/1/22	6/30/22	Continue to share corresponding equitable instructional strategies to focus on improving (how implicit bias comes to life during instruction: referrals, calling on, personalizing, scaffolds / differentiation, questioning...; staff committing to	Administration, Instructional Coach, Teachers

		focusing on refining an equitable practice) during unit unpacking and weekly PLCs.	
1/1/22	6/30/22	Continue to share monthly walkthrough feedback and provide differentiated professional development and coaching support based on building trends (from lesson plans, walkthroughs, etc.) including peer support, visits, and mentors as appropriate.	Administration, Instructional Coach
1/1/22	6/30/22	Continue to hold monthly meetings with teachers where the discipline data and walkthrough data including culturally responsive education practices, therapeutic crisis intervention strategy implementation and restorative practices and SCSD anti-racism policies are reviewed and discussed during individual teacher climate meetings.	Administration
1/1/22	6/30/22	Continue to provide training and coaching support as needed in basic reading and writing skill development and analysis of data for teachers to create targeted interventions and strategies to address these specific needs for students and reflect this priority in the PD Plan.	Instructional Coach
1/1/22	6/30/22	Continue, after each NWEA administration, analyzing subgroup data to group, plan, and deliver targeted instruction and then follow up with evidence of implementation.	Teachers
1/1/22	6/30/22	Continue, after each NWEA administration, to meet with students to share testing data so that students can create their own SMART goals and track progress towards meeting them and share with families.	

Learning As A Team

Directions

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

Student Interviews

Describe how the Student Interview process informed the team's plan for ELA
<p>Students shared that the following would support their learning:</p> <ul style="list-style-type: none"> • Student choice (essay writing- extended writing tasks) • Having time to ask questions and time for additional support • Time for feedback to students on assignments • Quantity v quality (work matches student need) <p>Students reported they do not feel discipline practices are always equitable. We are addressing this through our implicit bias follow-up PD.</p>

Equity Self-Reflection

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

- Representation of Culturally Relevant Curriculum, equitable practices, and diversity
- Accurate representation of marginalized populations in texts during lesson planning and unit unpacking

Math Goal End-of-the-Year Desired Outcomes

Subgroup	June 2022 Goal	2018-19 ELA Academic Achievement Index
Black	57.8 Academic Achievement Index (State Target)	36.5
Multiracial	98.9 Academic Achievement Index (State Target) 107 Academic Achievement Index (Ed Smith Target)	98.4
All Students	96.6 Academic Achievement Index (State Target)	80
NWEA Math	10%-point decrease in Level 1 from September baseline; 10%-point increase in Levels 3 + 4 from September baseline	TBD with new benchmark assessment administered in September 2021.

Root Causes

What theories or hypotheses does the school have as to why the school has had its past outcomes for 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?)
<p>We have not provided teachers with the time necessary during PLCs to deconstruct the programs' modules prior to teaching them in alignment with the defined math block structure including:</p> <ul style="list-style-type: none"> to understand the module as whole and be able to determine different entry points and scaffolds; analyzing the vertical progressions of math skills and standards across grade levels; identifying the common language (academic and content vocabulary) for math practices and skills across grade levels and content areas; 	K-8

<ul style="list-style-type: none"> planning and implementing the use of math materials such as manipulatives, Accountable Talk and the Read-Draw-Write strategy across lessons and the key aspects of each step; and planning for and implementing effective small group instruction 	
We have not provided consistent differentiated coaching cycles consisting of walkthroughs, targeted feedback, training, and coaching and then progress monitoring to teachers who are at different skill levels.	K-8
We have not provided structures and opportunities for staff to safely and strategically move to the next level of addressing implicit bias by individually examining and reflecting on each individual's own implicit biases and the impact it has on behavioral and instructional practices, and then providing corresponding equitable instructional strategies to focus on improving (how implicit bias comes to life during instruction: referrals, calling on, personalizing, scaffolds / differentiation, questioning, staff committing to focusing on refining an equitable practice, etc.).	K-8
<p>We do not use the data effectively to measure math skills so that teachers can identify deficits and provide targeted interventions, including training on SOAR surveys.</p> <p>We have not clearly defined the expectations for regular analysis of data to plan for targeted instruction, trained teachers to complete the analysis, or monitored that regular team meeting and PLC time are allocated for this purpose.</p>	K-8

Action Plan: August to January

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

Start	End	Action	Lead
8/1/21	1/1/22	Create and update the PD Plan at least monthly to reflect the Math priorities, trainings, and PLC focus areas.	Instructional Coach
8/1/21	10/1/21	Communicate clear expectations, provide professional development on, and monitor the effective implementation of Accountable Talk, the use of math manipulatives, and the Read-Draw-Write strategy. Incorporate look-fors in the walkthrough tool as appropriate.	Administration, Instructional Coach
8/1/21	1/1/22	Review SCSD math block structures and provide facilitated guidance in how to effectively use them when breaking down lessons and units during PLCs.	Instructional Coach
8/1/21	1/1/22	Use SCSD provided common language for mathematical concepts and strategies and reinforce them with posters and other graphics.	S. Barber

8/1/21	1/1/22	Designate time during PLCs for teachers to review upcoming math lessons and identify opportunities for students to demonstrate their learning in multiple ways as well as build in opportunities for discussion on how students solved problems.	Administration
8/1/21	9/1/21	Create the walkthrough tool in the Whetstone platform that is aligned to the Math instructional priorities and the PD Plan and update it to reflect the focus areas for professional development.	Administration, School Leadership Team
10/1/21	1/1/22	Update the walkthrough tool to reflect the focus areas for professional development.	Administration, Instructional Coach
8/1/21	1/1/22	Create and update the walkthrough schedule to reflect differentiated supports to teachers based on need.	Administration, Administration, Instructional Coach
11/1/21	1/1/22	Analyze the walkthrough data to identify trends, celebrations and needs minimally each marking period.	Administration, School Leadership Team
8/1/21	1/1/22	Utilize the walkthrough tool and process to provide each teacher with feedback on the instructional priorities for a minimum of monthly.	Administration, Instructional Coach
8/1/21	1/1/22	Provide the opportunities, structures and protocols that will be utilized by staff to explore implicit bias by individually examining and self-reflecting on their own biases and the impact on their professional practice. Incorporate this into the PD Plan and PLC schedules.	Administration, Instructional Coach, Teachers
8/1/21	1/1/22	During unit unpacking and weekly PLCs, provide corresponding equitable instructional strategies to focus on improving (how implicit bias comes to life during instruction: referrals, calling on, personalizing, scaffolds / differentiation, questioning, staff committing to focusing on refining an equitable practice).	Administration, Instructional Coach, Teachers
8/1/21	1/1/22	Share monthly walkthrough feedback and provide differentiated professional development and coaching support based on building trends (from lesson plans, walkthroughs, etc.) including peer support, visits, and mentors as appropriate.	Administration, Instructional Coach

8/1/21	1/1/22	Conduct vertical team collaboration to ensure a deeper understanding of skills and the Next Generations Standards progression.	Teachers
8/1/21	1/1/22	After each NWEA administration, analyze subgroup data to group, plan, and deliver targeted instruction and then follow up with evidence of implementation.	Teachers
8/1/21	1/1/22	After each NWEA administration, meet with students to share testing data so that students can create their own SMART goals and track progress towards meeting them and share with families.	Teachers and Students
8/1/21	1/1/22	Provide staff with support to plan for small group instruction and receive coaching and training support from instructional leaders on implementation of the curricula and differentiation.	Administration, Instructional Coach, Teacher Leads
8/1/21	1/1/22	Train all teachers in grades K-8 in the use of SOAR to effectively administer the survey to students to determine math skills aiding in planned targeted small group instruction.	Instructional Coach, Math AIS, and Teacher Leads
8/1/21	1/1/22	Hold monthly meetings with teachers where the discipline and walkthrough data on culturally responsive education practices, therapeutic crisis intervention strategy. Implementation and restorative practices are reviewed and discussed during individual teacher climate meetings (see Survey section action steps about trainings, look-fors and walk-through tool).	Administration

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 January 2021 performance.

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

Assessment	January 2021 Performance / September 2021 Baseline	January 2022 Target
		After the administration and analysis of baseline NWEA-Map data, specific mid-year targets for subgroups will be updated.
Math NWEA	TBD in September 2021	7%-point decrease in Level 1 from baseline; 7%-point increase in Levels 3-4 from baseline

Planning for January to June

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

Start	End	Action	Lead
1/1/22	6/30/22	Continue to review SCSD math block structures and provide facilitated guidance in how to effectively use them when breaking down lessons and units during PLCs.	Instructional Coach
1/1/22	6/30/22	Continue to communicate clear expectations, provide professional development on, and monitor the effective implementation of Accountable Talk, the use of math manipulatives, and the Read-Draw-Write strategy. Incorporate look-fors in the walkthrough tool as appropriate.	Administration, Instructional Coach
1/1/22	6/30/22	Continue to use SCSD provided common language for mathematical concepts and strategies and reinforce them with posters and other graphics.	S. Barber
1/1/22	6/30/22	Continue to designate time during PLCs for teachers to review upcoming math lessons and identify opportunities for students to demonstrate their learning in multiple ways as well as build in opportunities for discussion on how students solved problems.	Administration
1/1/22	6/30/22	Continue to provide the opportunities, structures and protocols that will be utilized by staff to explore implicit bias by individually examining and self-reflecting on their own biases and the impact on their professional practice. Incorporate this into the PD Plan and PLC schedules.	Administration, Instructional Coach, Teachers
1/1/22	6/30/22	Continue to share corresponding equitable instructional strategies to focus on improving (how implicit bias comes to life during instruction: referrals, calling on, personalizing, scaffolds / differentiation, questioning...; staff committing to focusing on refining an equitable practice) during unit unpacking and weekly PLCs.	Administration, Instructional Coach, Teachers
1/1/22	6/30/22	Continue to update the walkthrough tool to reflect the focus areas for professional development.	Administration, Instructional Coach
1/1/22	6/30/22	Continue to analyze the walkthrough data to identify trends, celebrations and needs minimally each marking period.	Administration, Instructional Coach
1/1/22	6/30/22	Continue to utilize the walkthrough tool and process to provide each teacher with feedback on the instructional priorities for a minimum of monthly.	Administration, Instructional Coach

1/1/22	6/30/22	Continue to share monthly walkthrough feedback and provide differentiated professional development and coaching support based on building trends (from lesson plans, walkthroughs, etc.) including peer support, visits, and mentors as appropriate.	Administration, Instructional Coach
1/1/22	6/30/22	Continue to conduct vertical team collaboration to insure a deeper understanding of skills and the Next Generations Standards progression.	Teachers
1/1/22	6/30/22	Continue to support teachers, after each NWEA administration, in analyzing subgroup data to group, plan, and deliver targeted instruction and then follow up with evidence of implementation.	Teachers Instructional Coach
1/1/22	6/30/22	Continue to have teachers meet with students to share NWEA testing data so that students can create their own SMART goals and track progress towards meeting them and share with families.	Teachers and Students
1/1/22	6/30/22	Continue to provide staff with support to plan for small group instruction and receive coaching and training support from instructional leaders on implementation of the curricula and differentiation.	Administration, Instructional Coach, Teacher Leads

Learning As A Team

Directions

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

Student Interviews

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

Students shared that the following would support their learning:

- Differentiation
- Check for understanding/providing feedback to students
- Opportunities for remediation and acceleration
- Opportunities for multiple pathways to demonstrate learning/solving a problem
- Build in more opportunities for discussion on how students solve problems

Students reported they do not feel discipline practices are always equitable. We are addressing this through our implicit bias follow-up PD.

Equity Self-Reflection

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

- Representation of Culturally Relevant Curriculum, equitable practices, and diversity
- Accurate representation of marginalized populations in texts during lesson planning and unit unpacking

English Language Proficiency Goal End-of-the-Year Desired Outcomes

June 2022 Goal	2018-19 ELP Success Ratio/Baseline Data
1.00 or higher ELP Success Ratio, All Students subgroup	0.96 Success Ratio, All Students subgroup
School Rate of Success Overall: 80%	School Rate of Success Overall: 18%
National Geographic Assessment Writing - June 2022 School Rate of Success Target: 80%	National Geographic Assessment Writing June 2021 School Rate of Success: 50%
National Geographic Assessment Vocab, Grammar, Comprehension - June 2022 School Rate of Success Target: 80%	National Geographic Assessment Vocab, Grammar, Comprehension - June 2021 School Rate of Success Target: 0%

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?)
Given the limited time for training, there have not been many trainings for ENL strategies and practices for our classroom teachers to provide them with specific strategies or information on supporting English Language Learners during instruction.	K-8
We did not provide teachers with follow-up coaching support or feedback on implementing strategies or practices learned in training that support ELLs in a systematic way due to other priorities being the focus of PLC time and due to a lack of opportunities to collaborate with Admin, ELA, and Math leads to plan training and PLC topics.	K-8

Action Plan: August to January

What will the school do in the first half of the year to address the root causes identified above?			
Start	End	Action	Lead
9/1/21	10/1/21	Review of Levels of English Proficiency with Staff (SLA chart will be added to the beginning of year folder for staff to review)	ENL Team, Teachers
9/1/21	1/1/22	Guide teachers to use the chart to identify students in each level, and to know what to expect/ accommodations/ differences/ scaffold monthly during PLCs specific to supporting English Language Learners.	ENL Team, Teachers

9/1/21	10/1/21	Conduct staff training audit on ENL PD to determine who needs refresher training or additional training on specific topics.	Administration
9/1/21	1/1/22	Guide teachers to use the chart to identify students in each level, and to know what to expect/ accommodations/ differences/ scaffold.	ENL Team, Teachers
9/1/21	10/1/21	Review of Talking Points – new features for 2021.	ENL Team, Instructional Coach
9/1/21	1/1/22	Review key strategies and student goals and data (including National Geographic and NWEA and NYSESLAT) for ENL students with classroom teachers monthly including building background knowledge prior to lesson beginning and sharing vocabulary strategies for SLA and word meaning and leveraging the ELlevation platform.	ENL Team, Instructional Coach
9/1/21	10/1/22 1/1/22	Define and regularly revisit through walkthroughs the role of the ENL teacher and the classroom teacher in classrooms across all grade levels.	Administration and ENL Team
9/1/21	10/1/21	Review the cultural calendar with staff (district) to promote cultural responsiveness and update the PD Plan to reflect coordination as needed.	ENL Team
9/1/21	1/1/22	During unit unpacking, continue to identify areas in the curriculum where teachers can extend the learning to include more representation of the diverse cultures our students represent as well as provide opportunities for English Language Learners to share their experiences as desired and/or appropriate.	All Teachers, Instructional Coach
9/1/21	10/1/21	Share when and how to request and best utilize the district-provided translator services.	ENL Team
9/1/21	1/1/22	Administer the National Geographic Assessment Writing and National Geographic Assessment Vocab, Grammar, Comprehension pre-tests and analyze data to drive instructional planning share information with classroom teachers during monthly meetings as appropriate.	Administration, ENL Team, Instructional Coach
10/1/21	12/1/21	Coordinate with Instructional Coach to schedule and hold a “Share Fair” to share strategies teachers have used in the classroom that have helped ELLs.	ENL Team, Instructional Coach
9/1/21	1/1/22	Utilize the district created ENL walkthrough tool and process to provide each teacher with feedback on the instructional priorities for ELLs a minimum of monthly.	Administration, ENL Team
9/1/21	1/1/22	Collaborate with Instructional Coach when PLC are being developed to plan how to include ENL strategies and guide teachers to make them interdisciplinary.	ENL Team, Instructional Coach
9/1/21	1/1/22	Collaborate with Instructional Coach to guide teachers to identify and capture the entry points for ELL during the unpacking of ELA units and math modules and include information in lesson planning.	ENL Team, Instructional Coach

Gauging Success: Mid-Year Benchmark

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

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

Assessment	January 2021 Performance / Baseline 2021 Performance	January 2022 Target
National Geographic Assessment	<p><i>(This is a new assessment with baseline success rate data calculated in June 2021. No January 2021 School Rate of Success data in January 2021.)</i></p> <p>June School Rate of Success Overall: 18%</p> <p>National Geographic Assessment Writing June 2021 School Rate of Success: 11%</p> <p>National Geographic Assessment Vocab, Grammar, Comprehension - June 2021 School Rate of Success Target: 25%</p>	<p>School Rate of Success Overall: 60%</p> <p>National Geographic Assessment Writing: 58%</p> <p>National Geographic Assessment Vocab, Grammar, Comprehension: 62%</p>

Planning for January to June

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

Start	End	Action	Lead
1/1/22	6/30/22	Continue to review Levels of English Proficiency with Staff (SLA chart will be added to the beginning of year folder for staff to review).	ENL Team, Teachers
1/1/22	6/30/22	Continue to guide teachers to use the chart to identify students in each level, and to know what to expect/ accommodations/ differences/ scaffold.	ENL Team, Teachers
1/1/22	6/30/22	Continue to conduct staff training audit on ENL PD to determine who needs refresher training or additional training on specific topics.	Administration
1/1/22	6/30/22	Continue to review key strategies and student goals and data (including National Geographic and NWEA and NYSESLAT) for ENL students with classroom teachers monthly including building background knowledge prior to lesson beginning and sharing vocabulary strategies for SLA and word meaning and leveraging the ELlevation platform.	ENL Team, Instructional Coach
1/1/22	6/30/22	During unit unpacking, continue to identify areas in the curriculum where teachers can extend the learning to include more representation of the diverse cultures our students represent as well as provide opportunities for English Language Learners to share their experiences as desired and/or appropriate.	All Teachers, Instructional Coach

1/1/22	6/30/22	Continue to regularly revisit through walkthroughs, the role of the ENL teacher and the classroom teacher in classrooms across all grade levels.	Administration, ENL Team
1/1/22	6/30/22	Continue to review the cultural calendar with staff (district) to promote cultural responsiveness.	ENL Team
1/1/22	6/30/22	Continue to share when and how to request and best utilize the district-provided translator services as needed.	ENL Team
1/1/22	6/30/22	Continue to monitor the administration of the National Geographic Assessment Writing and National Geographic Assessment Vocab, Grammar, Comprehension mid-year and post tests and analyze data to drive instructional planning and provide classroom teachers with updates on the data and progress of ELLs in monthly meetings.	Administration, ENL Team, Instructional Coach
1/1/22	6/30/22	Continue to utilize the district created ENL walkthrough tool and process to provide each teacher with feedback on the instructional priorities for ELLs a minimum of monthly.	Administration, ENL Team
1/1/22	6/30/22	Continue to collaborate with Instructional Coach when PLC are being developed to plan how to include ENL strategies and guide teachers to make them interdisciplinary.	ENL Team, Instructional Coach

Learning As A Team

Directions

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

Student Interviews

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

Students shared that the following would support their learning:

- Having more representation of themselves and their culture in their learning

Equity Self-Reflection

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

- Representation of CRC, equitable practices, and diversity
- Accurate representation of marginalized populations in texts

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

Subgroup	June 2022 Goal	2018-19 Chronic Absenteeism Rate/Baseline Data
All Students	21.3% Chronic Absenteeism Rate	22.5% Chronic Absenteeism Rate
Black	22.9% Chronic Absenteeism Rate	27.4% Chronic Absenteeism Rate

Root Causes

What theories or hypotheses does the school have as to why the school has had its past outcomes for chronic absenteeism? Please consider longitudinal student achievement data, student interview data, and Equity Self-Reflection results when developing root causes.	Is this specific to certain sections of the school (grade/content area?)
We have not focused on consistently and systematically communicating to parents the importance of attendance and the impact of not being in school.	K-8
We have not provided students who are at-risk for chronic absenteeism additional academic and social-emotional supports early enough or consistently enough to intervene to keep students from being chronically absent. We did not have systems in place to track, communicate and connect with students who were at risk of being chronically absent.	K-8
We did not have clear expectations for staff to proactively and intentionally build relationships and make connections with students not only at the beginning of the school year but also throughout.	K-8

Action Plan: August to January

What will the school do in the first half of the year to address the root causes identified above?			
Start	End	Action	Lead
8/01/21	9/08/21	Administration will identify staff to serve as members of the attendance committee and develop protocols and expectations for this committee.	Administration
9/08/21	9/30/21	Review attendance tiered supports with 100% of staff in the beginning of the school year (access worker, educational neglect, operation school, homebound instruction, how we calculate chronic absenteeism).	Administration

9/08/21	1/02/22	Staff will be trained on protocols and expectations related to attendance policies including chronic absenteeism calculations.	Administration
9/08/21	1/02/22	Send a letter to parents at the beginning of each marking period to clearly outline the attendance expectations, and the impact that not attending has on their child's academic and social emotional progress and achievement.	Admin; Ed Smith Attendance Committee
9/1/21	1/1/22	Define and communicate the different minimal expectations and differentiation by grade span for the SEL block to build relationships proactively and intentionally with students through the effective use of the SEL block as well as ongoing community builders and icebreakers.	Administration, Instructional Coach
09/08/21	1/1/22	Share monthly At-Risk data at Triage or team meetings from the previous year and current year. Teachers will acknowledge students after returning from absences. Discuss student barriers with teams to brainstorm ideas to help the student/family get to class.	Ed Smith Attendance Committee
9/13/21	9/28/22	Call students who were on the no show list the first week of school to identify barriers and then support families in addressing those barriers.	Ed Smith Attendance Committee
10/04/21	1/1/22	Meet or have a phone call with chronically absent students and their families weekly to generate their own attendance plan and discuss barriers and impact of not attending on academic and social emotional progress and achievement.	Mentors; Ed Smith Attendance Committee
11/01/21	1/1/22	Hold quarterly awards celebrations to celebrate perfect and improved attendance.	PBIS Committee; Teachers
11/01/21	1/1/22	Consistently send home attendance letters bi-monthly generated via SchoolTool.	Office Staff; Teachers
11/01/21	1/1/22	Monitor the most at-risk families for attendance issues and celebrate progress quarterly.	Ed Smith Attendance Committee
9/02/21	9/20/21	Set the expectation that teachers will communicate to students and parents/guardians of students who are not in attendance each day (call, talking points, email).	School Leaders, Administration
09/02/21	1/1/22	Check in weekly with student mentees receiving tier 3 support to encourage regular school attendance.	Mentors
10/01/21	1/1/22	Meet with the Attendance Committee monthly.	Ed Smith Attendance Committee
11/01/21	1/1/22	Refer families to SIT to engage the support of outside agencies to address barriers beyond the school's capacity.	Ed Smith Attendance Committee
11/01/21	1/1/22	Hold quarterly award celebrations to celebrate perfect and improved attendance for families.	PBIS Committee; Teachers

Gauging Success: Mid-Year Benchmark

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

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

Data Source	Subgroup	September 2021 Baseline	January 2022 Target
Chronic Absenteeism Rate	Black	Baseline will be added in September 2021 due to the anomaly of 2020-21 SY.	22.9% Chronic Absenteeism Rate
Chronic Absenteeism Rate	All Students	Baseline will be added in September 2021 due to the anomaly of 2020-21 SY.	21.3% Chronic Absenteeism Rate

Planning for January to June

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

Start	End	Action	Lead
1/1/22	6/30/22	Continue to review attendance tiered supports with 100% of staff in the beginning of the school year (access worker, educational neglect, operation school, homebound instruction, how we calculate chronic absenteeism).	Administration
1/1/22	6/30/22	Continue to review protocols and expectations related to attendance policies including chronic absenteeism calculations with staff.	Administration
1/1/22	6/30/22	Continue to send a letter to parents at the beginning of each marking period to clearly outline the attendance expectations, and the impact that not attending has on their child's academic and social emotional progress and achievement.	Admin; Ed Smith Attendance Committee
1/1/22	6/30/22	Continue to define and communicate the different minimal expectations and differentiation by grade span for the SEL block to build relationships proactively and intentionally with students through the effective use of the SEL block as well as ongoing community builders and icebreakers.	Administration, Instructional Coach
1/1/22	6/30/22	Continue to support staff in proactively and intentionally building positive relationships with students through the effective use of the SEL block as well as ongoing community builders and icebreakers.	Administration, Instructional Coach
1/1/22	6/30/22	Continue to share monthly At-Risk data at Triage or team meetings from the previous year and current year. Teachers will acknowledge students after returning from absences. Discuss student barriers with teams to brainstorm ideas to help the student/family get to class.	Ed Smith Attendance Committee
1/1/22	6/30/22	Continue to have mentors meet or have a phone call with chronically absent students and their families weekly to generate	Mentors; Ed Smith

		their own attendance plan and discuss barriers and impact of not attending on academic and social emotional progress and achievement.	Attendance Committee
1/1/22	6/30/22	Continue to hold quarterly awards celebrations to celebrate perfect and improved attendance.	PBIS Committee; Teachers
1/1/22	6/30/22	Continue to send home attendance letters bi-monthly generated via SchoolTool.	Office Staff; Teachers
1/1/22	6/30/22	Continue to monitor the most at-risk families for attendance issues and celebrate progress quarterly.	Ed Smith Attendance Committee
1/1/22	6/30/22	Continue to support teachers in communicating to students and parents/guardians of students who are not in attendance each day (call, talking points, email).	Teachers
1/1/22	6/30/22	Continue to have staff mentors will check in weekly with student mentees receiving tier 3 support to encourage regular school attendance.	Mentors
1/1/22	6/30/22	Continue to have the attendance committee will meet monthly.	Ed Smith Attendance Committee
1/1/22	6/30/22	Continue to have the attendance committee will refer families to SIT to engage the support of outside agencies to address barriers beyond the school's capacity.	Ed Smith Attendance Committee
1/1/22	6/30/22	Continue to hold quarterly awards celebrations to celebrate perfect and improved attendance for families.	PBIS Committee; Teachers

Learning As A Team

Directions

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

Student Interviews

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

- Students that do not feel connected to the school community are likely to be absent or chronically absent.

Equity Self-Reflection

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

"Foster close relationships with students and families, including working with families to gather insights into students' cultures, goals, and learning preferences."

- We need to continue to examine root causes as to why students are absent and create meaningful, personalized plans of support based on their unique needs, circumstances, and experiences.

Survey Goal End-of-the-Year Desired Outcomes

Stakeholder Group	Survey Question	2022 Target Response (e.g. % agree or strongly agree)	2021 Result (e.g. % agree or strongly agree)
Students	When my teacher asks me how I'm doing, I feel my teacher is really interested in my answer.	75% of students will agree or strongly agree with the survey statement as determined by end of year survey.	2021 Climate Survey Results: 63% of students strongly agree and agree

Root Causes

What theories or hypotheses does the school have as to why the school has had its past outcomes for Survey ? Please consider longitudinal student achievement data, student interview data, and Equity Self-Reflection results when developing root causes.	Is this specific to certain sections of the school (grade/content area?)
We have not clearly defined or consistently revisited the expectations for intentionally building positive relationships between teacher and students, consistently monitored the implementation of them with all student subgroups, provided training to teachers as needed on building positive relationships, positive praise to students including spontaneous, and taking personal interest in students' lives.	K-8
We have not had a building wide examination of individual implicit biases to better understand and address the negative impact on students of all subgroups such as feeling their teachers genuinely care about them, student academic performance, students' feelings of connection to school and staff, and lowered expectations for certain students.	K-8
We have not allocated time to roll-out the training on culturally responsive education practices due to the time used for other mandatory trainings.	K-8
Some teachers have not been held accountable to implement consistent practices for behavior for all students as we have not collected the data to identify which teachers need additional support and monitoring in this area.	K-8
We have limited structures and opportunities for students to provide feedback on their experiences, perceptions, and needs.	K-8

Action Plan: August to January

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

Start	End	Action	Lead
8/1/21	8/30/21	Coordinate with Syracuse City School District to support survey development (question development and technical development).	Administration
8/1/21	8/30/21	Design Middle School (MS) schedule to include a SEL block of no less than 12 minutes daily.	Administration
8/1/21	9/1/21	Design expectations for SEL block (ES and MS) to include suggested and flexible SEL topics for the Q1- First marking period	Administration
8/1/21	9/1/21	Established student led conference procedures for Grades 5-8. To include but not limited to the following: <ul style="list-style-type: none"> Expectations for preparing students Opportunity for a private teacher/parent conversation 	Instructional Coach
8/1/21	9/1/21	Design 2020-21 Student Climate Survey. Survey can be individualized for elementary and middle schools but must contain the same core sets of questions.	Discipline and School Climate Team
8/1/21	9/10/21	Establish formalized Classroom Reentry process to include: <ul style="list-style-type: none"> Student accompanied by staff member for reentry process. Staff member checks in with teacher before reentry of student into the classroom. Offer the opportunity for a quick conversation. Support staff and Teachers will use positive language when student re-enters class. 	Administration
8/1/21	9/30/21	Draft and publish expectations for teacher-student conferences to include: <ul style="list-style-type: none"> Specific positive praise Supportive next steps Measurable goals 	Administration
8/1/21	9/30/21	Draft for School Leadership Team's approval and expectations document to include: <ul style="list-style-type: none"> Expectations regarding therapeutic crisis intervention practices. Expectations for culturally responsive education practices, including implicit bias. Expectations for use of restorative practices, including restorative conferences for the third time a child is removed from class. Expectations for positive greetings and introductions. Identify classroom look-fors from the trainings and expectations that will be monitored and incorporate them on the walk-through tool.	Administration

8/1/21	9/30/21	Identify a minimum of four sessions for the Ed Smith Student Committee on Race and Equality (SCORE) to provide professional development for staff. The first session should occur before October 30.	Discipline and School Climate Team
9/1/21	9/30/21	Professional development for 100% of staff on purpose for BIC, SIT Tiered Interventions, Kid Talk Protocols, continuum of supports, and how to access Panorama survey data.	Administration
9/1/21	9/30/21	100% of staff will be re-trained on expectations for documenting behaviors in School Tool and use of BIC pass.	Administration
9/1/21	9/30/21	100% of staff will be trained on expectations for teacher - student conferences.	Administration
9/1/21	9/30/21	100% of staff will be trained on expectations virtual and in-person teacher - family conferences.	Administration
9/1/21	1/1/22	Schedule quarterly student climate surveys, and small group debriefs, and present plan to School leadership team with the proposed survey. Small group student debriefs will include (at a minimum): <ul style="list-style-type: none"> • Questions/perceptions regarding teacher-student conferences • Questions/perceptions regarding starting the new year and academic marking period as a fresh start. • Question/perceptions regarding positive praise 	Discipline and School Climate Team
9/1/21	1/1/22	Develop and submit grade-level action plans following survey results utilizing student input.	Teachers
9/1/21	10/1/21 1/1/22	Define the expectations for the SEL block including breaking down the components and providing staff with a monthly calendar for the block with the SEL focus. Provide the staff with the SEL block calendar monthly that includes the expectations.	Administration, Instructional Coach
9/1/21	1/1/22	Conduct monthly walkthroughs of SEL blocks to determine the implementation of SEL resources building wide.	Administration
9/1/1	1/1/22	Review student discipline data, culturally responsive education practices, therapeutic crisis intervention implementation, and restorative practices and identify targeted professional development.	Administration
9/1/21	1/1/22	Follow up with teachers on discipline data (specifically, the number of students removed from class, referrals, and classroom incidents by subgroup), culturally responsive education practices, therapeutic crisis intervention strategy implementation and restorative practices during monthly, individual climate meetings. Provide additional support to teachers as needed.	Administration
9/1/21	10/30/21	100% of staff will be trained on Ed Smith Culturally Responsive Education Expectations.	Administration, District Staff, Outside Partners

9/1/21	10/30/21	100% of staff will be trained on Ed Smith Therapeutic Crisis Intervention Strategies expectations.	Administration
9/1/21	10/30/21	100% of staff will be trained on Ed Smith Restorative Practice expectations.	Administration
9/1/21	10/30/21	100% of staff will be trained on Ed Smith expectations for student re-entry into classrooms.	Administration
9/1/21	1/1/22	Greet students at the door with a positive verbal greeting or will begin their classroom with a positively framed introduction. Include as a look-for in the walk-through tool and provide feedback to teachers when applicable.	Teachers Administration
9/1/21	1/1/22	Expand monthly discipline data review, to include Qualtrics BIC data report to examine subgroups.	Discipline and School Climate team
9/1/21	1/1/22	Apply SLT approved CRE expectations, as measured by walkthroughs.	Administration
9/1/21	1/1/22	Apply SLT approved TCIS expectations, as measured by walkthroughs.	Administration
9/1/21	1/1/22	Apply SLT approved Restorative Practices expectations, as measured by walkthroughs.	Administration
10/1/21	10/30/21	Design and distribute Q2 – Second marking period suggested and flexible SEL topics	Administration
10/1/21	10/30/21	Conduct first Ed Smith SCORE PD	Administration

Gauging Success: Mid-Year Benchmark

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

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

Data Source	January 2021 Target
Student Survey	70% of Ed Smith students will strongly or somewhat agree to “When my teacher asks me how I’m doing, I feel my teacher is really interested in my answer” as measured by 2020-21 Ed Smith Student Climate Survey.

Planning for January to June

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

Start	End	Action	Lead
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1/1/21	6/30/22	Continue to design expectations for SEL block (ES and MS) to include suggested and flexible SEL topics for the remainder of the year.	Administration
1/1/21	6/30/22	Continue to use student led conference procedures for Grades 5-8. To include but not limited to the following: <ul style="list-style-type: none"> • Expectations for preparing students Opportunity for a private teacher/parent conversation	Instructional Coach
1/1/21	6/30/22	Continue to use a formalized Classroom Reentry process to include: <ul style="list-style-type: none"> • Student accompanied by staff member for reentry process. • Staff member checks in with teacher before reentry of student into the classroom. • Offer the opportunity for a quick conversation. • Support staff and Teachers will use positive language when student re-enters class. 	Administration
1/1/21	6/30/22	Continue to review expectations for teacher-student conferences to include: <ul style="list-style-type: none"> • Specific positive praise • Supportive next steps • Measurable goals 	Administration
1/1/21	6/30/22	Continue to use classroom look-fors from the trainings and expectations that will be monitored and incorporate them on the walkthrough tool.	Administration
1/1/21	6/30/22	Continue facilitating professional development for 100% of staff on purpose for BIC, SIT Tiered Interventions, Kid Talk Protocols, continuum of supports, and how to access Panorama survey data.	Administration
1/1/21	6/30/22	Continue to implement quarterly student climate surveys, and small group debriefs, and present plan to School leadership team with the proposed survey. Small group student debriefs will include (at a minimum): <ul style="list-style-type: none"> • Questions/perceptions regarding teacher-student conferences • Questions/perceptions regarding starting the new year and academic marking period as a fresh start. Question/perceptions regarding positive praise	Discipline and School Climate Team
1/1/21	6/30/22	Continue to develop and submit grade-level action plans following survey results utilizing student input.	Teachers
1/1/21	6/30/22	Continue to support staff in breaking down the components of the SEL block as well as the monthly calendar and its SEL focus. Continue to provide the staff with the SEL block calendar monthly that includes the expectations.	Administration, Instructional Coach
1/1/21	6/30/22	Continue to conduct monthly walkthroughs of SEL blocks to determine the implementation of SEL resources building wide.	Administration
1/1/21	6/30/22	Continue to review student discipline data, culturally responsive education practices, therapeutic crisis intervention implementation, and restorative practices and identify targeted professional development.	Administration

1/1/21	6/30/22	Continue to follow up with teachers on discipline data (specifically, the number of students removed from class, referrals, and classroom incidents by subgroup), culturally responsive education practices, therapeutic crisis intervention strategy implementation and restorative practices during monthly, individual climate meetings.	Administration
1/1/21	6/30/22	Continue to greet students at the door with a positive verbal greeting or will begin their classroom with a positively framed introduction. Include as a look-for in the walk-through tool and provide feedback to teachers when applicable.	Teachers Administration
1/1/21	6/30/22	Continue to review monthly discipline data including Qualtrics BIC data report to examine subgroups.	Discipline and School Climate team
1/1/21	6/30/22	Continue to use SLT approved CRE expectations, as measured by walkthroughs.	Administration
1/1/21	6/30/22	Continue to use SLT approved TCIS expectations, as measured by walkthroughs.	Administration
1/1/21	6/30/22	Continue to use SLT approved Restorative Practices expectations, as measured by walkthroughs.	Administration

Learning As A Team

Directions

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

Student Interviews

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

- Students feel that inequitable distribution of student discipline (referrals)
- Not all students feel the teacher cares about them, their responses (opportunities to talk in class)

Equity Self-Reflection

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

- Representation of CRE and diversity
- Accurate representation of marginalized populations

Evidence-Based Intervention

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

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

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

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

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

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

State-Supported Evidence Based Strategy

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

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

Name	Role
Sam Barber	Principal
Jennifer DiBello	Vice Principal
Greg Lawson	Vice Principal
Karen Earl	Disciplinary Literacy Coach
Shannon Dodge	Teacher
Desiree Jenkins	Teacher
Will Oscarlece	Teacher
Ann Rodak	Teacher
Robin Young	Teacher
William Wright	Teacher
Emily Hart-Gorman	Parent Liaison
Karly Grifasi	PTO President
Karen Cordano	Parent
Kelly Crisler	Parent

Our Team's Steps

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

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

Meeting Dates

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

Meeting Date	Interviewing Students	Completing the Equity Self-Reflection	Reviewing Multiple Sources of Data and Feedback	Determining Priorities and Goals Based on Identified Needs	Scheduling Activities to Reach Priorities and Goals	Identifying Resources
<i>Example: 4/6/21</i>			x	x		
4/21/21	x	x	x	x		
5/5/21			x	x		
5/6/21			x	x		
5/19/21					x	x
6/9/21					x	x
7/29/21				x	x	
8/3/21				x	x	

Submission Assurances

Submission Assurances

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

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