



School Comprehensive Education Plan 2022-23

District	School Name	Grades Served
Syracuse City School District	Frazer PK-8 School	Pre-K-8

Collaboratively Developed By:

The Frazer Pre-K-8 SCEP Development Team

And in partnership with the staff, students, and families of Frazer Pre-K- 8.

Guidance for Teams

Goals & Actions

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

Resources for the Team

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

ELA Goal

Directions: In the left column, identify the subgroup for which the school is generating a goal.

Subgroup	June 2023 Goal
All Students	71.1 ELA Academic Achievement Index
Black Students	63 ELA Academic Achievement Index
Multiracial Students	79.1 ELA Academic Achievement Index
All Students	<p>10%-point decrease in Level 1 from September NWEA Reading baseline (<i>subject to increase based on actual September baseline data</i>)</p> <p>10%-point increase in Levels 3 + 4 from September NWEA Reading baseline (<i>subject to increase based on actual September baseline data</i>)</p> <p>20% of all students move up one color-band percentile (based on NWEA Reading baseline data)</p>

Root Causes

What theories or hypotheses does the school have as to why the school has had its past outcomes for ELA? Please consider longitudinal student achievement data, student interview data, and Equity Self-Reflection results when developing root causes.	Is this specific to certain sections of the school (grade/content area?)
<p>Ineffective use of data:</p> <p>Teachers need support, training, and dedicated time to analyze multiple data sources in order to diagnose, plan for, and implement targeted instruction within students' zones of proximal development to achieve maximum growth.</p>	K-8
<p>Instruction lacks rigor:</p> <ul style="list-style-type: none"> Area of Need: Students have not solidified the habits of discussion necessary to engage in academic discourse. Root Cause: We have not explicitly taught teachers how to implement the habits of discussion and Accountable Talk Moves, or making instruction accessible and incorporating real-word application for engagement. 	3-8

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
Aug	Sept	Review, revise, and implement Frazer Academic Benchmark Data Protocol (FABDP) from the 21-22 school year. Ensure that EOY FABDP includes teacher reflection of practice	Lead teachers, coaches, admin
Aug	Jan	Create PD topic calendar for semester 1. Instructional rounds will follow the PD to gather data and additional support will be offered based on data	Admin, Lead teachers, coaches. ILT
Aug	Sept	ILT creates data collection cycles <ul style="list-style-type: none"> • CER ELA Grades 3-8 • CER Science Grades 4-8 • CER Social Studies Grades • NWEA • DIBELS • DSD G3-5 6-week plans Grades K-5	ILT
Oct	Jan	Collect Data regularly and enter into dashboard	Teachers
Sept	Oct	Train and support teachers through the data cycle	Admin, data coach, coaches, lead teachers
Sept	Jan	Teachers score/grade items together during PLC; Teachers provide actionable feedback to colleagues. <i>Teachers do not score their own student's work.</i>	Teachers, Lead teachers
Oct	Dec	Teachers analyze data	Teachers
Sept	Oct	Train teachers in Zone of Proximal Development	Coaches
Sept	Oct	Teachers will use diagnostic data to identify specific skills students need	Teachers
Oct	Dec	Allocate time for teachers to work together to plan for targeted instruction	Lead teachers, and teachers
Sept	Nov	Provide differentiate coaching to teachers to address gaps in skills and knowledge of pedagogy, curriculum, planning, and implementation of targeted small group instruction. Include distinct aspects of small group instruction: <ul style="list-style-type: none"> • Unpacking Units, Formative assessments, DINS and Exit Tickets 	Coaches, Lead teachers

		<ul style="list-style-type: none"> • Clear expectations for transitions and tasks • Data analysis and student grouping • Objective for each group • Lesson planning • Digital content utilization • Teacher-led small group • Progress monitoring <p>Differentiated independent work based on student-data</p>	
Sept	Jan	Conduct Walkthroughs regularly checking up on targeted instruction	Admin, Coach
Sept	Jan	<p>Develop targeted instruction overview plans that include the long-term goal for each group using baseline/progress monitoring data for differentiation to meet student needs within units of study.</p> <ul style="list-style-type: none"> • Plan and implement differentiated instruction plan that aligns to the long-term overview. • Daily small group instruction in K-5 • Weekly in grades 6-8 	Teachers
Oct	Nov	Coach/Lead teachers reviews and teaches Frazer's Thin Slice Data Protocol with teachers for use with 2pt writing and math constructed response.	Coach, Lead teachers
Sept	Oct	Train teachers on Habits of Discussion based on grade level	Coach, Lead teachers
Sept	Jan	Train teachers how to implement the habits of discussion and Accountable Talk Moves. This will be done in chunks. Teachers learn a habit/move, try it, then get feedback	Coach, Lead teachers
Oct	Jan	Provide models for teachers	Lead teachers
Oct	Jan	Provide feedback to teachers on Habits of Discussion and Accountable Talk Moves through Learning Walks	ILT
Nov	Jan	Provide Collaborative Coaching with Accountable Talk moves	Teachers
Oct	Jan	Cross curricular ELA & Social Studies/ Humanities	District coach, coaches, teachers
Sept	Jan	Leveraging Multiple modalities with the use of manipulatives, visuals, real world application	Lead teachers, Admin, math teachers

Gauging Success: Mid-Year Benchmark

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

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

Assessment	Baseline Performance	January 2023 Target
NWEA Reading	TBD in Fall 2022	<p>7%-point decrease in Level 1 from Fall baseline <i>(subject to increase based on actual September baseline data)</i></p> <p>7%-point increase in Levels 3 + 4 from Fall baseline <i>(subject to increase based on actual September baseline data)</i></p> <p>13% of all students move up one color-band percentile (based on NWEA baseline data)</p>

Action Plan: January to June

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

Start	End	Action	Lead
Jan	June	Create PD topic calendar for semester 2. Instructional rounds will follow the PD to gather data and additional support will be offered based on data	Admin, Lead teachers, coaches. ILT
Jan	June	ILT creates data collection cycles <ul style="list-style-type: none"> • CER ELA Grades 3-8 • CER Science Grades 4-8 • CER Social Studies Grades • NWEA • DIBELS • DSD G3-5 6-week plans Grades K-5	ILT
Jan	Jan	Create PD topic calendar for semester 2 in line with SCEP and ILT Instructional rounds	Admin, Lead teachers, coaches
Jan	June	Collect Data regularly and enter into dashboard	Teachers

Jan	June	Teachers score/grade items together during PLC; Teachers provide actionable feedback to colleagues. <i>Teachers do not score their own student's work.</i>	Teachers, Lead teachers
Jan	June	Teachers analyze data	Teachers
Jan	June	Teachers will use diagnostic data to identify specific skills students need	Teachers
Jan	June	Allocate time for teachers to work together to plan for targeted instruction	Lead teachers, and teachers
Jan	June	Provide differentiated coaching to teachers to address gaps in skills and knowledge of pedagogy, curriculum, planning, and implementation of targeted small group instruction. Include distinct aspects of small group instruction: <ul style="list-style-type: none"> • Unpacking Units, Formative assessments, DINS and Exit Tickets • Clear expectations for transitions and tasks • Data analysis and student grouping • Objective for each group • Lesson planning • Digital content utilization • Teacher-led small group • Progress monitoring Differentiated independent work based on student-data	Coaches, Lead teachers
Jan	June	Conduct Walkthroughs regularly checking up on targeted instruction	Admin, Coach
Jan	June	Develop targeted instruction overview plans that include the long-term goal for each group using baseline/progress monitoring data for differentiation to meet student needs within units of study. <ul style="list-style-type: none"> • Plan and implement differentiated instruction plan that aligns to the long-term overview. • Daily small group instruction in K-5 Weekly in grades 6-8	Teachers
Jan	June	Coach/Lead teachers reviews and teaches Frazer's Thin Slice Data Protocol with teachers for use with 2pt writing and math constructed response.	Coach, Lead teachers
Jan	June	Train teachers how to implement the habits of discussion and Accountable Talk Moves. This will be done in chunks. Teachers learn a habit/move, try it, then get feedback	Coach, Lead teachers

Jan	June	Provide models for teachers	Lead teachers
Jan	June	Provide feedback to teachers on Habits of Discussion and Accountable Talk Moves through Learning Walks	ILT
Jan	June	Provide Collaborative Coaching with Accountable Talk moves	Teachers
Jan	June	Cross curricular ELA & Social Studies/ Humanities	District coach, coaches, teachers
Jan	June	Leveraging Multiple modalities with the use of manipulatives, visuals, real world application	Lead teachers, Admin, math teachers

Math Goal

Subgroup	June 2023 Goal
All Students	64.4 Math Academic Achievement Index
Black Students	51.3 Math Academic Achievement Index
Multiracial Students	87.5 Math Academic Achievement Index
All Students	<p>10%-point decrease in Level 1 from September NWEA Math baseline (<i>subject to increase based on actual September baseline data</i>)</p> <p>10%-point increase in Levels 3 + 4 from September NWEA Math baseline (<i>subject to increase based on actual September baseline data</i>)</p> <p>20% of all students move up one color-band percentile using NWEA Math baseline data</p>

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?)
Ineffective use of data: Teachers need support, training, and dedicated time to analyze multiple data sources in order to diagnose, plan for, and implement targeted	K-8

instruction within students' zones of proximal development to achieve maximum growth.	
<p>Instruction lacks rigor:</p> <ul style="list-style-type: none"> • Area of Need: Students have not solidified the habits of discussion necessary to engage in academic discourse. • Root Cause: We have not explicitly taught teachers how to implement the habits of discussion and Accountable Talk Moves, or making instruction accessible and incorporating real-word application for engagement. 	3-8

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
Aug	Sept	Review, revise, and implement Frazer Academic Benchmark Data Protocol (FABDP) from the 21-22 school year. Ensure that EOY FABDP includes teacher reflection of practice	Lead teachers, coaches, admin
Aug	Jan	Create PD topic calendar for semester 1. Instructional rounds will follow the PD to gather data and additional support will be offered based on data	Admin, Lead teachers, coaches, ILT
Aug	Sept	<p>ILT creates data collection cycles</p> <ul style="list-style-type: none"> • 2-point response Math Grades 3-5 • NWEA • Math survey <p>6-week plans Grades K-5</p>	ILT
Aug	Sept	Create PD topic calendar for semester 1 in line with SCEP and ILT Instructional rounds	Admin, Lead teachers, coaches
Oct	Jan	Collect data regularly and enter it into dashboard	Teachers
Sept	Oct	Train and support teachers through the data cycle	Admin, data coach, coaches, lead teachers
Sept	Jan	Teachers score/grade items together during PLC; Teachers provide actionable feedback to colleagues. <i>Teachers do not score their own student's work.</i>	Teachers, Lead teachers

Oct	Jan	Teachers analyze data	Teachers
Sept	Oct	Train teachers in Zone of Proximal Development	Coaches
Sept	Oct	Teachers will use diagnostic data to identify specific skills students need	Teachers
Oct	Dec	Allocate time for teachers to work together to plan for targeted instruction	Lead teachers, and teachers
Sept	Nov	<p>Provide differentiated coaching to teachers to address gaps in skills and knowledge of pedagogy, curriculum, planning, and implementation of targeted small group instruction. Include distinct aspects of small group instruction:</p> <ul style="list-style-type: none"> • Unpacking Units, Formative assessments, DINS and Exit Tickets • Clear expectations for transitions and tasks • Data analysis and student grouping • Objective for each group • Lesson planning • Digital content utilization • Teacher-led small group • Progress monitoring <p>Differentiated independent work based on student-data</p>	Coaches, Lead teachers
Sept	Jan	Conduct Walkthroughs regularly checking up on targeted instruction	Admin, Coach
Sept	Jan	<p>Develop targeted instruction overview plans that include the long-term goal for each group using baseline/progress monitoring data for differentiation to meet student needs within units of study.</p> <ul style="list-style-type: none"> • Plan and implement differentiated instruction plans that align to the long-term overview. • Daily small group instruction in K-5 • Weekly in grades 6-8 	Teachers
Oct	Nov	Coach/Lead teachers reviews and teaches Frazer's Thin Slice Data Protocol with teachers for use with 2pt writing and math constructed response.	Coaches, Lead teachers
Sept	Oct	Train teachers on Habits of Discussion based on grade level	Coaches, Lead teachers
Sept	Jan	Train teachers how to implement the habits of discussion and Accountable Talk Moves. This will be done in chunks. Teachers learn a habit/move, try it, then get feedback	Coaches, Lead teachers
Oct	Jan	Provide models for teachers	Lead teachers

Oct	Jan	Provide feedback to teachers on Habits of Discussion and Accountable Talk Moves through Learning Walks	ILT
Nov	Jan	Provide Collaborative Coaching with Accountable Talk moves	Teachers
Sept	Jan	Incorporate in lessons how multiple modalities will be addressed with the use of manipulatives, visuals, real world application Monitor the implementation of the incorporation of multiple modalities in lessons through learning walks and provide teachers with feedback as needed	Teachers Lambert Admin

Gauging Success: Mid-Year Benchmark

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

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

Assessment	Baseline Performance	January 2023 Target
NWEA Math	TBD in Fall 2022	7%-point decrease in Level 1 from Fall baseline (<i>subject to increase based on actual September baseline data</i>) 7%-point increase in Levels 3 + 4 from Fall baseline (<i>subject to increase based on actual September baseline data</i>) 13% of all students move up one color-band percentile (based on NWEA baseline data)

Action Plan: January to June

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

Start	End	Action	Lead
Jan	June	Create PD topic calendar for semester 2. Instructional rounds will follow the PD to gather data and additional support will be offered based on data	Admin, Lead teachers, coaches, ILT
Jan	June	ILT creates data collection cycles	ILT

		<ul style="list-style-type: none"> • 2-point response Math Grades 3-5 • NWEA • Math survey <p>6-week plans Grades K-5</p>	
Jan	Jan	Create PD topic calendar for semester 2 in line with SCEP and ILT Instructional rounds	Admin, Lead teachers, coaches
Jan	June	Collect data regularly and enter it into dashboard	Teachers
Jan	June	Teachers score/grade items together during PLC; Teachers provide actionable feedback to colleagues. <i>Teachers do not score their own student's work.</i>	Teachers, Lead teachers
Jan	June	Teachers analyze data	Teachers
Jan	June	Allocate time for teachers to work together to plan for targeted instruction	Lead teachers, and teachers
Jan	June	<p>Provide differentiated coaching to teachers to address gaps in skills and knowledge of pedagogy, curriculum, planning, and implementation of targeted small group instruction. Include distinct aspects of small group instruction:</p> <ul style="list-style-type: none"> • Unpacking Units, Formative assessments, DINS and Exit Tickets • Clear expectations for transitions and tasks • Data analysis and student grouping • Objective for each group • Lesson planning • Digital content utilization • Teacher-led small group • Progress monitoring <p>Differentiated independent work based on student-data</p>	Coaches, Lead teachers
Jan	June	Conduct Walkthroughs regularly checking up on targeted instruction	Admin, Coach
Jan	June	<p>Develop targeted instruction overview plans that include the long-term goal for each group using baseline/progress monitoring data for differentiation to meet student needs within units of study.</p> <ul style="list-style-type: none"> • Plan and implement differentiated instruction plans that align to the long-term overview. • Daily small group instruction in K-5 <p>Weekly in grades 6-8</p>	Teachers

Jan	June	Train teachers how to implement the habits of discussion and Accountable Talk Moves. This will be done in chunks. Teachers learn a habit/move, try it, then get feedback	Coaches, Lead teachers
Jan	June	Provide models for teachers	Lead teachers
Jan	June	Provide feedback to teachers on Habits of Discussion and Accountable Talk Moves through Learning Walks	ILT
Jan	June	Provide Collaborative Coaching with Accountable Talk moves	Teachers
Jan	June	Incorporate in lessons how Leveraging multiple modalities will be addressed with the use of manipulatives, visuals, real world application Monitor the implementation of the incorporation of multiple modalities in lessons through learning walks and provide teachers with feedback as needed	Teachers Lambert Admin

English Language Proficiency (ELP) Goal

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

Root Causes

What theories or hypotheses does the school have as to why the school has had its past outcomes for ELP? Please consider longitudinal student achievement data, student interview data, and Equity Self-Reflection results when developing root causes.	Is this specific to certain sections of the school (grade/content area?)
<p>Unsuccessful engagement of ELL Students</p> <ul style="list-style-type: none"> Frazer has not properly identified and implemented specific strategies to effectively engage all of the ELL Frazer has not implemented rigorous lessons and activities to close the gap for ELP students and their academic goals. 	K-8

<p>Ineffective Communication</p> <ul style="list-style-type: none"> Frazer has not effectively communicated academic expectations for ELL students Frazer has not identified activities that effectively engaged students through appropriate communication systems 	K-8
<p>Ineffective use of data</p> <ul style="list-style-type: none"> Frazer has not consistently used ELL data to analyze and monitor the growth of ELL students as protocols have not been clearly defined. 	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
8/2022	9/2022	Teachers will be aware of ELL proficiency levels by use of Elevation & National Geographic data	ENL team, AIS, Classroom teachers
8/2022	10/2022	Teachers will analyze data with ENL teachers to understand how to utilize National Geographic data	ENL Teachers, Classroom Teachers
8/2022	9/2022	Teams will build in Professional development at school opening for ELL practices	ENL Teachers, ILT
10/2022	11/2022	Teams will schedule ELL's for AIS based on academic data and teacher input	ENL Teachers, AIS Team
9/2022	1/2023	Teams will partner with community-based organizations for additional learning opportunities to support ELL families.	Family Engagement
8/2022	1/2023	Communications will be translated to provide families with academic goals in their primary language	Admin. Family Engagement
8/2022	1/2023	Primary language will be utilized for PTO flyers	Admin. Talking Points
8/2022	1/2023	Nationality workers will be utilized to foster home school connection	ENL Teachers
8/2022	1/2023	Reminders will be sent through talking points of all family engagement	Admin.
8/2022	9/2022	At the beginning of the year student information cards will be sent out to collect updated student phone numbers and preferred methods of communication. These will be updated quarterly	ENL Teachers Family Engagement

8/2022	1/2023	ENL Professional development will be added to PLC calendar quarterly topics will include <ul style="list-style-type: none"> • Curriculum and instruction • Best practices for engagement • Looking at plans and objectives • Monitoring ELL data • Sharing data with families 	ILT, ENL Teachers
9/2022	1/2023	Teachers will have individual data meetings with ENL teachers to review progress monitoring from National Geographic	ENL Teachers
9/2022	1/2023	Goal setting will include identification of student demographics and goals will be specific to targeted subgroups	ENL Teachers
9/2022	11/2022	Create new data protocols for adapting National Geographics assessment data	ENL Teachers, ILT, SLT
10/2022	11/2022	Walk through tools will include "look fors" that were shared in PLC's	ILT, SLT, ENL Teachers
9/2022	1/2023	Quarterly PLC's with ENL teachers	ILT

Gauging Success: Mid-Year Benchmark

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

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

Assessment	Baseline Performance	January 2023 Target
National Geographic Assessment	55% of students meeting individual expected target "School Rate of Success"	70% of students meeting individual expected target "School Rate of Success"

Action Plan: January to June

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

Start	End	Action	Lead
1/2023	6/2023	Teams will partner with community-based organizations for additional learning opportunities to support ELL families.	Lynette Spencer, Family Engagement,
1/2023	6/2023	Communications will be translated to provide families with academic goals in their primary language	ENL Team, Admin.

1/2023	6/2023	Primary language will be utilized for PTO flyers	Admin.
1/2023	6/2023	Nationality workers will be utilized to foster home school connection	ENL Team
1/2023	6/2023	Reminders will be sent through talking points of all family engagement	
1/2023	6/2023	ENL Professional development will be added to PLC calendar quarterly topics will include <ul style="list-style-type: none"> •Curriculum and instruction •Best practices for engagement •Looking at plans and objectives •Monitoring ELL data •Sharing data with families 	ILT, SLT, ENL Teachers
1/2023	6/2023	Teachers will have individual data meetings with ENL teachers to review progress monitoring from National Geographic	ENL Teachers
1/2023	6/2023	Goal setting will include identification of student demographics and goals will be specific to targeted subgroups	ENL Teachers, ILT
1/2023	6/2023	Quarterly PLC's with ENL teachers	ILT

Chronic Absenteeism Goal

Subgroup	June 2023 Goal
All Students	37.1% Chronic Absenteeism Rate
Hispanic Students	53.2% 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?)
Lack of systems: <ul style="list-style-type: none"> • Lack of specific systems to address consistent student absences starting in the beginning of the year while ensuring all students are accounted for by the end of September. 	Pre-K -8

<ul style="list-style-type: none"> Lack of follow up and specific strategies to address absenteeism for the months that follow. 	
<p>Parent buy-in and accountability:</p> <ul style="list-style-type: none"> Lack of effective strategies to support and engage parents of the importance of daily attendance. Lack of specific strategies for family accountability, which include both students and families. Lack of positive rewards for parents who are excelling in attendance. 	Pre-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
9/2022	9/2022	Review the 2021-22 Attendance Plan, calendar for the year, and Tier 1 interventions to update and finalize for the 2022-23 School Year.	Attendance Team
9/2022	01/2023	Communicate and incentivize school goal of 95% daily attendance through daily classroom tracking, daily announcements, and notifications sent home in preferred language.	Attendance Team
9/2022	9/2022	<p>Create systems for daily, weekly, monthly monitoring/reporting of absences with emphasis on consecutive days for specifically targeted students and school wide data. Write the protocols that include:</p> <ul style="list-style-type: none"> Schedule when the data will be pulled. Schedule time to analyze the CA data. Communicate the information to teachers. 	Guidance Secretary
8/2022	9/2022	<p>Review protocols of the SIT Expert Team to include regularly monitoring chronic absenteeism K-8 and identifying students who need to be monitored and supported through the SIT process.</p> <p>Review SIT Expert Team protocols which include:</p> <ul style="list-style-type: none"> Creating timelines, creating tools, and meeting agendas, identifying needs for preparation for the meetings and assignment of roles. Include in protocols monitoring the suspensions of chronically absent students and assess impact on specific absenteeism rates of students. 	Admin
8/2022	9/2022	Create a system with clearly defined expectations for admin, support staff and teachers to proactively address chronic	Admin

		<p>absenteeism and engaging teachers in the process including use of primary contact teacher calls, etc.</p> <ul style="list-style-type: none"> • Ensure all student information in SchoolTool is correct utilizing robocalls, letters, Talking points, etc. • Use SchoolTool so support staff and admin can access to capture the interventions and attendance notes on the students. For documentation purposes, use the outreach log under user-defined and make sure that it is updated weekly • Analyze the data to determine the impact of the actions and to identify next steps. • Teachers must ensure to reach out to the families after 2 absences within a week. This must be documented in SchoolTool, in the Outreach log. • Teacher must refer student to support staff for additional calls and or home visits to follow up with families. This will be monitored for 4-weeks. • Refer to SIT if the above intervention is unsuccessful to create, implement, and monitor appropriate action plan. 	<p>SIT Teachers</p>
8/2022	9/30/2022	<p>Proving Ground:</p> <p>Pull report of all students chronically absent (9 days or more) 9/2021-6/2022, review by grade level and assign to teacher to be monitored and targeted at the start of the school year.</p> <p>Recruit teachers and assign Proving Ground mentors to 6th grade chronically absent students. Distribute information on this program to qualifying students to establish and build relationships with their mentor.</p>	<p>Guidance 6th grade team Whalen</p>
9/2022	01/2023	<p>Proving Ground:</p> <p>Implement the Proving Ground program with the Grade 6 Team and monitor the implementation monthly and adjust for specific students if the data is not improving for the students targeted through the program.</p> <p>Schedule monthly check-ins with the Mentors.</p> <p>Expand Proving grounds to all grade levels to assign mentors to chronically absent students. Adults will check in with these students weekly and adjust based on the data.</p>	<p>6th grade teachers Admin</p>
9/2021	01/2022	<p>Monitor the suspensions of chronically absent students and assess impact on specific absenteeism rates of students.</p>	<p>Admin Expert team</p>

8/2021	10/2021	Address preemptive vaccination exclusions and communicate information with families to prevent exclusion absences.	Health Office Whalen
8/2021	01/2022	Utilize Talking Points and other multi-language technologies to send all communications home from Attendance Team and Proving Grounds program in the preferred language.	Attendance Team Secretary Guidance Staff
9/2021	01/2022	Utilize data from SchoolTool to incentivize weekly attendance. Provide incentives for perfect attendance and incentivize students who missed one day to ensure they move into the perfect attendance category. Perfect attendance- Weekly - shout out/candy Missed one day- Classroom shout outs Monthly School-wide/grade level incentive plan	Attendance Team

Gauging Success: Mid-Year Benchmark

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

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

Data Source	Subgroup	January 2022 Results	January 2023 Target
Chronic Absenteeism Rate	All Students	55.3%	38%
Chronic Absenteeism Rate	Hispanic Students	57.2%	55%

Action Plan: January to June

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

Start	End	Action	Lead
1/2023	6/2023	Communicate, monitor, and incentivize school goal of 95% daily attendance through daily classroom tracking, daily announcements, and notifications sent home in preferred language.	Attendance Team
1/2023	6/2023	Monitor the reporting of absences with emphasis on consecutive days for specifically targeted students and school wide data. Write the protocols that include:	Guidance Secretary

		<ul style="list-style-type: none"> • Schedule when the data will be pulled. • Schedule time to analyze the CA data. • Communicate the information to teachers. 	
1/2023	6/2023	<p>Monitor protocols of the SIT Expert Team to include regularly monitoring chronic absenteeism K-8 and identifying students who need to be monitored and supported through the SIT process.</p> <p>Review SIT Expert Team protocols which include:</p> <ul style="list-style-type: none"> • Creating timelines, creating tools, and meeting agendas, identifying needs for preparation for the meetings and assignment of roles. • Include in protocols monitoring the suspensions of chronically absent students and assess impact on specific absenteeism rates of students. 	Admin SIT Teachers
1/2023	6/2023	<p>Monitor the systems for admin, support staff and teachers to proactively address chronic absenteeism and engaging teachers in the process including use of primary contact teacher calls, etc.</p> <ul style="list-style-type: none"> • Ensure all student information in SchoolTool is correct utilizing robocalls, letters, Talking points, etc. • Use SchoolTool so support staff and admin can access to capture the interventions and attendance notes on the students. For documentation purposes, use the outreach log under user-defined and make sure that it is updated weekly • Analyze the data to determine the impact of the actions and to identify next steps. • Teachers must ensure to reach out to the families after 2 absences within a week. This must be documented in SchoolTool, in the Outreach log. • Teacher must refer student to support staff for additional calls and or home visits to follow up with families. This will be monitored for 4-weeks. • Refer to SIT if the above intervention is unsuccessful to create, implement, and monitor appropriate action plan. 	Admin SIT Teachers
1/2023	6/2023	<p>Proving Ground:</p> <p>Implement the Proving Ground program with the Grade 6 Team and monitor the implementation monthly and adjust</p>	Admin 6 th grade team Teachers

		<p>for specific students if the data is not improving for the students targeted through the program.</p> <p>Schedule monthly check-ins with the Mentors.</p> <p>Expand Proving grounds to all grade levels to assign mentors to chronically absent students. Adults will check in with these students weekly and adjust based on the data.</p>	
1/2023	6/2023	Monitor the suspensions of chronically absent students and assess impact on specific absenteeism rates of students.	Admin Expert team
1/2023	6/2023	Address preemptive vaccination exclusions and communicate information with families to prevent exclusion absences.	Health Office Whalen
1/2023	6/2023	Utilize Talking Points and other multi-language technologies to send all communications home from Attendance Team and Proving Grounds program in the preferred language.	Attendance Team Secretary Guidance Staff
1/2023	6/2023	<p>Utilize data from SchoolTool to incentivize weekly attendance. Provide incentives for perfect attendance and incentivize students who missed one day to ensure they move into the perfect attendance category.</p> <p>Perfect attendance- Weekly - shout out/candy</p> <p>Missed one day- Classroom shout outs</p> <p>Monthly School-wide/grade level incentive plan</p>	Attendance Team

Survey Goal

Stakeholder Group	Survey Question	2023 Target Response (e.g. % agree or strongly agree)	2022 Result (e.g. % agree or strongly agree)
Students	How often do you worry about violence and or physical fights happening at your school?	65%of students will respond favorably	21% of students responded favorably to both questions.

Root Causes

<p>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.</p>	<p>Is this specific to certain sections of the school (grade/content area?)</p>
<p>School Safety was a concern that was reported by our students in both grades (3-5) and (6-8). Some of our Frazer students reported that they are concerned about violence at our school. Along with the concern of violence at our school, some of the students indicated that physical fights happen sometimes and frequently at our school. We believe this is due to a lack of providing teachers with differentiated professional development on explicitly teaching students strategies to improve self-control and resolve conflict. Additionally, we have not consistently selected, communicated with all of our stakeholders, and reinforced schoolwide strategies for school safety.</p>	<p>3-8</p>

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
8/2022	9/2022	Review Second Step to identify and select the lessons and/or activities that address active problem solving, school safety, self-control and conflict resolution.	Morning Meeting Team
8/2022	8/2022	Admin will setup expectation meetings with the parents of grades 6-8 to go over expectations and consequences for any fights and or acts of violence.	Admin
8/2022	Ongoing	<p>Schedule and provide to staff with differentiated professional development on integrating strategies that support teaching the students skills to improve their self-control and conflict resolution for all grade levels to ensure consistency and fidelity to the programs / strategies school wide. Incorporate the trainings in the schoolwide PD Plan for the year. Training topics include:</p> <ul style="list-style-type: none"> • Incorporating the following in Morning Meetings: <ul style="list-style-type: none"> ○ K-5: Refresher and Second Step Lessons ○ Restorative Circles - 1 time/week during Morning Meeting or SEL • TCIS Strategies: Life Space Interview Refresher 	<p>Morning Meeting Team</p> <p>Admin, Teachers, TCIS Consultants</p>

9/2022	1/2023	Incorporate school safety tips and conflict resolution strategies once a week on the morning news announcements.	Admin Students
9/2022	1/2023	Create a student council in the after-school program that is student led to talk about student concerns and how to address them.	Admin
9/2022	1/2023	Implement Second Step in daily Morning Meetings K-8 with fidelity and PAX throughout the school day at all grade levels to teach students skills necessary to improve problem solving, self-control, and conflict resolution skills.	Teachers
10/2022	1/2023	Schedule and complete walkthroughs once in every class a minimum of quarterly to monitor implementation of Morning Meeting, and PAX Good Behavior Game and provide individual teachers with feedback.	Morning Meeting Team, Admin, & PAX
9/2022	1/2023	Incorporate the Dean of Students in the Restorative Circles at other times of the day to reinforce students practicing problem solving, self-control, conflict resolution skills when necessary, such as lunch bunch and closing circles, on any day of the week as needed.	Teachers, BIC TA's, Promise Zone, FSSS, Socials Workers, WEB Leaders
9/2022	1/2023	Select schoolwide strategies for creating a safe school environment. Identify ways to engage students and parents in creating bulletin boards at main entrance and throughout the school. Display on school bulletin board strategies for: <ul style="list-style-type: none"> • Conflict Resolution • Self-control • School Safety Add monthly School safety and conflict resolution to the newsletters.	Lynette Spencer, Lead Teachers
9/2022	1/2023	Continue grade level morning meetings each week to build community and include messages about school safety and conflict resolution. Include trusted adults in each week to ensure students know who to go to feel heard and or problem-solving help.	Admin
10/2022	11/2022	Survey students to identify their top 3 most trusted adults. Climate team will collect, analyze, and present the information to grade-level teams and all support staff members.	Admin Climate
9/2022	1/2023	Implement PAX Good Behavior games in all classes K-8 to increase conflict resolution skills in the classroom.	Teachers, PAX

9/2022	10/2022	<p>Related studies teachers should be in morning meetings/SEL at the beginning of the year.</p> <p>Create a schedule that allows related studies teachers to push into morning meeting/SEL when they have struggles with classes.</p> <p>Monitor integration of these strategies through walkthroughs, provide teachers with feedback, and identify and provide any teachers in need of follow-up support.</p>	Related Studies Teachers, Admin
9/2022	1/2023	Facilitate a 30-second deep-breathing exercise daily after lunch to provide an opportunity for students to practice mindfulness.	Teachers
12/2022	1/2023	Collect and analyze the data on Morning Meetings and on PAX quarterly from walkthroughs to determine schoolwide trends and identify if there are any schoolwide training needs and schedule and deliver those trainings.	Morning Meeting Team & Admin
12/2022	1/2023	<p>Schedule and administer Panorama survey.</p> <p>Create and administer the mid-year survey on the selected question and determine the progress towards the goal.</p> <p>Analyze the data to determine needs and adjustments to the PD plan.</p>	Morning Meeting Team & Admin

Gauging Success: Mid-Year Benchmark

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

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

Data Source	January 2023 Target
Panorama survey on selected question	50% or higher of students will respond favorably

Action Plan: January to June

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

Start	End	Action	Lead
1/2023	6/2023	<ul style="list-style-type: none"> Schedule and provide to staff with differentiated professional development on integrating strategies 	Morning Meeting Team

		<p>that support teaching the students skills to improve their self-control and conflict resolution for all grade levels to ensure consistency and fidelity to the programs / strategies school wide. Incorporate the trainings in the schoolwide PD Plan for the year. Training topics include incorporating the following in Morning Meetings:</p> <ul style="list-style-type: none"> ○ K-5: Refresher and Second Step Lessons ○ Restorative Circles - 1 time/week during Morning Meeting or SEL ● TCIS Strategies: Life Space Interview Refresher 	Admin, Teachers, TCIS Consultants
1/2023	6/2023	Incorporate school safety tips and conflict resolution strategies once a week on the morning news announcements.	Admin Students
1/2023	6/2023	Monitor the student council in the after-school program to ensure they are talking about student concerns and how to address them.	Admin
1/2023	6/2023	Monitor Second Step in daily Morning Meetings K-8 with fidelity and PAX throughout the school day at all grade levels to teach students skills necessary to improve problem solving, self-control, and conflict resolution skills.	Teachers
1/2023	6/2023	Schedule and complete walkthroughs once in every class a minimum of quarterly to monitor implementation of Morning Meeting, and PAX Good Behavior Game and provide individual teachers with feedback.	Morning Meeting Team, Admin, & PAX
1/2023	6/2023	Incorporate the Dean of Students in the Restorative Circles at other times of the day to reinforce students practicing problem solving, self-control, conflict resolution skills when necessary, such as lunch bunch and closing circles, on any day of the week as needed.	Teachers, BIC TA's, Promise Zone, FSSS, Socials Workers, WEB Leaders
1/2023	6/2023	<p>Select schoolwide strategies for creating a safe school environment.</p> <p>Identify ways to engage students and parents in creating bulletin boards at main entrance and throughout the school.</p> <p>Display on school bulletin board strategies for:</p> <ul style="list-style-type: none"> ● Conflict Resolution ● Self-control ● School Safety <p>Add monthly School safety and conflict resolution to the newsletters.</p>	Lynette Spencer, Lead Teachers

1/2023	6/2023	Continue grade level morning meetings each week to build community and include messages about school safety and conflict resolution.	Admin
1/2023	6/2023	Monitor and adjust PAX Good Behavior games in all classes K-8 to increase conflict resolution skills in the classroom.	Teachers, PAX
1/2023	6/2023	Related studies teachers should be in morning meetings/SEL at the beginning of the year. Create a schedule that allows related studies teachers to push into morning meeting/SEL when they have struggles with classes. Monitor integration of these strategies through walkthroughs, provide teachers with feedback, and identify and provide any teachers in need of follow-up support.	Related Studies Teachers, Admin
1/2023	6/2023	Facilitate a 30-second deep-breathing exercise daily after lunch to provide an opportunity for students to practice mindfulness.	Teachers
1/2023	6/2023	Collect and analyze the data on Morning Meetings and on PAX quarterly from walkthroughs to determine schoolwide trends and identify if there are any schoolwide training needs and schedule and deliver those trainings.	Morning Meeting Team & Admin
1/2023	6/2023	Schedule and administer Panorama survey. Create and administer the mid-year survey on the selected question and determine the progress towards the goal. Analyze the data to determine needs and adjustments to the PD plan.	Morning Meeting Team & Admin

Learning As A Team

Directions

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

Student Interviews

Describe how the Student Interview process informed the team's plan
<p>Students at Frazer informed the team that:</p> <ul style="list-style-type: none"> • Because of the pandemic they fell behind in their academic classes • They are frustrated with not getting what is being taught to them and they need more time to master skills • They look at their grade because they want to do well

- They want work and activities to be meaningful and rigorous
- They worry about making friends and being safe at school
- They want more time to discuss what they are learning with their peers
- They want their teachers to build meaningful relationships and give them time to have restorative circles

Equity Self-Reflection

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

The Equity Self-Reflection posed both strengths and areas of growth for the Frazer Frontier.

Some of the strengths in principle 1 include:

- Outreach to families and celebrating cultures and communities
- A plethora of materials that affirm student identities and celebrating diverse backgrounds
- Family engagement nights- getting families into the building

We are aware that we, as a building, have a strong awareness for diversity and incorporating different activities to ensure that we are celebrating diversity. We need to continue to be more consistent with our efforts and be more purposeful with our SEL time.

Some of the strengths in principle 2 include:

- Willingness to have conversations with adults and students
- Kids feel confident bringing conversations up to adults/ positive adult response
- Curriculum k-5- diverse, relatable, more positive conversations
- Student leadership opportunities

As a building, we need to have more student-driven accountable talk/critical thinking, more open/safe spaces for students to share how they are feeling, and more PD for teachers on inclusive classrooms.

Some of the strengths in principle 3 include:

- Connecting the curriculum to real-world events
- The k-5 humanities unit and Highway 81 project

As a building, we need to continue to be consistent with connecting curriculum to real-world issues throughout all grade-levels and across all content areas.

Some of the strengths in principle 4 include:

- Strong collaboration time in our PLCs
- The district offers a plethora of PD for teachers
- Collaboration with district coaches who are willing to assist at any time.
- District and building level book studies

As a building, we need more participation from teachers to engage in the district PDs, utilize coaches more on a consistent basis, and create more relevant/relatable building level PD that encourages collaboration.

Evidence-Based Intervention

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



State-Supported Evidence Based Strategy

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

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

Our Team's Process

Background

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

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

Team Members

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

Name	Role
Latrina Brumfield	Principal
Stanley Whalen	Vice Principal
Abbie Hoffmann	Vice Principal
Tracy Waters	3 rd grade teacher
Catherine Louer	LMS
Meghan D'Orsogna	ENL Teacher
Teresa Sauro	Instructional Coach
Christine Hanley	ES Counselor
Shanette Logan	Special Education Teacher
Jaime Commisso	4 th grade teacher
Karin Kirnie	Data Coach
Regina Russo	Social Worker
Andrea Riley	MS Counselor
Joseph Sessler	8 th grade ELA teacher
Jessica Corasaniti	Admin. Intern
Ashley Sprague	Parent
Andrew Snyder	Parent
Angel Dalton	Parent

Our Team's Steps

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

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

Meeting Dates

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

Meeting Date	Interviewing Students	Completing the Equity Self-Reflection	Reviewing Multiple Sources of Data and Feedback	Determining Priorities and Goals Based on Identified Needs	Scheduling Activities to Reach Priorities and Goals
6/21/22	X				
7/6/22			X	X	
7/13/22		X			
7/20/22				X	X
7/27/22				X	X

Next Steps

1. In addition to having their plan approved by NYSED, plans for CSI schools will be approved by the Board of Education, as will plans for TSI schools.
2. The approved CSI and TSI plans will be posted on the District's website.
3. Schools should begin implementing their plan by the first day of the 2022-23 school year. Schools should continually monitor their implementation and make adjustments to their plans when appropriate.
4. Schools should ensure that there is professional development provided to support the strategic efforts described within this plan.