New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

School Comprehensive Education Plan
2023-24

District	School Name	Assistant Superintendent	Principal	Grades Served	Accountability Status
Syracuse City School District	Grant Middle School	Pam Odom	Doug Kasouf	6-8	☒ CSI ☐ ATSI/TSI ☐ LSI

Collaboratively Developed By:
The Grant Middle School SCEP Development Team *And in partnership with the staff, students, and families of Grant Middle School.*

Guidance for Teams

Process

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

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

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

Year-End Goals and Progress Targets

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

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

Action Steps

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

Resources for the Team

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

Submission Instructions

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

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

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

ELA Goal

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

Year-End Goals

Student Goals					
Goal #	**Subgroup**	**Measure**	**Year-End Goal**		
ELA 1	All Students	Academic Achievement Index	*TBD/Place Holder Based on NYSED Provided MIPs*		
ELA 2	All Students	Percent of Students at Each Performance Level on 2023-24 NYS ELA Assessment	**Level 4** **Level 3** 39% # students= 234	**Level 2** 28% # students= 168	**Level 1** 33% # students= < 198
ELA 3	Students with Disabilities	NWEA	**Level 4 and Level 3** 10%	**Level 2** 30%	**Level 1** 60%
ELA 4	All Students	NWEA	**Level 4 and Level 3** 50% of students	**Level 2** 26%	**Level 1** 24%
ELA 5	Students in tier 2 and tier 3 interventions	Dibels (IR)	**Dibels Composite <430 and >417** 20%	**Dibels Composite <417 and >200** 30%	**Dibels Composite <200** No more than 50%
ELA 6	All Students	Benchmark assessments- trending state standards	TBD Based on Creation of Benchmark assessment		

Adult/Schoolwide Behaviors and Practices Goals

Group	Measure	Year-End Goal
ELA Teachers, including tier 1, tier 2, and tier 3	Walkthrough tool	80% (5 out of 7) of all ELA teachers will utilize content specific intervention strategies, implement re-teach plans, and utilize prioritized strategies to support instruction, with a focus on providing differentiated support to students with disabilities and targeted tier 2 and tier 3 support students.

Theory of Action

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

	Root Cause	Theory of Action (TOA) (If/Then Statement)
1	Data collection is inconsistent due to a lack of a common schoolwide data analysis protocol that can be utilized at all tiers, and we have not intentionally planned for PLCs (groupings and agendas) to provide teachers with support, monitoring, feedback and coaching as needed to implement the protocol to create impactful supports and interventions for students to reach goals.	*IF school leaders provide teachers with a common data analysis protocol and systematically monitor and support teachers with thoughtful discussions of data during PLCs, THEN teachers will be more effectively engaged in collaboration, students will be exposed to more rigorous and supportive curriculum and instruction, and student achievement will improve.*
2	We have not clearly defined the prioritized expectations for Tiers 1, 2 and 3 schoolwide for ELA, with a focus on students with disabilities, for all staff or created our system of support for teachers around the expectations, including communication.	*IF priorities for ELA are connected to the mission and vision of the school and shared by staff through universal language and professional development and differentiated support to teachers is directly aligned to this, THEN we will more effectively implement our prioritized initiatives schoolwide, cater to teacher's individual needs, and lead to consistency among instructional practices and improve student achievement in ELA trending state standards.*

Priority

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

	Priority
1	Tiered interventions focused on trending NYS ELA standards
2	PLCs specifically focused on data analysis, re-teaching plans, and prioritized initiatives

3	Ongoing differentiated support for teachers (monitoring, feedback, and coaching)

Early Progress Milestones

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

Subgroup / Group	Measure	8 Week Milestone	Actual Data	Status	Notes
All students	NWEA	Level 1- 46% of students (62%) Level 2- 27% of students (24%) Level 3 and 4- 27% of students (14%) *starting levels		On Track ☐ Off Track ☐	
Students with Disabilities	NWEA	Level 1- 74% of students (87%) Level 2- 20% of students (9%) Level 3 and 4- 6% of students (4%) *starting levels		On Track ☐ Off Track ☐	
All students	Benchmark assessments- trending state standards	TBD based on new assessment- To be created in Sept		On Track ☐ Off Track ☐	
Students in tier 2 and tier 3 interventions	Dibels (IR)	No more than 65% will score below a 200 on DIBELS Composite Score		On Track ☐ Off Track ☐	
ELA content Liaison,	Create Benchmark assessments-	9/22/23		On Track ☐ Off Track ☐	

Instructional Coach	trending state standards	6th, 7th, 8th grade trending state standards will be created			
ELA Teachers, including tier 1, tier 2, and tier 3	Walkthrough tool	43% (3 out of 7) of all ELA teachers will utilize content specific intervention strategies, implement re-teach plans, and utilize prioritized strategies to support instruction, with a focus on providing differentiated support to students with disabilities and targeted tier 2 and tier 3 support students.		On Track ☐ Off Track	

Action Plan: August to January

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

Start Date (M/D/YY)	End Date (M/D/YY)	Action Step *(begin with verb)*	Lead(s)	TOA #
Aug 2023	Aug 2023	Create a common data analysis protocol.	SLT	1
Aug 2023	Aug 2023	Create a common re-teach planning document.	SLT	1
Aug 2023	Aug 2023	Create content and intervention specific walkthrough tools, with a focus on tier 2 and tier 3 instruction, re-teach implementation and prioritized initiatives.	Admin, SLT	1
Aug 2023	Jan 2024	Schedule and conduct weekly walkthroughs by administrators and interventionists to provide immediate feedback to teachers on intervention and re-teach implementation, and prioritized	Admin, Instructional	1

		initiatives utilizing content-specific walkthrough tools, including tier 1, tier 2, and tier 3 instruction.	Coach, Content Liaisons	
Aug 2023	Sep 2023	Establish a PLC schedule for the year that allows for bi-weekly instructional meetings focused on targeted instruction around standards- based assessments to intentionally plan for rigorous and supportive instruction, with a focus on providing support for targeted tier 2 and tier 3 students and students with disabilities using the data analysis protocol.	Admin, Instructional Coach	1
Sep 2023	Jan 2024	Facilitate PLCs with intentional groupings and targeted agendas focused on targeted instruction around standards-based assessments to intentionally plan for rigorous and supportive instruction, with a focus on providing support for targeted tier 2 and tier 3 students and students with disabilities.	Instructional Coach, Content Liaisons	1
Sep 2023	Jan 2024	Establish a criterion for pre, mid, and post common content area, standards-based, benchmark assessments to analyze during PLC time using the data analysis protocol, which will inform the re-teach planning document.	Instructional Coach, Content Liaisons	1
Sept 2023	Jan 2024	Utilize the data from pre, mid, and post common content area, standards-based benchmark assessments to analyze during PLC time using the data analysis protocol, with a focus on targeting tier 2 and tier 3 support students and students with disabilities, to inform the re-teach planning document. The re-teach planning document will be utilized across all instructional tiers.	Instructional Coach, Content Liaisons	1
Aug 2023	Jan 2024	Schedule and hold monthly content liaison meetings to analyze walkthrough data gathered during the data analysis protocol (PLC time) and use the data to identify teachers in need of additional coaching support.	Admin, Instructional Coach, Content Liaisons	1
Sep 2023	Jan 2024	Provide content liaison support (coaching cycles) to teachers based on walkthrough data gathered during the data analysis protocol, with a focus on tier 2 and tier 3 supports, re-teaching, and prioritized initiatives.	Admin, Instructional Coach, Content Liaisons	1
Sep 2023	Oct 2023	Identify three common AVID strategies to utilize across all three grade level bands during tier 1 instruction during MP1.	Instructional Coach, Content	2

			Liaisons, AVID site team	
Nov 2023	Jan 2024	Identify three common AVID strategies to utilize across all three grade level bands during tier 1 instruction during MP2.	Instructional Coach, Content Liaisons, AVID site team	2
Sep 2023	Jan 2024	Provide differentiated professional development for staff on tier 2 and tier 3 interventions based on data collected through walkthroughs and student data collected during the data analysis protocol.	Instructional Coach, Content Liaisons	2
Sep 2023	Jan 2024	Provide differentiated PD for staff on AVID WICOR strategies including Focused Note-Taking Process, Costa's Levels of Thinking and Organization to support rigor and student success in the classroom. PD will be ongoing. Strategies will be incorporated into lessons during planning meetings with coaches.	Instructional Coach, Content Liaisons, AVID Coach, AVID Site Team	2
Sep 2023	Jan 2024	Provide differentiated PD for staff on Personalizing Learning to support rigor, culturally responsive education, and a nurturing learning environment, and student success in the classroom. PD will be ongoing. Strategies will be incorporated into lessons during planning meetings with coaches.	Instructional Coach, Content Liaisons, Impact Coaches	2
Sep 2023	Jan 2024	Provide coaching cycles on building prioritized initiatives and tiered interventions based on walkthrough data and the data analysis protocol.	Instructional Coach, Content Liaisons, Impact Coaches	2
Sep 2023	Jan 2024	Share data points based on walkthrough data and data analysis protocols with entire staff during monthly staff meetings, measuring growth in prioritized initiatives and tiered interventions.	Admin, Instructional Coach, Content Liaisons	2
Sep 2023	Jan 2024	Schedule and conduct weekly walkthroughs by administrators and interventionists to provide immediate feedback to teachers on intervention and re-teach implementation and prioritized initiatives utilizing content-specific and intervention specific walkthrough tools.	Admin, Instructional	2

			Coach, Content Liaisons	
Sep 2024	Jan 2024	Provide teacher professional development on strategies for modifying lessons, work, and best practices for SPED instruction. Professional development will be determined by staff identifying the support they need. Teachers will then have time during professional development to integrate strategies in lesson planning and daily delivery of instruction.	Instructional Coach, Content liaisons, Teachers	2
Sep 2023	Jan 2024	Provide CT teachers with professional development on tier 2 and tier 3 instructional programs to be utilized during resource blocks.	Instructional Coach, CT teachers	2
Sep 2023	Jan 2024	Hold instructional de-briefs with CT teachers with resource blocks to analyze tier 2 and tier 3 support data trends based on their specific programs assessment tool.	Instructional Coach, CT teachers	2
Sep 2023	Jan 2024	Schedule and conduct monthly walkthroughs by administration and coaches to provide immediate feedback on the implementation strategies that support Students with disabilities in the classroom and use the data to identify teachers in need of additional coaching support.	Admin, instructional coach	2
Sep 2023	Jan 2024	Provide weekly common planning time for general education teachers and CT teachers to co-plan during PLCs. During planning teachers will integrate practices from afternoon professional development.	Teachers	2
Sep 2023	Jan 2024	Identify target students; analyze data for students with disabilities (academics, medical (health center), attendance data); develop plans for individualized intervention; implement the plans and incorporate in plans communication with families. Plans will be monitored during bi-weekly SIT team meetings. Teams will discuss progress of plans and adjust as necessary.	Instructional Coach, content liaisons, CT teachers, SIT team	2
Sep 2023	Jan 2024	Identify target students; analyze data for tier 2 and tier 3 support students (academics, medical (health center), attendance data); develop plans for individualized intervention; implement the plans and incorporate in plans communication with families. Plans will be monitored during bi-weekly SIT team meetings. Teams will discuss progress of plans and adjust as necessary.	Instructional Coach, content liaisons, CT teachers, SIT team	2

Sep 2023	Jan 2024	Provide differentiated professional development. Teachers will be grouped based on self-identified needs (implementation guide) and content areas.	Instructional coach, content liaisons, CT teachers	2

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

Mid-Year Benchmark Targets

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

Subgroup / Group	Measure	Mid year Target	Actual Data	Status	Notes
All students	NWEA	Level 1- 41% of students Level 2- 27% of students Level 3 and 4- 32% of students		On Track ☐ Off Track ☐	
Students with Disabilities	NWEA	Level 1- 69% of students Level 2- 24% of students Level 3 and 4- 7% of students		On Track ☐ Off Track ☐	
All students	Benchmark assessments-trending state standards	TBD based on creation of benchmark assessment		On Track ☐ Off Track ☐	

Students in tier 2 and tier 3 interventions	Dibels (IR)	No more than 60% will score below a 200 on DIBELS Composite Score		On Track ☐ Off Track ☐	
ELA Teachers, including tier 1, tier 2, and tier 3	Walkthrough tool	60% (4 out of 7) of all ELA teachers will utilize content specific intervention strategies, implement re-teach plans, and utilize prioritized strategies to support instruction, with a focus on providing differentiated support to students with disabilities and targeted tier 2 and tier 3 support students.		On Track ☐ Off Track ☐	

Action Plan: January to June

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

Start Date (M/D/YY)	End Date (M/D/YY)	Action Step *(begin with verb)*	Lead(s)	TOA #
Jan 2024	Jan 2024	Re-analyze and calibrate data analysis tool, with a focus on providing tier 2 and tier 3 supports for identified students and students with disabilities.	SLT	1
Jan 2024	Jan 2024	Re-analyze and calibrate re-teach planning document, with a focus on providing tier 2 and tier 3 supports for identified students and students with disabilities.	SLT	1
Jan 2024	June 2024	Conduct weekly walkthroughs by administrators and interventionists to provide immediate feedback to teachers on intervention and re-teach implementation, and prioritized initiatives utilizing content-specific walkthrough tools, including tier 1, tier 2, and tier 3 instruction.	Admin, Instructional Coach, Content Liaisons	1

Jan 2024	Jun 2024	Continue to facilitate PLCs with intentional groupings and targeted agendas focused on targeted instruction around standards-based assessments to intentionally plan for rigorous and supportive instruction, with a focus on providing support for targeted tier 2 and tier 3 students and students with disabilities.	Instructional Coach, Content Liaisons	1
Jan 2024	Jun 2024	Continue to utilize the data from pre, mid, and post common content area, standards-based benchmark assessments to analyze during PLC time using the data analysis protocol, with a focus on targeting tier 2 and tier 3 support students and students with disabilities, to inform the re-teach planning document. The re-teach planning document will be utilized across all instructional tiers.	Instructional Coach, Content Liaisons	1
Jan 2024	Jun 2024	Continue to hold monthly content liaison meetings to analyze walkthrough data gathered during the data analysis protocol (PLC time) and use the data to identify teachers in need of additional coaching support.	Admin, Instructional Coach, Content Liaisons	1
Jan 2024	Jun 2024	Provide content liaison support (coaching cycles) to teachers based on walkthrough data gathered during the data analysis protocol, with a focus on tier 2 and tier 3 supports, re-teaching, and prioritized initiatives.	Admin, Instructional Coach, Content Liaisons	1
Jan 2024	March 2024	Identify three common AVID strategies to utilize across all three grade level bands during tier 1 instruction during MP3.	Instructional Coach, Content liaisons, AVID site team	2
March 2024	June 2024	Identify three common AVID strategies to utilize across all three grade level bands during tier 1 instruction during MP4.	Instructional Coach, Content liaisons, AVID site team	2
Jan 2024	June 2024	Provide differentiated professional development for staff on tier 2 and tier 3 interventions based on data collected through walkthroughs and student data collected during the data analysis protocol.	Instructional Coach, Content Liaisons	2

Jan 2024	June 2024	Provide differentiated PD for staff on AVID WICOR strategies including Focused Note-Taking Process, Costa's Levels of Thinking and Organization to support rigor and student success in the classroom. PD will be ongoing. Strategies will be incorporated into lessons during planning meetings with coaches.	Instructional Coach, Content liaisons, AVID site team	2
Jan 2024	June 2024	Provide differentiated PD for staff on Personalizing Learning to support rigor, culturally responsive education, and a nurturing learning environment, and student success in the classroom. PD will be ongoing. Strategies will be incorporated into lessons during planning meetings with coaches.	Instructional Coach, Content liaisons, Impact coaches	2
Jan 2024	June 2024	Provide coaching cycles on building prioritized initiatives and tiered interventions based on walkthrough data and the data analysis protocol.	Admin, Instructional Coach, Content Liaisons, Impact coaches	2
Jan 2024	June 2024	Share data points based on walkthrough data and data analysis protocols with entire staff during monthly staff meetings, measuring growth in prioritized initiatives and tiered interventions.	Admin, Instructional Coach, Content liaisons	2
Jan 2024	June 2024	Schedule and conduct weekly walkthroughs by administrators and interventionists to provide immediate feedback to teachers on intervention and re-teach implementation and prioritized initiatives utilizing content-specific and intervention specific walkthrough tools.	Admin, Instructional Coach	2
Jan 2024	June 2024	Provide teacher professional development on strategies for modifying lessons, work, and best practices for SPED instruction. Professional development will be determined by staff identifying the support they need. Teachers will then have time during professional development to integrate strategies in lesson planning and daily delivery of instruction.	Instructional Coach, Content liaisons, Teachers	2
Jan 2023	Jan 2024	Provide CT teachers with professional development on tier 2 and tier 3 instructional programs to be utilized during resource blocks.	Instructional Coach, CT teachers	2

Jan 2023	June 2024	Hold instructional de-briefs with CT teachers with resource blocks to analyze tier 2 and tier 3 support data trends based on their specific programs assessment tool.	Instructional Coach, CT teachers	2
Jan 2023	June 2024	Schedule and conduct monthly walkthroughs by administration and coaches to provide immediate feedback on the implementation strategies that support Students with disabilities in the classroom and use the data to identify teachers in need of additional coaching support.	Admin, instructional coach	2
Jan 2023	June 2024	Provide weekly common planning time for general education teachers and CT teachers to co-plan during PLCs. During planning teachers will integrate practices from afternoon professional development.	Teachers	2
Jan 2023	June 2024	Identify target students; analyze data for students with disabilities (academics, medical (health center), attendance data); develop plans for individualized intervention; implement the plans and incorporate in plans communication with families. Plans will be monitored during bi-weekly SIT team meetings. Teams will discuss progress of plans and adjust as necessary.	Instructional Coach, content liaisons, CT teachers, SIT team	2
Jan 2023	June 2024	Identify target students; analyze data for tier 2 and tier 3 support students (academics, medical (health center), attendance data); develop plans for individualized intervention; implement the plans and incorporate in plans communication with families. Plans will be monitored during bi-weekly SIT team meetings. Teams will discuss progress of plans and adjust as necessary.	Instructional Coach, content liaisons, CT teachers, SIT team	2
Jan 2023	June 2024	Provide differentiated professional development. Teachers will be grouped based on self-identified needs (implementation guide) and content areas.	Instructional coach, content liaisons, CT teachers	2

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

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

Math Goal

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

Year-End Goals

Student Goals					
Goal #	**Subgroup**	**Measure**	**Year-End Goal**		
Math 1	All Students	Academic Achievement Index	*TBD/Place Holder Based on NYSED Provided MIPs*		
Math 2	All Students	Percent of Students at Each Performance Level on 2023-24 NYS Math Assessment	**Level 4** **Level 3** 15% # students= 90	**Level 2** 24% # students= 144	**Level 1** 61% # students= 366
Math 3	Students with Disabilities	NWEA	**Level 4** **Level 3** 6%	**Level 2** 24%	**Level 1** 70%
Math 4	All Students	Benchmark assessments- trending state standards	TBD- Assessment to be created in September		
Math 5	Students in Tier 2 and Tier 3 interventions	SOAR (AR)	Addition/ Subtraction Track- 35% of students Multiplication/ Division- 50% of students Fractions- 15% of students for fractions		

Math 6	Students in Tier 2 and Tier 3 interventions	Foundational Skills Formative Assessment	TBD- Assessment to be created in September

Adult/Schoolwide Behaviors and Practices Goals		
Group	**Measure**	**Year-End Goal**
Math Teachers, including tier 1, tier 2, and tier 3	Walkthrough tool	80% (7 out of 9) of all Math teachers will utilize content specific intervention strategies, implement re-teach plans, and utilize prioritized strategies to support instruction, with a focus on providing differentiated support to students with disabilities and targeted tier 2 and tier 3 support students (focusing on foundational and computational math skills)

Theory of Action

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

June 2024

	Root Cause	**Theory of Action (TOA)** *(If/Then Statement)*
1	Data collection is inconsistent due to a lack of a common schoolwide data analysis protocol that can be utilized at all tiers, and we have not intentionally planned for PLCs (groupings and agendas) to provide teachers with support, monitoring, feedback and coaching as needed to implement the protocol to create impactful supports and interventions for students to reach goals.	**IF** school leaders provide teachers with a common data analysis protocol and systematically monitor and support teachers with thoughtful discussions of data during PLCs, **THEN** teachers will be more effectively engaged in collaboration, students will be exposed to more rigorous and supportive curriculum and instruction, and student achievement will improve.
2	We have not clearly defined the prioritized expectations for Tiers 1, 2 and 3 schoolwide for math for all staff or created our system of support for teachers around the expectations, including communication.	**IF** priorities for math are connected to the mission and vision of the school and shared by staff through universal language and professional development and differentiated support to teachers is directly aligned to this, **THEN** we will more effectively implement our prioritized initiatives schoolwide, cater to teacher's individual needs, and lead to consistency among instructional practices and improve student achievement in foundational and computational math skills.

Priority

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

	Priority
1	Tiered interventions with a focus on closing the student achievement gap on foundational and computational math skills
2	PLCs specifically focused on data analysis and re-teaching plans to support tier 1 instruction on trending standards, and foundational and computational skills in tier 2 and tier 3 interventions
3	Ongoing differentiated support for teachers (monitoring, feedback, and coaching), with a focus on training for tier 2 and tier 3 interventions, data analysis, re-teaching, and personalizing learning.

Early Progress Milestones

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

Subgroup / Group	Measure	8 Week Milestone	Actual Data	Status	Notes
All students	NWEA	Level 1- 74% of students (76%) Level 2- 19% of students (18%) Level 3 and 4- 7% of student (6%)		On Track ☐ Off Track ☐	
Students with Disabilities	NWEA	Level 1- 89% of students (97%) Level 2- 7% of students (2%) Level 3 and 4- 4% of student (1%) *starting numbers		On Track ☐ Off Track ☐	
All students	Benchmark assessments-	TBD- Assessment to be created in September		On Track ☐ Off Track ☐	

	trending state standards				
Students in tier 2 and tier 3 interventions	SOAR (AR)	Addition/ Subtraction Track- 70% of students Multiplication/ Division- 30% of students		On Track ☐ Off Track ☐	
Students in tier 2 and tier 3 interventions	Foundational Skills Formative Assessment	TBD- Assessment to be created in September		On Track ☐ Off Track ☐	
Math teachers, including tier 1, tier 2, and tier 3 interventions	Walkthrough tool	67% (6 out of 9) of all Math teachers will utilize content specific intervention strategies, implement re-teach plans, and utilize prioritized strategies to support instruction, with a focus on providing differentiated support to students with disabilities and targeted tier 2 and tier 3 support students (focusing on foundational and computational math skills)			

Action Plan: August to January

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

Start Date (M/D/YY)	End Date (M/D/YY)	Action Step *(begin with verb)*	Lead(s)	TOA #
Aug 2023	Aug 2023	Create a common data analysis protocol, with a focus on tier 2 and tier 3 supports of foundational and computational skills.	SLT	1

Aug 2023	Aug 2023	Create a common re-teach planning document, with a focus on tier 2 and tier 3 supports of foundational and computational skills.	SLT	1
Aug 2023	Aug 2023	Create content and intervention specific walkthrough tools, with a focus on foundational and computational math skill interventions, re-teach implementation, and prioritized initiatives.	Admin, SLT	1
Aug 2023	Jan 2024	Schedule and conduct weekly walkthroughs by administrators and interventionists to provide immediate feedback to teachers on intervention and re-teach implementation utilizing content-specific walkthrough tools.	Admin, Instructional Coach, Content Liaisons	1
Aug 2023	Sep 2023	Establish a PLC schedule for the year that allows for bi-weekly or weekly instructional meetings focused on targeted instruction around trending state standards and foundational and computational skills to intentionally plan for rigorous and supportive instruction, with a focus on providing support for targeted tier 2 and tier 3 students and students with disabilities using the data analysis protocol.	Admin, Instructional Coach	1
Sep 2023	Jan 2024	Facilitate PLCs with intentional groupings and targeted agendas focused on targeted instruction around trending state standards and foundational and computational math skills to intentionally plan for rigorous and supportive instruction, with a focus on providing support for targeted tier 2 and tier 3 students and students with disabilities using the data analysis protocol	Instructional Coach, Content Liaisons	1
Sep 2023	Jan 2024	Establish a criterion for pre, mid, and post common content area, trending state standards based, benchmark assessments to analyze during PLC time, which will inform the re-teach planning document.	Instructional Coach, Content Liaisons	1
Sep 2023	Jan 2024	Establish a criterion for pre, mid, and post common foundational and computational skills benchmark assessments to be utilized in tier 2 and tier 3 instruction, to analyze during PLC time, which will inform the re-teach planning document.	Instructional Coach, Content Liaisons	1
Sept 2023	Jan 2024	Utilize the data from pre, mid, and post common content area, trending state standards and foundational and computational skills benchmark assessments to analyze during PLC time using the data analysis protocol, with a focus on targeting tier 2 and tier 3 support students and	Instructional Coach, Content Liaisons	1

		students with disabilities, to inform the re-teach planning document. The re-teach planning document will be utilized across all instructional tiers.		
Aug 2023	Jan 2024	Schedule and conduct monthly walkthroughs by administration and coaches to provide immediate feedback on the implementation strategies that support Students with disabilities in the classroom and use the data to identify teachers in need of additional coaching support.	Admin, Instructional Coach, Content Liaisons	1
Sep 2023	Jan 2024	Provide content liaison support (coaching cycles) to teachers based on walkthrough data gathered during the data analysis protocol, with a focus on tier 2 and tier 3 supports, re-teaching, and prioritized initiatives.	Admin, Instructional Coach, Content Liaisons	1
Sep 2023	Oct 2023	Identify three common AVID strategies to utilize across all three grade level bands during tier 1 instruction during MP1.	Instructional Coach, Content Liaisons, AVID site team	2
Nov 2023	Jan 2024	Identify three common AVID strategies to utilize across all three grade level bands during tier 1 instruction during MP2.	Instructional Coach, Content Liaisons, AVID site team	2
Sep 2023	Jan 2024	Provide differentiated professional development for staff on tier 2 and tier 3 interventions based on data collected through the data analysis protocol. Tier 2 and tier 3 instruction will prioritize foundational and computational math skills, differentiated based on learner need.	Instructional Coach, Content Liaisons	2
Sep 2023	Jan 2024	Provide differentiated PD for staff on AVID WICOR strategies including Focused Note-Taking Process, Costa's Levels of Thinking and Organization to support rigor and student success in the classroom. PD will be ongoing. Strategies will be incorporated into lessons during planning meetings with coaches.	Instructional Coach, Content Liaisons, AVID Coach, AVID Site Team	2
Sep 2023	Jan 2024	Provide differentiated PD for staff on Personalizing Learning to support rigor, culturally responsive education, and a nurturing learning environment, and student success in the	Instructional Coach, Content	2

		classroom. PD will be ongoing. Strategies will be incorporated into lessons during planning meetings with coaches.	Liaisons, Impact Coaches	
Sep 2023	Jan 2024	Provide coaching cycles on building prioritized initiatives and tiered interventions based on walkthrough data and the data analysis protocol.	Instructional Coach, Content Liaisons, Impact Coaches	2
Sep 2023	Jan 2024	Share data points based on walkthrough data and data analysis protocols with entire staff during monthly staff meetings, measuring growth in prioritized initiatives and tiered interventions.	Admin, Instructional Coach, Content Liaisons	2
Sep 2023	Jan 2024	Schedule and conduct weekly walkthroughs by administrators and interventionists to provide immediate feedback to teachers on intervention and re-teach implementation and prioritized initiatives utilizing content-specific and intervention specific walkthrough tools.	Admin, Instructional Coach, Content Liaisons	2
Sep 2023	Jan 2024	Create foundational math skill common formative assessments to be implemented in tier 2 and tier 3 instruction.	Instructional Coach, Math content liaison	2
Sep 2023	Jan 2024	Hold instructional de-briefs to reflect on foundational math skill formative assessments and analyze trends. Students will be supported through targeted tier 2 and tier 3 programs based on a growth index.	Instructional Coach, Math Content liaison, math teachers	2
Sep 2023	Jan 2024	Conduct walkthroughs in math tutorials monthly to analyze differentiation trends and provide teacher feedback.	Admin, Instructional Coach	2
Sep 2024	June 2024	Provide teacher professional development on strategies for modifying lessons, work, and best practices for SPED instruction. Professional development will be determined by staff identifying the support they need. Teachers will then have time during professional development to integrate strategies in lesson planning and daily delivery of instruction.	Instructional Coach, Content liaisons, Teachers	2

Sep 2023	Jan 2024	Provide CT teachers with professional development on tier 2 and tier 3 instructional programs to be utilized during resource blocks.	Instructional Coach, CT teachers	2
Sep 2023	Jan 2024	Hold instructional de-briefs with CT teachers with resource blocks to analyze tier 2 and tier 3 support data trends based on their specific programs assessment tool.	Instructional Coach, CT teachers	2
Sep 2023	Jan 2024	Schedule and conduct monthly walkthroughs by administration and coaches to provide immediate feedback on the implementation strategies that support Students with disabilities in the classroom and use the data to identify teachers in need of additional coaching support.	Admin, instructional coach	2
Sep 2023	Jan 2024	Provide weekly common planning time for general education teachers and CT teachers to co-plan during PLCs. During planning teachers will integrate practices from afternoon professional development.	Teachers	2
Sep 2023	Jan 2024	Identify target students; analyze data for students with disabilities (academics, medical (health center), attendance data); develop plans for individualized intervention; implement the plans and incorporate in plans communication with families. Plans will be monitored during bi-weekly SIT team meetings. Teams will discuss progress of plans and adjust as necessary.	Instructional Coach, content liaisons, CT teachers, SIT team	2
Sep 2023	Jan 2024	Identify target students; analyze data for students in tier 2 and tier 3 interventions (academics, medical (health center), attendance data); develop plans for individualized intervention; implement the plans and incorporate in plans communication with families. Plans will be monitored during bi-weekly SIT team meetings. Teams will discuss progress of plans and adjust as necessary.	Instructional Coach, content liaisons, CT teachers, SIT team	2
Sep 2023	Jan 2024	Provide differentiated professional development. Teachers will be grouped based on self-identified needs (implementation guide) and content areas.	Instructional coach, content liaisons, CT teachers	2

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

Marking Period 1		
Marking Period 2		

Mid-Year Benchmark Targets

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

Subgroup / Group	Measure	Mid year Target	Actual Data	Status	Notes
All students	NWEA	Level 1- 69% of students Level 2- 21% of students Level 3 and 4- 10% of student		On Track ☐ Off Track ☐	
Students with Disabilities	NWEA	Level 1- 80% of students Level 2- 15% of students Level 3 and 4- 5% of student		On Track ☐ Off Track ☐	
All students	Benchmark assessments- trending state standards	TBD- Assessment to be created in September		On Track ☐ Off Track ☐	
Students in tier 2 and tier 3 interventions	SOAR (AR)	Addition/ Subtraction Track- 45% of students Multiplication/ Division- 45% of students Fractions- 10% of students for fractions		On Track ☐ Off Track ☐	
Students in tier 2 and tier 3 interventions	Foundational skills assessment	TBD- Assessment to be created in September		On Track ☐ Off Track ☐	

Math teachers, including tier 1, tier 2, and tier 3 interventions.	Walkthrough tool	80% (7 out of 9) of all Math teachers will utilize content specific intervention strategies, implement re-teach plans, and utilize prioritized strategies to support instruction, with a focus on providing differentiated support to students with disabilities and targeted tier 2 and tier 3 support students (focusing on foundational and computational math skills)		On Track ☐ Off Track ☐	

Action Plan: January to June

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

Start Date (M/D/YY)	End Date (M/D/YY)	Action Step *(begin with verb)*	Lead(s)	TOA #
Jan 2024	Jan 2024	Re-analyze and calibrate data analysis tool, with a focus on tier 2 and tier 3 supports of foundational and computational skills.	SLT	1
Jan 2024	Jan 2024	Re-analyze and calibrate re-teach planning document, with a focus on tier 2 and tier 3 supports of foundational and computational skills.	SLT	1
Jan 2024	June 2024	Conduct weekly walkthroughs by administrators and interventionists to provide immediate feedback to teachers on intervention and re-teach implementation utilizing content-specific walkthrough tools.	Admin, Instructional Coach, Content Liaisons	1

Jan 2024	Jun 2024	Continue to facilitate PLCS with intentional groupings and targeted agendas that allow for bi-weekly or weekly instructional meetings focused on targeted instruction around trending state standards and foundational and computational benchmark assessments to intentionally plan for rigorous and supportive instruction based on the data analysis protocol.	Instructional Coach, Content Liaisons	1
Jan 2024	Jun 2024	Continue to utilize the data from pre, mid, and post common content area, trending state standards and foundational and computational benchmark assessments to analyze during PLC time, which will inform the re-teach planning document.	Instructional Coach, Content Liaisons	1
Jan 2024	Jun 2024	Continue to hold monthly content liaison meetings to analyze walkthrough data, with a focus on tier 2 and tier 3 interventions, re-teach implementation, and prioritized initiatives, and use the data to identify teachers in need of additional coaching support.	Admin, Instructional Coach, Content Liaisons	1
Jan 2024	Jun 2024	Provide content liaison support (coaching cycles) to teachers based on walkthrough data, with a focus on providing support for tier 2 and tier 3 interventions, support for students with disabilities, re-teaching implementation,	Admin, Instructional Coach, Content Liaisons	1
Jan 2024	March 2024	Identify three common AVID strategies to utilize across all three grade level bands during tier 1 instruction during MP3.	Instructional Coach, Content liaisons, AVID site team	2
March 2024	June 2024	Identify three common AVID strategies to utilize across all three grade level bands during tier 1 instruction during MP4.	Instructional Coach, Content liaisons, AVID site team	2
Jan 2024	June 2024	Provide differentiated professional development for staff on tier 2 and tier 3 interventions based on data collected through the data analysis protocol (PLC time)	Instructional Coach, Content Liaisons	2
Jan 2024	June 2024	Provide differentiated PD for staff on AVID WICOR strategies including Focused Note-Taking Process, Costa's Levels of Thinking and Organization to support rigor and student success in the	Instructional Coach, Content	2

		classroom. PD will be ongoing. Strategies will be incorporated into lessons during planning meetings with coaches.	liaisons, AVID site team	
Jan 2024	June 2024	Provide differentiated PD for staff on Personalizing Learning to support rigor, culturally responsive education, and a nurturing learning environment, and student success in the classroom. PD will be ongoing. Strategies will be incorporated into lessons during planning meetings with coaches.	Instructional Coach, Content liaisons, Impact coaches	2
Jan 2024	June 2024	Provide coaching cycles on building prioritized initiatives and tiered interventions based on walkthrough data and the data analysis protocol.	Admin, Instructional Coach, Content Liaisons, Impact coaches	2
Jan 2024	June 2024	Share data points based on walkthrough data and data analysis protocols with entire staff during monthly staff meetings, measuring growth in prioritized initiatives and tiered interventions.	Admin, Instructional Coach, Content liaisons	2
Jan 2024	June 2024	Create foundational math skill common formative assessments to be implemented in tier 2 and tier 3 instruction as needed.	Instructional Coach, Math content liaison	2
Jan 2024	June 2024	Hold instructional de-briefs to reflect on foundational math skill formative assessments and analyze trends. Students will be supported through targeted tier 2 and tier 3 programs based on a growth index.	Instructional Coach, Math Content liaison, math teachers	2
Jan 2023	June 2024	Conduct walkthroughs in math tutorials monthly to analyze differentiation trends and provide teacher feedback.	Admin, Instructional Coach	2
Jan 2024	June 2024	Provide teacher professional development on strategies for modifying lessons, work, and best practices for SPED instruction. Professional development will be determined by staff identifying the support they need. Teachers will then have time during professional development to integrate strategies in lesson planning and daily delivery of instruction.	Instructional Coach, Content liaisons, Teachers	2

Jan 2024	June 2024	Provide CT teachers with professional development on tier 2 and tier 3 instructional programs to be utilized during resource blocks.	Instructional Coach, CT teachers	2
Jan 2024	June 2024	Hold instructional de-briefs with CT teachers with resource blocks to analyze tier 2 and tier 3 support data trends based on their specific programs assessment tool.	Instructional Coach, CT teachers	2
Jan 2024	June 2024	Schedule and conduct monthly walkthroughs by administration and coaches to provide immediate feedback on the implementation strategies that support Students with disabilities in the classroom and use the data to identify teachers in need of additional coaching support.	Admin, instructional coach	2
Jan 2024	June 2024	Provide weekly common planning time for general education teachers and CT teachers to co-plan during PLCs. During planning teachers will integrate practices from afternoon professional development.	Teachers	2
Jan 2024	June 2024	Identify target students; analyze data for students with disabilities (academics, medical (health center), attendance data); develop plans for individualized intervention; implement the plans and incorporate in plans communication with families. Plans will be monitored during bi-weekly SIT team meetings. Teams will discuss progress of plans and adjust as necessary.	Instructional Coach, content liaisons, CT teachers, SIT team	2
Jan 2024	June 2024	Identify target students; analyze data for tier 2 and tier 3 intevention students (academics, medical (health center), attendance data); develop plans for individualized intervention; implement the plans and incorporate in plans communication with families. Plans will be monitored during bi-weekly SIT team meetings. Teams will discuss progress of plans and adjust as necessary	Instructional Coiach, Content liaisons, CT teacher, SIT team	2
Jan 2024	June 2024	Provide differentiated professional development. Teachers will be grouped based on self-identified needs (implementation guide) and content areas.	Instructional coach, content liaisons, CT teachers	2

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

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

English Language Proficiency (ELP) Goal

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

Year-End Goals

Student Goals			
Goal #	**Subgroup**	**Measure**	**Year-End Goal**
ELP 1	All English Language Learners	ELP Success Ratio Based on NYSESLAT	School ELP Success Ratio: 1.25+
ELP 2	All English Language Learners	National Geographic Assessment: Writing	School Rate of Success Target: 80%
ELP 3	All English Language Learners	National Geographic Assessment: Vocabulary, Grammar, Comprehension	School Rate of Success Target: 80%

Adult/Schoolwide Behaviors and Practices Goals		
Group	**Measure**	**Year-End Goal**
ENL Teachers/ELA teachers	Walkthrough tool	80% of all ENL and ELA co-teachers will utilize content specific intervention strategies, implement re-teach plans, and utilize prioritized strategies to support instruction, with a focus on providing differentiated support to English Language Learners.
All Staff/Crew Leaders	SchoolTool	80% of all staff will utilize the communication tool and document their communication in SchoolTool weekly.

Theory of Action

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

	Root Cause	**Theory of Action (TOA)** *(If/Then Statement)*

1	Undefined minimum expectations for staff communication with families and a lack of structure for and monitoring of the communication.	IF expectations are clearly defined for parent communication, and feedback and monitoring of implementation of the expectations are provided to teachers systematically, **THEN** it will deepen a positive school-home connection for English language learners and their families.
2	Lack of training and monitoring of implementation of strategies that support English language learners for all teachers, and corresponding feedback and differentiated coaching to teachers as needed.	IF we offer targeted support to all teachers in the implementation of ENL differentiation strategies, **THEN** work will be consistently modified to meet student's needs and lessons will consistently utilize multiple strategies of instruction.

Priority

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

	Priority
1	Creating a positive school to home connection through a crew-based communication plan
2	Providing differentiated instruction and modified lessons to enhance ENL inclusion and rigor
3	Personalized teacher support based on the implementation guide, through personalized professional development and co-teaching support to both ENL teachers and their co-teachers.

Early Progress Milestones

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

Subgroup / Group	Measure	8 Week Milestone	Actual Data	Status	Notes
ENL students	National Geographic Assessment	Writing: 50% Vocabulary, Grammar, comprehension: 60%		On Track ☐ Off Track ☐	

Action Plan: August to January

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

Start Date (M/D/YY)	End Date (M/D/YY)	Action Step *(begin with verb)*	Lead(s)	TOA #
Aug 2023	Aug 2023	Create a school wide communication plan which will include methods of communication, frequency, documentation, and resources.	SLT	1
Aug 2023	Sep 2023	Share communication plan with staff during opening days and ask for feedback. Readjust based on feedback and share at next staff meeting.	Admin, SLT	1
Aug 2023	Sep 2023	Establish a communication protocol in which crew leaders call their assigned families in their crew.	SLT	1
Sep 2023	Sep 2023	Establish a positive school to home connection by conducting personal phone calls to each family.	Crew Admin, Crew Leaders	1
Sep 2023	Jan 2024	Monitor schoolwide communication plan. Administration will run reports on the number of outreaches documented into SchoolTool weekly and randomly check documentation for grade levels. Administration will run reports on Talking Points usage weekly. Outreach reports will be shared in the newsletter and administrative team meetings.	Admin	1
Sep 2023	Sep 2023	Develop and implement professional development on Talking Points for staff. Talking Points professional development will take place on opening days. Professional development will include creating messages, translating, responding, and other needs based on staff feedback. Staff feedback will be elicited through a survey prior to professional development.	Instructional Coach	1
Sep 2023	Sep 2023	Develop and implement an informational session on Talking Points for parents/guardians. Two sessions will be conducted, one during the day and one in the evening. Feedback will be collected to help plan future sessions with parents.	Instructional Coach	1
Sep 2023	Sep 2023	Share with staff professional development session on English Language Leaners resources already created by the ENL department, such as pre-translated letters and documents. Resources will	Admin, ENL teachers, instructional	1

		include letters and documents about events (parent teacher conferences, back-to-school night) and progress about academics.	coach, content liaisons	
Sep 2023	Jan 2024	Engage English Language Learners (ELLs) and their families in understanding their learning by reviewing data and progress.	Teachers	1
Sep 2023	Jan 2024	Provide teacher professional development on strategies for modifying lessons, work, and best practices for ENL instruction. Professional development will be determined by staff identifying the support they need and confirmed through walkthrough data from the instructional coach and content liaisons. Teachers will then have time during professional development to integrate strategies in lesson planning and daily delivery of instruction, led and monitored by the Instructional Coach and Content Liaisons.	Instructional Coach, Content liaisons, ENL teachers	2
Sep 2023	Jan 2024	Schedule and conduct monthly walkthroughs by administration and coaches to provide immediate feedback on the implementation strategies that support English Language Learners in the classroom and use the data to identify teachers in need of additional coaching support.	Admin, instructional coach	2
Sep 2023	Jan 2024	Provide weekly common planning time for general education teachers and ENL teachers to co-plan during PLCs. During planning teachers will integrate practices from professional development	Teachers	2
Sep 2023	Jan 2024	Identify target students; analyze data for ELLs (academics, medical (health center), English Language levels); develop plans for individualized intervention; implement the plans and incorporate in plans communication with families. Plans will be monitored during bi-weekly SIT team meetings. Teams will discuss progress of plans and adjust as necessary.	Instructional Coach, content liaisons, ENL teachers	2
Sep 2023	Jan 2024	Provide differentiated professional development. Teachers will be grouped based on self-identified needs (implementation guide) and content areas.	Instructional coach, content liaisons, ENL teachers	2

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

Mid-Year Benchmark Targets

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

Subgroup / Group	Measure	Mid-Year Target	Actual Data	Status	Notes
ENL students	National Geographic assessment	Level 1and 2 ELLs= Writing: 45% growth Vocabulary, Grammar, comprehension: 50% growth Level 3 and 4 ELLs= Writing: 25% Vocabulary, Grammar, Comprehension: 35% growth		On Track ☐ Off Track ☐	

Action Plan: January to June

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

Start Date (M/D/YY)	End Date (M/D/YY)	Action Step *(begin with verb)*	Lead(s)	TOA #
Jan 2024	Jan 2024	Analyze the efficacy of the school wide communication plan which will include methods of communication, frequency, documentation, and resources and receive feedback.	SLT	1
Jan 2024	Jan 2024	Adjust communication plan as necessary based on staff feedback and evaluation.	Admin, SLT	1

Jan 2024	June 2024	Continue to establish a positive school to home connection by personal phone calls to each family.	Crew Admin, Crew Leaders	1
Jan 2024	June 2024	Continue to monitor schoolwide communication plan. Administration will run reports on the number of outreaches documented into SchoolTool and randomly check documentation for grade levels. Administration will run reports on Talking Points usage. Outreach reports will be shared newsletter and administrative team meetings.	Admin	1
Jan 2024	June 2024	Offer additional informational sessions as needed on Talking Points for parents/guardians. Two sessions will be contacted, one during the day and one in the evening. Feedback will be collected to help plan future sessions with parents.	Admin	1
Jan 2024	June 2024	Continuously share with staff professional development session on English Language Leaners resources already created by the ENL department, such as pre-translated letters and documents. Resources will include letters and documents about events (parent teacher conferences, back-to-school night) and progress about academics.	Admin, ENL teachers, instructional coach, content liaisons	1
Jan 2024	June 2024	Engage English Language Learners (ELLs) and their families in understanding their learning by reviewing data and progress.	Teachers	1
Jan 2024	June 2024	Provide teacher professional development on strategies for modifying lessons, work, and best practices for ENL instruction. Professional development will be determined by staff identifying the support they need and confirmed through walkthrough data from the instructional coach and content liaisons. Teachers will then have time during professional development to integrate strategies in lesson planning and daily delivery of instruction, led and monitored by the Instructional Coach and Content Liaisons.	Instructional Coach, Content liaisons, ENL teachers	2
Jan 2024	June 2024	Schedule and conduct monthly walkthroughs by administration and coaches to provide immediate feedback on the implementation strategies that support English Language Learners in the classroom and use the data to identify teachers in need of additional coaching support.	Admin, instructional coach	2
Jan 2024	June 2024	Provide weekly common planning time for general education teachers and ENL teachers to co-plan during PLCs. During planning teachers will integrate practices from afternoon professional development	Teachers	2

Jan 2024	June 2024	Identify target students; analyze data for ELLs (academics, medical (health center), English Language levels); develop plans for individualized intervention; implement the plans and incorporate in plans communication with families. Plans will be monitored during bi-weekly SIT team meetings. Teams will discuss progress of plans and adjust as necessary.	Instructional Coach, content liaisons, ENL teachers	2
Jan 2024	June 2024	Provide differentiated professional development. Teachers will be grouped based on self-identified needs (implementation guide) and content areas.	Instructional coach, content liaisons, ENL teachers	2

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

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

Chronic Absenteeism Goal

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

Year-End Goals

Student Goals			
Goal #	**Subgroup**	**Measure**	**Year-End Goal**
CA 1	All Students	Chronic Absenteeism Rate	Chronic Absenteeism Rate 40% (Baseline CA Rate= 50%)

Adult/Schoolwide Behaviors and Practices Goals		
Group	**Measure**	**Year-End Goal**
All Staff/Crew Leaders	SchoolTool	80% of all staff will utilize the communication tool and document their communication in SchoolTool weekly.
Attendance Admin	SIT Excel Document	The Attendance Admin will monitor the SIT excel document weekly to ensure follow through and monitoring of student action plans.

Theory of Action

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

	Root Cause	**Theory of Action (TOA)** *(If/Then Statement)*
1	Undefined minimum expectations for staff communication with families and a lack of structure for and monitoring of the communication.	IF expectations are clearly defined for parent communication, THEN it will deepen a positive school-home connection for chronically absent students and their families.

| 2 | We have not refined a common schoolwide approach / expectations for how we will intentionally create a positive school climate and how that will be focused on in all classes and with all students and create opportunities for all students to have positive connections to school and feel a part of the GMS family/community. | IF students associate school with a positive and safe environment through increased SEL integration, THEN chronic absenteeism rates will decrease. |

Priority

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

	Priority
1	Creating a positive school to home connection through a focus on a crew based communication plan and protocol
2	Provide staff training in trauma informed practices, with a focus on restorative practices (circles) and the crew curriculum

Early Progress Milestones

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

Subgroup / Group	Measure	8 Week Milestone	Actual Data	Status	Notes
Chronically Absent Students	Chronic Absenteeism Rate	48%		On Track ☐ Off Track ☐	

Action Plan: August to January

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

Start Date (M/D/YY)	End Date (M/D/YY)	Action Step *(begin with verb)*	Lead(s)	TOA #

Aug 2023	Aug 2023	Create a school wide communication plan which will include methods of communication, frequency, documentation, and resources.	SLT	1
Aug 2023	Sep 2023	Share communication plan with staff during opening days and ask for feedback. Readjust based on feedback and share at next staff meeting.	Admin, SLT	1
Aug 2023	Sep 2023	Provide staff training on how to properly utilize and leverage the communication plan, with a special focus on chronically absent students and students targeted through the SIT process.	MTSS Admin, Instructional Coach	1
Aug 2023	Sep 2023	Establish a communication protocol in which crew leaders call their assigned families in their crew.	Crew Admin, Crew Leaders	1
Sep 2023	Sep 2023	Establish a positive school to home connection by personal phone calls to each family.	Admin	1
Sep 2023	Jan 2024	Monitor schoolwide communication plan. Administration will run reports on the number of outreaches documented into SchoolTool and randomly check documentation for grade levels. Administration will run reports on Talking Points usage. Outreach reports will be shared newsletter and administrative team meetings.	Admin	1
Sep 2023	Sep 2023	Develop and implement professional development on Talking Points for staff. Talking Points professional development will take place on opening days. Professional development will include creating messages, translating, responding, and other needs based on staff feedback. Staff feedback will be elicited through a survey prior to professional development.	Instructional Coach	1
Sep 2023	Sep 2023	Develop and implement an informational session on Talking Points for parents/guardians. Two sessions will be contacted, one during the day and one in the evening. Feedback will be collected to help plan future sessions with parents.	Instructional Coach	1
Sep 2023	Jan 2024	Run attendance data weekly. Data will be used to Identify students with 11-15 absences from the previous school year (2022-2023). Students who have between 11-15 absences will be provided with a support coach. Support coaches will conduct bi-weekly check-ins with students. Coaches will set goals and monitor attendance progress.	Admin, Attendance team	1

Sep 2023	Jan 2024	Identify through bi-weekly SIT meetings, team concerns related to attendance. SIT representatives will bring concerns back to the attendance team to create attendance plans for students.	Admin, Attendance team	1
Oct 2023	Jan 2024	Plan and hold quarterly attendance celebrations for perfect attendance.	Admin, Attendance team	1
Sep 2023	Jan 2024	Provide differentiated professional development on circles, integrating and embedding social-emotional strategies, and engaging the 21st century learner. Professional development will also include training around trauma and trauma-informed practices. Teachers will be grouped based on self-identified needs and content areas, and confirmed through walkthrough data by the Instructional Coach and content liaisons.	Equity School Climate Team, Content and DEB Liaisons	2
June 2023	Aug 2023	Create a behavior matrix that is guided by our PBIS incentives.	Equity School Climate Team, Social Workers	2
Aug 2023	Aug 2023	Build in the master schedule a crew period for all students and staff.	Admin	2
Aug 2023	Aug 2023	Assign crew leaders meaningfully to groups of students.	Admin	2
Aug 2023	Sep 2023	Provide crew curriculum training to all staff during the opening days.	Instructional Coach	2
Sep 2023	Jan 2024	Implement the crew period utilizing the crew curriculum that is grounded in relationship building and SEL.	Entire Staff	2
Oct 2023	Jan 2024	Monitor integration of SEL strategies in content areas through monthly walkthroughs and discussions at administrative team meetings. Written feedback will be provided and used to help determine future professional development sessions.	Admin	2
Sep 2023	Jan 2024	Plan and implement quarterly family engagement events. The first event will be determined by the Equity School Climate Team and Family Engagement. Feedback will be collected at the end of the first event to help plan future events. Events will be both social and informational.	Equity School Climate Team/ Family	2

			Engagement Liaison	

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

Mid-Year Benchmark Targets

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

Subgroup	Measure	Mid-Year Target	Actual Data	Status	Notes
Chronically Absent Students	Chronic Absenteeism Rate	45% (Baseline: 50%)		On Track ☐ Off Track ☐	

Action Plan: January to June

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

Start Date (M/D/YY)	End Date (M/D/YY)	Action Step *(begin with verb)*	Lead(s)	TOA #
Jan 2024	Jan 2024	Analyze the efficacy of the school wide communication plan which will include methods of communication, frequency, documentation, and resources based on staff feedback.	SLT	1
Jan 2024	Jan 2024	Adjust communication plan as necessary based on evaluation and staff feedback.	Admin, SLT	1
Jan 2024	June 2024	Establish a positive school to home connection by personal phone calls to each family.	Crew leaders	1
Jan 2024	June 2024	Monitor schoolwide communication plan. Administration will run reports on the number of outreaches documented into SchoolTool and randomly check documentation for grade levels.	Admin, attendance team	1

		Administration will run reports on Talking Points usage. Outreach reports will be shared newsletter and administrative team meetings.		
Jan 2024	June 2024	Offer additional informational sessions as needed on Talking Points for parents/guardians. Two sessions will be contacted, one during the day and one in the evening. Feedback will be collected to help plan future sessions with parents.	Admin, attendance team	1
Jan 2024	June 2024	Run attendance data weekly. Data will be used to Identify students with 11-15 absences from the first half of the school year to identify newly chronically absent students. Students who have between 11-15 absences will be provided with a support coach. Support coaches will conduct bi-weekly check-ins with students. Coaches will set goals and monitor attendance progress.	Admin, Attendance team	1
Jan 2024	June 2024	Identify through bi-weekly SIT meetings, team concerns related to attendance. SIT representatives will bring concerns back to the attendance team to create attendance plans for students.	Admin, Attendance team	1
Jan 2024	June 2024	Plan and hold quarterly attendance celebrations for perfect attendance.	Admin, Attendance team	1
Jan 2024	June 2024	Provide differentiated professional development on circles, integrating and embedding social-emotional strategies, and engaging the 21st century learner. Professional development will also include training around trauma and trauma informed practices. Teachers will be grouped based on self-identified needs and content areas, and confirmed through walkthrough data by the instructional coach and content liaisons.	Equity School Climate Team, Content and DEB Liaisons	2
Jan 2024	June 2024	Plan and implement PBIS incentives aligned with matrix.	Equity School Climate Team, Social Workers	2
Jan 2024	June 2024	Implement the crew period utilizing the crew curriculum that is grounded in relationship building and SEL.	Entire Staff	2
Jan 2024	June 2024	Monitor integration of SEL strategies in content areas through monthly walkthroughs and discussions at bi-weekly administrative team meetings. Written feedback will be provided and used to help determine future professional development sessions.	Admin	2

Jan 2024	June 2024	Plan and implement quarterly family engagement events. Feedback will be collected at the end of the first event to help plan future events. Events will be both social and informational.	Equity School Climate Team/ Family Engagement Liaison	2

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

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

Survey Goal

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

Year-End Goal

Goal #	Stakeholder Group	Survey Question	Year-End Goal
SRV 1	Students	Panorama Data: Sense of Belonging How connected do you feel to the adults at your school? 2023 Results Extremely Connected 9% Quite Connected 23% Somewhat Connected 31% Slightly Connected 23% Not At All Connected 14%	Increase favorable response rate from 31% to 62% Improve Slightly Connected Response from 23% to 10% Improve Not At All Connected Response from 14% to 5%

Adult/Schoolwide Behaviors and Practices Goals		
Group	**Measure**	**Year-End Goal**
Staff	Crew Walkthrough	80% of staff will implement the defined end of year Crew expectations with fidelity

Theory of Action

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

	Root Cause	Theory of Action (TOA) *(If/Then Statement)*
1	We have not provided consistent, clearly defined expectations school-wide for intentional relationship building with students, nor have we refined the structures that reflect this as a priority, including time allocated to connect with students and create opportunities for student voice in school decisions.	IF we define the expectations for relationship building and refine structures to include time, resources and more opportunities for student input and voice THEN students' sense of connection, belonging, and engagement will increase.

Priority

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

	Priority
1	Student and staff relationships
2	Student voice and involvement

Early Progress Milestones

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

Group	Measure	8 Week Milestone	Actual Data	Status	Notes
Students	School Created Mini-Survey	Favorable response rate of 40% Slightly Connected response rate of 18% Not At All Connected response rate of 11%		On Track ☐ Off Track ☐	
Students	Crew	100% of students will be assigned a Crew leader		On Track ☐ Off Track ☐	
Staff	Crew Training	100% of staff will be trained on defined Crew expectations		On Track ☐ Off Track ☐	

Staff	Crew Walkthrough	80% of staff will implement the MP1 defined Crew expectations with fidelity		On Track ☐ Off Track ☐	

Action Plan: August to January

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

Start Date (M/D/YY)	End Date (M/D/YY)	Action Step *(begin with verb)*	Lead(s)	TOA #
Sep 2023	Jan 2024	Schedule and hold quarterly professional development centered on culturally responsive practices, equity in the classroom, and diversity. Professional development will be developed in collaboration with the DEB liaison.	DEB liaison, Content liaisons	1
July 2023	Aug 2023	Engage students in creating turnaround themes	Admin	2
July 2023	Aug 2023	Explore Crew resources available through the district	Admin	1,2
July 2023	July 2023	Allocate in master schedule 28-minute Crew period	Admin	1
July 2023	Aug 2023	Identify Crew leaders and assign students to Crew leaders	Admin	1
July 2023	Aug 2023	Define expectations for relationship building with students including Crew and breakdown by marking period in collaboration with district MTSS coordinator, DEB liaison, and other middle school representatives	Admin	1
Aug 2023	Sep 2023	Communicate relationship building expectations including Crew for MP1	Admin	1

Oct 2023	Oct 2023	Communicate relationship building expectations including Crew for MP2	Admin	1
Aug 2023	Sep 2023	Train staff during opening days on relationship building expectations including Crew	Admin, Content liaisons	1
Aug 2023	Aug 2023	Define relationship building, including crew, indicators on walkthrough tool	Admin	1
Sep 2023	Jan 2024	Schedule and conduct monthly walkthroughs by administration and coaches to provide immediate feedback on expectations that support relationship building including Crew and use the data to identify teachers in need of additional coaching support	Admin, Instructional Coach, DEB liaison	1
Sep 2023	Jan 2024	Analyze monthly walkthrough data, identify trends, and adjust coaching and professional development as needed	Admin, Instructional Coach, DEB liaison	1
Sep 2023	Jan 2024	Use data from monthly walkthrough data to identify staff in need of coaching cycles based on expectations that support relationship building including Crew	Admin, Instructional Coach, DEB liaison	1
Aug 2023	Aug 2023	Create a school mini survey on the survey question	ESCT	1
Sep 2023	Sep 2023	Administer school mini survey	Staff	1
Sep 2023	Sep 2023	Analyze baseline data of mini-survey and readjust year end goal as necessary (only higher)	ESCT	1

Sep 2023	Jan 2024	Hold monthly student assemblies to communicate, celebrate and engage students and staff around school's theme		
Sep 2023	Sep 2023	Create an AVID Student Site Team	Staff AVID Site Team	1
Sep 2023	Sep 2023	Create a Principal's Cabinet	Admin	1

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

Mid-Year Benchmark Targets

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

Group	Measure	Mid-Year Target	Actual Data	Status	Notes
Students	School Created Mini-Survey	Favorable response rate of 50% Slightly Connected response rate of 15% Not At All Connected response rate of 9%		On Track ☐ Off Track ☐	

Staff	Crew Walkthrough	80% of staff will implement the MP1 and MP2 defined Crew expectations with fidelity		On Track ☐ Off Track ☐	

Action Plan: January to June

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

Start Date (M/D/YY)	End Date (M/D/YY)	Action Step *(begin with verb)*	Lead(s)	TOA #
Jan 2024	June 2024	Re-evaluate vision, purpose and goals for the planning committee. Meet once a month to plan and implement quarterly events focusing on the whole child.	SLT, PTO, Planning Committee	1
Jan 2024	June 2024	Plan and implement quarterly community events such as fashion show, spaghetti dinner, family movie night, craft fair)	PTO, Planning Committee	1
Jan 2024	Jan 2024	Revisit vision and mission for community partnerships, make changes if necessary	SLT, DEB liaison	2
Jan 2024	June 2024	Schedule and hold quarterly professional development centered on culturally responsive practices, equity in the classroom, and diversity. Professional development will be developed in collaboration with the DEB liaison.	Content liaisons	2
Jan 2024	June 2024	Plan and implement quarterly community events.	Planning Committee	2
Jan 2024	June 2024	Engage community members through outreach, such as personal invitations to events, inviting guest speakers and workshops, and reciprocal relationships (ex. Barbershop, legal and financial services, etc.)	Content liaisons, Planning Committee	2

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

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

Learning As A Team

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

Student Interviews

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

The student interviews allowed us to identify preferred learning styles and modalities. Students prefer opportunities to collaborate with peers, on hands learning experiences, and personalized instruction. We will cater to our student's needs by offering personalized learning in tier 1, 2 and 3 instruction as well as opportunities for experiential learning, and AVID strategies to support rigor and organization (collaboration, organization, time management, inquiry).

Evidence-Based Intervention

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

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

State-Supported Evidence Based Strategy

Evidence-Based Intervention Strategy Identified	☐ Instructional Coaching ☐ Professional Learning Communities ☐ Restorative Justice ☒ Establish an Early Warning Intervention and Monitoring System ☐ Align High School and College Courses to Increase Post-Secondary Transition Outcomes
We envision that this Evidence-Based Intervention will support the following goal areas	If we establish and early warning intervention and monitoring system, we can accurately target students and offer differentiated instruction to close the student achievement gap, specifically focusing on trending NYS ELA standards and foundational and computational math skills.
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	Through the envision/analyze/listen process, we identified a need for differentiated and personalized instruction that prioritizes tier 2 and tier 3 instruction. By properly training staff in tier 2 and tier 3 supports and creating a protocol to analyze data trends from tier 2 and tier 3 supports, we can more readily and accurately identify students in need, based on evidence. Monitoring student interventions allows to measure student growth and more accurately predict mid-year and end of year student targets.

Our Team's Process

Background

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

Team Members

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

Name	Role
Doug Kasouf	Principal
David Guertin	Vice Principal
Hayley Downs	Vice Principal
Jasmine Harrell	Administrative Intern
Brittany Ray	Instructional Coach
Christopher Newkirk	Dean of Students
Jay Coates	School Counselor
Juanita Dyer	Teacher
Lux Kamprath	Teacher
Erin Kiley	Teacher
Kristen Marcely	Teacher
Luke McDonald	Teacher
Meghan Mizro	Teacher
Nicole Puccello	TA
Angelica Reinhardt	Parent
Jamie Wood	Parent
Sara Cooper	Community Member

Our Team's Steps

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

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

Meeting Dates

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

Meeting Date	Envision: Exploring the Vision, Values and Aspirations for the school	Analyze: Internal and External Data	Analyze: Survey Data	Analyze: Completing and Discussing the Tenet 1 Inventory	Listen: Interviewing Students	Putting it all Together: Completing the SCEP Putting it all Together document	Writing the Plan
5/02/23	X						
5/10/23		X					
5/16/23			X				
6/13/23				X			
Ongoing June 2023					X		
6/13/23						X	
Ongoing June-July 2023							X

Next Steps

1. In addition to having their plan approved by NYSED, plans for CSI schools will be approved by the Board of Education, as will plans for TSI schools.
2. The approved CSI and TSI plans will be posted on the District's website.
3. Schools should begin implementing their plan by the first day of the 2023-24 school year. Schools should continually monitor their implementation and make adjustments to their plans when appropriate.
4. Schools should ensure that there is professional development provided to support the strategic efforts described within this plan.