



School Comprehensive Education Plan 2022-23

District	School Name	Grades Served
Syracuse City School District	Roberts PreK-8 School	PreK-8

Collaboratively Developed By:

The J.T. Roberts PreK-8 SCEP Development Team

And in partnership with the staff, students, and families of J.T. Roberts PK-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. CSI schools should use "All Students."

Subgroup	June 2023 Goal
All Students	80 ELA Academic Achievement Index
All Students	10%-point decrease in Level 1 from NWEA Reading September baseline 5%-point increase in Level 3 + 4 from NWEA Reading September baseline

Root Causes

What theories or hypotheses does the school have as to why the school has had its past outcomes for ELA? Please consider longitudinal student achievement data, student interview data, and Equity Self-Reflection results when developing root causes.	Is this specific to certain sections of the school (grade/content area?)
1. Teachers were not provided with consistent training and corresponding feedback on the common expectations for Tier 1 lesson planning, delivery, and common language that align to a high level of rigor as many other priorities took precedence.	K-8
2. Administrators and instructional coaches did not consistently prioritize monitoring and providing feedback on instruction as a tool for improvement of tier 1 instruction across all classrooms, as many other priorities took precedence.	K-8
3. Focused PD and monitoring of Tier 1 differentiation to address students' skills gaps and Tier 2 and 3 interventions, did not occur consistently and is needed to address areas of student deficits.	K-8
4. Analysis of ELA data shows that teachers, across all content areas, were not provided with consistent expectations, guidelines, monitoring, and feedback on providing students with consistent opportunities to complete CER writing appropriate to grade level standards.	K-8

Action Plan: August to January

What will the school do in the first half of the year to address the root causes identified above?			
Start	End	Action	Lead
8/1/22	9/30/22	Revisit and revise the instructional priorities that define the Tier 1 lesson planning and delivery expectations that align to the increasing	Instructional Coaches

		<p>rigor of instruction, including CER writing, small group instruction, IB, and Math.</p> <p>Update the Implementation Guides for each of the instructional priorities. RC 1,2,3</p>	
8/1/22	9/30/22	Determine and communicate the common expectations for Tier 1 lesson planning and instruction to all teachers across all content areas. RC 1,2	ILT
8/15/22	9/30/22	Share the information about our expectations with district-level teacher support / coaches for consistent communication and support to staff, especially new staff. RC 1,3	Admin/ILT
8/1/22	9/1/22	Create a universal walkthrough tool that is aligned with the tier 1 instructional expectations and each of the 4 instructional priorities that were identified and shared with staff. RC 4	ILT/Admins.
8/1/22	9/1/22	Create a walkthrough schedule that ensures each teacher is visited and provided feedback at least once every six weeks. RC 4	ILT/Admins.
8/1/22	9/30/22	Create a yearly calendar with 6–8-week instructional priority cycles and student data analysis cycles. RC 2,4	ILT
9/1/22	12/30/22	<p>Provide staff with the opportunity to participate in the cycle of</p> <ul style="list-style-type: none"> • Self-reflection; • Goal setting; • Growth Monitoring; and • Set new goals for concurrent cycle <p>based on current level of implementation of effective small group instruction, IB, and CER writing and to set goals for growth. Repeat every 6-8 weeks.</p> <p>Complete a calibration session with each grade level team and individual teacher to finalize their current stage of implementation.</p> <p>RC 2,3,4</p>	Team Leaders/ Teachers
9/1/22	12/30/22	Identify which instructional leader will lead the personalized support to teachers based on personalized areas of focus. Repeat every 6-8 weeks based on self-reflection. RC 4	Admin/ILT/ District Coaches
9/1/22	12/30/22	Conduct walkthroughs to each class at least once every 6-8 weeks focusing on Tier 1 expectations and the Instructional Priorities with specific feedback and follow-up coaching support. RC 4	ILT/Admins.

9/1/22	9/30/22	Complete screening of all students using district-wide assessment (NWEA). RC 3	Teachers
10/1/22	10/31/22	Provide teacher teams (grade level for elementary, department for middle) with a template and training/support to complete NWEA data analysis review and create action plans that address the data. RC 3, 4	Instructional Coaches
9/1/22	12/30/22	Staff will participate in student data analysis cycle to create action plans that: <ul style="list-style-type: none"> • Drive instruction; • Determines small group lessons; and • Uses multiple data points (including, but not limited to: NWEA, CKLA, DIBELS, Haggerty, PAST, running records, walkthroughs); Repeats every 6-8 weeks. RC 3,4	Team Leaders/ Teachers
9/1/22	12/30/22	Provide staff with differentiated training, coaching and feedback on implementation of small group instruction based on their current status and growth goals. RC 1,2	Instructional Leaders
1/1/23	1/30/23	Create a 3-8 Mock testing plan using the NWEA Map Reading growth assessment. RC 3,4	Testing Coordinator
1/1/23	1/30/22	Administer 3-8 Mock test using NWEA Map Reading Assessment. RC 4	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 September 2022	7%-point decrease in Level 1 from baseline 3%-point increase in Levels 3-4 from baseline

Planning for January to June

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

Start	End	Action	Lead
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1/1/23	1/30/23	Create a 3-8 Mock testing plan using the NWEA Map Reading growth assessment. RC 3,4	Testing Coordinator
1/1/23	1/30/23	Administer 3-8 Mock test using NWEA Map Reading Assessment. RC 4	Teachers
1/1/23	1/30/23	Revisit and make changes if necessary to the common expectations for Tier 1 lesson planning and instruction. RC 1,2,3	ILT
1/1/23	1/30/23	Share any changes about our expectations with district-level teacher support / coaches for consistent communication and support to staff, especially new staff. RC 2,3	Admin/ILT
1/1/23	1/30/23	Revisit and make changes if necessary to the universal walkthrough tool that is aligned with the tier 1 instructional expectations and each of the 4 instructional priorities that were identified and shared with staff. RC 4	ILT/Admins.
1/1/23	1/30/23	Plan revisions to the data analysis template for 2nd semester that reflects a shift in mindset that includes triangulating data to identify needs and make action plans for each small group. RC 4	Instructional Coaches
2/1/23	2/28/23	Provide teacher teams (grade level for elementary, department for middle) with a template and training/support to complete NWEA data analysis review and create action plans that address the data. RC 2,3,4	Instructional Coaches
1/1/23	6/20/23	Provide staff with the opportunity to participate in the cycle of <ul style="list-style-type: none"> • Self-reflection; • Goal setting; • Growth Monitoring; and • Set new goals for concurrent cycle <p>based on current level of implementation of effective small group instruction, IB, and CER and to set goals for growth. Repeat every 6-8 weeks.</p> <p>Complete a calibration session with each grade level team and individual teacher to finalize their current stage of implementation. RC 2,3,4</p>	Team Leaders/ Teachers
1/1/23	6/20/23	Identify which instructional leader will lead the personalized support to teachers based on personalized areas of focus. Repeat every 6-8 weeks based on self-reflection. RC 2,3	Admin/ILT/ District Coaches

1/1/23	6/20/23	Conduct walkthroughs to each class at least once every 6-8 weeks focusing on Tier 1 expectations and the Instructional Priorities with specific feedback and follow-up coaching support. RC 4	ILT/Admins.
1/1/23	6/20/23	Staff will participate in student data analysis cycle to create action plans that: <ul style="list-style-type: none"> • Drive instruction; • Determine small group lessons; and • Uses multiple data points (including, but not limited to: NWEA, CKLA, DIBELS, Haggerty, PAST, running records, walkthroughs) Repeats every 6-8 weeks. RC 3,4	Team Leaders/ Teachers
1/1/23	6/20/23	Provide staff with differentiated training, coaching and feedback on implementation of small group instruction based on their current status and growth goals. RC 1,2,3	Instructional Leaders
5/1/23	6/15/23	Complete screening of all students using district-wide assessment (NWEA). RC 4	Teachers

Math Goal

Subgroup	June 2023 Goal
All Students	82.3 Math Academic Achievement Index
All Students	10%-point decrease in Level 1 from NWEA Math September baseline 5%-point increase in Level 3 + 4 from NWEA Math September baseline

Root Causes

What theories or hypotheses does the school have as to why the school has had its past outcomes for Math? Please consider longitudinal student achievement data, student interview data, and Equity Self-Reflection results when developing root causes.	Is this specific to certain sections of the school (grade/content area?)
1. The school has not provided opportunities for families to understand and experience the math curriculum and tools that students are using in the classroom due to not prioritizing these types of engagements previously.	K-8
2. We have not consistently monitored or had adequate time to assess the impact of the Tier 3 math interventions, as they were new and inconsistently implemented during the 2021-22 SY due to staffing challenges that have been addressed.	K-8
3. Analysis of math data shows that teachers, across all grade levels, were not provided with consistent expectations, guidelines, monitoring, feedback, and opportunities to use manipulatives and models, to provide students with consistent opportunities to extend their learning through the concrete-representational-abstract (CRA) process.	K-8
4. Teachers have not been provided with a common process for identifying and assessing student understanding and places of unfinished learning to apply personalized learning.	K-8

Action Plan: August to January

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

Start	End	Action	Lead
8/1/22	9/30/22	Create a math family engagement committee that will plan for quarterly math fluency campaigns and math-based family engagement events. RC 1	Admins. Instructional Coaches
9/1/22	12/30/22	Begin quarterly math fluency campaigns with a math-based family engagement event at all levels. RC 1	Teachers Parent Engagement Committee
8/1/22	9/30/22	Revisit and revise the instructional priorities that define the Tier 1 lesson planning and delivery expectations that align to the increasing rigor of instruction, including CER writing, small group instruction, IB, and math (including the use of manipulatives and CRA process). Update the Implementation Guides for each of the instructional priorities. RC 3	Instructional Coaches
8/1/22	9/30/22	Determine and communicate the common expectations for Tier 1 lesson planning and instruction to all teachers across all content areas. RC 3,4	ILT
8/15/22	9/30/22	Share the information about our expectations with district-level teacher support/coaches for consistent communication and support to staff, especially new staff. RC 2,3	Admin/ILT
8/1/22	9/1/22	Create a universal walkthrough tool that is aligned with the tier 1 instructional expectations and each of the 4 instructional priorities that were identified and shared with staff. RC 3	ILT/Admins.
8/1/22	9/1/22	Create a walkthrough schedule that ensures each teacher is visited and provided feedback at least once every six weeks. RC 3	ILT/Admins.
8/1/22	9/30/22	Create a yearly calendar with 6–8-week instructional priority cycles and student data analysis cycles. RC 3	ILT
9/1/22	12/30/22	Provide staff with the opportunity to participate in the cycle of <ul style="list-style-type: none"> • Self-reflection; • Goal setting; • Growth Monitoring; and • Set new goals for concurrent cycle 	Team Leaders/ Teachers

		<p>based on current level of implementation of effective small group instruction, IB, and math instruction and to set goals for growth. Repeat every 6-8 weeks.</p> <p>Complete a calibration session with each grade level team and individual teacher to finalize their current stage of implementation. RC 3, 4</p>	
9/1/22	12/30/22	Identify which instructional leader will lead the personalized support to teachers based on personalized areas of focus. Repeat every 6-8 weeks based on self-reflection. RC 3, 4	Admin/ILT/ District Coaches
9/1/22	12/30/22	Conduct walkthroughs to each class at least once every 6-8 weeks focusing on Tier 1 expectations and the Instructional Priorities with specific feedback and follow-up coaching support. RC 3, 4	ILT/Admins
9/1/22	12/30/22	Provide videos and math tip sheets for family use at home. RC 1	Teachers
9/1/22	9/30/22	Complete screening of all students using district-wide assessment (NWEA). RC 3, 4	Teachers
9/1/22	10/31/22	Provide teacher teams (grade level for elementary, department for middle) with a template and training/support to complete NWEA data analysis review and create action plans that address the data. RC 2,3, 4	Instructional Coaches
9/1/22	12/30/22	<p>Staff will participate in student data analysis cycle to create action plans that:</p> <ul style="list-style-type: none"> • Drive instruction; • Determines small group lessons; and • Uses multiple data points (including, but not limited to: NWEA, fluency, quarterly surveys, Eureka (K-5), IM (6-8), and walkthroughs) <p>Repeats every 6-8 weeks. RC 2,3, 4</p>	Team Leaders/ Teachers
9/1/22	12/30/22	Provide staff with differentiated training, coaching and feedback on implementation of small group instruction based on their current status and growth goals. RC 3, 4	Instructional Leaders
9/1/22	12/30/22	Provide differentiated professional development for teachers based on the areas of need including Eureka (K-5) and IM (6-8) programs and the utilization of manipulatives and CRA process in collaboration with the district math coach. Leverage the expertise of Lead Teachers as appropriate to plan and deliver sessions. RC 3	Instructional Coach(es) Lead Teachers

1/1/23	1/30/23	Create a 3-8 Mock testing plan using the NWEA Map Math growth assessment. RC 4	Testing Coordinator
1/1/23	1/30/22	Administer 3-8 Mock test using NWEA Map Math Assessment RC 2, 4	Teachers

Gauging Success: Mid-Year Benchmark

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

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

Assessment	Baseline Performance	January 2023 Target
NWEA Math	TBD in September 2022	7%-point decrease in Level 1 from baseline 3%-point increase in Levels 3-4 from baseline

Planning for January to June

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

Start	End	Action	Lead
1/1/23	1/30/23	Create a 3-8 Mock testing plan using the NWEA Map Math growth assessment. RC 4	Testing Coordinator
1/1/23	1/30/22	Administer 3-8 Mock test using NWEA Map Math Assessment RC 2, 4	Teachers
1/1/23	6/30/23	Continue quarterly math fluency campaigns with a math-based family engagement event at all levels. RC 1	Teachers Parent Engagement Committee
1/1/23	1/30/23	Revisit and make changes if necessary to common expectations for Tier 1 lesson planning and instruction to all teachers across all content areas. RC 3	ILT
1/1/23	1/30/23	Share any changes about our expectations with district-level teacher support/coaches for consistent communication and support to staff, especially new staff. RC 2, 3	Admin/ILT
1/1/23	1/30/23	Revisit and make changes if necessary to the universal walkthrough tool that is aligned with the tier 1 instructional	ILT/Admins.

		expectations and each of the 4 instructional priorities that were identified and shared with staff. RC 3	
1/1/23	6/30/23	Maintain walkthrough schedule that ensures each teacher is visited and provided feedback at least once every six weeks. RC 3,	ILT/Admins.
1/1/23	6/30/23	Provide staff with the opportunity to participate in the cycle of <ul style="list-style-type: none"> • Self-reflection; • Goal setting; • Growth Monitoring; and • Set new goals for concurrent cycle based on current level of implementation of effective small group instruction, IB, and math instruction and to set goals for growth. Repeat every 6-8 weeks. Complete a calibration session with each grade level team and individual teacher to finalize their current stage of implementation. RC 2, 3, 4	Team Leaders/ Teachers
1/1/23	6/30/23	Identify which instructional leader will lead the personalized support to teachers based on personalized areas of focus. Repeat every 6-8 weeks based on self-reflection. RC 3, 4	Admin/ILT/ District Coaches
1/1/23	6/30/23	Conduct walkthroughs to each class at least once every 6-8 weeks focusing on Tier 1 expectations and the Instructional Priorities with specific feedback and follow-up coaching support. RC 3, 4	ILT/Admins.
1/1/23	6/30/23	Provide videos and math tip sheets for family use at home. RC 1	Teachers
1/1/23	1/30/23	Plan revisions to the data analysis template for 2nd semester that reflects a shift in mindset that includes triangulating data to identify needs and make action plans for each small group. RC 3, 4	Instructional Coaches
1/1/23	2/15/23	Provide teacher teams (grade level for elementary, department for middle) with an updated template and training/support to complete NWEA data analysis review and create action plans that address the data. RC 3, 4	Instructional Coaches
1/1/23	6/30/23	Staff will participate in student data analysis cycle to create action plans that: <ul style="list-style-type: none"> • Drive instruction; • Determines small group lessons; and 	Team Leaders/ Teachers

		<ul style="list-style-type: none"> Uses multiple data points (including, but not limited to: NWEA, fluency, quarterly surveys, Eureka (K-5), IM (6-8), and walkthroughs) <p>Repeats every 6-8 weeks. RC 2, 3, 4</p>	
1/1/23	6/30/23	<p>Provide staff with differentiated training, coaching and feedback on implementation of small group instruction based on their current status and growth goals.</p> <p>RC 3, 4</p>	Instructional Leaders
1/1/23	6/30/23	<p>Provide differentiated professional development for teachers based on the areas of need including Eureka (K-5) and IM (6-8) programs and the utilization of manipulatives and CRA process in collaboration with the district math coach. Leverage the expertise of Lead Teachers as appropriate to plan and deliver sessions. RC 3</p>	Instructional Coach(es) Lead Teachers
5/1/23	6/15/23	<p>Complete screening of all students using district-wide assessment (NWEA Map Math Assessment) RC 2, 4</p>	Teachers

English Language Proficiency (ELP) Goal

Subgroup	June 2023 Goal
English Language Learners	1.00 or higher ELP Success Ratio

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?)
1. We have not provided general education teachers and ENL teachers with common planning time to collaborate in order to identify the specific needs of ELLs and to determine and plan for integrating specific instructional strategies.	K-8
2. General education and ENL teachers were not provided with consistent expectations, guidelines, monitoring, feedback on specific instructional strategies to address student decoding and/or comprehension skills.	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	Root Cause/Action	Lead
8/2022	8/2022	Create a master schedule with support and input from ENL teachers to allow for appropriate and beneficial ENL services and common planning time. RC 1	Administration/ ENL teachers
9/2022	9/2022	Watch Elevation tutorial video and reach out to ENL teachers with any additional questions about students. RC 1, 2	Teachers of ELLs
9/2022	9/2022	Provide PD focused on strategies for newcomers/entering level students. RC 1, 2	Instructional coaches/ENL teachers
9/2022	9/2022	All ENL students (K-5) will complete the initial two-hour placement assessment on Imagine Learning. RC 2	General Education teachers
9/2022	9/2022	Organize ENL students K-5 into small reading groups to support and focus on specific areas of need based on data collected. RC 1	General Education teachers of ELLs/ENL teachers
9/2022	9/2022	Administer assessment provided by ENL department for beginning of the year data. RC 2	ENL teachers
10/2022	10/2022	Set one language and one literacy goal for each entering, emerging, and transitioning level ELL based on assessment data. Share goals with general education teachers. RC 1, 2	ENL teachers

9/2022	1/2023	In stand-alone classes, utilize personalized learning and small group instruction to teach/supplement National Geographic curriculum. RC 2	ENL teachers
9/2022	1/2023	In stand-alone classes, organize three days of writing workshop per unit using the following schedule: -Day 1: teach new skill and model -Day 2: guided writing to practice new skill -Day 3: on demand writing prompt to assess new skill *Level 4 ELLs will be pulled during these days as well RC 1, 2	ENL teachers
9/2022	1/2023	Conduct walkthroughs to each standalone class at least once every 6-8 weeks focusing on instructional strategies that address decoding and comprehension with specific feedback and follow-up coaching support as needed.	Admin, ILT, District Coaches (as appropriate)
9/2022	1/2023	Meet regularly (approximately once a month or after each unit) to review on demand writing prompt samples and determine next steps. RC 1	ENL teachers
1/2023	1/2023	Progress monitor individualized goals for ENL students, levels 1-3. RC 1	ENL teachers

Gauging Success: Mid-Year Benchmark

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

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

Assessment	Baseline Performance	January 2023 Target
National Geographic Assessment	TBD based on Fall administration	60% of students meeting individual expected target "School Rate of Success"

Planning for January to June

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

Start	End	Action	Lead
2/2023	2/2023	Administer assessment provided by ENL department for monitoring progress. RC 2	ENL teachers
1/2023	6/2023	In stand-alone classes, utilize personalized learning and small group instruction to teach/supplement National Geographic curriculum. RC 2	ENL teachers
1/2023	6/2023	Conduct walkthroughs to each standalone class at least once every 6-8 weeks focusing on instructional strategies that address decoding and comprehension with specific feedback and follow-up coaching support as needed.	Admin, ILT, District Coaches (as appropriate)

1/2023	6/2023	In stand-alone classes, organize three days of writing workshop per unit using the following schedule: -Day 1: teach new skill and model -Day 2: guided writing to practice new skill -Day 3: on demand writing prompt to assess new skill *Level 4 ELLs will be pulled during these days as well RC 1, 2	ENL teachers
1/2023	6/2023	Meet regularly (approximately once a month or after each unit) to review on demand writing prompt samples and determine next steps. RC 1	ENL teachers
3/2023	2/2023	Progress monitor individualized goals for ENL students, levels 1-3. RC 1	ENL teachers
6/2023	6/2023	Progress monitor individualized goals for ENL students, levels 1-3. RC 1	ENL teachers

Chronic Absenteeism Goal

Subgroup	June 2023 Goal
All Students	22.5% 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?)
1. We have not set or monitored adherence to specific staff expectations regarding communication to students' homes.	K-8
2. Building relationships with parents and families has not been a focus for all staff members.	K-8
3. We have not provided enough culturally responsive education training, including training on implicit bias, for our teachers to build a sense of belonging and engagement for all students, specifically black male students, as this has not been a prioritized focus.	K-8

Action Plan: August to January

What will the school do in the first half of the year to address the root causes identified above?			
Start	End	Action	Lead
8/1/22	9/30/22	Complete positive phone calls, talking points, texts and letters from all Roberts staff in September to build rapport and engage chronic absentee student/families. Summer support staff will make home visits of students with more than 30 absences to build rapport and engage chronic absentee student/families. RC 1,2	Support staff/ Teachers
8/1/22	9/30/22	Provide Culturally Responsive Education professional development to all teachers and have teachers identify an action they will commit to implementing based on training. RC 3	Instructional Leadership Team / Administrators / Instructional Coaches / District CRE trainers
9/1/22	12/30/22	For K-8 teachers, complete and record at least two positive monthly communications with families and log in SchoolTool for tracking purposes. RC 1,2	Teachers/ Teams

9/1/22	12/30/22	Monitor monthly positive communications by staff and provide time once a week for teachers to do so. RC 1,2	Administrators
9/1/22	10/31/22	Administer Panorama Survey to students to survey sense of “belonging.” RC 3	Teachers/ Teams
9/1/22	12/30/22	Conduct Attendance Matters campaign aimed at education for families and awareness for the school community. Have monthly incentives and competitions. RC 1	Attendance Team
9/1/22	12/30/22	Utilize HERO incentive weekly. RC 1,2	Attendance Team/ Teachers
9/1/22	12/30/22	Attend K-8 team meetings and focus on attendance and engaging and building rapport with families. RC 1,2	Family Engagement Liaison / Social Workers / Grade Level Teams
9/1/22	12/30/22	Hold bi-weekly attendance team meetings address a variety of data to monitor attendance (admin, social workers, family engagement). RC 1,2	Attendance Team
9/1/22	12/30/22	Hold Attendance Committee meeting after school once a month to engage teachers. RC 1,2	Attendance Team
9/1/22	12/30/22	Schedule the first ten minutes of every SIT meeting to address attendance with a bulleted list of action steps for staff. RC 2	Grade Level Teams
9/1/22	12/30/22	Use School Improvement Commitment need to attend school/community events to increase and organize staff presence in community and family engagement nights to help build rapport with families. RC 2	Administrators
9/1/22	12/30/22	Collaborate with Central Office to implement Attendance Impact Team to provide intensive support to families as needed. RC 2	Attendance Team
11/1/22	11/30/22	Review Panorama survey data in team meetings and create an action plan for increasing student sense of “belonging” in classrooms. RC 3	Teachers / Teams
11/1/22	12/30/22	Complete quarterly CRE implementation reflections and goal setting. RC 3	All Staff

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	54.8%	20%

Planning for January to June

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

Start	End	Action	Lead
1/1/23	6/30/23	Complete positive phone calls, talking points, texts and letters from all Roberts staff in September to build rapport and engage chronic absentee student/families. Summer support staff will make home visits of students with more than 30 absences to build rapport and engage chronic absentee student/families. RC 1,2	Support staff/ Teachers
1/1/23	2/30/22	Provide Culturally Responsive Education professional development to all teachers and have teachers identify an action they will commit to implementing based on training. RC 3	Instructional Leadership Team / Administrators / Instructional Coaches / District CRE trainers
1/1/23	6/30/23	For K-8 teachers, complete and record at least two positive monthly communications with families and log in SchoolTool for tracking purposes. RC 1,2	Teachers/ Teams
1/1/23	6/30/23	Monitor monthly positive communications by staff and provide time once a week for teachers to do so. RC 1,2	Administrators
5/1/23	6/30/23	Administer Panorama Survey to students to survey sense of “belonging.” RC 3	Teachers/ Teams
1/1/23	6/30/23	Conduct Attendance Matters campaign aimed at education for families and awareness for the school community. Have monthly incentives and competitions. RC 1	Attendance Team
1/1/23	6/30/23	Utilize HERO incentive weekly. RC 1,2	Attendance Team/ Teachers
1/1/23	6/30/23	Attend K-8 team meetings and focus on attendance and engaging and building rapport with families. RC 1,2	Family Engagement Liaison/ Social Workers /Grade Level Teams
1/1/23	6/30/23	Hold bi-weekly attendance team meetings address a variety of data to monitor attendance (admin, social workers, family engagement). RC 1,2	Attendance Team
1/1/23	6/30/23	Hold Attendance Committee meeting after school once a month to engage teachers. RC 1,2	Attendance Team
1/1/23	6/30/23	Schedule the first ten minutes of every SIT meeting to address attendance with a bulleted list of action steps for staff. RC 2	Grade Level Teams

1/1/23	6/30/23	Use School Improvement Commitment need to attend school/community events to increase and organize staff presence in community and family engagement nights to help build rapport with families. RC 2	Administrators
1/1/23	6/30/23	Collaborate with Central Office to implement Attendance Impact Team to provide intensive support to families as needed. RC 2	Attendance Team
1/1/23	11/30/23	Review Panorama survey data in team meetings and create an action plan for increasing student sense of “belonging” in classrooms. RC 3	Teachers / Teams
1/1/23	6/30/23	Complete quarterly CRE implementation reflections and goal setting. RC 3	All Staff

Survey Goal

Stakeholder Group	Survey Question	2023 Target Response (e.g. % agree or strongly agree)	2022 Result (e.g. % agree or strongly agree)
All Students	“In the last 30 days, how often were you able to remain calm, even when someone was bothering you.”	60%	34%

Root Causes

What theories or hypotheses does the school have as to why the school has had its past outcomes for Survey ? Please consider longitudinal student achievement data, student interview data, and Equity Self-Reflection results when developing root causes.	Is this specific to certain sections of the school (grade/content area?)
1. Teachers are not fully trained or receiving follow up on SEL programs (PAX, Second Step) and building norms have not been established.	K-8
2. There are not consistent or systematic plans for DSCT, PBIS, SIT.	K-8

Action Plan: August to January

What will the school do in the first half of the year to address the root causes identified above?			
Start	End	Action	Lead
8/1/22	8/31/22	Master schedule will reflect dedicated SEL time for all students. RC 2	Admin
8/1/22	9/30/22	Identify students with higher SEL needs/supports for success & communication between former teacher and new teacher specific issues, concerns, triggers, etc. RC 1, 2	Discipline/ School Climate Team (D/SC team)
8/15/22	1/31/23	Provide professional development/refresher training on Second Step/PAX for teachers. RC 1	Instructional Leadership Team
8/15/22	9/4/22 9/4/22	Revisit and refine the purpose, protocols, and the Semester 1 activities the DSCT, PBIS, and SIT will focus on implementing.	Admin, DSCT, PBIS Team, and SIT

	9/4/22; 1/31/23	Capture these plans in the SCEP and/or in the Staff Handbook as appropriate. Communicate the information to staff and revisit regularly, at least once per marking period, as needed to monitor consistent adherence and implementation, and revise protocols as needed. RC 2	
8/15/22	9/2/22	Communicate building norms for tier 1 and 2 SEL <ul style="list-style-type: none"> ○ TCIS ○ Restorative strategies ○ CRE ○ Effective tier 1 instruction ○ Calming corners ○ 2nd Step ○ PAX RC 1, 2	D/SC team
8/1/22	9/15/22	Train teachers on building common language (“Calming corner”); PreK-8 building norms for tier 1 and tier 2 SEL supports; Roberts Way Matrix with fidelity. RC 1	Instructional Leadership Team
9/1/22	10/31/22	Administer Fall 2022 Panorama Survey and use the results to inform what steps need to be taken next. RC 2	D/SC team
9/1/22	1/31/23	Utilize PAX/2 nd Step systems building wide. RC 1	Administration
9/1/22	1/31/23	Monitor implementation of Second Step curriculum, PAX and Roberts Way Matrix and provide feedback through monthly walkthroughs. Identify teachers in need of follow-up support based on walkthroughs and provide those teachers with the necessary support. RC 1, 2	Administration
9/1/22	1/31/23	Pull groups of students to work on specific targeted SEL skills that focus on self-calming strategies; provide staff mentor; create a plan. RC 1	D/SC team
9/1/22	1/31/23	Run a group with student role models that focuses on skills and strategies for calming oneself. RC 1	D/SC team
12/1/22	12/30/22	Students in grades 3-8 will take school made survey modeled after Panorama to monitor progress of work to this point. RC 2	D/SC team

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
School created survey results	45% of students feel able to remain calm, even when someone was bothering them.

Planning for January to June

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

Start	End	Action	Lead
2/1/23	6/30/23	Utilize PAX systems building wide. RC 1	Teachers
1/15/23	2/1/23	Reflect upon and refine as needed the protocols and the Semester 2 activities the DSCT, PBIS, and SIT will focus on implementing.	Admin, DSCT, PBIS Team, and SIT
	2/1/23	Capture these plans in the SCEP and update the Staff Handbook as appropriate.	
	2/1/23; 6/30/23	Communicate the information to staff and revisit regularly, at least once per marking period, as needed to monitor consistent adherence and implementation, and revise protocols as needed. Update for the 2023-24 School Year. RC 3	
2/1/23	6/30/23	Monitor implementation of Second Step curriculum, PAX and Roberts Way Matrix and provide feedback through monthly walkthroughs. Identify teachers in need of follow-up support based on walkthroughs and provide those teachers with the necessary support. RC 1, 2	Administration
2/1/23	6/30/23	Pull groups of students to work on specific targeted SEL skills that focus on self-calming strategies; provide staff mentor; create a plan. RC 1	D/SC team
2/1/23	6/30/23	Run a group with student role models that focuses on skills and strategies for calming oneself. RC 1	D/SC team

6/1/22	6/30/23	All students will take the Panorama survey put out by the district. RC 2	Administration
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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

The student interviews and surveys were insightful. These interviews and the Panorama Survey informed our team's plan in the following ways:

- student feedback was closely aligned to staff feedback, therefore, it became part of our root causes and action steps in the chronic absenteeism section; and
- student feedback through the survey indicated that students still needed guidance as to how to remain calm during conflict. This stayed as part of our SCEP for the 2022-2023 school year.

Equity Self-Reflection

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

Through completing and analyzing the Equity Self-Reflection, the common theme from all teachers was the need for more CRE and SEL at all grade levels. This is also reflected in unofficial data/observations from the school year. Students want to feel more like a part of the Roberts Community and are struggling with social-emotional strategies. The staff at Roberts recognizes this. This influenced our roots causes and action steps within our plan.

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
John Devendorf	Principal
Kate Liddle	Administrative Intern
Kerri Lopez	IB MYP Coordinator
Hollyann Farwell	Instructional Coach
Kaitlynn Curry	IB PYP Coordinator
Kathy Doner	English Teacher
Dave Shuman	Social Studies/Science Teacher
Alexandra Johnston	Special Ed. Teacher
Marissa Mims	CTE Teacher
Sarah Hudson	ENL Teacher
Janet Ranieri	Parent/Community Member
Amaru Pareja	Parent/Community Member
Katrina Redd	Parent/Community Member

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
June 13th-17th		X			
June 30			X	X	
July 7			X	X	
July 14			X	X	
July 18th	X				
July 19th	X				
July 20th	X				
July 21			X	X	
July 22			X	X	X
July 25			X	X	X

Next Steps

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