



School Comprehensive Education Plan 2021-22

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

Collaboratively Developed By:
The J.T. Roberts PK-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 then review the document “How Learning Happens,” particularly page 3. Then the team should ask, **“What should we prioritize to support our students and work toward the school we wish to be?”**

Resources for the Team

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

ELA Goal End-of-the-Year Desired Outcomes

Subgroup	June 2022 Goal	2018-19 ELA Academic Achievement Index/Baseline Data
All Students	74.3 (Academic Achievement Index)	58.4
All Students	10%-point decrease in Level 1 from September baseline 5%-point increase in Levels 3 + 4 from September baseline	TBD with new benchmark assessment administered in September 2021.

Root Causes

What theories or hypotheses does the school have as to why the school has had its past outcomes for 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. We did not maximize our human resources and our schedule as strategically as possible to address the wide range of student needs to provide additional Tier 2 supports; this was not previously completely managed centrally by leaders.	K-8
2. Teachers were not provided with consistent feedback or corresponding support on implementation of Tier 1 instruction. Administrators and instructional coaches did not prioritize instructional rounds as a tool for improvement of tier 1 instruction across all classrooms.	K-8
3. Some teachers are lacking a deep knowledge of personalized learning and of early literacy skills to effectively teach Tier 1 and 2 level phonics to 3-8 students. Focused PD and monitoring, including AIS support, did not occur consistently and is needed to address areas of student deficits.	K-8
4. Analysis of ELA data shows that consistent expectations, guidelines creating opportunities for students to write during ELA, math and content instructional times were not provided to teachers.	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
-------	-----	-----------------------	------

7/16/21	8/15/21	1/Develop a master schedule that allows for targeted small group instruction (TSG) that aligns with AIS, ER, IR and uses resources available.	Administration and Teacher leaders
8/15/21	8/30/21	3/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.	Instructional Coaches
8/15/21	8/30/21	3/Schedule training for the 95% group multi-syllabic routine cards for Tier 1 instruction in all grades 3-6 classrooms	Instructional Coaches
8/15/21	8/30/21	3,4/Create a 6-week PD schedule that addresses the needs of teachers for the first 6 weeks of school including: Effective Small Group Instruction: Teachers will be taught how to use action planning and conferring to address students' needs: <ul style="list-style-type: none"> • How to plan effective small group reading lessons using multiple data points including but not limited to NWEA, CKLA assessments, DIBELS, Heggerty, PAST, running records, walkthroughs, etc. • Teachers will be given ongoing PD to grow their understanding of phonics instruction and will be given support assessing and planning for students. <ul style="list-style-type: none"> o Including resources/strategies for multi-syllabic words • Teachers will be given ongoing PD on how to use writing rubrics to differentiate writing feedback and support for students during conferences. 	Instructional Coaches
8/15/21	9/15/21	4/Create grade level team expectations/guidelines for writing by mid-September that integrates on demand tasks and CER tasks.	Instructional Leadership Team
8/15/21	9/15/21	1,2,4/Create Mock ELA tasks/test that incorporate skills necessary for success on April state tests.	Instructional Leadership Team
8/15/21	9/15/21	3/Create and implement 6-week action plans for targeted small group literacy instruction.	Teachers
8/15/21	9/15/21	3/Use data from 2020 school year to put students into groups to begin targeted small group instruction until further screening can be done.	Teachers
9/1/21	9/30/21	2,3/Hold monthly data conferences with all teachers to assess progress of TSG instruction and/or benchmark assessment data. Re-group students as necessary.	Administration/ instructional coaches

9/1/21	9/30/21	3/Complete screening of all students using district wide assessment (NWEA).	Triage Team
10/01/21	1/2022	2/Conduct regular monthly walkthroughs with feedback from instructional leaders to provide support for strategies learned during professional development, including writing and early literacy skills.	Instructional Leadership Team
10/11/21	10/15/21	2/Update PD calendar for the next 6 weeks to account for teacher needs based on conferences, walk-throughs, data, and teacher requests.	Instructional coaches
10/11/21	10/15/21	3/Create and implement 6-week action plans for targeted small group literacy instruction.	Teachers
10/25/21	10/29/21	1,2,4/Administer Mock ELA tasks/benchmark test that incorporates skills necessary for success on April state tests.	Instructional Leadership Team
11/1/21	11/23/21	3/Hold monthly data conferences with all teachers to assess progress of TSG instruction and/or benchmark assessment data. Re-group students as necessary.	Administration/ instructional coaches
11/20/21	11/30/21	2/Update PD calendar for the next 6 weeks to account for teacher needs based on conferences, walk-throughs, data, and teacher requests.	Instructional coaches
11/20/21	11/30/21	3/Create and implement 6-week action plans for targeted small group literacy instruction.	Teachers
12/1/21	12/23/21	3/Hold monthly data conferences with all teachers to assess progress of TSG instruction and/or benchmark assessment data. Re-group students as necessary.	Administration/ instructional coaches
12/15/21	12/23/21	1,2,4/Administer Mock ELA tasks/benchmark test that incorporates skills necessary for success on April state tests.	Instructional Leadership Team

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	January 2021 Performance/September 2021 Baseline	January 2022 Target
Reading	TBD in September 2021	7%-point decrease in Level 1 from baseline

NWEA	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
2/14/22	2/18/22	2/Update PD calendar for the next 6 weeks to account for teacher needs based on conferences, walk-throughs, data, and teacher requests.	Instructional coaches
2/14/22	2/18/22	3/Create and implement 6-week action plans for targeted small group literacy instruction.	Teachers
2/14/22	2/18/22	1,2,4/Administer Mock ELA tasks/benchmark test that incorporates skills necessary for success on April state tests.	Instructional Leadership Team
3/1/22	3/31/22	3/Hold monthly data conferences with all teachers to assess progress of TSG instruction and/or benchmark assessment data. Re-group students as necessary.	Administration/ instructional coaches
3/26/22	3/31/22	2/Update PD calendar for the next 6 weeks to account for teacher needs based on conferences, walk-throughs, data, and teacher requests.	Instructional coaches
3/26/22	3/31/22	3/Create and implement 6-week action plans for targeted small group literacy instruction.	Teachers
4/1/22	4/30/22	3/Monthly data conferences with all teachers to assess progress of TSG instruction and/or benchmark assessment data. Re-group students as necessary.	Administration/ instructional coaches
5/9/22	5/13/22	3/Create and implement 6-week action plans for targeted small group literacy instruction.	Teachers
5/1/22	5/27/22	3/Monthly data conferences with all teachers to assess progress of TSG instruction and/or benchmark assessment data. Re-group students as necessary.	Administration/ instructional coaches

Learning As A Team

Directions

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

Student Interviews

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

Students seemed to honestly like coming to school and felt that their teachers knew how they liked to learn. Several students referenced independent working time and stations as things that worked for them. This seems to re-enforce the idea of personalized learning.

Equity Self-Reflection

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

We feel that the practice "Facilitate teaching and learning practices that enable individuals to grow as independent learners, think critically, make meaning of new concepts in multiple ways, and apply learning to meaningful, real-world situations" should be looked at more in depth. It seems to tie in with our push to do more inquiry as part of IB and build in more personalized learning for students.

Math Goal End-of-the-Year Desired Outcomes

Subgroup	June 2022 Goal	2018-19 ELA Academic Achievement Index
All Students	76.7 (Academic Achievement Index)	54.7
All Students	10%-point decrease in Level 1 from September baseline 5%-point increase in Levels 3 + 4 from September baseline	TBD with new benchmark assessment administered in September 2021.

Root Causes

What theories or hypotheses does the school have as to why the school has had its past outcomes for Math? Please consider longitudinal student achievement data, student interview data, and Equity Self-Reflection results when developing root causes.	Is this specific to certain sections of the school (grade/content area?)
1. Teachers have not been provided opportunities to work collaboratively with other colleagues to share best practices and develop a deeper understanding of the progression of mathematics through vertical collaboration consistently.	K-8
2. Teachers have not been provided a common process for identifying and assessing student understanding and places of unfinished learning to apply personalized learning.	K-8
3. Student learning data and observational data show students have wide ranges of levels of need. The resources available and the schedule did not allow all teachers to create and provide personalized instruction for all students.	K-8
4. Students are not given ample experience with the appropriate mathematical tools (manipulatives) and models to extend their learning through the concrete-representational-abstract (CRA) process due to a lack of consistent set of expectations provided to teachers through training, and inconsistent monitoring of CRA implementation.	K-8
5. 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

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(s)/Action	Lead
7/16/21	8/15/21	3/Develop a master schedule that allows for targeted small group instruction (TSG) that aligns with AIS, QR, AR and uses resources available.	Administration Teacher leaders
8/15/21	8/30/21	1/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.	Instructional Coaches
8/15/21	8/30/21	2/Schedule training for SOAR to provide Tier 2 instruction in all 3-6 classrooms	Instructional Coaches
8/15/21	8/30/21	2,3,4/Create a 6-week PD schedule that addresses the needs of teachers for the first 6 weeks of school including: Effective Small Group Instruction: Teachers will be taught how to use action planning and conferring to address students' needs: <ul style="list-style-type: none"> • How to plan effective small group math lessons using multiple data points including but not limited to NWEA, SOAR, walkthroughs, etc. • Teachers will be given ongoing PD to grow their understanding of the concrete-representational-abstract (CRA) process and will be given support assessing and planning for students. <ul style="list-style-type: none"> o Including resources/strategies for manipulatives Teachers will be given ongoing PD on how to use data to establish differentiated, personalized instruction for students during targeted small group instruction.	Instructional Coaches
8/15/21	8/30/21	5/Plan family math night to provide hands on in-person instruction for families to use math manipulatives and develop an understanding of the curriculum.	
8/30/21	9/15/21	5/Use Eureka or create videos and math tip sheets for family use at home.	
8/15/21	9/15/21	1/Create grade level team expectations/guidelines for fluency tasks by mid-September.	Instructional Leadership Team
8/15/21	9/15/21	1,2,3/Create Mock Math tasks/test that incorporate skills necessary for success on May state tests.	Instructional Leadership Team

8/15/21	9/15/21	2,3,4/Create and implement 6-week action plans for targeted small group math instruction.	Teachers
8/15/21	9/15/21	5/Begin 6-week math fluency campaign with family engagement piece at all elementary levels.	Instructional Leadership Team
8/15/21	9/15/21	2,3/Use data from 2020 school year to put students into groups to begin targeted small group instruction until further screening can be done.	Teachers
9/1/21	9/30/21	1,2,4/Hold monthly data conferences with all teachers to assess progress of TSG instruction and/or benchmark assessment data. Re-group students, as necessary.	Administration/ instructional coaches
9/1/21	9/30/21	2,3/Complete screening of all students using district wide assessment (NWEA).	Triage Team
9/1/21	12/23/21	5/Host accountability/data meetings with teachers and interventionists to assist in planning and implementation of math instruction for all students. Specific time will be spent monitoring the achievement and support given to all students by the differing demographic groups including African American Students. Teachers will make adjustments in groups based on progress monitoring (monthly).	Coaches Administration Teachers
10/11/21	10/15/21	1,2,3/Update PD calendar for the next 6 weeks to account for teacher needs based on conferences, walk-throughs, data, and teacher requests.	Instructional coaches
10/11/21	10/15/21	2,3/Create and implement 6-week action plans for targeted small group math instruction.	Teachers
10/11/21	10/15/21	5/Begin 6-week math fluency campaign with family engagement piece at all elementary levels.	Instructional Leadership Team
10/25/21	10/29/21	2,3/Administer mock Math tasks/benchmark test that incorporates skills necessary for success on April state tests.	Instructional Leadership Team
10/1/21	10/29/21	1,2,3/Hold monthly data conferences with all teachers to assess progress of TSG instruction and/or benchmark assessment data. Re-group students, as necessary.	Administration/ instructional coaches
11/20/21	11/30/21	1,2,3/Update PD calendar for the next 6 weeks to account for teacher needs based on conferences, walk-throughs, data, and teacher requests.	Instructional coaches

11/20/21	11/30/21	1,2,3/Create and implement 6-week action plans for targeted small group math instruction.	Teachers
11/20/21	11/30/21	1,5,4/Begin 6-week math fluency campaign with family engagement piece at all elementary levels.	Instructional Leadership Team
12/1/21	12/23/21	1,2,3/Hold monthly data conferences with all teachers to assess progress of TSG instruction and/or benchmark assessment data. Re-group students as necessary.	Administration/ instructional coaches
12/15/21	12/23/21	2,3/Administer mock math tasks/benchmark test that incorporates skills necessary for success on April state tests.	Instructional Leadership Team

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	January 2021 Performance/September 2021 Baseline	January 2022 Target
Math NWEA	TBD in September 2021	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
2/14/22	2/18/22	Update PD calendar for the next 6 weeks to account for teacher needs based on conferences, walk-throughs, data, and teacher requests.	Instructional coaches
2/14/22	2/18/22	Create and implement 6-week action plans for targeted small group math instruction.	Teachers
2/14/22	2/18/22	Begin a 6-week math fluency campaign with family engagement piece at all elementary levels.	Instructional Leadership Team
2/14/22	2/18/22	Administer mock math tasks/benchmark test that incorporates skills necessary for success on April state tests.	Instructional Leadership Team

2/1/22	2/25/22	Hold monthly data conferences with all teachers to assess progress of TSG instruction and/or benchmark assessment data. Re-group students as necessary.	Administration/ instructional coaches
3/1/22	3/31/22	Hold monthly data conferences with all teachers to assess progress of TSG instruction and/or benchmark assessment data. Re-group students as necessary.	Administration/ instructional coaches
2/1/21	6/1/21	Host accountability/data meetings with teachers and interventionists to assist in planning and implementation of math instruction for all students. Specific time will be spent monitoring the achievement and support given to all students by the differing demographic groups including African American Students. Teachers will make adjustments in groups based on progress monitoring (monthly).	Coaches Administration Teachers
3/26/22	3/31/22	Update PD calendar for the next 6 weeks to account for teacher needs based on conferences, walk-throughs, data, and teacher requests.	Instructional coaches
3/26/22	3/31/22	Create and implement 6-week action plans for targeted small group math instruction.	Teachers
3/26/22	3/31/22	Begin a 6-week math fluency campaign with family engagement piece at all elementary levels.	Instructional Leadership Team
3/1/22	3/31/22	Hold monthly data conferences with all teachers to assess progress of TSG instruction and/or benchmark assessment data. Re-group students as necessary.	Administration/ instructional coaches
4/1/22	4/30/22	Hold monthly data conferences with all teachers to assess progress of TSG instruction and/or benchmark assessment data. Re-group students as necessary.	Administration/ instructional coaches
5/9/22	5/13/22	Create and implement 6-week action plans for targeted small group math instruction.	Teachers
5/9/22	5/13/22	Begin a 6-week math fluency campaign with family engagement piece at all elementary levels.	Instructional Leadership Team
5/1/22	5/27/22	Hold monthly data conferences with all teachers to assess progress of TSG instruction and/or benchmark assessment data. Re-group students as necessary.	Administration/ instructional coaches

Learning As A Team

Directions

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

Student Interviews

Describe how the Student Interview process informed the team's plan for Math
Many of our students stated that they needed more assistance in math. The data supports this. Making sure that we schedule appropriately and use targeted small group instruction effectively was important for our plan.

Equity Self-Reflection

Describe how the Equity Self-Reflection informed the team's plan for Math
The team recognizes that one of our most underachieving subgroups in math is African American boys. Taking time to "Provide opportunities for all staff to receive training on topics related to diversity, equity, and inclusion (i.e., critical self-reflection, disproportionality, anti-bias, developing racial literacy, combating racism, and microaggressions, etc.)" is something that we will need to be better at if we wish to provide a more culturally responsive, equitable education.

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

June 2022 Goal	2018-19 ELP Success Ratio/Baseline Data
1.0 or higher, All Students subgroup ELP Success Ratio	0.74, All Students subgroup Success Ratio
June 2022 School Rate of Success Target: 80%	June 2021 School Rate of Success: 67%

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. After analyzing NYSESLAT and walk-through data, it was determined that teachers are not providing enough writing instruction across genres therefore, students are not receiving enough writing practice. We have not defined the minimum expectations for integrating writing and vocabulary in instruction for each grade level.	K-8
2. After analyzing NYSESLAT, anecdotal notes, and district assessments, it was determined that students lack decoding and/or comprehension skills in reading. We have not provided General Education Teachers and ENL Teachers with common planning time to collaborate to identify the specific needs of ELLs and to determine and plan for integrating specific instructional strategies in instruction.	K-8

Action Plan: August to January

What will the school do in the first half of the year to address the root causes identified above?			
Start	End	Root Cause/Action	Lead
8/1/21	9/1/21	2/Create master schedule with support and input from ENL teachers to allow for appropriate and beneficial ENL services and common planning time.	Administration/ENL teachers
8/1/21	9/1/21	1,2/Create Ellevation tutorial video.	ENL teachers
9/1/21	9/7/21	1,2/Watch Ellevation tutorial video and reach out to ENL teachers with any additional questions about students.	Teachers of ELLs
9/1/21	9/7/21	1/Provide PD focused on vocabulary instruction and integration for all classroom teachers.	Instructional coaches/ENL teachers
9/1/21	9/25/21	2/All ENL students (K-5) will complete the initial two-hour placement assessment on Imagine Learning.	General Education teachers
9/7/21	9/30/21	2/Host data meeting to analyze intervention screeners to determine appropriate interventions for ELLs with general education teachers, intervention teachers, and ENL teachers.	Instructional coaches
9/7/2021	9/30/2021	2/Organize ENL students K-5 into small reading groups to support and focus on specific areas of need based on data collected.	General Education teachers of ELLs
9/13/21	10/31/21	1,2/Administer assessment provided by ENL department for beginning of the year data.	ENL teachers

9/13/21	1/31/21	1/Communicate, monitor, and support the expectations for vocabulary to support ELLs: All classroom teachers will pre-teach important unit vocabulary words. All classroom teachers will have academic word wall(s) with visuals. These word walls can be added to or changed throughout the year to support specific units of study.	Instructional coaches
9/13/21	1/31/22	2/In stand-alone classes, utilize personalized learning and small group instruction to teach/supplement National Geographic curriculum.	ENL teachers
9/13/21	1/31/22	1/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	ENL teachers
10/1/21	1/31/22	1/Meet regularly (approximately once a month or after each unit) to review on demand writing prompt samples and determine next steps.	ENL teachers
11/1/21	11/12/21	1,2/Set goals for levels 1-3 students and share with all necessary professionals.	ENL teachers
1/3/21	1/31/21	1/2Progress monitor individualized goals for ENL students, levels 1-3.	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 January 2021 performance.

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

Assessment	January 2021 Performance	January 2022 Target
National Geographic Assessment	<i>(This is a new assessment with baseline success rate data calculated in June 2021. No January 2021 School Rate of Success data in January 2021.)</i> June 2021 Baseline School Rate of Success: 67%	<i>(2/3 of the way towards our end-of-year goal from our baseline)</i> January 2022 School Rate of Success Target: 75%

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
1/3/22	5/31/22	1/Communicate, monitor, and support the expectations for vocabulary to support ELLs: All classroom teachers will pre-teach important unit vocabulary words. All classroom teachers will have academic word wall(s) with visuals. These word walls can be added	Instructional coaches

		to or changed throughout the year to support specific units of study.	
1/3/22	5/31/22	2/In stand-alone classes, utilize personalized learning and small group instruction to teach/supplement National Geographic curriculum.	ENL teachers
1/3/22	5/31/22	1/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	ENL teachers
1/3/22	5/31/22	1/Meet regularly (approximately once a month or after each unit) to review on demand writing prompt samples and determine next steps.	ENL teachers
1/3/22	5/31/22	1,2/Progress monitor individualized goals for ENL students, levels 1-3.	ENL teachers

Learning As A Team

Directions

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

Student Interviews

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

Interviews with our students, but specifically our ELLs showed that our students have a strong connection to Roberts, the staff, and their peers. They mentioned stations and working on the computer which we believe fits well with the personalized instruction pieces of our plan.

Equity Self-Reflection

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

Our school represents and reflects our larger multicultural community. In order to celebrate this diversity and engage our community we need to do more to provide "resources written and developed by racially, culturally, and linguistically diverse perspectives" for all students, but specifically our ELLs.

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

Subgroup	June 2022 Goal	2018-19 Chronic Absenteeism Rate/Baseline Data
All Students	23.3% (Chronic Absenteeism Rate)	28.2%

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?)
After reviewing previous action plans, it appears that we have focused more on reactive measures than preventative measures such as communicating the importance of attendance and the impact of missing school with families to improve chronic absenteeism.	K-8
Survey data from previous years have shown that 'lack of belonging' was identified by parents and students as an issue which we believe contributes to chronic absenteeism. We have not set or monitored adherence to specific expectations for staff regarding positive communications and relationship building with parents and families. We have not provided enough culturally responsive education training for our teachers to positively impact a sense of "belonging" and engagement for all students specifically black male students, as this has not been a prioritized focus because of implicit biases that still exist at Roberts.	K-8

Action Plan: August to January

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

Start	End	Action	Lead
8/1/21	9/30/21	Complete home visits 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.	Support staff/ Teachers
9/1/21	12/30/21	Complete and record at least two positive monthly communications with families per the Roberts EWA and log in SchoolTool for tracking purposes.	Teachers
9/1/21	12/30/21	Monitor monthly positive communications by staff as recorded in shared spreadsheet and provide time once a month for teachers to do so.	Administrators
9/1/21	12/30/21	Develop mini survey on "belonging" for students in grades 3-8. Administer "belonging" mini survey to students 3-8 and analyze the results with discussion in CRE trainings in September, January and May.	Administration
9/1/21	12/30/21	Provide Culturally Responsive Education professional development to all teachers and have teachers identify an action they will commit to implementing based on training. Schedule and complete quarterly reflections for staff on actions they have	Instructional Leadership Team

		implemented and the impact of their actions on improving CRE and student sense of belonging.	
9/1/21	12/31/21	Conduct Attendance Matters campaign aimed at education for families and awareness for the school community. Have monthly incentives and competitions. Recognize most improved at award ceremony.	Attendance Team
9/1/21	12/31/21	Attend K-2 team meetings and focus on attendance and engaging and building rapport with families.	Family Engagement Liaison
9/1/21	12/31/21	Hold bi-weekly attendance team meetings address a variety of data to monitor attendance (admin, social workers, family engagement).	Attendance Team
9/1/21	12/31/21	Hold Attendance Committee after school once a month to engage teachers.	Attendance Team
9/1/21	12/31/21	Schedule the first ten minutes of every SIT meeting to address attendance with a bulleted list of action steps for staff.	Grade Level Teams
9/1/21	12/31/21	Use EWA need to attend school/community events to increase and organize staff presence in community to help build rapport with families. This includes monthly family engagement nights.	Attendance Team

Gauging Success: Mid-Year Benchmark

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

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

Data Source	Subgroup	January 2021 Results	January 2022 Target
Chronic Absenteeism Rate	All Students	25.1%	24%
# of students with 9 or more absences	All Students	91	85

Planning for January to June

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

Start	End	Action	Lead
1/1/22	1/15/22	Home visits from all attendance mentors to continue to build rapport and engage chronic absentee student/families.	Support Staff/ Teachers
1/1/22	1/15/22	Re-administer “belonging” mini survey to students 3-8 and analyze the results. Use the results to inform subsequent CRE trainings. for January and May. Share results out with staff.	Instructional Leadership Team
1/15/22	1/31/22	Provide Culturally Responsive Education professional development to all teachers and have teachers identify an action they will commit to implementing based on training. Schedule and complete quarterly reflections for staff on actions they have	Instructional Leadership Team

		implemented and the impact of their actions on improving CRE and student sense of belonging.	
1/1/22	6/30/22	Conduct Attendance Matters campaign aimed at education for families and awareness for the school community. Have monthly incentives and competitions. Recognize most improved at award ceremony.	Attendance Team
1/1/22	6/30/22	Attend K-2 team meetings and focus on attendance and engaging and building rapport with families.	Family Engagement Liaison
1/1/22	6/30/22	Hold bi-weekly attendance team meetings address a variety of data to monitor attendance (admin, social workers, family engagement)	Attendance Team
1/1/22	6/30/22	Hold Attendance Committee after school once a month to engage teachers.	Attendance Team
1/1/22	6/30/22	Schedule first ten minutes of every SIT meeting will address attendance with a bulleted list of action steps for staff.	Grade Level Teams
1/1/22	6/30/22	Use EWA need to attend school/community events to increase and organize staff presence in community to help build rapport with families. This includes monthly family engagement nights.	Attendance Team
5/01/22	5/31/22	Plan and provide Culturally Responsive Education professional development to all teachers and have teachers identify an action they will commit to implementing based on training. Schedule and complete quarterly reflections for staff on actions they have implemented and the impact of their actions on improving CRE and student sense of belonging.	Instructional Leadership Team
6/1/22	6/23/22	Re-administer “belonging” mini survey to students 3-8 and analyze the results. Use the results to inform subsequent CRE trainings for the 2022-23. Share results out with staff.	Instructional Leadership Team

Learning As A Team

Directions

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

Student Interviews

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

Student interviews indicated that students felt better about coming to school when there were connections to teachers, administration, and support staff. This supports our plan and the idea of going out before school and at the beginning to forge better relationships with students with poor chronic attendance.

Equity Self-Reflection

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

The Chronic Absenteeism SCEP team believes that more needs to be done proactively to identify students who need more support and work to create relationships between the student, family, and school. Work needs to be done to create events that “Foster close relationships with students and families, including working with families to gather insights into students’ cultures, goals, and learning preferences.”

Survey Goal End-of-the-Year Desired Outcomes

Stakeholder Group	Survey Question	2022 Target Response (e.g. % agree or strongly agree)	2021 Result (e.g. % agree or strongly agree)
Students	"In the last 30 days, how often were you able to remain calm, even when someone was bothering you."	60% frequently or almost all the time.	45.4% of respondents stated frequently or almost all the time.

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. Only 45.4% of our students believed they were able to remain calm when they needed to. Students have not had a consistent schedule with SEL lessons and support since March 2020.	K-8
2. Teachers are not fully trained or receiving follow up on SEL programs (PAX, Second Step) and building norms have not been established.	K-8
3. There is 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
8/1/21	8/31/21	1/Master schedule will reflect dedicated SEL time for all students.	Admin
8/1/21	8/31/21	1/Schedule regular time for Second Step to be taught as part of morning meeting and advisory.	Instructional Leadership Team
8/30/21	9/2/21	2/Hold refresher training on PAX for PreK-5; initial training of new staff and grades 6-8.	Administration
8/1/21	9/1/21	3/Identify students with higher SEL needs/supports for success & communicate between former teacher and new teacher specific issues, concerns, triggers, etc.	Discipline/ School Climate Team (D/SC team)

9/1/21	1/31/22	2/Provide professional development on Second Step for teachers.	Instructional Leadership Team
8/30/21	9/2/21	2/Hold refresher training on PAX for PreK-5 and initial training for new staff and staff grades 6-8.	Administration
8/15/21	9/2/21	2/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 	D/SC team
8/1/21	9/15/21	2/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.	Instructional Leadership Team
9/1/21	10/31/21	1/Administer the Fall 2021 Panorama Survey and use the results to inform what steps need to be taken next.	D/SC team
9/1/21	1/31/22	2/Utilize PAX systems building wide.	Administration
9/1/21	1/31/22	2/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.	Administration
9/1/21	1/31/22	1/Pull groups of students to work on specific targeted SEL skills that focus on self-calming strategies; provide staff mentor; create a plan.	D/SC team
9/1/21	1/31/22	1/Run a group with student role models that focuses on skills and strategies for calming oneself.	D/SC team
12/16/21	12/23/21	1/Administer to grades 3-8, school made survey modeled after Panorama to monitor progress of work to this point. Share results with staff and students.	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.

School made climate survey	53% or more will indicate they are able to calm themselves with needed.
-----------------------------------	---

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
2/1/22	5/31/22	Utilize PAX systems building wide.	Administration
2/1/22	5/31/22	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.	Administration
2/1/22	5/31/22	Pull groups of students to work on specific targeted SEL skills that focus on self-calming strategies; provide staff mentor; create a plan.	D/SC team
2/1/22	5/31/22	Run a group with student role models that focuses on skills and strategies for calming oneself.	D/SC team
5/1/22	5/27/22	Administer to students in grades 3-8 a survey modeled after Panorama to monitor progress of work to this point.	D/SC team
6/1/22	6/27/22	Administer to all students the district's Panorama survey. Share results with staff and students.	Administration

Learning As A Team

Directions

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

Student Interviews

Describe how the Student Interview process informed the team's plan for Survey
Very few of the students interviewed felt that they were not good at remaining calm even when being bothered by others, but not many of them could name strategies or provide reasoning for why. There was not much common language to how the students answered. We need to do more to communicate through Second Step and everyday language how to remain calm and when.

Equity Self-Reflection

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

Much discussion was had about the unknown social emotional state of our students as they return to school as the pandemic wanes. There has been a tremendous amount of trauma accumulated by our students. The BLM movement, mental health needs from the extended stay at home, poverty and frustrations from daily living conditions and more have added urgency to ensuring that no one slips through the cracks. We believe that we must “Assess school climate using a variety of measures to collect diverse stakeholder impressions and experiences...” We must also intentionally “prioritize social emotional learning programs, such as restorative justice” and provide students with the skills they need to not just make it through the day at school, but to prosper.

Evidence-Based Intervention

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

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

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

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

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

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

State-Supported Evidence Based Strategy

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

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

Our Team's Process

Background

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

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

Team Members

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

Name	Role
John Devendorf	Principal
Kevin Murphy	Vice Principal
Lessie Williams	Vice Principal
Hollyann Farwell	Instructional Coach
Kerri Lopez	Instructional Coach
Kathy Doner	Teacher
Sheila Ludington	Teacher
Emily Wood	Teacher
Jess Mohr	Teacher
Heather Cognato	Teacher
Erin Emanuele	Teacher
Sarah Huson	Teacher
Meaghan Martin	Teacher
Ava Darisaw	Teacher Assistant
Sarah Gilbert	Parent
Brea Allers	Parent
Casey Dougherty	Parent
Cara Welch	Parent

Our Team's Steps

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

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

Meeting Dates

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

Meeting Date	Interviewing Students	Completing the Equity Self-Reflection	Reviewing Multiple Sources of Data and Feedback	Determining Priorities and Goals Based on Identified Needs	Scheduling Activities to Reach Priorities and Goals	Identifying Resources & Completing "Leveraging Resources" Document
<i>Example:</i> 4/6/21			x	x		
5/21/21			x	x		
5/26/21			x	x		
6/7/21			x			
6/9/21				x	x	
6/10/21		x	x		x	
6/18/21		x	x	x		
6/22/21				x		
7/12/21				x	x	
7/13/21	x					
7/14/21	x					
7/15/21				x	x	

Submission Assurances

Submission Assurances

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

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