



School Comprehensive Education Plan 2021-22

District	School Name	Grades Served
Syracuse City School District	Bellevue Elementary School	Pre-K-5

Collaboratively Developed By:

The Bellevue Elementary School SCEP Development Team

And in partnership with the staff, students, and families of Bellevue Elementary School.

Guidance for Teams

Goals & Actions

After completing the Student Interviews, discussing the Equity Self-Reflection, and reviewing recent data, including survey data, school teams should discuss what was learned and 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	57.1 Academic Achievement Index	50.3
All Students	10%-point decrease in Level 1 from September baseline 5%-point increase in Level 3 + 4 from September baseline	TBD with new benchmark assessment administered in September 2021.

Optional Section: If you choose to utilize a survey question(s) as an additional measure of success related to this specific goal, please complete the following:

Stakeholder Group	Survey Question	2022 Target Response (e.g. % agree or strongly agree)	2021 Result (e.g. % agree or strongly agree)
n/a	n/a	n/a	n/a

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?)
The focus of training has not been on planning/delivery of lessons that reflect an increase in rigor and incorporating specific strategies for students who are below grade level to access complex text.	School Wide
Walkthrough and observation data is not targeted regularly and/or analyzed consistently to determine which teachers need additional support in implementing priority engagement and instructional strategies as structures were not solidly in place to make this happen.	School Wide
Student performance data is not analyzed consistently with teachers to set small goals with progress monitoring to observe/implement celebrations and continue to work with those who need more time and practice especially in targeted small group intervention time as structures were not solidly in place to make this happen.	School Wide

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	8/31/2021 1/2022	Create PLC/PD and follow up calendar for the 2021-2022 school year. Review the PLC/PD calendar at least monthly and update it as needed to reflect training needs and next steps.	Adm./Coach
8/1/2021	8/15/2021	Create walkthrough schedule to ensure targeted area of engagement is observed one week out of each month.	Adm.
8/1/21	8/31/2021	Collaborate with the District "AVID" Coach to set goals and finalize the AVID site plan that defines the specific strategies we will focus on this year to increase rigor in lessons, the roll-out of the strategies to teachers including the training and modeling they will receive, the implementation expectations, and the progress monitoring of the components of the AVID site plan and CCI.	District AVID Coach, Adm., AVID Site Team
9/1/2021	12/23/21	Continue to work with Engaging Classroom Consultants and provide teachers with ongoing follow up on Morning Meeting and PD on Engaging Classrooms. Problematizing a Learning Task turn- key training will happen September 1 and 2, 2021.	Adm. and Engaging Classrooms Team
9/2/2021	12/23/2021	Train staff and admin on 9/2/2021-Danielson Norming /calibration with district independent evaluator Kim Huhtala. These sessions will occur monthly.	District Ind. Evaluator Coach Adm.
9/20/2021	12/23/2021	Collaborate monthly with District AVID coach and AVID site team to continue our work with increasing RIGOR through WICOR strategies school wide in lesson planning and delivery. District AVID coach/Adm. and instructional coach will work with staff on lesson planning and review plans and delivery for specific feedback on increasing rigor through WICOR.	District AVID Coach, Adm., AVID SITE TEAM
9/20/2021	12/23/2021	Implement walkthrough schedule to ensure lessons are observed one week out of each month to target AVID/WICOR strategies, ensuring plans match lesson delivery for increased rigor. Feedback and 1:1 coaching provided, as necessary.	Adm., District AVID coach
9/6/2021	9/7/2021	Provide Expectations and PD for Targeted Small Group Intervention in classrooms to ensure all children receive targeted intervention to impact growth.	Coach AIS team

9/27/21	10/11/21	Adjust targeted small-group interventions based on Early Sept. diagnostic reading assessments.	Adm. Coach, AIS
9/13/2021	12/23/2021	Utilize Fridays to provide 2 nd -5 th students with parallel tasks to NYS assessment. Students will respond to multiple choice or writing task and receive score based on NYS rubric which is shared in advance with students. Teachers will provide specific feedback to students to improve their responses.	Staff
9/13/2021	12/23/2021	Create playlists for weekly homework assignments. One specific training that will occur for students and parents will require students to score examples of practice NYS writing task responses using NYS rubric.	Staff SLT Students
9/2021	12/2021	Provide parents with opportunities for training on NYS ELA exam and rubric at PTO meetings and other school events in person and virtually.	Family engagement Liaisons Adm.
9/27/21	12/23/2021	Hold grade level data meetings on the last Friday of each month. Students tiered on visual triangles in data room from which to move based on data. Monthly goals will be set for students with progress monitoring evidence to be shared at these meetings. Data points will be parallel tasks for grades 3-5, intervention data, running records, NWEA, Dibbles, etc. We will celebrate as a staff small or big "WINS!"	AIS Adm. Teachers
9/27/21	10/1/21	Meet with K-2 staff to review CKLA and writing expectations along with progress monitoring evidence.	District Coach, Coach, Adm.
10/1/21	12/23/21	Continue to provide 2 nd -5 th targeted instruction weekly beginning in ELA, then across all content areas on constructed response writing using the school-wide strategies of (2pt response) (4 pt. response) CER with a focus on higher level reading, discussion, and written response a minimum of weekly. We will continue using two forms of evidence vs. one.	Coach, teachers
10/1/21	12/23/21	Analyze observation and walkthrough data monthly of implementation of engagement and AVID/WICOR strategies to: <ul style="list-style-type: none"> 1. Determine classroom teachers that are struggling and provide 1:1 coaching as needed. 2. Identify specific classrooms that could be used for inter-visitations or modeled lessons. 	Adm.

12/01/2021	1/7/2022	Collaborate and plan with Engaging Classroom Consultants on next strategies for Leadership PD and turnkey training. We will select the next domain strategy.	Engaged Classroom Consultants Adm. Leadership team
12/17/2021	1/7/2022	Adjust targeted small-group intervention lists based on Fall diagnostic reading assessments.	Adm. Coach/AIS

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 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
1/03/2022	1/10/2022	Monitor and adjust PD/PLC calendar created in August 2021 for needs based on data.	Adm. Coach
	6/2022	Continue to adjust the PD/PLC calendar at least monthly to reflect training needs and next steps.	
1/03/2022	1/10/2022	Monitor and adjust the walkthrough schedule for targeted PD and follow up based on needs from collected data.	Adm. Coach

1/10/2022	1/31/2022	Collaborate with District AVID coach and site team to plan for Jan. Through June with WICOR strategies by monitoring and adjusting AVID site plan and goals.	District AVID Coach Adm. AVID Site Team
1/03/2022	6/1/2022	Continue Danielson Norming /calibration for staff and adm. with district independent evaluator Kim Huhtala. These sessions will happen monthly during PLC on Mondays.	District Independent Evaluator Adm. Coach
1/03/2022	6/1/2022	Analyze walkthrough data to ensure engagement strategies are implemented. Feedback and 1:1 coaching will occur as necessary with staff from data.	Adm Leadership team for Engaged Classrooms
1/03/2022	6/1/2022	Collaborate monthly with District AVID coach and AVID site team to continue our work with increasing RIGOR through WICOR strategies school wide in lesson planning and delivery.	District AVID coach Site Team Adm.
1/03/2022	6/1/2022	Continue to conduct walkthroughs to ensure lessons are observed one week out of each month to target AVID/WICOR strategies, ensuring plans match lesson delivery for increased rigor. Feedback and 1:1 coaching provided, as necessary.	Adm. Coach Site team District AVID coach
1/03/2022	6/01/2022	Continue to provide 2 nd -5 th targeted instruction weekly across all content areas on constructed response writing using the school-wide strategies of (2pt response) (4pt response) CER with a focus on higher level reading, discussion, and written response a minimum of weekly. We will continue using two forms of evidence vs. one.	Coach Teachers
1/7/2022	6/1/2022	Continue monthly data meetings on Fridays with grade level teams. Goals will be set with progress monitoring to be shared at these meetings. If we do not see more students moving into Tier one, we will adjust our goals and action steps in February 2022. We will celebrate as a staff small or big "WINS!"	Adm. Coach/AIS Staff

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 were vocal about liking the different ways teachers help them when they don’t understand. They reported that they “love their school and want to continue having fun” in school. We will continue to focus on engaging strategies and providing differentiated small group instruction.

Equity Self-Reflection

Describe how the Equity Self-Reflection informed the team’s plan for ELA
We found that we are not at a “Sustaining” level with inclusive curriculum and assessment, rigorous instruction, and ongoing learning and support for staff. For this coming year, we have prioritized providing rigorous instruction for all students and want to increase opportunities for all students to meaningfully engage in learning and support for consistent success.

Math Goal End-of-the-Year Desired Outcomes

Subgroup	June 2022 Goal	2018-19 Math Academic Achievement Index
All Students	59.5	42.1
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.

Optional Section: If you choose to utilize a survey question(s) as an additional measure of success related to this specific goal, please complete the following:

Stakeholder Group	Survey Question	2022 Target Response (e.g. % agree or strongly agree)	2021 Result (e.g. % agree or strongly agree)
n/a	n/a	n/a	n/a

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?)
Teachers have received initial training on the components of Eureka Math but have not received intentional support /follow up in PD/PLC to plan and rehearse rigorous lessons with the scaffolds and supports for efficient problem- solving tasks/skills due to other priorities for initial training.	School Wide
Walkthrough data is not analyzed consistently to determine which teachers need additional support in implementing priority instructional strategies and the use of manipulatives and conceptualization as structures were not solidly in place to make this happen regularly.	School Wide
Teachers need to continue to receive coaching on planning and follow up with delivery for consistent use of visuals and manipulatives in math for deeper level of conceptual understanding through rigorous lesson planning and rehearsing, as limited time was spent on supporting this in previous years due to other needs being addressed.	School Wide
Teacher practice consistently lacks higher-level strategies (WICOR) including inquiry to engage students and continue to improve achievement due to a lack of teacher training on specific school-wide strategies to address this.	School Wide

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
8/1/2021	8/31/2021 1/2022	<p>Plan for PD and follow up with Math planning sessions on Eureka math problem solving and rehearsal of lessons to include scaffolds and supports for efficient problem-solving tasks/skills and use of visuals and manipulatives. Align with the PLC/PD calendar.</p> <p>Review the PLC/PD calendar at least monthly and update it as needed to reflect training needs and next steps.</p>	District Math Coach Coach Adm
8/1/2021	8/31/2021	Identify the WICOR strategies from AVID that will be incorporated in math and literacy to increase rigor in lessons and create a training and walkthrough plan for the year.	District AVID coach Coach Adm Site Team
9/13/2021	12/23/2021	Provide support and training throughout the school year for staff on WICOR strategies to increase rigor consistently in planning and delivery according to the training plan developed in August. Lesson Plan review and walkthroughs for feedback in rigor for math and literacy.	District AVID Coach Coach Adm
9/13/2021	12/23/2021	Conduct walkthroughs one week of each month targeted on math lesson and delivery. Feedback provided as well as 1:1 coaching, as necessary.	Adm District Coach Coach
9/20/2021	12/23/2021	<p>Analyze walkthrough data monthly to:</p> <ol style="list-style-type: none"> Determine classroom teachers that are struggling in implementing priority instructional strategies and the use of manipulatives and conceptualization and need additional 1:1 coaching. Identify specific classrooms that could be used for inter-visitations or modeled lessons. 	Adm

7/1/2021	8/31/2021	Create Qualitative Reasoning Room for math AIS and identify student groups based on student performance data.	District Adm AIS/Staff
	1/2022	Include regular walkthroughs and feedback to this class as well in the walkthrough system. The focus for these visits will be aligned to their specific professional development.	
9/13/2021	12/23/2021	Hold grade level data meetings on the third Friday of each month. Students are tiered on visual triangles in data room from which to move based on data. Monthly goals will be set for students with progress monitoring evidence to be shared at these meetings. Data points will be parallel tasks for grades 3-5, intervention data, fluency assessments, etc. We will celebrate as a staff small or big "WINS!"	Adm AIS/Staff
9/6/2021	9/7/2021	Provide Expectations and PD for Targeted Small Group Intervention in classrooms to ensure all children receive targeted intervention to impact growth.	Coach/AIS Adm
9/20/2021	10/4/2021	Meet with K-2 and 3-5 staff to review math expectations, modules, and fluencies along with follow up sessions.	District Math Coach Coach Adm

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
12/2021	1/2022	Monitor and adjust PD calendar to meet the needs for continuing success of Eureka math lessons in PLC based on walkthrough data.	Adm Coaches
1/03/2022	6/01/2022	Continue to Implement PD and follow up sessions for planning /rehearsing and delivering lessons in Eureka math incorporating WICOR strategies. Analyze WICOR strategy success. Possibly add additional strategies.	Coaches
1/03/2022	5/01/2022	Continue analysis of walkthrough data monthly to: <ul style="list-style-type: none"> 1. Determine classroom teachers that are struggling and in need of additional coaching. 2. Identify specific classrooms that could be used for inter-visitations or modeled lessons. 	Adm Coaches
1/03/2022	6/1/2022	Continue analysis of equip math module pre-assessments in alignment with pacing guide schedule, Kindergarten running records on counting and cardinality, student work and other assessments to drive instruction and student groupings and reflect the differentiation in lesson plan instruction for small group instruction. Review lesson plans and provide teachers with specific feedback as needed.	Adm Coach
1/03/2022	6/1/2022	Conduct walkthroughs one week of each month targeted on math lesson and delivery. Feedback provided as well as 1:1 coaching, as necessary. Include the Qualitative Reasoning room in walkthroughs.	Adm 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

Some students shared they really like math, and they were vocal about liking the different ways teachers help them when they don't understand. They reported that they "love their school and want to continue having fun" in school. We will continue to focus on engaging strategies and providing differentiated small group instruction.

Equity Self-Reflection

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

We found that we are not at a “Sustaining” level with inclusive curriculum and assessment, rigorous instruction, and ongoing learning and support for staff. For this coming year, we have prioritized providing rigorous instruction for all students and want to increase opportunities for all students to meaningfully engage in learning and support for consistent success.

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

June 2022 Goal	2018-19 ELP Success Ratio/Baseline Data
1.00 All Students subgroup	0.9 All Students subgroup
June 2022 School Rate of Success Goal: 80%	June 2021 School Rate of Success: 71%

Optional Section: If you choose to utilize a survey question(s) as an additional measure of success related to this specific goal, please complete the following:

Stakeholder Group	Survey Question	2022 Target Response (e.g. % agree or strongly agree)	2021 Result (e.g. % agree or strongly agree)
n/a	n/a	n/a	n/a

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?)
Data shows a lack of academic language knowledge with our ENL students. Teachers are not providing enough rigorous, explicit instruction of academic language, Tier 2, and Tier 3 vocabulary. There is inconsistent training and monitoring of explicit vocabulary instruction.	School wide
Data shows ENL students struggle with comprehension of texts when reading longer passages. Students struggle with reading fluency and grade level vocabulary which hinders their overall comprehension of a text. The integration of strategies, in whole group and small group instruction, that support English Language Learners with comprehension and fluency across all lessons and classes is inconsistent due to a lack of explicit planning and showing teachers different ways to do this during content area trainings.	School wide
In the responses to the Equity Self-reflection, we learned that we were lacking diversity in our curriculum when it came to multicultural texts. We have not identified or implemented a curriculum that reflects multi-cultures school-wide as this has not been made a priority in prior years.	School wide

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
8/16/21	8/20/21	Participate in District's professional development on the new supplemental ENL curriculum that includes a multicultural library.	ENL Teachers
8/2021 9/2021	8/27/21 12/23/2021	Incorporate multicultural library lessons from the new supplemental ENL curriculum monthly into classroom instruction and identify any additional action steps that need to	ENL Teachers

		be incorporated into the SCEP based on what we learn from the District's professional development.	
8/2021	9/2021	Schedule PLC time for ENL teachers, classroom teachers, and AIS teachers to collaborate on schedules to best maximize learning time for ENL students.	ENL Classroom and AIS Teachers
9/2021	10/2021	Engage in analysis of past data to identify students for small group instruction based on needs (phonics, language, vocabulary).	ENL Classroom Teachers
9/2021	12/23/2021	Provide targeted small group intervention to address needs outlined after analysis of data.	ENL Classroom Teachers
9/2021	12/23/2021	Set aside weekly collaborative planning time for ENL teachers and classroom teachers to co-plan instruction during integrated ENL times. District AVID coach/school coach on hand for rigor.	ENL, Classroom Teachers Coaches
10/2021	12/23/2021	Analyze data to regroup students and set new targets for small groups every month at data meetings. Small group work will focus on vocabulary and comprehension skills.	ENL Classroom Teachers
10/2021	12/23/2021	Add an ENL component or modifications where applicable to building based PDs that are presented to staff to ensure that our professional development is accessible and meaningful to all language learners.	ENL Teachers, District ENL coaches Coach
9/13/2021	12/23/2021	Utilize Fridays to provide 2 nd -5 th students with parallel tasks to NYS assessment. Students will respond to multiple choice or writing task and receive score based on NYS rubric which is shared in advance with students. ENL teachers will provide specific feedback to students to improve their responses.	Staff
10/2021	12/23/2021	Conduct walkthroughs/fidelity check one week each month with feedback on: -Academic vocabulary being used in lessons -Explicit vocabulary instruction of Tier 2 and Tier 3 words -Explicit vocabulary instruction of Tier 1 words as needed -Small group intervention that addresses the needs of English Language Learners (ELLs) with a focus on fluency and comprehension skills -Incorporation of the new supplemental ENL curriculum into lessons Coaching will happen 1:1 as necessary based on data from the walkthroughs / fidelity checks.	Adm Coaches
9/2021	1/2022	Analyze walkthrough data and teacher feedback at least monthly and identify topics to provide staff PD on ENL strategies as needed. Update the PD plan as needed.	ENL Teachers, Coaches

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	January 2021 Performance / Baseline 2021 Performance	January 2022 Target
National Geographic Assessment	<p><i>(This is a new assessment with baseline success rate data calculated in June 2021. No January 2021 School Rate of Success data in January 2021.)</i></p> <p>June 2021 Baseline School Rate of Success = 71% for each of the National Geographic Sub-assessments</p>	<p><i>(2/3 of the way towards our end-of-year goal from our baseline)</i></p> <p>January 2022 School Rate of Success Target = 77% for each of the National Geographic Sub-assessments</p>

Planning for January to June

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

Start	End	Action	Lead
1/2022	2/2022	Engage in analysis of mid-year benchmark (National Geographic ELP Assessment) to identify students for small group instruction based on needs (phonics, language, vocabulary).	ENL Teachers
2/2022	6/2022	Provide targeted small group intervention to address needs outlined after analysis of data.	ENL Teachers, Classroom Teachers
1/2022	6/2022	Continue to set aside weekly collaborative planning time for ENL teachers and classroom teachers to co-plan instruction during integrated ENL times. District AVID coach/school coach on hand for rigor.	ENL Teachers, Classroom Teachers, Coaches
1/2022	6/2022	Analyze data to regroup students and set new targets for small groups every month at data meetings.	ENL Teachers, Classroom Teachers
1/2022	6/2022	Continue to add an ENL component or modifications where applicable to building based PDs that are presented to staff to ensure that our professional development is accessible and meaningful for our multilanguage learners.	ENL Teachers, District ENL Coaches
1/2022	6/2022	Utilize Fridays to provide 2 nd -5 th students with parallel tasks to NYS assessment. Students will respond to multiple choice or writing task and receive score based on NYS rubric which is shared in advance with students. ENL teachers will provide specific feedback to students to improve their responses.	Staff

1/2022	6/2022	<p>Conduct walkthroughs/fidelity check one week each month with feedback on:</p> <ul style="list-style-type: none"> -Academic vocabulary being used in lessons -Explicit vocabulary instruction of Tier 2 and Tier 3 words -Explicit vocabulary instruction of Tier 1 words as needed -Small group intervention that addresses the needs of English Language Learners (ELLs) with a focus on fluency and comprehension skills -Incorporation of the new supplemental ENL curriculum into lessons <p>Coaching will happen 1:1 as necessary.</p>	Adm Coaches
2/2022	6/2022	Analyze walkthrough data and teacher feedback at least monthly and identify topics to provide staff PD on ENL strategies as needed. Update the PD plan as needed.	ENL Teachers, Coaches

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

We made sure to include English Language Learners from various grade levels in our student interviews. They did not share any concerns or areas of improvement; therefore, we will continue with and expand our programming, support and focus on relationship building activities school-wide.

Equity Self-Reflection

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

We made sure to include parents of English Language Learners when asking volunteers to complete the self-equity reflection.

In the responses we learned that we were lacking diversity in our curriculum when it came to multicultural texts. This is being addressed through our new supplemental ENL curriculum that includes a multicultural library.

We found that we are not sustaining inclusive curriculum and assessment, rigorous instruction, and ongoing learning and support for staff. We want to increase opportunities to not only integrate but sustain in these areas for consistent success. This is addressed through our action steps related to AVID and reflected in our PD plan.

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

Subgroup	June 2022 Goal	2018-19 Chronic Absenteeism Rate/Baseline Data
All Students	37.6%	40.6%

Optional Section: If you choose to utilize a survey question(s) as an additional measure of success related to this specific goal, please complete the following:

Stakeholder Group	Survey Question	2022 Target Response (e.g. % agree or strongly agree)	2021 Result (e.g. % agree or strongly agree)
Families	<i>School Leadership Team will select a question to focus on from school-created attendance survey administered in Fall 2021 and use the information to update the SCEP.</i> ""	<i>Target will be based on Fall 2021 baseline data and entered by November 2021.</i> ___%	<i>Fall 2021 baseline data to be determined.</i> ___%

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?)
Analysis of academic data of students coming to school late, leaving early or absent compared to students attending school regularly, showed a discrepancy in academic achievement between the two groups. We have focused Family Engagement/Communication efforts on the number of days absent rather than the importance of students being in school for the entire day.	School Wide
Lack of explicit communication and in first language about student absences and tardiness, and the expectations and implications for attendance on academic achievement in the short and long terms.	School Wide

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
7/5/2021	8/31/2021	Reach out to families to help with updating addresses, phone numbers, and other contact information to assure transportation is set up and correct. Continue monthly as necessary.	Support Team Adm. Clerical
8/9/2021	8/12/2021	Participate in the School Team Institute to learn strategies that support effective tiered supports for attendance. Update the SCEP with relevant action steps as appropriate.	Discipline School Climate Team (DSCT)

8/2021	9/2021	Hold virtual family meetings on the importance of full day attendance every day.	Family Eng. Team Support Team Adm.
9/5/2021	10/5/2021	Conduct staff training and follow-up on leveraging relationships through knowing student identities and cultural awareness. We hope that really getting to know our students will increase attendance daily.	Support Team
9/1/2021	9/13/2021	Communicate to teachers the expectations and protocol(s) that will be followed consistently schoolwide to contact families and to communicate to them the importance of all children attending school.	Adm. Coaches Support team
9/27/2021	12/23/2021	Analyze attendance data weekly with a focus on chronic absenteeism data identify students who are chronically absent or in jeopardy of being chronically absent and contact families to create personalized intervention plans for individual students as they increase days toward chronic absenteeism.	Support Team DSCT
9/7/2021	12/7/2021	Review protocols monthly with staff to be on alert for students absent more than one day and discuss with the parent and alert support team and review monthly incentives planned by the District School Climate Team (DSCT).	DSCT Support Team
10/1/2021	1/03/2022	October 1, 2021-Analyze attendance data with a focus on students with two or more absences and alert support team. Personalized intervention plans will be created through the School Intervention Team (SIT) referrals and meetings for those students identified. Continue weekly calls to parents PreK-5 for any absence. Reports are run weekly, and once students have five absences letters are generated and sent home via school tool. 10/15/2021-Analyze chronically absent data and begin implementing incentives that were planned through the discipline school climate team and continue to follow the protocols with students absent more than one, two, or five days, PreK-5. Analyze chronically absent data and begin implementing incentives that were planned through the district school climate team (DSCT) and continue to follow the protocols with students absent more than one, two, or five days. Prioritize making referrals to outside agencies if no improvement is made after five days absent and a letter sent. Nov. -Jan.- 2022-Continue with data analysis protocol and prepare for the cold months by being proactive using attendance.org resources with parents to sustain and encourage consistent attendance during these colder months.	Support Team Staff DSCT
8/1/2021	1/03/2022	Communicate by letter, robo call, website, Facebook, and talking points in the different languages of our families, the importance of attendance during the early years for all children.	Family Eng. Liaison
9/13/2021	1/03/2022	Keep outreach log of contacts made to families regarding student absences, tardies, and early pick up.	Teachers

9/13/2021	1/03/2022	<p>Personalized intervention plans will be adjusted based on the monitoring of the impact of a plan on a student's attendance.</p> <p>Example of progression of interventions:</p> <ol style="list-style-type: none"> 1. 1-2 days absent: Contacts (texts, calls, Talking Points) to parents daily. 2. 1-2 days absent: Weekly post cards sent home to parents PreK-2. Staff contacts family - PreK-5. 3. 1-3 days absent: Meeting with student's teacher to discuss additional classroom support, incentives or strategies related to classroom climate. 4. 3 days absent: Increase monitoring of attendance and meet with students to create an informal personalized plan to identify incentives and rewards that are meaningful to the student and incorporate them in the informal personalized plans, share informal personalized plans with necessary stakeholders. Monitor the implementation of the plan for progress and/or next steps. 5. 3+ days absent: Determine necessary referrals to begin the SIT process and contact families to share information about attendance and its impact on learning. 6. 3+ days absent: Schedule and hold meetings with SIT to include parents/families to get input on possible root causes and create formal personalized plans (initial and regularly scheduled check-ins with SIT as needed based on the situation or the student). 7. 5 days absent: Identify a staff member who would be a personalized attendance support and who will complete daily check in and check out with the student to make personal connection. 8. 5+ days absent: Monitor personalized interventions that may include lunch groups with friends and/or staff to reinforce social emotional learning opportunities and connections. 9. 5+ days absent: Contact and refer outside agency for additional personalized support to student or to families as needed. For those students not referred to an outside agency, Bellevue staff will conduct home visits. 	Support Team Staff/SIT
9/20/2021	1/03/2022	Identify and implement an incentive plan to recognize positive attendance trends weekly, monthly, and quarterly. This will be communicated with families.	DSCT
11/2021	12/2021	Survey families for what they will need during the winter months for support in sending children to school daily.	Family Eng. Team Support team

11/2021	12/23/2021	Send to families "The Gift of giving Attendance!" to our families for a holiday gift to their children. This is from attendanceworks.org .	Adm Support 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 over the baseline.

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	Fall 2021 Results	January 2022 Target
Chronic Absenteeism Rate	All Students	TBD	37%

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
1/10/22	1/28/2022	Schedule and hold individual meetings with the families of students who continue to be chronically absent to identify different or additional supports that can be offered.	Adm Support Staff
1/04/2021	1/28/2022	Convene the school's Support Team in January and continue to meet weekly and plan communication to families about attendance and the impact on academic skills. The team consists of administrators, social workers, family engagement liaison and other support staff.	Support Team
1/2022	6/2022	Analyze attendance data weekly with a focus on chronic absenteeism data to identify students who are chronically absent or at-risk of being chronically absent and contact families to create personalized intervention plans for individual students as they become at-risk of being chronically absent. Follow the example progression of interventions identified in August 2020 to January 2021 to create the personalized intervention plans.	Support Team Adm
1/2022	6/2022	Meeting dates: 1/2021: Analyze mid-year Chronic Absenteeism data and determine any additional trends and identify corresponding interventions as needed. Share the data with staff of which students were identified as at-risk for chronic absenteeism. Conduct a refresh review of attendance protocols and interventions with staff. 2/2022 - 6/2022:	Adm/ SIT/ Support Team/ DSCT/ Teachers/ DSCT

		<ul style="list-style-type: none"> • Continue to analyze attendance data with a focus on students at-risk for chronic absenteeism and alert support team. • Continue to send postcards to PreK-2 parents to any student absent one or more days each week and letters to PreK-5 for every increment of five days missed. • Continue to monitor and implement incentive initiatives to recognize positive attendance trends weekly, monthly, and quarterly and communicate with families. • Continue to create, implement and/or monitor formal personalized intervention plans created through SIT referrals and meetings for those students identified. Adjust plans as needed. • Continue with district postcard attendance initiative for PreK-2 students and weekly calls to parents of PreK-5 students for any absence. Cards will indicate the days the student missed and the types of lessons they missed. Assessment data will also be provided. • Continue to send letters to families of students who are chronically absent or at risk of becoming chronically absent. • Continue to prioritize and make referrals to outside agencies working with district after five days absent. • Continue using attendance.org resources with parents to sustain and encourage consistent attendance. 	

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

The students shared that they like the incentives and rewards; therefore, we will continue these as seen above in our plan action steps.

Students shared that they feel teachers /staff should call to get kids in school daily. From this we will make sure that staff follow the protocols outlined above.

Equity Self-Reflection

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

We found that we need to increase opportunities to sustain knowing our student cultures and communities as well as their identities. We will make sure to include staff in understanding the importance of really getting to know our students and reaching out to them, especially when not in school.

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)
All Students	How often are you able to control your emotions when you need to?	75% Almost Always or Frequently	49% Almost Always or Frequently

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?)
From Fall 2019 to Spring 2021, 150 student responses only increased 4% with students feeling they can regulate their emotions. Some staff have not consistently implemented all the components of Morning Meeting, which time is leveraged to provide students with strategies and practice controlling their emotions including mindfulness, due to scheduling issues and inconsistent monitoring and feedback.	School Wide

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
8/1/2021	8/31/2021	Review data from Panorama Survey and plan training for increasing student ability to Emotionally regulate.	DSCT
8/9/2021	8/12/2021	Participate in the School Team Institute to learn strategies that support effective tiered supports, academic and behavior, in alignment with our school priorities. Update the SCEP with relevant action steps as appropriate.	DSCT
9/6/2021	9/7/2021	Train staff on Emotional Regulation definitions for K-2 and 3-5 and provide and model strategies for this from Panorama Playbook. Engaged Classroom trainers will review components of Morning Meeting.	DSCT Engaged Classroom Leadership trainers
9/13/2021	12/23/2021	Plan and implement strategies during morning meetings and throughout teachable moments for emotional regulation. They will first define for children what emotional regulation is	Staff

		and means. Strategies will be reviewed often and as necessary with individual students as well as with the class.	
9/13/2021	12/23/2021	Implement walkthroughs monthly to look for fidelity to Morning Meeting components and provide specific feedback to help staff grow in this area.	Adm
9/13/2021	12/23/2021	Provide data and monthly training to parents/guardians on the definition and strategies for emotional regulation. PAX Partners will be consulted and involved.	PTO Family Engagement Liaison /team
12/1/2021	12/17/2021	Create survey based on emotional regulation questions and administer to students.	Support Team DSCT Family Eng. 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 2022 Target
Survey	65% Almost Always or Frequently

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
1/03/2022	1/21/2022	Analyze survey results from December 2021 and determine what training and strategies are needed.	DSCT Support Team
1/03/2022	1/21/2022	Analyze School Tool incidents and referrals to identify what training and strategies are needed in moving forward with goals and action steps.	DSCT

1/21/2022	1/28/2022	Plan PD and schedule with presenters on topics related regarding what data shows.	Adm Coaches DSCT/Support teams
2/2022	6/2022	Continue with ongoing training and follow up with staff. Conduct walkthroughs monthly.	Adm Coaches Support team
5/2022	6/2022	Panorama survey administration for data collection and analysis on Emotional Regulation to see growth and areas of need. Will analyze school tool data as well. Communicate the results against the end-of-year goal to staff and celebrate meeting the goal. Use results of the Panorama survey to inform the 2022-23 SCEP.	DSCT Support Team

Learning As A Team

Directions

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

Student Interviews

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

Students shared in interview sessions to question of "What do you consider to be a great day at Bellevue for you and why?" Responses: "don't let things get to you", "take all negativity out of your head", "balance of fun and learning", through these responses we decided to focus on emotional regulation for survey question to help more students be able to spend more time on learning vs. being upset due to emotions.

Equity Self-Reflection

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

From the self-reflection data 50% respondents reported "Integrating" and 50% respondents reported "Sustaining" on the prompt about "prioritizing social emotional learning programs"; therefore, we will continue to work toward "Sustaining" in this area focusing specifically on implementing Morning Meeting consistently to provide students with strategies to support them with controlling their emotions.

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
Lynelle Francis	Principal
Mary Lowe	Vice Principal
Val Crowell	ENL Tchr /Fam Eng Liaison
Nicole Gosson	Special Ed. Teacher 12:1:1
David Gaffey	Second Grade Teacher
Meg Grady	Physical Education Teacher
Christina Hough	Kindergarten Teacher
Lennie Turner	First Grade Teacher
Katie Luhr	Special Ed. Teacher (CT)
Katie Tucker	Fourth Grade Teacher
Emily Zera	First Grade Teacher
Heather Shatraw	Parent
Shuqri Mohammed	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
5/12/2021	X					
5/14/2021		X				
5/17/2021			X			
6/24/2021-6/29/2021				X	X	
6/30/21-7/1/2021					X	
7/7/2021				X	X	
7/11/2021				X	X	X
7/13/2021				X	X	X
7/20/2021				X	X	
7/21/2021					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.