



School Comprehensive Education Plan 2022-23

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

Collaboratively Developed By:

The Bellevue Elementary SCEP Development Team

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

Guidance for Teams

Goals & Actions

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

Resources for the Team

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

ELA Goal

Directions: In the left column, identify the subgroup for which the school is generating a goal. CSI schools should use “All Students.”

Subgroup	June 2023 Goal
All Students	63.6 ELA Academic Achievement Index
All Students	10% decrease in Level 1 from fall NWEA Reading baseline 5% increase in Levels 3 – 4 from fall NWEA Reading baseline

Root Causes

What theories or hypotheses does the school have as to why the school has had its past outcomes for ELA? Please consider longitudinal student achievement data, student interview data, and Equity Self-Reflection results when developing root causes.	Is this specific to certain sections of the school (grade/content area?)
(1) Feedback and professional development were not provided on the balance of teacher talk and student talk.	School Wide
(2) Lack of support, collaboration, professional development, feedback and monitoring around planning and implementing effective Tier One instruction including AVID, culturally responsive education, and lesson pacing.	School Wide
(3) Feedback and monitoring of the use of common protocols to identify and address the personalized needs of students with disabilities have not been implemented consistently.	Students with Disabilities

Action Plan: August to January

What will the school do in the first half of the year to address the root causes identified above?			
Start	End	Action	Lead
8/1/22	9/6/22	Develop protocols on effective PLC work. Utilize protocols developed by DuFour to guide this work. (2)	Admin, Coach
8/1/22	9/6/22	Develop monthly plan on the implementation of Professional Learning Communities (2)	Admin, Coach
8/1/22	9/30/22	Define / refine Bellevue’s updated instructional priorities for the 2022-23 School Year. Create a roll-out plan for each priority. (2)	Admin, Coach

8/1/22	1/31/23	Plan and deliver professional development to teachers on balancing teacher talk and student talk. Add relevant look-fors to the walkthrough tool. (1)	Admin, Coach
8/1/22	1/31/23	Schedule, plan, and deliver professional development sessions on planning and implementing Bellevue's Tier One instructional priorities: <ul style="list-style-type: none"> • AVID • Culturally Responsive Education practices • Lesson pacing • Formative Assessment Include in the PD Plan the training sessions on the Tier One instructional priorities. (2)	Admin, Coach
9/12/22	1/31/23	Implement Professional Learning Communities with fidelity. (2)	Admin, Coach
10/3/22	1/31/23	Engage staff members in book studies focused on culturally responsive practices. (2)	Admin, Coach
10/1/22	1/31/23	Implement Instructional Rounds quarterly with all teams. (1, 2)	Admin, Coach
8/1/22	10/1/22	Develop data team to analyze ELA data (2)	Admin, Coach
9/12/22	12/23/22	Utilize PLCs to unpack ELA standards and create purposeful, well-paced lessons designed to increase student mastery of grade level standards (1, 2)	Admin, Coach, Grade Level Teams
8/1/22	9/6/22	Revise Bellevue's walkthrough tool to reflect updated instructional priorities (1)	Admin, Coach, SLT
8/1/22	1/31/23	Design and implement monthly walkthrough schedule to identify trends and action plan in response to findings (1, 2)	Admin, Coach, ILT
8/1/22	1/31/2	Develop and implement a schedule for monthly data meetings. (2)	Admin, Coach
9/6/22	1/31/23	Develop Specially Designed Instruction (SDI) protocol in partnership with Syracuse University to determine which students with disabilities need support (3)	Admin, Coach, SDI Specialist from SU
8/1/22	9/6/22	Develop a platform for the weekly collection of lesson plans. (2)	Admin, Coach
9/6/22	9/15/22	Train staff on procedures and expectations around the weekly collection of lesson plans. (2)	Admin, Coach

Gauging Success: Mid-Year Benchmark

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

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

Assessment	Baseline Performance	January 2023 Target
NWEA Reading 3-5 DIBELS K-2	TBD in Fall 2022	7% decrease in Level 1 from fall baseline 3% increase in Levels 3 – 4 from fall baseline

Action Plan: January to June

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

Start	End	Action	Lead
2/1/23	6/23/23	Utilize PLCs to plan purposeful, well-paced lessons and review student work samples (2)	Admin, Coach
2/1/23	6/23/23	Engage staff members in book studies focused on culturally responsive practices. (2)	Admin, Coach
2/1/23	6/23/23	Participate in professional development with Engaging Schools (2)	Admin, Coach, & Teacher Leader
2/1/23	6/23/23	Implement Instructional Rounds quarterly (1, 2)	Admin, Coach
2/1/23	6/23/23	Utilize PLCs to unpack ELA standards and create/analyze common assessments to measure student mastery (1, 2)	Admin, Coach, Grade Level Teams
2/1/23	6/23/23	Analyze trends from walkthroughs and create action plans (1, 2)	Admin, Coach, ILT
2/1/23	6/23/23	Utilize trends from data meetings to provide targeted PD and coaching supports. (1, 2)	Admin, Coach
2/1/23	6/23/23	Implement SDI protocol in partnership with Syracuse University to determine which students with disabilities need support (1, 2)	Admin, Coach, SDI Specialist from SU
2/1/23	6/23/23	Implement a schedule for monthly data meetings. (2)	Admin, Coach

Math Goal

Subgroup	June 2023 Goal
All Students	65.9 Math Academic Achievement Index
All Students	10% decrease in Level 1 from the NWEA Math fall baseline 5% increase in Levels 3 – 4 from the NWEA Math fall baseline

Root Causes

What theories or hypotheses does the school have as to why the school has had its past outcomes for Math? Please consider longitudinal student achievement data, student interview data, and Equity Self-Reflection results when developing root causes.	Is this specific to certain sections of the school (grade/content area?)
(1) Feedback and professional development were not provided on the balance of teacher talk and student talk.	School Wide
(2) Lack of support, collaboration, professional development, feedback and monitoring around effective Tier One instruction including culturally responsive education.	School Wide
(3) We have not provided teachers with a common protocol or expectations to analyze two-point math progress across all grade levels.	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
8/1/22	9/6/22	Develop protocols on effective PLC work. Utilize protocols developed by DuFour to guide this work. (2)	Admin, Coach
8/1/22	9/6/22	Develop monthly plan on the implementation of Professional Learning Communities (2)	Admin, Coach
8/1/22	9/30/22	Define / refine Bellevue's updated instructional priorities for the 2022-23 School Year. Create a roll-out plan for each priority. (2)	Admin, Coach

8/1/22	1/31/23	Plan and deliver professional development to teachers on balancing teacher talk and student talk. Add relevant look-fors to the walkthrough tool. (1)	Admin, Coach
8/1/22	1/31/23	Schedule, plan, and deliver professional development sessions on planning and implementing Bellevue’s Tier One instructional priorities: <ul style="list-style-type: none"> • Culturally Responsive Education practices • Lesson pacing • Formative Assessment Include in the PD Plan the training sessions on the Tier One instructional priorities. (2)	Admin, Coach
9/6/22	1/31/23	Implement Professional Learning Communities with fidelity. (2)	Admin, Coach
9/1/22	12/23/22	Professional development focused on district approved instructional routines. (2)	Admin, Coach, District Math Coach
9/1/22	12/23/22	Engage in professional development with Engaging Schools (2)	Admin, Coach, & Teacher Leader
8/1/22	12/23/22	Develop data team to analyze math data (2)	Admin, Coach
8/1/22	12/23/22	Design plans based on math data to increase student achievement (2)	Admin, Coach
9/1/22	1/31/23	Utilize PLCs to unpack math units and make solid plans to increase student achievement and deep understanding of the content (2)	Coach, Grade Level Teams
9/1/22	10/1/22	Revise Bellevue’s walkthrough tool to reflect updated instructional priorities (1,2)	Admin, Coach, SLT
9/1/22	1/31/23	Design and implement monthly walkthrough schedule (1)	Admin, Coach, ILT
9/1/22	1/31/23	Develop SDI protocol in partnership with Syracuse University to determine which students with disabilities need support (2)	Admin, Coach, SDI Specialist from SU
9/1/22	1/31/23	Schedule and develop calendar for admin and coach to be present in all PLC meetings to help with planning and unpacking of math units (1,2)	Admin, Coach

Gauging Success: Mid-Year Benchmark

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

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

Assessment	Baseline Performance	January 2023 Target
NWEA Math	TBD Fall 2022	7% decrease in Level 1 from the fall baseline 3% increase in Levels 3 – 4 from the fall baseline

Action Plan: January to June

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

Start	End	Action	Lead
1/1/23	6/22/23	Implement a protocol to analyze two-point math problems as a team during PLCs to plan for student instruction. This will happen bi-weekly (2)	Admin, Coach, District Math Coach
1/1/23	6/22/23	Engage in Professional development during PLCs that is focused on customizing Eureka lessons based on student data provided by the District Math Coach. (1,3)	Admin, Coach, District Math Coach
1/1/23	6/22/23	Create individual student goals based on data and create individualized plans to help students meet these math goals. (2,3)	Coach, Grade Level Teams, SA-FACE Family Engagement Specialist
1/1/23	6/22/23	Create two-point math responses that will be given throughout the grade level. (3)	Admin, Coach, ILT
1/1/23	6/22/23	Analyze two-point math responses in PLCs as a team. (2,3)	Teachers
1/1/23	6/22/23	Develop and implement plans based on results of the two-point math responses to have students make academic gains. (2,3)	Teachers, Admin, Coach
1/1/23	6/22/23	Create a schedule for peer walk-throughs for staff members so that staff can see what effective practices are happening throughout the district. (1-3)	Teachers, Coach, admin

English Language Proficiency (ELP) Goal

Subgroup	June 2023 Goal
English Language Learners	1.00 or higher ELP Success Ratio
English Language Learners	To achieve 80% as our School Rate of Success measure on the National Geographic Assessment

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) Lack of intentional professional development and explicit planning of instructional strategies and increased opportunities for students to practice reading, writing, listening, and speaking that support English Language Learner students.	School Wide
(2) Lack of intentional professional development and explicit planning of instructional strategies that support Students with Disabilities.	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
8/1/22	9/6/22	Develop protocols around effective PLC work. Utilize protocols developed by DuFour to support this work. (1, 2)	Admin, Coach
9/6/22	1/31/23	Implement PLCs with fidelity (1, 2)	Admin, Coach
8/1/22	1/31/23	Provide professional development around strategies and techniques for supporting ENL students and SWD in the classroom (1,2)	Admin, Coach, ENL Teachers
9/12/22	1/31/23	Conduct walkthroughs to monitor fidelity of implementation (1, 2)	Admin, Coach
9/12/22	1/31/23	Utilize PLCs to unpack unit standards and create plans to increase student achievement and deep understanding of the content. (1, 2)	Admin, Coach
10/1/22	1/31/23	Implement Instructional Rounds Quarterly (1, 2)	Admin, Coach

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

Assessment	Baseline Performance	January 2023 Target
National Geographic Assessment	71% of students meeting individual expected target "School Rate of Success"	77% of students meeting individual expected target "School Rate of Success" Sub Assessment on the National Geographic assessment

Action Plan: January to June

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

Start	End	Action	Lead
2/1/23	6/22/23	Implement PLCs with fidelity (1, 2)	Admin, Coach
2/1/23	6/23/23	Provide professional development around strategies and techniques for supporting ENL students and SWD in the classroom (1,2,)	Admin, Coach, ENL Teachers
2/1/23	6/23/23	Conduct walkthroughs to monitor fidelity of implementation (1, 2)	Admin, Coach
2/1/23	6/23/23	Utilize PLCs to unpack unit standards and create plans to increase student achievement and deep understanding of the content. (1, 2)	Admin, Coach
2/1/23	6/23/23	Implement Instructional Rounds Quarterly (1, 2)	Admin, Coach

Chronic Absenteeism Goal

Subgroup	June 2023 Goal
All Students	To reduce the percentage of students who are chronically absent from a total of 61% to 36% overall.

Root Causes

What theories or hypotheses does the school have as to why the school has had its past outcomes for chronic absenteeism? Please consider longitudinal student achievement data, student interview data, and Equity Self-Reflection results when developing root causes.	Is this specific to certain sections of the school (grade/content area?)
(1) Lack of professional development around successful strategies for promoting two-way communication and positive relationships with diverse families.	School Wide
(2) Inconsistent messaging and expectations around the effect of student attendance on academic achievement for all stakeholders.	School Wide
(3) Lack of consistent monitoring of adherence to protocols that encourage student attendance including transparency in sharing, messaging, and expectations for all stakeholders.	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
8/1/22	1/31/22	Plan and Implement family engagement activities for the first half of the school year that promote two-way communication and positive relationships with families. (1, 3)	Admin, Family Engagement Specialist
9/1/22	9/30/22	Create an "All About Me" activity with families to establish an initial positive, student-centered, two-way communication connection with families. (1)	Admin, Coach, Teachers
10/1/22	1/31/22	Engage staff members in differentiated, self-selected book studies focused on conversations around building and sustaining positive relationships with families. (1)	Admin, Coach, Mid-State Regional Partnership CRE Specialist
8/1/22	9/30/22	Develop Professional Learning Communities around successful strategies for promoting two-way communication and positive relationships with families. (1)	Admin, Social Worker, School

			counselor, Coach
8/1/22	9/6/22	Develop a home/school communication tool to relay consistent messaging about the impact of student attendance on academic achievement. (2)	Admin, Social Worker, School counselor, Coach
10/1/22	12/23/22	Monitor and provide feedback to staff on the adherence to attendance protocols including consistent use of the home/school communication tool to relay consistent messaging about student attendance on academic achievement. (2)	Admin
10/1/22	12/23/22	Develop and implement targeted monthly attendance incentives for all students. (3)	Admin, Social Worker, Attendance Team, PBIS

Gauging Success: Mid-Year Benchmark

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

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

Data Source	Subgroup	January 2022 Results	January 2023 Target
Chronic Absenteeism Rate	All Students	59%	36%
Chronic Absenteeism Rate	Impact Team Identified Student Groups	TBD based on Fall 2022 results	TBD

Action Plan: January to June

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

Start	End	Action	Lead
1/1/23	6/23	Plan and Implement family engagement activities for the second half of the school year that promote two-way communication and positive relationships with families. (1, 3)	Admin, Family Engagement Specialist
1/1/23	6/23	Engage staff members in differentiated, self-selected book studies focused on conversations around building and sustaining positive relationships with families. (1)	Admin, Coach, Mid-State Regional Partnership CRE Specialist

1/1/23	6/23	Continue to engage with Professional Learning Communities around successful strategies for promoting two-way communication and positive relationships with families. (1)	Admin, Social Worker, School counselor, Coach
1/1/23	6/23	Continue to utilize the-home/school communication tool to relay consistent messaging about the impact of student attendance on academic achievement. (2)	Admin, Social Worker, School counselor, Coach
1/1/23	6/23	Monitor and provide feedback to staff on the adherence to attendance protocols including consistent use of the home/school communication tool to relay consistent messaging about student attendance on academic achievement. (2)	Admin
1/1/23	6/23	Continue to implement targeted monthly attendance incentives for all students. (3)	Admin, Social Worker, Attendance Team, PBIS

Survey Goal

Stakeholder Group	Survey Question	2023 Target Response (e.g. % agree or strongly agree)	2022 Result (e.g. % agree or strongly agree)
All Students	To increase the percentage of students who select “almost always” or “frequently” in response to the (survey question “How much support do the adults at your school give you?”	80%	Fall 2021 68%

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) We have not clearly defined or communicated the support options for different areas of need to staff, students, and families.	School Wide
(2) Protocols for implementation of Second Step during the SEL block have not been created, training on the protocols has not been provided, and monitoring and feedback against them have not occurred.	School Wide

(3) Lack of progress monitoring for climate and culture throughout the building	School Wide
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Action Plan: August to January

What will the school do in the first half of the year to address the root causes identified above?			
Start	End	Action	Lead
8/1/22	9/6/22	Create a tool for each stakeholder (students, staff, and families) that communicates the supports that are available for students to address different areas of need.	Admin, Social Worker, ESCT, Coach, CONTACT, SWA, SIT Expert Team
	10/1/22	Create a plan to share this information with each stakeholder.	
	1/31/22	Communicate this information with students, staff, and families at regular intervals (at least each marking period). (1)	
8/31/22	9/6/22	Create protocols for implementation of Second Step during the SEL block. (2)	Admin, Social Worker, ESCT, Coach
9/1/22	10/1/22	Implement consistent walk-throughs to check for fidelity of Morning meetings in classrooms with the use of Second Steps. (2)	Admin, Social Worker
9/1/22	1/31/23	Professional Development around the PAX Good Behavior Game provided by CONTACT. (1)	Admin, CONTACT
1/1/23	1/31/23	Give progress monitor survey to all students to see if implementation of Second Step and focus on teachers supporting students has had an impact on our data. (2)	Admin, CONTACT
9/1/22	1/31/23	Implement skills groups based on data from progress monitoring survey for students who still don't feel supported by their teachers. (1,3)	Admin, Social Worker, SWA
9/1/22	1/31/23	Interactive and ongoing professional development on PAX Good Behavior game. (1)	All
9/1/22	1/31/23	Implement Second Step lessons with fidelity in all classrooms. Individualized coaching will be provided by a Social Worker or School Counselor when needed, as evidenced by data. (1,3)	Admin, SIT Expert Team
12/1/22	1/31/23	Administer mini-student survey to obtain mid-year data around our progress toward our goal.	Admin

The student interview process allowed us to review, reflect, and respond to data indicative of students' perspectives. In response to the student interviews, we were able to confirm a building wide trend that instruction in mathematics in grades 3 – 5 is currently more rigorous than whole group ELA instruction. This finding was supported by analysis of trends identified within our NWEA data. All students who were interviewed described feeling supported and encouraged by their teachers verifying the positive impact of our current work around social emotional learning. As a result, we decided to continue utilizing PAX and Second Step, along with tiered interventions for students who may require additional levels of support. Students also spoke positively of the work that has been around data conferencing during the 2021-22 school year. Seeing visual representations of their data has reinforced for students the amount of progress they have made. When developing this year's SCEP we wanted to capitalize on that and expand the impact of data conferencing. There are multiple references to analysis of formative assessment data, creation of data notebooks for families, and the need to share math data more consistently with students. These action steps are directly linked to feedback collected during the student interview process.

Equity Self-Reflection

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

Through the completion of the Equity Self-Reflection, we were able to collaboratively craft three commitments central to all the work being outlined in our SCEP.

The first commitment is: Support all learners through high quality, evidence-based, Tier One practices supplemented by tiered and scaffolded supports. This commitment was developed based on the results to Principle 3: Inclusive Curriculum and Assessment. After completing this section, we recognized that over the past year the Syracuse City School District has done a great deal of work in transforming the curriculum for the Humanities/Integrated Knowledge Block to be more representative of the cultures of our students. This is a great asset to our building, and we wanted to capitalize on it. To do so, we recognized that we need to provide increased access for all students to high quality instruction that promotes critical thinking and varied opportunities for all students to strengthen their skills as readers, writers, listeners, and speakers. Some strategies we are going to utilize to strengthen instruction at Tier One are PLCs and Instructional Rounds.

The second commitment is: Partner with families to foster proactive two-way conversations that are student-centered and grounded in data. While completing our Equity Self-Assessment our School Leadership Team recognized that while one of our strengths as a staff is creating a welcoming and affirming environment for students, we have not yet scaled that to include our families. We know establishing positive family relationships that promote reciprocal communication will benefit our entire school community. Action steps to support this commitment are included throughout our SCEP.

Our final commitment is: Develop our staff as lifelong learners by providing evidence-based opportunities for personalized professional development. Through the completion of our Equity Self-Reflection, it became clear that while some of our staff members may have chosen to participate in district led professional development opportunities focused on unpacking power and privilege, this was an area where we needed to grow as a building. Multiple data points available through Panorama confirmed a focus on equity is essential to better supporting our students and families. Through our SCEP we have outlined action steps targeting this need including providing opportunities for all staff members to participate in self-selected book studies at the building level. Through this work and ongoing cycles of data analysis we hope to identify areas of disproportionality and work strategically to eliminate them.

Evidence-Based Intervention

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

State-Supported Evidence Based Strategy

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

<p>Evidence-Based Intervention Strategy Identified</p>	<p>Instructional Coaching</p>
<p>We envision that this Evidence-Based Intervention will support the following goal(s) as follows</p>	<p>ELA, Math, ELP, Chronic Absenteeism</p> <p>Student outcomes in ELA, Math, ELP, and Chronic Absenteeism will be addressed through a tiered approach to instructional coaching.</p> <p>The instructional coach will work collaboratively with administration and teams of teachers to facilitate Professional Learning Communities as a Tier One approach for supporting staff members and building capacity. Through recursive cycles of planning, lesson implementation, and the analysis of formative assessment data teachers will become increasingly proficient at planning for purposeful, well-paced lessons and adjusting instruction in response to student misconceptions. Extensive research supports the strategic and intentional use of PLCs as a professional development strategy to improve outcomes for all students.</p> <p>The instructional coach will also work with teams of teachers to facilitate instructional rounds quarterly. Instructional rounds are another Tier One strategy proven to positively impact student outcomes. Throughout this process, teachers will have the opportunity to co-plan lessons, complete focused, student-centered observations and debrief around a team selected problem of practice.</p> <p>The instructional coach will also work with various teams within the building to facilitate work around equity, growth mindset, and family engagement.</p> <p>In addition to these universal supports, the instructional coach will provide all staff members, more targeted support will be available to individual teachers. These targeted supports include, but are not limited to teacher-led coaching cycles using Jim Knight’s Impact Coaching Cycle. District wide Impact Coaches will also support Bellevue’s teachers through individualized coaching cycles. During these coaching cycles, teachers will be able to focus on areas where they may be facing unique challenges within their classrooms requiring a more individualized approach.</p>

	<p>To fully support staff, the building coach will partner with administration and district level coaches from multiple departments to execute the action steps developed in response to the root causes identified as barriers to student success. Through strategic work and careful data analysis student outcomes and experiences will improve.</p>
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Our Team's Process

Background

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

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

Team Members

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

Name	Role
Lessie Williams	Principal
Laura Mitchell	Vice Principal
Sarah Birch (4 th CT)	Member Teacher
Lennie Turner (1 st Grade)	Member Teacher
Megan Grady (PE, STA Representative)	Member Teacher
Jessica Rossetti (AIS ELA)	Member Teacher
Jacob Christian (3 rd Grade)	Member Teacher
Nakia Morton (Student Support)	Member Teaching Assistant
Emily Zera (1 st Grade)	Member Teacher
Sarah Beck (Instructional)	Member Coach
Dave Gaffey (AIS Math)	Member Teacher
Gwendolyn James	Grandparent
Suad Amer	Parent

Our Team's Steps

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

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

Meeting Dates

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

Meeting Date	Interviewing Students	Completing the Equity Self-Reflection	Reviewing Multiple Sources of Data and Feedback	Determining Priorities and Goals Based on Identified Needs	Scheduling Activities to Reach Priorities and Goals
5/17/22			x	x	
6/13/22		x	x	x	x
6/21/22 6/22/22 6/23/22	x				
6/24/22		x	x	x	x
6/27/22			x	x	x
7/6/22		x	x	x	x

Next Steps

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