



School Comprehensive Education Plan 2023-24

District	School Name	Assistant Superintendent	Principal	Grades Served	Accountability Status
Syracuse City School District	Bellevue Elementary School	Melissa Evans	Lessie M. Williams	K-5	<input checked="" type="checkbox"/> CSI <input type="checkbox"/> ATSI/TSI <input type="checkbox"/> LSI

Collaboratively Developed By:

The Bellevue Elementary SCEP Development Team

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

Guidance for Teams

Process

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

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

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

Year-End Goals and Progress Targets

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

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

Action Steps

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

Resources for the Team

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

Submission Instructions

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

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

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

ELA Goal

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

Year-End Goals

Student Goals						
Goal #	Subgroup	Measure	Year-End Goal			
ELA 1	All Students	Academic Achievement Index	TBD/Place Holder Based on NYSED Provided MIPs			
ELA 2	All Students	Percent of Students at Each Performance Level on 2023-24 NYS ELA Assessment	Level 4	Level 3	Level 2	Level 1
			10% # students= 16	25% # students= 40	15% # students= 24	50% # students= 80
ELA 3	1 st – 5 th Grade Students	DIBELS: Oral Reading Fluency	By June 2024, students in Grades 1 - 5 will show a 20% decrease in the percentage of students scoring intensive, and a 20% increase in the percentage of students meeting or exceeding grade level benchmarks on the DIBELS ORF assessment.			
ELA 4	K – 1 st Grade Students	DIBELS: NWF – WRC	80% of students will meet or exceed grade level benchmarks by June 2024.			

Optional Year-End Goal(s) *(Please delete this table if not applicable.)*

Adult/Schoolwide Behaviors and Practices Goals		
Group	Measure	Year-End Goal
All Instructional Staff	Goal Setting Survey	100% of instructional staff will move up at least one level on the implementation guide.
CT Pairs and Self-Contained Rooms	SDI Fidelity Checklist	100% of CT pairs and self-contained teachers will receive a score of at least 80% on the SDI fidelity checklist.
Interventionists	Walkthroughs	100% of interventionists will implement the intervention program with fidelity levels of at least proficient.

All Instructional Staff	Walkthroughs	By June 2024, 85% of instructional staff will incorporate evidence-based instructional practices targeting vocabulary and text structure into their daily instruction.
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Theory of Action

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

	Root Cause	Theory of Action (TOA) <i>(If/Then Statement)</i>
1	We have not consistently provided monitoring, feedback, and differentiated professional development around effective Tier One instruction.	IF we identify expectations for effective Tier 1 instructional practices such as decoding, vocabulary, syntax, and text structures, and this instruction is consistently planned for, evidence-based practices are implemented with fidelity, instruction is systematically monitored, and feedback is provided THEN student achievement will increase.
2	Use of common protocols to analyze student data has been inconsistent because we have not intentionally planned PLCs to provide teachers with support, monitoring, and feedback to implement the protocols.	IF we provide teachers with a common data analysis protocol and school leaders systematically monitor and support teachers with discussion of data during PLCs; THEN teachers will consistently use protocols to analyze student data, and action plan in response to the data leading to more purposeful and effective feedback, and student achievement will increase.
3	There has been a lack of professional development and follow-up coaching around standards-aligned instruction and vertical standards progressions.	IF we provide teachers with a professional development plan focused on increasing their understanding of grade level standards and vertical standards progressions, and systematically support grade levels as they plan for and implement standards-aligned instruction, THEN teachers will be able to more effectively scaffold instruction, provide differentiated supports for students, and student achievement will increase.
4	We have not clearly defined the prioritized expectations based on data for Tier 2 schoolwide for ELA and communicated them consistently to staff.	IF we provide staff with clearly defined, prioritized expectations for Tier 2 ELA instruction, communicate these priorities using universal language, and provide differentiated professional development, support and monitoring for teachers, THEN we will see an increase in consistency in the use of evidence-aligned instructional practices, and student achievement in ELA will improve.

Priority

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

	Priority
1	Refine Tier One instructional expectations to focus on the components of effective comprehension instruction to include decoding, building vocabulary, syntax, and text structures.
2	Refine PLCs to include more opportunities for data analysis and action planning while increasing systematic monitoring and feedback around fluency, vocabulary instruction, and writing.
3	Clarify expectations for Tier 2 ELA targeted small group instruction to ensure gaps in learning for students are addressed.

Early Progress Milestones

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

Subgroup / Group	Measure	8 Week Milestone	Actual Data	Status	Notes
K – 1 st Grade Students	DIBELS NWF - WRC	50% of students at each grade level have increased their correct letter sounds by at least 8 points from their September baseline data. 50% of 1 st graders have increased the WRC by at least 3 from their		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	

		September baseline data.			
1 st – 5 th Grade Students	DIBELS ORF - WCPM	75% of students at each grade level have increased the number of words read correctly per minute by at least 5 words from their September baseline data.		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	
1 st – 5 th Grade Students	End of Unit Assessments	40% of students at each grade level are able to accurately respond to at least 2/4 questions on the end of unit assessments.		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	
K-5 th Grade Students	Targeted Walkthroughs	Students in 30% of classrooms will be using targeted vocabulary words accurately in context, either		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	

		<p>orally or in writing.</p> <p>Students in 30% of classrooms will be engaged in collaborative practice with the targeted vocabulary words using evidence-aligned strategies.</p>			
All Instructional Staff	Implementation Guide Goal Spreadsheet	100% of instructional staff will have selected a goal from the implementation guide.		<p>On Track <input type="checkbox"/></p> <p>Off Track <input type="checkbox"/></p>	
All CT Pairs	Class SDI Summary Chart	100% of CT Pairs will have participated in the initial SDI training.		<p>On Track <input type="checkbox"/></p> <p>Off Track <input type="checkbox"/></p>	
All Interventionists	Goal Setting Document	100% of Interventionists will have participated in training around the		<p>On Track <input type="checkbox"/></p> <p>Off Track <input type="checkbox"/></p>	

		implementation of the intervention programs.			
All Instructional Staff	Goal Setting Document	100% of instructional staff will have participated in initial training around evidence-based instructional practices.		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	

Action Plan: August to January

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

Start Date (M/D/YY)	End Date (M/D/YY)	Action Step <i>(begin with verb)</i>	Lead(s)	TOA #
8/1/23	9/15/23	Revise implementation guides to clearly define instructional expectations and student outcomes as they relate to Tier One instruction.	Admin, Coach, ILT	1
8/31/23	9/29/23	Provide professional development around the use of the implementation guides.	Admin, Coach	1
10/2/23	10/31/23	Teachers will set individual goals for coaching cycles based on the implementation guides.	Admin, Coach	1
8/1/23	9/15/23	Develop a walkthrough schedule and feedback protocol that includes scheduled times for administration and the instructional coach to review data and norm feedback.	Admin, Coach	1, 4
8/1/23	12/29/23	Revise the PLC rotation schedule to reflect updated priorities including additional time for cycles of student data analysis and action planning.	Admin, Coach	2

8/1/23	12/29/23	Develop and implement a plan for systematically monitoring PLC deliverables and providing actionable feedback.	Admin, Coach	2
8/31/23	12/29/23	Develop and implement professional development around standards unpacking and vertical standards progressions.	Admin, Coach	3
8/31/23	12/29/23	Provide differentiated support for teachers to facilitate the planning and implementation of consistent, standards aligned instructional practices by grade level.	Admin, Coach	3
7/20/23	12/29/23	Develop and implement professional development about prioritized expectations and student outcomes for Tier 2 instructional practices for ELA.	Admin, Coach	2, 3, 4
8/31/23	12/29/23	Provide differentiated support for teachers to promote consistency schoolwide while planning for and implementing evidence-aligned Tier 2 instruction for ELA.	Admin, Coach	2, 3, 4
9/18/23	10/10/23	Schedule and hold data meetings with each teacher to review classroom baseline data and to set annual classroom goals aligned with school-wide goals and identify end-of-year goals for each student.	Admin Coach Teachers	2

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

Mid-Year Benchmark Targets

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

Subgroup / Group	Measure	Mid-Year Target	Actual Data	Status	Notes
K – 5 th Grade Students	NWEA	45% of students at each grade		On Track <input type="checkbox"/>	

		level are meeting or exceeding mid-year benchmarks.		Off Track <input type="checkbox"/>	
1 st – 5 th Grade Students	DIBELS ORF - WCPM	20% decrease in students at each grade level scoring intensive on mid-year benchmark. 15% increase in students at each grade level meeting or exceeding mid-year benchmarks.		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	
Kindergarten and 1 st Grade Students	DIBELS NWF - WRC	60% of students at each grade level are meeting or exceeding mid-year benchmarks		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	
All Instructional Staff	Walkthroughs	65% of staff will have moved up one level on the implementation guide.		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	

CT Pairs	Walkthroughs	60% of CT pairs will receive a score of at least 80% on the SDI fidelity checklist.		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	
Interventionist	Walkthroughs	At least 50% of interventionists will be implementing the intervention program proficiently.		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	
All Instructional Staff	Targeted Walkthroughs	<p>Students in 50% of classrooms will be using targeted vocabulary words accurately in context, either orally or in writing.</p> <p>Students in 50% of classrooms will be engaged in collaborative practice with the targeted vocabulary words using evidence-</p>		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	

		aligned strategies.			
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Action Plan: January to June

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

Start Date (M/D/YY)	End Date (M/D/YY)	Action Step <i>(begin with verb)</i>	Lead(s)	TOA #
1/1/24	6/30/24	Teachers will revisit their individual goals for coaching cycles, document progress toward their goals, and adjust as needed.	Admin, Coach	1
1/1/24	6/30/24	Continue to implement the walkthrough schedule and feedback protocols.	Admin, Coach	1, 4
1/1/24	6/30/24	Implement the updated PLC rotation schedule with fidelity.	Admin, Coach	2
1/1/24	6/30/24	Continue to implement the plan for systematically monitoring PLC deliverables and providing actionable feedback.	Admin, Coach	2
1/1/24	6/30/24	Implement professional development around standards unpacking and vertical standards progressions.	Admin, Coach	3
1/1/24	6/30/24	Provide differentiated support for teachers to facilitate the planning and implementation of consistent, standards aligned instructional practices by grade level.	Admin, Coach	3
1/1/24	6/30/24	Implement professional development about prioritized expectations for Tier 2 instructional practices and student outcomes for ELA.	Admin, Coach	2, 3, 4
1/1/24	6/30/24	Provide differentiated support for teachers to promote consistency schoolwide while planning for and implementing evidence-aligned Tier 2 instruction for ELA.	Admin, Coach	2, 3, 4
6/2024	6/20/24	Schedule and hold end-of-year data meetings with each teacher to review progress and proximity towards reaching annual classroom goals and end-of-year goals for each student.	Admin, Coach Teachers	1, 2 & 3

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

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

Math Goal

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

Year-End Goals

Student Goals						
Goal #	Subgroup	Measure	Year-End Goal			
Math 1	All Students	Academic Achievement Index	TBD/Place Holder Based on NYSED Provided MIPs			
Math 2	All Students	Percent of Students at Each Performance Level on 2023-24 NYS Math Assessment	Level 4	Level 3	Level 2	Level 1
			10%	15%	25%	50%
			# students= 16	# students= 24	# students= 40	# students= 80
Math 3	All Students	SCSD Survey – Word Problems	70% of students will demonstrate proficiency with each of the four types of word problems assessed at each grade level.			
Math 4	All Students	SCSD Survey – Fluency	80% of students at each grade level will score at or above the 4 th quartile on the end of year grade level core fluency assessment.			

Optional Year-End Goal(s) *(Please delete this table if not applicable.)*

Adult/Schoolwide Behaviors and Practices Goals		
Group	Measure	Year-End Goal
All Instructional Staff	Goal Setting Survey	100% of instructional staff will move up at least one level on the implementation guide.
CT Pairs and Self-Contained Teachers	SDI Fidelity Checklist	100% of CT pairs and Self-Contained Teachers will receive a score of at least 80% on the SDI fidelity checklist.
Interventionists	Walkthroughs	100% of interventionists will implement the intervention program with fidelity levels of at least proficient.

K-5 Classroom Teachers and Special Education Teachers	Walkthroughs	By June 2024, 85% of instructional staff will be utilizing appropriate manipulatives and visual models within their daily instruction.
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Theory of Action

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

	Root Cause	Theory of Action (TOA) <i>(If/Then Statement)</i>
1	We have not consistently provided monitoring, feedback, and differentiated professional development around effective Tier One instruction.	IF we identify expectations for effective Tier 1 instructional practices such as fluency instruction, the use of manipulatives and visual models, and a focus on sentence-level comprehension, and this instruction is consistently planned for, evidence-based practices are implemented with fidelity, instruction is systematically monitored, and feedback is provided THEN student achievement will increase.
2	Use of common protocols to analyze student data has been inconsistent because we have not intentionally planned PLCs to provide teachers with support, monitoring, and feedback to implement the protocols.	IF we provide teachers with a common data analysis protocol and school leaders systematically monitor and support teachers with discussion of data during PLCs; THEN teachers will consistently use protocols to analyze student data, and action plan in response to the data leading to more purposeful and effective feedback, and student achievement will increase.
3	There has been a lack of professional development and follow-up coaching around standards-aligned instruction and vertical standards progressions.	IF we provide teachers with a professional development plan focused on increasing their understanding of grade level standards and vertical standards progressions, and systematically support grade levels as they plan for and implement standards-aligned instruction, THEN teachers will be able to more effectively scaffold instruction, provide differentiated supports for students, and student achievement will increase.
4	We have not clearly defined the prioritized expectations based on data for Tier 2 schoolwide for mathematics instruction and communicated them consistently to staff.	IF we provide staff with clearly defined, prioritized expectations for Tier 2 mathematics instruction, communicate these priorities using universal language, and provide differentiated professional development, support and monitoring for teachers, THEN we will see an increase in consistency in the use of evidence-aligned instructional practices, and student achievement in mathematics will improve.

Priority

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

	Priority
1	Refine Tier One instructional expectations to focus on the components of effective mathematics instruction including fluency, sentence level comprehension, and the consistent use of manipulatives and visual models.
2	Refine PLCs to include more opportunities for data analysis and action planning while increasing systematic monitoring and feedback on fluency and word problems.
3	Clarify expectations for Tier 2 mathematics instruction to target foundational skill gaps and problem-solving strategies.

Early Progress Milestones

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

Subgroup / Group	Measure	8 Week Milestone	Actual Data	Status	Notes
Kindergarten – 1 st Grade Students	Oral Counting	80% of all kindergarten students will be able to accurately count to 20. 80% of all first-grade students will be able to accurately count to 50 by 1s, 2s, 5s, and 10s.		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	
1 st – 5 th Grade Students	SCSD Fall Math Survey: Word Problems	80% of students at each grade level will be able to accurately solve at least one of		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	

		the four required grade level problem types.			
1 st – 5 th Grade Students	SCSD Fall Math Survey: Fluency	50% of students at each grade level will score above the first quintile on their core fluency assessments.		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	
Kindergarten – 5 th Grade Students	Targeted Walkthroughs	Students in 30% of classrooms will be actively engaged in problem solving using manipulatives and visual models aligned to the tasks.		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	
All Instructional Staff	Implementation Guide Goal Spreadsheet	100% of instructional staff will have selected a goal from the implementation guide.		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	
All CT Pairs	Class SDI Summary Chart	100% of CT Pairs will have participated in the initial SDI training.		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	
All Interventionists	Goal Setting Document	100% of Interventionists will have participated in training around the implementation of		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	

		the intervention programs.			
All Instructional Staff	Goal Setting Document	100% of instructional staff will have participated in initial training around evidence-based instructional practices.		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	

Action Plan: August to January

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

Start Date (M/D/YY)	End Date (M/D/YY)	Action Step <i>(begin with verb)</i>	Lead(s)	TOA #
8/1/23	9/15/23	Revise implementation guides to clearly define instructional expectations and student outcomes as they relate to Tier One instruction.	Admin, Coach, ILT	1
9/1/23	9/29/23	Provide professional development around implementation guides.	Admin, Coach	1
10/2/23	10/31/23	Teachers will set individual goals for coaching cycles.	Admin, Coach	1
8/1/23	9/15/23	Develop a walkthrough schedule and feedback protocol that includes scheduled times for administration and the instructional coach to review data and norm feedback.	Admin, Coach	1, 4
8/1/23	12/29/23	Revise the PLC rotation schedule to reflect updated priorities including additional time for cycles of student data analysis and action planning.	Admin, Coach	2
8/1/23	12/29/23	Develop and implement a plan for systematically monitoring PLC deliverables and providing actionable feedback.	Admin, Coach	2

8/31/23	12/29/23	Develop and implement professional development around standards unpacking and vertical standards progressions.	Admin, Coach	3
8/31/23	12/29/23	Provide differentiated support for teachers to facilitate the planning and implementation of consistent, standards aligned instructional practices by grade level.	Admin, Coach	3
7/20/23	12/29/23	Develop and implement professional development about prioritized expectations for Tier 2 instructional practices and student outcomes for math.	Admin, Coach	2, 3, 4
8/31/23	12/29/23	Provide differentiated support for teachers to promote consistency schoolwide while planning for and implementing evidence-aligned Tier 2 instruction for math.	Admin, Coach	2, 3, 4
9/18/23	10/10/23	Schedule and hold data meetings with each teacher to review classroom baseline data and to set annual classroom goals aligned with school-wide goals and identify end-of-year goals for each student.	Admin Coach Teachers	1, 2, 3 & 4

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

Mid-Year Benchmark Targets

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

Subgroup / Group	Measure	Mid-Year Target	Actual Data	Status	Notes
K – 5 th Grade Students	NWEA	20% of students at each grade level will meet or exceed mid-year benchmarks.		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	

1 st – 5 th Grade Students	SCSD Survey: Word Problems	60% of students at each grade level will demonstrate proficiency with at least 3 of the 4 assessed word problem types.		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	
1 st – 5 th Grade Students	SCSD Survey: Fluency	60% of students at each grade level will score at or above the third quintile on their core fluency assessments.		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	
All Instructional Staff	Walkthroughs	65% of staff will have moved up one level on the implementation guide.		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	
CT Pairs	Walkthroughs	60% of CT pairs will receive a score of at least 80% on the SDI fidelity checklist.		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	
Interventionist	Walkthroughs	At least 50% of interventionists will be implementing the intervention program proficiently.		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	

Kindergarten – 5 th Grade Students	Targeted Walkthroughs	Students in 50% of classrooms will be engaged in problem solving using manipulatives and visual models aligned to the tasks.		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	
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Action Plan: January to June

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

Start Date (M/D/YY)	End Date (M/D/YY)	Action Step <i>(begin with verb)</i>	Lead(s)	TOA #
1/1/24	6/30/24	Teachers will revisit their individual goals for coaching cycles, document progress toward their goals, and adjust as needed.	Admin, Coach	1
1/1/24	6/30/24	Continue to implement the walkthrough schedule and feedback protocols.	Admin, Coach	1, 4
1/1/24	6/30/24	Implement the updated PLC rotation schedule with fidelity.	Admin, Coach	2
1/1/24	6/30/24	Continue to implement the plan for systematically monitoring PLC deliverables and providing actionable feedback.	Admin, Coach	2
1/18/24	2/1/24	Schedule and hold data meetings with each teacher to review classroom baseline data and to set/review annual classroom goals aligned with school-wide goals and identify end-of-year goals for each student.	Admin Coach Teachers	1, 2,3 & 4
1/1/24	6/30/24	Implement professional development around standards unpacking and vertical standards progressions.	Admin, Coach	3

1/1/24	6/30/24	Provide differentiated support for teachers to facilitate the planning and implementation of consistent, standards aligned instructional practices by grade level.	Admin, Coach	3
1/1/24	6/30/24	Implement professional development about prioritized expectations for Tier 2 instructional practices and student outcomes for math.	Admin, Coach	2, 3, 4
1/1/24	6/30/24	Provide differentiated support for teachers to promote consistency schoolwide while planning for and implementing evidence-aligned Tier 2 instruction for math.	Admin, Coach	2, 3, 4
6/2024	6/20/24	Schedule and hold end-of-year data meetings with each teacher to review progress and proximity towards reaching annual classroom goals and end-of-year goals for each student.	Admin, Coach Teachers	1, 2, 3 & 4

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

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

English Language Proficiency (ELP) Goal

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

Year-End Goals

Student Goals			
Goal #	Subgroup	Measure	Year-End Goal
ELP 1	All English Language Learners	ELP Success Ratio Based on NYSESLAT	School ELP Success Ratio: 1.0
ELP 2	All English Language Learners	National Geographic Assessment: Writing	School Rate of Success Target: 80%
ELP 3	All English Language Learners	National Geographic Assessment: Vocabulary, Grammar, Comprehension	School Rate of Success Target: 80%

Optional Year-End Goal(s) *(Please delete this table if not applicable.)*

Adult/Schoolwide Behaviors and Practices Goals		
Group	Measure	Year-End Goal
Instructional Staff Supporting ELLs	Targeted Walkthroughs	By June 2024, 100% of instructional staff will incorporate evidence-based instructional practices to support listening and reading comprehension into their instruction.
Instructional Staff Supporting ELLS	Targeted Walkthroughs	By June 2024, 100% of instructional staff will plan for and implement opportunities for students to collaboratively engage in extended practice with targeted vocabulary words at least two times per week.

Theory of Action

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

	Root Cause	Theory of Action (TOA) (If/Then Statement)
1	Lack of professional development around strategies to support language acquisition in order to promote English Language Learner's learning and engagement in all content areas.	IF we identify expectations for supporting ELLs during Tier 1 instruction, planning and instruction is consistently monitored, and consistent feedback is provided THEN ELL participation, engagement, and achievement will increase.
2	Lack of systematic follow up, feedback, and monitoring on the professional development provided and implementation of instructional strategies in the classroom to support English Language Learners.	IF we provide ongoing professional development, coaching, and planning time that is systematically monitored and supported by school leaders, and includes consistent purposeful feedback, THEN teachers will consistently plan and implement high quality and effective lessons, ELLs will be exposed to more comprehensible curriculum and instruction, and ELL student achievement will improve.
3	Lack of structures to support progress monitoring of listening and reading comprehension.	IF we provide teachers with training to support their development of a strong understanding of student growth in English language acquisition, THEN they will have a better understanding of student gaps in knowledge or curriculum content and will be able to provide adequate scaffolds for instruction, and student achievement will improve.

Priority

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

	Priority
1	Focus on Tier One instruction, including appropriate scaffolds by the stages of language acquisition, and intended student outcomes, for ELLs in planning and lesson implementation.
2	Refine PLCs to include professional development around the stages of language acquisition and appropriate scaffolds and supports, that includes systematic monitoring and feedback.
3	Refine PLCs to include more opportunities for data analysis, action planning, and collaboration between the classroom teachers and the ENL teachers to ensure students' individual needs are being addressed across all levels of instruction.

Early Progress Milestones

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

Subgroup / Group	Measure	8 Week Milestone	Actual Data	Status	Notes
Kindergarten Students	National Geographic: End of Unit Assessment	60% of students will score at least 10/14 points on the first unit assessment.		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	
1 st and 2 nd Grade Students	National Geographic: End of Unit Assessment	60% of students will score at least 15/18 points on the first unit assessment.		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	
3 rd – 5 th Grade Students	National Geographic: End of Unit Assessment	65% of students will score at least 15/18 points on the first unit assessment.		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	
Instructional Staff Supporting ELLs	Individualized Student Needs Inventory Document	100% of instructional staff supporting ELLs will receive training on the Student Language Acquisition Chart.		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	
Instructional Staff	Goal Setting Document	100% of instructional staff supporting ELLs		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	

Supporting ELLs		will receive initial training on evidence-based strategies for teaching and reinforcing vocabulary.			
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Action Plan: August to January

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

Start Date (M/D/YY)	End Date (M/D/YY)	Action Step <i>(begin with verb)</i>	Lead(s)	TOA #
8/1/23	10/2/23	Define instructional expectations such as building background knowledge and effective vocabulary strategies along with the anticipated student outcomes for ELLs as they relate to Tier One instruction.	Admin, ENL Teachers, Coach	1
9/1/23	12/29/23	Develop and implement professional development sessions with staff around the levels of English proficiency, the Student Language Acquisition Chart, instructional expectations and anticipated student outcomes for ELLs.	Admin, ENL Team	1
9/1/23	12/29/23	Provide classroom teachers, related studies teachers, and interventionists with a list of ELLs organized by grade level. Model and provide supported practice using the chart to identify students at each level, along with identifying appropriate accommodations/differences/scaffolds for each level of proficiency.	Admin, ENL Team	1
9/1/23	12/29/23	Provide differentiated support, feedback and monitoring for teachers to ensure the planning and implementation of consistent, evidence aligned instructional practices by grade level.	Admin, ENL Team, Coach	1, 2
8/1/23	12/29/23	Develop and administer monthly checkpoints for assessing listening and reading comprehension	Admin, ENL Team, Coach	3

8/1/23	12/29/23	Develop and implement a system for collecting and monitoring checkpoint data.	Admin, ENL Team, Coach	3
8/1/23	12/29/23	Develop and provide professional development for relevant staff about the listening and reading comprehension checkpoints, and the system for collecting and monitoring data, and using the data to action plan for individual students or subgroups of students.	Admin, ENL Team, Coach	1, 2, 3
8/1/23	12/29/23	Develop a schedule for cycles of collaborative data analysis and action planning with classroom teachers and ENL teachers.	Admin, ENL Team, Coach	2, 3

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

Mid-Year Benchmark Targets

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

Subgroup / Group	Measure	Mid-Year Target	Actual Data	Status	Notes
Kindergarten Students	National Geographic: End of Unit Assessment	70% of students will score at least 11/14 points on the third unit assessment.		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	
1 st and 2 nd Grade Students	National Geographic: End of Unit Assessment	70% of students will score at least 15/18 points on the third unit assessment.		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	

<p>3rd – 5th Grade Students</p>	<p>National Geographic: End of Unit Assessment</p>	<p>75% of students will score at least 15/18 points on the third unit assessment.</p>		<p>On Track <input type="checkbox"/> Off Track <input type="checkbox"/></p>	
<p>Instructional Staff Supporting ELLs</p>	<p>Targeted Walkthroughs</p>	<p>65% of instructional staff supporting ELLs will incorporate evidence-based based instructional practices to support listening and reading comprehension into their instruction.</p>		<p>On Track <input type="checkbox"/> Off Track <input type="checkbox"/></p>	
<p>Instructional Staff Supporting ELLs</p>	<p>Targeted Walkthroughs</p>	<p>65% of instructional staff supporting ELLs will incorporate opportunities for students to engage in collaborative, extended practice with vocabulary words.</p>		<p>On Track <input type="checkbox"/> Off Track <input type="checkbox"/></p>	

Action Plan: January to June

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

Start Date (M/D/YY)	End Date (M/D/YY)	Action Step <i>(begin with verb)</i>	Lead(s)	TOA #
1/2/24	6/30/24	Continue to provide differentiated support, feedback and monitoring for teachers to ensure the planning and implementation of consistent, evidence aligned instructional practices by grade level.	Admin, ENL Team, Coach	1, 2
1/2/24	6/30/24	Develop and administer monthly checkpoints for assessing listening and reading comprehension	Admin, ENL Team, Coach	3
1/2/24	6/30/24	Refine and continue to implement a system for collecting and monitoring checkpoint data.	Admin, ENL Team, Coach	3
1/2/24	6/30/24	Continue to implement cycles of collaborative data analysis and action planning with classroom teachers and ENL teachers.	Admin, ENL Team, Coach	2, 3
1/2/24	6/30/24	Develop and provide professional development for relevant staff about leveraging the ELlevation platform.	Admin, ENL Team	1, 3
1/2/24	6/30/24	Provide differentiated support, feedback and monitoring for teachers to ensure the consistent use of the ELlevation platform as a data source.	Admin Team, ENL Team, Coach	1, 2

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

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

Chronic Absenteeism Goal

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

Year-End Goals

Student Goals			
Goal #	Subgroup	Measure	Year-End Goal
CA 1	All Students	Chronic Absenteeism Rate	Decrease the Chronic Absenteeism Rate from 57.7% to 44.8%.
CA 2	Hispanic Students	Chronic Absenteeism Rate	Decrease the Chronic Absenteeism Rate from 92.3% to 72.3%.

Theory of Action

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

	Root Cause	Theory of Action (TOA) <i>(If/Then Statement)</i>
1	We have not developed a system of communicating to all stakeholders (staff, families, community) the impact of students missing class time.	IF we develop and consistently implement effective strategies for communication with all stakeholders around the importance of attending school daily, THEN the number of students who are chronically absent will decrease.
2	Teachers have not been provided updated attendance protocols to respond to initial absences and to work with the Impact and Attendance Teams.	IF we provide staff with clear, updated, schoolwide attendance protocols, analyze data, and consistently monitoring and provide feedback around Tier 1 and Tier 2 supports, THEN all staff will be more effectively engaged in collaboration, communication will be more consistent, and student attendance will increase.

Priority

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

Priority

1	Develop, implement, and monitor systems for internal and external communication between all groups of stakeholders.
2	Develop, implement, and consistently monitor protocols for analyzing attendance data.

Early Progress Milestones

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

Subgroup / Group	Measure	8 Week Milestone	Actual Data	Status	Notes
1 st – 5 th Grade Students	District Attendance Report	90% average weekly attendance rate		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	
Students who were chronically absent during the 2022 – 23 school year	Building Attendance Report	90% average weekly attendance rate		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	
Hispanic Students	Building Attendance Report	90% average weekly attendance rate		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	

Action Plan: August to January

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

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

8/1/23	9/29/23	Develop and implement building-wide protocols and establish due dates for deliverables for communication with families and students about the importance of attendance, and individual students' attendance rates.	Admin, SLT	1
8/1/23	9/29/23	Develop and implement building-wide protocols for analyzing student attendance data and sharing this data with the appropriate staff members.	Admin, SLT	2
8/1/23	12/29/23	Develop and implement systems for monitoring the implementation of building protocols and consistently providing feedback.	Admin, SLT, Attendance Team	1, 2
9/1/23	12/29/23	Provide training, monitoring, and feedback for staff around the implementation of protocols for communicating with families and analyzing student data.	Admin, Attendance & Impact Teams	1, 2
8/1/23	12/29/23	Develop and implement a schedule for incorporating cycles of data analysis and action planning into PLCs.	Admin, Coach	1, 2
8/1/23	12/29/23	Plan and implement monthly family engagement activities that promote two-way communication and positive relationships with families.	Admin, SLT, Attendance Team	1
8/1/23	12/29/23	Develop and implement monthly attendance incentives for all students.	Admin, SLT, Attendance Team	1
8/1/23	12/29/23	Develop and implement targeted quarterly attendance incentives for students and families in the targeted subgroups.	Admin, SLT, Attendance Team	1
8/1/23	9/15/23	Share information with families about how to communicate address changes prior to the beginning of the school year.	Admin, Attendance Team	1
8/1/23	9/15/23	Identify students who are in the targeted subgroups and determine each individual student's attendance rate (Hispanic students, students who were chronically absent during the 2022-23 school year).	Admin, Impact Team	1, 2
8/1/23	9/15/23	Explore this data to identify patterns and trends.	Admin, Impact Team	1, 2
8/1/23	12/29/23	Partner with families to develop a proactive support plan.	Admin, Teachers, Impact Team	1, 2

8/1/23	12/29/23	Conduct home visits and phone calls to families of students in the targeted subgroups.	Admin, Attendance & Impact Teams	1
8/1/23	12/29/23	Develop and implement a schedule for the attendance team to meet weekly to review attendance by grade level, homeroom, and subgroups to identify trends and action plan.	Admin, Attendance Team	1, 2
8/1/23	12/29/23	Develop and implement a schedule for the impact team to meet monthly to review data and action plan for targeted students.	Admin, Attendance & Impact Teams	1, 2

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

Mid-Year Benchmark Targets

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

Subgroup	Measure	Mid-Year Target	Actual Data	Status	Notes
Students who were chronically absent during the 2022 - 23 school year	Chronic Absenteeism Rate	Decrease the chronic absenteeism rate from the 22-23 mid-year data by 20%.		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	
All Students	Chronic Absenteeism Rate	Decrease the chronic absenteeism rate from the 22-23 mid-year data by 20%		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	

Hispanic Students	Chronic Absenteeism Rate	Decrease the chronic absenteeism rate from the 22-23 mid-year data by 20%.	On Track <input type="checkbox"/> Off Track <input type="checkbox"/>
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Action Plan: January to June

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

Start Date (M/D/YY)	End Date (M/D/YY)	Action Step <i>(begin with verb)</i>	Lead(s)	TOA #
1/2/24	6/30/24	Continue to provide training, monitoring, and feedback for staff around the implementation of protocols for communicating with families and analyzing student data.	Admin, Attendance & Impact Teams	1, 2
1/2/24	6/30/24	Continue to implement a schedule for incorporating cycles of data analysis and action planning into PLCs.	Admin, Coach	1, 2
1/2/24	6/30/24	Continue to plan and implement monthly family engagement activities that promote two-way communication and positive relationships with families.	Admin, SLT Attendance Team	1
1/2/24	6/30/24	Continue to develop and implement monthly attendance incentives for all students.	Admin, SLT, Attendance Team	1
1/2/24	6/30/24	Continue to develop and implement targeted quarterly attendance incentives for students and families in the targeted subgroups.	Admin, SLT, Attendance Team	1
1/2/24	6/30/24	Continue to partner with families of students in targeted subgroups to develop a proactive support plan.	Admin, Teachers, Impact Team	1, 2
1/2/24	6/30/24	Continue to conduct home visits and phone calls to families of students in the targeted subgroups.	Admin, Attendance & Impact Teams	1

1/2/24	6/30/24	Continue to implement a schedule for the attendance team to meet weekly to review attendance by grade level, homeroom, and subgroups to identify trends and action plan.	Admin, Attendance Team	1, 2
1/2/24	6/30/24	Continue to implement a schedule for the impact team to meet monthly to review data and action plan for targeted students.	Admin, Attendance & Impact Teams	1, 2

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

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

Survey Goal

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

Year-End Goal

Goal #	Stakeholder Group	Survey Question	Year-End Goal
SRV 1	3 rd – 5 th Grade Students	How often are people disrespectful to others at your school?	Increase favorable responses from 18% to 50%
SRV 2	3 rd – 5 th Grade Students	At your school, how much does the behavior of other students hurt or help your learning?	Increase favorable responses from 43% to 80%

Theory of Action

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

	Root Cause	Theory of Action (TOA) <i>(If/Then Statement)</i>
1	Inconsistent professional development, coaching, and monitoring on how to de-escalate student to student conflict and proactive instruction around social skills, mediation and conflict resolution.	IF we provide professional development about strategies for supporting students' social emotional needs, follow up with coaching and feedback, and design and implement structures for systematic monitoring for fidelity of implementation, THEN incidents of unskilled classroom behaviors will decrease, instructional time will increase, and student achievement will increase.
2	Inconsistent feedback and systematic monitoring around the consistent implementation of protocols for the Tier One Student Support System.	IF we develop structures for monitoring the consistent implementation of protocols for the Tier One Student Support System, THEN the number of staff members implementing the protocols with fidelity will increase, and incidents of off task behavior requiring removal from the classroom will decrease.
3	Instruction around social emotional competencies was not prioritized or systematically monitored.	IF we develop a schedule to prioritize time for social emotional learning, and create a system for monitoring data, THEN more students will receive explicit instruction around social emotional competencies, begin to use the strategies being taught, and the culture and climate of classrooms will improve

4	Lack of professional development, coaching, feedback, and monitoring around clearly defined expectations for specific culturally responsive practices.	IF we clearly identify specific culturally responsive practices, provide training and coaching for staff is trained, and implement systematic monitoring paired with consistent feedback THEN teachers will implement the identified practices with fidelity, and disproportionality in discipline data will decrease.
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Priority

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

	Priority
1	Increase the consistency of implementation SEL practices building wide.
2	Refine systems for monitoring the implementation and effectiveness of the Tier One Student Support System.
3	Decrease the disproportionality in the percentage of students being removed from the classroom.

Early Progress Milestones

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

Group	Measure	8 Week Milestone	Actual Data	Status	Notes
3 rd – 5 th Grade Students	School Developed Survey	Collect baseline student data on school developed survey.		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	
K – 5 th Grade Classrooms	Targeted Walkthroughs	30% of teachers will be implementing Second Step with fidelity.		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	

		40% of teachers will be implementing effective Tier One strategies for classroom management with fidelity.			
K – 5 th Grade Students	SSC Data	<p>Student Support Center visits will decrease by 50% from a baseline of 318 during the months of September and October in the 22-23 school year to 159.</p> <p>Student Support Center visits by male students will decrease from 73% to 53%.</p> <p>Student Support Center visits by students with IEPs will decrease from 82% to 62%.</p>		<p>On Track <input type="checkbox"/></p> <p>Off Track <input type="checkbox"/></p>	

Action Plan: August to January

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

Start Date (M/D/YY)	End Date (M/D/YY)	Action Step <i>(begin with verb)</i>	Lead(s)	TOA #
8/31/23	12/29/23	Develop and implement professional development sessions about Second Step, PAX, and de-escalation strategies.	Admin, Coach, ESCT	1
9/6/23	12/29/23	Provide differentiated support for teachers to facilitate the consistent implementation of Second Step, PAX, and de-escalation strategies.	Admin, Coach, Support Staff	1
8/31/23	9/29/23	Review Bellevue's Classroom Hierarchy documents that clearly define building wide expectations, and student outcomes as they relate to Social Emotional Learning and managing student behaviors within the classroom.	Admin, Coach, ESCT	1, 2
8/1/23	9/15/23	Develop and implement a walkthrough schedule and feedback protocol that includes scheduled times for administration and the instructional coach to review data and norm feedback.	Admin, Coach	1, 2, 3, 4
8/1/23	8/15/23	Develop and implement a master schedule that prioritizes social emotional learning.	Admin	3
8/31/23	12/29/23	Develop and implement professional development around culturally responsive practices that includes clearly defined prioritized look fors and anticipated student outcomes.	Admin, Coach	1, 2, 3, 4
8/31/23	12/29/23	Provide differentiated support for teachers to facilitate the consistent implementation of the prioritized look fors and anticipated student outcomes.	Admin, Coach	1, 2, 3, 4
8/1/23	12/29/23	Develop and implement a schedule for monthly data reviews of Student Support Center visits.	Admin, Coach, ESCT, Data Team	1, 2, 4
8/1/23	9/15/23	Create a survey, develop and implement protocols for data collection and analysis, and schedule dates for quarterly administration windows.	Admin, Coach, ESCT	1, 2, 3, 4

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

Mid-Year Benchmark Targets

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

Group	Measure	Mid-Year Target	Actual Data	Status	Notes
3 rd – 5 th Grade Students	School Developed Survey	Favorable responses to Survey Question 1 will increase from 18% to 30%. Favorable responses to Survey Question 2 will increase from 43% to 60%.		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	
K – 5 th Grade Classrooms	Targeted Walkthroughs	55% of teachers will be implementing Second Step with fidelity. 60% of teachers will be implementing effective Tier One strategies for classroom		On Track <input type="checkbox"/> Off Track <input type="checkbox"/>	

		management with fidelity.			
K – 5 th Grade	SSC Data	<p>Student Support Center visits will decrease by 50% from the 22-23 mid-year data.</p> <p>Student Support Center visits by male students will decrease by 50% from the 22-23 mid-year data.</p> <p>Student Support Center visits by students with IEPs will decrease by 50% from the 22-23 mid-year data.</p>		<p>On Track <input type="checkbox"/></p> <p>Off Track <input type="checkbox"/></p>	

Action Plan: January to June

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

Start Date (M/D/YY)	End Date (M/D/YY)	Action Step <i>(begin with verb)</i>	Lead(s)	TOA #
1/1/24	6/30/24	Continue to provide differentiated support for teachers to facilitate the consistent implementation of Second Step, PAX, and de-escalation strategies.	Admin, Coach, Support Staff	1

1/1/24	6/30/24	Update and continue to implement a walkthrough schedule and feedback protocol that includes scheduled times for administration and the instructional coach to review data and norm feedback.	Admin, Coach	1, 2, 3, 4
1/1/24	6/30/24	Develop and implement professional development around culturally responsive practices that includes clearly defined prioritized look fors and anticipated student outcomes.	Admin, Coach	1, 2, 3, 4
1/1/24	6/30/24	Continue to provide differentiated support for teachers to facilitate the consistent implementation of the prioritized look fors and anticipated student outcomes.	Admin, Coach	1, 2, 3, 4
1/1/24	6/30/24	Update and continue to implement a schedule for monthly data reviews of Student Support Center visits,	Admin, Coach, ESCT, Data Team	1, 2, 4
1/1/24	6/30/24	Continue to analyze quarterly survey data to identify areas of strength and need with regards to classroom climate and culture.	Admin, Coach, ESCT	1, 2, 3, 4

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

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

Learning As A Team

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

Student Interviews

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

ELA & Math:

Students reported that they were expected to complete many tasks throughout the day. Upon further examination, students were unable to provide specifics about the purpose of the work, make connections to what they were learning about, or explain how the work would benefit them in reaching their own personal goals. Students articulated the importance of getting an education throughout the interviews. This information reinforced the data collected from all other sources by showing that teachers need to be provided with additional training and differentiated support to internalize grade level standards and use this knowledge to plan for and implement high quality lessons at Tier One and Tier Two. The Student Interview process helped to inform the decision to update the implementation guides so the connection between teaching, learning, and the tasks students engage with is clearly articulated and understood by all stakeholders.

ELP:

Students responses were similar to those provided for ELA and Math. Students expressed that they enjoy being in school and like to learn. This information supported our root causes and action planning for the ELP goal. We need to create and monitor systems where the expectations and intended outcomes for students are more clearly defined, so that students are able to continue to receive the tiered supports they need to be successful during both whole group and small group instruction.

Chronic Absenteeism:

Students who were interviewed reported that they enjoyed participating in the attendance incentives, and the H.E.R.O. incentives that were implemented during the 2022-23 school year. Students expressed the incentives were motivating and made them want to come to school. Students also stated that it would be helpful for teachers to call their parents if they were absent from school because they might be able to find an alternate method of transportation. The information obtained through the Student Interviews informed the decision to continue with the attendance and H.E.R.O. incentives. This data also helped us to recognize the need to strengthen our building-wide protocols for communicating with families about attendance which is reflected in our root causes, theories of action, and action steps.

Survey Goal:

Many students reported that the behavior of other students could be detrimental to their learning. Students stated that "drama" impacted their ability to learn, and that at times teachers would resort to yelling to address behavior concerns. 50% of the students who were interviewed reported having positive relationships with their teachers. The students who were interviewed were able to accurately define bullying. This data aligns with the

results of the student surveys which show that students' psychological safety both within and outside of the classroom needs to be a top priority. This information informed our decisions about the goals that were selected, our root cause analysis, theories of action, and our action planning.

Evidence-Based Intervention

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

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

State-Supported Evidence Based Strategy

Evidence-Based Intervention Strategy Identified	<input checked="" type="checkbox"/> Instructional Coaching <input type="checkbox"/> Professional Learning Communities <input type="checkbox"/> Restorative Justice <input type="checkbox"/> Establish an Early Warning Intervention and Monitoring System <input type="checkbox"/> Align High School and College Courses to Increase Post-Secondary Transition Outcomes
We envision that this Evidence-Based Intervention will support the following goal areas	ELA, Math, ELP, Survey Goal
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	<p>As we completed the Envision process, it was evident that systems have been developed and implemented to support the work of analyzing data, creating goals and action plans, and providing ongoing professional development. Team members expressed the logical next steps for our school would focus on consistently monitoring the implementation of these systems and providing follow up through actionable feedback and differentiated coaching support for teachers. This work would need to be facilitated, monitored and adjusted by building administrators and the instructional coach.</p> <p>As the team analyzed academic, attendance, and survey data it became clear pockets of strength exist within the building, however these are inconsistent within and across grade levels. The academic data analysis clearly showed that we still need to make significant amounts of growth in order to meet our goals. Team members shared that the changes made</p>

to the structure of the PLC calendar during the 2022-23 school year were beneficial but expressed that both students and teachers would benefit from narrowing the focus for professional development. During the Analyze portion of the process, it became clear that additional layers of differentiated support for teachers are needed to support full implementation of all initiatives. The team also discussed the need for a renewed focus on Social Emotional Learning, and proactive skills instruction including PAX and Second Step. This was supported by information collected during the student interview process, and in the analysis of survey data.

During the Listen portion of the process, students expressed that at times the behavior of other students in the classroom could be disruptive to their learning, and that at times teachers responded with unskilled behavior including yelling. This aligns with the results from our survey data. Through the implementation of targeted professional development, coaching cycles, and walkthroughs to monitor for follow up, school leaders in collaboration with the instructional coach will be able to support teachers who are in a variety of stages by providing differentiated supports and coaching cycles.

Our Team's Process

Background

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

Team Members

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

Name	Role
Lessie Williams	Principal
Jontea Florence	Vice Principal
Sarah Beck	Disciplinary Literacy Coach
Christina Hough	Kindergarten Teacher
Lennie Turner	1 st Grade Teacher

Marina Africa	2 nd Grade Teacher
Jacob Christian	3 rd Grade Teacher
Jonelle Michlovitch	3 rd Grade Teacher
Melissa Troch	4 th Grade Teacher
Sarah Birch	CT Teacher, 5 th Grade
Valerie Crowell	ENL Teacher
Megan Giannino	School Counselor
Meghan Grady	Physical Education Teacher
Nakia Morton	Teaching Assistant
Nitchaborie Jones	Parent
Vanessa Young	Parent
Eneolia Ferrera	Parent

Our Team's Steps

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

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

Meeting Dates

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

Meeting Date	Envision: Exploring the Vision, Values and Aspirations for the school	Analyze: Internal and External Data	Analyze: Survey Data	Analyze: Completing and Discussing the Tenet 1 Inventory	Listen: Interviewing Students	Putting it all Together: Completing the SCEP Putting it all Together document	Writing the Plan

5/9/23	x						
5/11/23		x	x	x	x		
5/12/23		x	x	x			
5/16/23		x	x	x			
5/17/23		x	x	x			
5/18/23		x	x	x			
5/23/23		x	x	x	x		
5/31/23		x	x	x	x		
6/7/23						x	
6/14/23						x	
6/15/23							x
6/16/23							x
6/20/23							x
6/21/23							x
6/29/23							x
7/5/23							x

Next Steps

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