



School Comprehensive Education Plan 2022-23

District	School Name	Grades Served
Syracuse City School District	McKinley-Brighton Elementary School	PK-5

Collaboratively Developed By:

The McKinley-Brighton Elementary School SCEP Development Team

And in partnership with the staff, students, and families of McKinley-Brighton Elementary School

Guidance for Teams

Goals & Actions

After completing the Student Interviews, discussing the Equity Self-Reflection, and reviewing recent data, including survey data, school teams should discuss what was learned and 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

Subgroup	June 2023 Goal
Black students	54 ELA Academic Achievement Index
White students	60.4 ELA Academic Achievement Index
All students	<p>10%-point decrease in Level 1 from Fall NWEA Reading baseline (<i>subject to increase based on actual September baseline data</i>)</p> <p>5%-point increase in Levels 3 + 4 from Fall NWEA Reading baseline (<i>subject to increase based on actual September baseline data</i>)</p>

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?)
<p>First year and some 3-5 grade teachers have not been given opportunities to participate in professional development with follow-up monitoring to plan for unit lessons, and assessments prior to teaching them in order to know exactly what the outcome of the lessons and unit are and how to plan specific activities for differentiating for students on level, below level, far below level and above level (backwards mapping).</p> <p>(General knowledge of instruction)</p>	Some ELA Teachers in Grades 3-5 and First Year Teachers
Teachers are at a range of levels to deliver effective instruction. We have not provided them with enough personalized/differentiated coaching to implement gradual release of responsibility to increase student cognitive engagement with the content during core ELA instruction.	All Teachers of ELA
Teachers have several different data sources for ELA but have not been trained in a process to analyze and triangulate the screener, benchmark, curriculum and student work data to determine the specific areas of need and the progression of skills to focus on to close the skills gap are to plan for targeted small group instruction.	All Teachers of ELA
Teachers in grades 3-5 have not been provided with sufficient training and support on foundational literacy skills to understand the skill deficits	Grade 3-5 ELA Teachers

of students who are well below grade level, and to identify and plan for small group instruction to address early literacy skills (phonics and phonemic awareness). (Specific skill of literacy)	
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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
8/31/2022	9/16/2022	<p>Review the ELA instructional practices for 2022-23 and define the specific roll-out plan that identifies which practices will be focused on each month/bimonthly. Align the trainings, walkthroughs, etc. with this plan.</p> <p>Create the PD Plan that reflects the roll-out plan for the first marking period.</p> <p>Update the PD Plan that reflects the roll-out plan for marking periods 2-4.</p> <p>(Habits of Discussion, Procedures and Routines - SCSD Foundational Skills Training and Routines)</p>	Admin Coach
8/31/2022	9/16/2022	<p>Create the PLC support monthly schedule that includes Resource, ENL, AIS to discuss and plan for addressing the needs and support for students. The monthly schedule will be implemented during PLC time beginning on 9/19/2022.</p>	Admin Coach ENL, AIS, Resource
9/16/2022	12/23/2022	<p>Provide weekly training and support for first year teachers, and some teachers who teach at the 3-5 grade levels are lack the experience, knowledge, with follow-up monitoring to plan for unit lessons, and assessments prior to teaching them in order to know exactly what the outcome of the lessons and unit are and how to plan specific activities for differentiating for students on level, below level, far below level and above level (backwards mapping).</p>	Admin Coach
9/16/2022	12/23/2022	<p>Utilize District look-fors for the ELA block that align to the unpacking, trainings (PD Plan) and lesson expectations and incorporate them in the walkthrough tool for each marking period.</p> <p>Grades K-5:</p> <ul style="list-style-type: none"> Center work is aligned to small group skills Includes all the components for small group instruction 	Admin Coach

9/16/2022	12/23/2022	Annotate SCSD lessons, submit and deliver lesson plans (<i>offer SLT input on PD time</i>) that align with addressing differentiation for students on level, below level, far below level and above level	Admin, Instructional Coach
9/16/2022	9/30/2022	Create a protocol and schedule for submitting lesson plans and create a schedule for when submitted lesson plans will be reviewed. Follow the schedule for when submitted lesson plans will be reviewed with feedback as needed.	Admin and Coach
8/8/2022	8/31/2022	Create a walkthrough schedule (including Resource Teachers, ENL Teachers, Special Area Teachers and AIS Teachers) to collect data and provide each teacher with feedback on delivery of the small group instruction and planned lessons at least once per month. The monthly schedule will begin 10/11/2022.	Admin and Coach
9/12/2022	9/30/2022	Follow the schedule to analyze the walkthrough data monthly / quarterly to share % of classes visited, celebrations / highlights, and instructional practices that need to be focused on more intensely based on the data.	Admin and Coach
9/19/2022	12/23/2022	Teachers will receive the walkthrough criteria during our Opening Days of school. Walkthrough data will be collected beginning 9/12/2022. Use walkthrough data to identify the differentiated needs of each teacher quarterly. Revise the tier of support each teacher will receive, including the type of support (i.e. observation & feedback cycle vs coaching cycle; modeling; co-teaching; co-planning; peer visits; walkthrough feedback) for Semester 1 and align walkthrough schedule / frequency to this.	Admin and Coach
10/3/2022	12/23/2022	Deliver monthly training for teachers based on trends on triangulating the data and implementing progress monitoring per each data cycle, continue to follow the protocols to create intervention plans for students that will be implemented during small group instruction.	Admin Coach and
9/7/2022	12/23/2022	Trainings will be developed at the beginning of the school year and will be based on walkthrough data and trends. During PLC times, teachers will receive developed trainings, in grades 3-5 on early literacy foundational skills, best instructional practices for teaching specific foundational skills, and analyzing the early literacy data to include foundational skills in students'	Coach

		intervention plans for implementation during targeted small group instruction.	
9/30/2022	12/23/2022	Plan, submit and deliver lessons that align with specific skill deficits identified in data analysis, addressing differentiation for students on level, and below level, far below level for all teachers.	Administrative Team
9/12/2022	12/23/2022	Visits will be based on our walkthrough schedule. Visit classes during ELA small group instruction at least once monthly to collect data and provide teachers with feedback on implementing intervention plans based on data.	Coach and Admin

Gauging Success: Mid-Year Benchmark

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

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

Assessment	Baseline Performance	January 2023 Target
NWEA Reading	TBD in Fall 2022	7%-point decrease in Level 1 from Fall baseline 3%-point 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
1/3/2023	1/9/2023	Revisit and update the PLC support schedule based on current data and trends.	Coach
1/3/2023	1/9/2023	Revisit and revise the schedule time for Resource Teacher, AIS, and ENL Teachers to discuss and plan for addressing the needs and support for students. The schedule will reflect the data and trends seen in classrooms.	Coach Resource ENL AIS
1/3/2023	1/9/2023	Revisit the walkthrough tool and update the look-fors for the ELA block that align to small group. The schedule will reflect the data and trends seen in classrooms.	Admin and Coach

1/3/2023	1/9/2023	Revisit and review with teachers monthly the protocols for analyzing data, including mid-year, implementing progress monitoring per each data cycle, to create intervention plans for students that will be implemented during small group instruction. Identify teachers in need of additional support with implementing the protocols and provide the support. The schedule will reflect the data and trends seen in classrooms.	Coach and AIS
1/3/2023	1/9/2023	Revisit the guided practice plan and provide grade level teams with training and guided practice during PLCs to implement: Accountable Talk, personalized learning, targeted small group instruction, and early literacy foundational skills for all teachers. The schedule will reflect the data and trends seen in classrooms.	Admin and Coach
1/3/2023	6/16/2023	Revisit the plan, submit monthly and deliver lessons that align with specific skill deficits identified in data analysis, addressing differentiation for students on level, and below level, far below level for all teachers.	Admin and Coach
1/3/2023	6/16/2023	Implement the semester 2 walkthrough schedule (including Resource Teachers, ENL Teachers, Special Area Teachers and AIS Teachers) to collect data and provide each teacher with monthly feedback on delivery of instruction in small group at least once per month using the updated walkthrough tool.	Admin and Coach
1/3/2023	1/9/2023	Revisit the walkthrough tool and revise if necessary and update as needed the tier of support each teacher will receive, including the type of support (i.e. observation & feedback cycle vs coaching cycle; modeling; co-teaching; co-planning; peer visits; walkthrough feedback) for Semester 2 and align walkthrough schedule / frequency to this. The schedule will reflect the data and trends seen in classrooms.	Admin and Coach

Math Goal

Subgroup	June 2023 Goal
Black students	39.3 Math Academic Achievement Index
White students	56.7 Math Academic Achievement Index
All students	<p>10%-point decrease in Level 1 from Fall NWEA Math baseline (subject to increase based on actual September baseline data)</p> <p>5%-point increase in Levels 3 + 4 from Fall NWEA Math baseline (subject to increase based on actual September baseline data)</p>

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?)
There have not been enough opportunities for teachers to participate in professional development, with follow-up monitoring and differentiated support, on-planning for unit lessons and assessments prior to teaching them in order to know exactly what the outcome of the lessons and unit are and on how to plan specific activities for differentiating for students on level, below level, far below level and above level (backwards mapping).	All Teachers of Math
Time, structures, or guided support for teachers to deconstruct the NBT Standards for their respective grade levels and then analyze the progression of the Standards horizontally and vertically was not provided, including vocabulary to ensure they are teaching to the grade level expectations.	All Teachers of Math

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
8/31/2022	9/16/2022	Define the professional development that will occur for math and capture this information in the district-required PD Plan.	Admin
	12/23/2022	Update the PD Plan at least monthly to reflect sessions. Collaborate with PD Liaison as needed to support the updating of the PD Plan.	Coach Lead Teacher

8/31/2022	12/23/2022	<p>Reference the updated pacing plan provided by the District to create and follow the schedule that identifies when each grade level will have their PLC to discuss standards prior to teaching them, when the completed lesson plans need to be submitted, and when teachers will receive feedback on them.</p> <p>Provide this update to teachers regularly, at least once for each module.</p>	Admin Coach Lead Teacher
8/31/2022	12/23/2022	Create a schedule for Resource, AIS, ENL, and QR Teachers to engage in discussion with classroom teachers, at least monthly, to plan for addressing the needs and support for students.	Admin Coach ENL AIS Resource QR
8/31/2022	12/23/2022	Provide all grade level teams with training and guided practice and time to discuss the standards (NBT) and to practice the math prior to teaching them, and complete and submit.	Admin All Math Teachers
8/31/2022	12/23/2022	<p>Define the look-fors for the Math block that align to the required components/expectations /professional development sessions and incorporate them in the walkthrough tool by marking periods.</p> <p>(quarterly)</p>	Admin Coach
8/31/2022	9/6/2022	Create the walkthrough schedule.	Admin Coach
	12/23/2022	Follow the math walkthrough schedule to collect data and provide each teacher with feedback on delivery of the required components/expectations at least once per month.	
8/31/2022	9/6/2022	Create the schedule for reporting out the monthly walkthrough data.	Admin Coach
	12/23/2023	Follow a schedule to analyze the walkthrough data monthly report out to staff the % of classes visited (goal is 100% per month), celebrations / highlights, and instructional practices that need to be focused on more intensely based on the data.	

8/31/2022	9/6/2022	Create the protocol and templates for grade level deconstructing of the NBT Standards, and for school-wide sharing and analysis of the progression of the NBT Standards.	Admin Coach Lead
	9/16/2022	Share and explain the protocol and templates with grade level teams.	
	12/23/2022	Share the data collected from the analysis with grade levels above and below. (quarterly)	Teachers
8/31/2022	9/30/2022	Use the information from the deconstructed Standards when planning for targeted small group instruction, differentiation, and centers. The information captured from deconstructing the standards will be utilized in developing small group lesson plans.	Admin
10/3/2022	10/31/2022		Coach
11/1/2022	11/30/2022		All Math Teachers
12/1/2022	12/23/2022		
8/31/2022	12/23/2022	Incorporate look-fors for targeted small group instruction in the walkthrough tool and provide feedback using the walkthrough system defined above.	Admin Coach
9/16/2022	12/23/2022	Identify teachers in need of intensive coaching support on planning for or implementing targeted small group instruction based on data from assessments and walkthroughs and provide those teachers with differentiated support / training.	Admin Coach Lead Teacher

Gauging Success: Mid-Year Benchmark

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

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

Assessment	Baseline Performance	January 2023 Target
NWEA Math	TBD in Fall 2022	7%-point decrease in Level 1 from Fall baseline

		3%-point increase in Levels 3-4 from Fall baseline
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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
1/3/2023	6/16/2023	Revisit the pacing plan provided by the District to determine revisions that need to be made to the PLC schedule for Semester 2 to ensure discussion occurs prior to teachers teaching the standards.	Admin Coach Lead Teacher
1/3/2023	6/16/2023	Continue to schedule time for the Resource Teacher, ENL, AIS, QR to collaborate, at least monthly, with teacher to discuss and plan for addressing the needs and support for students.	Admin Coach ENL Resource QR Lead Teacher
1/3/2023	6/16/2023	Analyze and review walkthrough data a minimum of monthly (the District SCEP Team changed this frequency to match the next action step) and determine revisions that need to be made to the walkthrough tool to reflect schoolwide math needs, professional development a minimum of quarterly. Update the walkthrough tool as needed.	Admin Coach Lead Teacher
1/3/2023	6/16/2023	Continue to analyze the walkthrough data monthly, report out to staff the % of classes visited (goal is 100% per month), celebrations / highlights, and instructional practices that need to be focused on more intensely based on the data.	Admin Coach Lead Teacher
1/3/2023	6/16/2023	Collect data on the math look-fors and identify trends by grade level or schoolwide. Analyze the data monthly to identify which classes need additional support with planning or delivery.	Admin Coach Lead Teacher
1/3/2023	6/16/2023	Continue to monitor monthly and utilize information from the deconstructed NBT Standards when planning for targeted small group instruction, differentiation, and centers. The information	All Math Teachers Lead Teacher

		captured from deconstructing the standards will be utilized in developing small group lesson plans.	
1/3/2023	6/16/2023	Continue to incorporate look-fors for targeted small group instruction in the quarterly walkthrough tool and provide feedback using the school's walkthrough system.	Admin Lead Teacher Coach
1/3/2023	6/16/2023	Continue to visit classes during math small group instruction at least once a month to collect data and provide teachers with feedback on implementing intervention plans based on data.	Admin Coach Lead Teacher
1/3/2023	6/16/2023	Identify teachers in need of intensive coaching support on planning for or implementing targeted small group instruction based on data from assessments and walkthroughs and provide those teachers with differentiated support / training.	Admin Coach Lead Teacher
1/3/2023	6/16/2023	Continue to analyze walkthrough data a minimum of quarterly and determine revisions that need to be made to the walkthrough tool to reflect schoolwide math needs, professional development. Revise the walkthrough tool as needed.	Admin Coach Lead Teacher

English Language Proficiency (ELP) Goal

Subgroup	June 2023 Goal
English Language Learners	1.00 ELP Success Ratio Goal
English Language Learners	School Rate of Success Overall: 80% National Geographic Assessment Writing - June 2023 School Rate of Success Target: 80% National Geographic Assessment Vocab, Grammar, Comprehension - June 2023 School Rate of Success Target: 80%

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?)
There is not a set planning time between non-ENL teachers and ENL teachers which results in mis-aligned goals and strategies implemented.	All teachers

We have not provided training and support to ENL teachers on engaging English Language Learners (ELLs) in participating in creating their own action plans, including being taught the specific skills they will need to understand and reach their personalized English Language Proficiency (ELP) goals.	ENL Teachers & ELLs
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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
8/31/2022	9/16/2022	<p>Define and create a document that will identify the specific data and information that will be shared with non-ENL Teachers about the ELLs in their classrooms at the beginning of the year and mid-year. Information will include:</p> <ul style="list-style-type: none"> • Language Acquisition Chart • NYSESLAT Data & Goals (ELP Required Progress Chart) • National Geographic Reach Curriculum • ELlevation 	ENL and all teachers
8/31/2022	12/23/2022	Schedule time for non-ENL teachers and ENL teachers to meet on a monthly basis and share the expectations and information.	ENL teachers & classroom teachers
9/2022	12/23/2022	<p>Analyze data of ELLs and their 2022-23 Goals and create “Student Individual Plan” in ELlevation with ENL teachers and classroom teachers.</p> <p>Create goals with the students based on Ellevations’ data.</p>	ENL teachers & classroom teachers
9/2022	11/2022	<p>Identify teachers in need of training on ELlevation during the first quarter. Provide training for them on strategies that support ELLs during core instruction.</p> <p>Update the PD Plan to reflect the training.</p>	Admin.
9/2022	12/23/2022	Plan personalized learning strategies during stand alone. (differentiation) Utilize coach for strategies needed.	ENL teachers, Coach
8/31/2022	9/30/2022	Define the expectations, common templates, protocols, and/or processes that will be used to engage ELLs in their goal setting and action plans. Collaborate with District ENL Department Leaders as needed.	Admin, ENL Teachers, Coach

	12/23/2022	Provide training and/or expectations including common templates, protocols, and/or processes to ENL teachers on strategies to effectively engage ELLs in creating their own action plans and goal setting.	Admin, ENL Teachers
	09/30/2022	Capture the sessions with teachers in the PD Plan.	Admin, Coach
	12/23/2022	Schedule and hold time at least each marking period to meet with students to engage them in their goal setting, action planning, and progress monitoring.	ENL Teachers
9/2022	9/30/2022	Communicate and inform students the NYSELAT levels and their current standings. Create goals with students to advance to the next level. Include this process with teachers.	ENL teachers and classroom teachers
9/2022	12/23/2022	Schedule monthly meetings with ENLs to check in on the progress of their goals and make changes and new goals where necessary.	ENL teachers and classroom teachers

Gauging Success: Mid-Year Benchmark

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

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

Assessment	Baseline Performance	January 2023 Target
National Geographic Assessment	TBD in Fall 2022	% of students meeting individual expected target "School Rate of Success" TBD based on Fall baseline performance

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
1/2023	1/2023	Review the document that identifies the specific data and information that is created with non-ENL Teachers about the ELLs in their classrooms.	ENL teachers and classroom teachers
1/2023	6/2023	Continue to follow the schedule of time for the ENL Teachers meet with non-ENL teachers on a monthly basis to share the data for their English Language Learners (ELLs) (both teachers sharing data for the student), progress and information in ELlevation, and hold those meetings.	ENL teachers and classroom teachers
1/2023	3/2023	Analyze data of ELLs and their 2022-23 Goals and review "Student Individual Plan" in ELlevation with ENL teachers and classroom teachers. Review and set new goals with the students based on Ellevations' data.	ENL teachers and classroom teachers
1/2023	6/2023	Schedule and hold time at least each marking period to meet with students to engage them in their goal setting, action planning, and progress monitoring.	ENL Teachers
1/2023	6/2023	Continue to provide teachers in need of training on ELlevation during the second half. Provide training for them on strategies that support ELLs during core instruction.	Admin
1/2023	6/2023	Continue to plan and implement personalized learning strategies during stand alone. (differentiation) Utilize coach for strategies needed.	ENL teachers
1/2023	3/2023	Review Fall and Winter data with students and change, if needed, their individual goals to advance to the next level. Include this process with teachers.	ENL teachers and classroom teachers

Chronic Absenteeism Goal

Subgroup	June 2023 Goal
White students	48% Chronic Absenteeism Rate
Black students	45% Chronic Absenteeism Rate
All students	47% Chronic Absenteeism Rate

Root Causes

What theories or hypotheses does the school have as to why the school has had its past outcomes for chronic absenteeism? Please consider longitudinal student achievement data, student interview data, and Equity Self-Reflection results when developing root causes.	Is this specific to certain sections of the school (grade/content area?)
We have several practices in place that have positively impacted chronic absenteeism for most of our students. However, we need to continue to identify additional innovative ways to engage the few families of students who have been chronically absent.	No
There are not enough opportunities to inform all stakeholders about the importance of attendance, what CA is, and how to address it. (The Color Brown is both)	No

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
8/31/2022	9/30/22	<p>Collaborate with Family Engagement Specialist to create student-friendly, parent/family-friendly, and staff-friendly communication for each group about the expectations for attendance (including the measures being taken to ensure the health and safety of both staff and students), what it means to be chronically absent, why it is important for student learning, and how it impacts the school's accountability status.</p> <ul style="list-style-type: none"> Send postcards and letters home to families to inform them of the status of attendance for their children. 	Attendance Team

		<ul style="list-style-type: none"> Assign leads for attendance by grade level in order to provide targeted supports and focus and to report out for each grade level during the Attendance Team meetings. 	
8/31/2022	12/23/2022	Institute and implement the district-supported Impact Attendance Team to provide personalized contact and support to families of students who are chronically absent outside of the school day including home visits and contacts.	Admin Impact Attendance Team
8/31/2022	12/23/2022	<p>Collaborate with Family Engagement Specialist to determine how, what and when communication on chronic absenteeism will be distributed to families, including identifying parent meetings and family engagement events where the information will be shared.</p> <ul style="list-style-type: none"> In December/January, consider strategies to continue with virtual and / or in-person based on parents' preferences. Create a parent committee and include attendance in those discussions. Contact families at the beginning of the school year to make a positive contact and to discuss attendance as needed. Share the information on chronic absenteeism and strategies to improve attendance with families according to the schedule. 	Admin & Attendance Team
8/31/2022	9/30/2022	Collaborate with the Family Engagement Specialist to create a survey for parents / families of students who are at-risk of being chronically absent or were previously chronically absent to learn more about their experience with the school and identify and incorporate strategies that directly address the needs of families not previously reached. Contact each family to administer the survey.	Attendance Team Impact Attendance Team
9/19/2022	9/30/2022	<ul style="list-style-type: none"> Analyze the parent survey information and identify additional interventions, including proactive support and reinforcers, that can be incorporated in our plans for individual families and/or in our tiers of support. Update the SCEP to reflect changes in plans based on information learned through the survey. 	
8/31/2022	9/6/2022	Collaborate with Equity School Climate Team (ESCT) and grade level teams to determine how, what and when the communication on attendance and chronic absenteeism will be shared with students, including identifying classroom (Morning Meetings, etc.) or grade level meetings and assemblies and where the information will be shared and celebrated, including assemblies, Bobcat Assemblies, and announcements. Create the schedule for the year.	Attendance Team

	12/23/22	Share the information on attendance and chronic absenteeism with students according to the schedule.	Attendance Team, Teachers, Admin, Support Staff
8/31/22	9/30/22	<p>Review and refine the system of tiered support for students who are chronically absent or at-risk of being chronically absent and implement the system. Tiers as of 8/2021 are:</p> <ul style="list-style-type: none"> • Tier 1 Interventions <ul style="list-style-type: none"> ○ Building Classroom Community, Positive and Personalized Regular Communication to Families (continuing from closure) from school leaders and teachers, Explicitly Building Relationships with Students and Families, Home Visits, Talking Points, Language Line, Attendance Awards, Robocalls, Attendance Postcards, District Energy Letters, Monthly Newsletter • Tier 2 <ul style="list-style-type: none"> ○ SIT Triage, Social Worker Support, Home Visits Attendance Letters, Daily Monitoring, Personalized / Individualized Intervention Plans • Tier 3 <ul style="list-style-type: none"> ○ ACCESS referral, Home Visits, Personalized / Individualized Intervention Plans • Tier 4 <ul style="list-style-type: none"> ○ Hotline, Home Visits, Personalized Individualized Intervention Plans 	Attendance Team
8/31/22 10/3/22 11/1/21 2/1/22	9/30/22 10/31/22 11/30/22 12/23/22	Incorporate in the staff-friendly communication the Tier 1 and Tier 2 interventions teachers can implement to mitigate chronic absenteeism and to improve attendance overall.	Attendance Team & Support Staff
8/31/22 10/3/22 11/1/22	9/30/22 10/31/22 11/30/22	Create a time to review the information with staff including the Tier 1 and Tier 2 interventions all teachers, including Special Area and ENL Teachers, will incorporate in their classrooms and in their support. We will utilize Grade level team meetings/faculty meetings to review information.	Admin and Attendance Team

12/1/22	12/23/22		
8/31/22	9/30/22	<p>Collaborate with District staff, including Family Engagement Specialist (FES) and ENL Staff, to identify and provide professional development to staff on Tier 1 and Tier 2 interventions, including the different methods/platforms of communicating with families, as needed.</p> <ul style="list-style-type: none"> • CRE trainings to support attendance and interventions • District Level Support with Chief Ortiz's office (A. Zales) • Attendance and outreach documentation procedures including using School Tools. • Family Engagement Professional Development 	Attendance Team, District Level Support
	9/30/22	Capture the planned sessions in the district-required PD Plan template.	
	12/23/22	Update the PD Plan at least monthly to reflect sessions. Collaborate with PD Liaison as needed to support the updating of the PD Plan.	
9/8/22	12/23/22	<p>Continue to implement practices and interventions at each Tier to improve chronic absenteeism, including the proactive activities that reinforce attendance.</p> <ul style="list-style-type: none"> • Outside Community Support and Mentorship with Attendance 	Admin, Attendance Team, Teachers, District & School Support Staff
8/31/22	9/16/22	Create the schedule of when the updates on chronic absenteeism will be provided to staff monthly.	Attendance Team and Admin
	12/23/22	Schedule time to provide staff with updates on chronic absenteeism (CA) at least monthly, either grade level team meetings or faculty meetings, that includes CA schoolwide percentages, students receiving support for attendance, tips/reminders to improve attendance, and progress towards the accountability goals.	

8/31/22	9/8/22	Review the responsibilities of the ACCESS partner and identify which we will continue and for those we continue, to whom the responsibilities will shift. Update the tiered plan to incorporate those responsibilities.	Admin and Attendance Team
8/31/22	12/23/22	Review, refine and implement the protocols the Attendance Team will follow, including any revisions based on the ACCESS partnership change, to improve chronic absenteeism for the 2022-23 School Year	Attendance Team
	9/16/22	<i>Every other week the school leaders will meet with the ACCESS partner to review the data. Regular communication is scheduled with the partner as well.</i> <i>Create and follow this schedule.</i>	Admin
8/31/22	12/23/22	Schedule and hold weekly Attendance Team meetings to monitor schoolwide attendance and chronic absenteeism data, analyze the data, identify students who are chronically absent or are at-risk of being chronically absent, and create and monitor action plans.	Admin and Social Work Team
8/31/22	12/23/22	Communicate the personalized plans for students to all stakeholders and implement the plans. Impact Attendance Meetings along with our weekly attendance meetings.	Attendance Team & Teachers
9/7/22	12/23/22	Monitor the implementation of students' plans and the data weekly to determine impact and adjust as needed.	Attendance Team

Gauging Success: Mid-Year Benchmark

Identify the specific assessment or data source that the school will review mid-year and what specifically you expect to see in the results of that data to know that you are on track to achieve the goal. This should represent an improvement from the same data from 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	White students	51%	46%
Chronic Absenteeism Rate	Black students	50%	43%
Chronic Absenteeism Rate	All students	53%	45%

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
1/3/2023	6/2/2023	Review and revise collaboration with the Family Engagement Specialist to share the information on chronic absenteeism and strategies to improve attendance with families according to the schedule.	Admin & Attendance Team
1/3/2023	6/2/2023	Review and revise collaboration with the Family Engagement Specialist to identify any new families who need to be surveyed and survey them to learn more about their experience with the school and identify and incorporate strategies that directly address their needs.	Attendance Team
1/3/2023	6/2/2023	Review and revise the survey information of parents/families surveyed and identify additional interventions, including proactive supports and reinforcers, that can be incorporated in our plans for individual families and/or in our tiers of support.	Attendance Team
1/3/2023	6/2/2023	<p>Review and revise to collaborate with ESCT and grade level teams to determine how, what and when the communication on attendance and chronic absenteeism will be shared with students, including identifying classroom (Morning Meetings, etc.) or grade level meetings and assemblies and where the information will be shared and celebrated.</p> <p>Share the information on attendance and chronic absenteeism with students according to the schedule.</p> <p>Monthly popcorn challenge to increase student attendance.</p>	Attendance Team ESCT (Equity School Climate Team)
1/3/2023	6/2/2023	<p>Review and revise to collaborate with District staff, including Family Engagement Specialist (FES) and ENL Staff, to identify and provide professional development to staff on Tier 1 and Tier 2 interventions, including the different methods/platforms of communicating with families, as needed.</p> <p>Review and revise to provide teachers with guidance on how to utilize attendance postcards and phone calls home to parents regarding attendance.</p>	Attendance Team

1/3/2023	6/2/2023	Review and revise to implement practices and interventions at each Tier to improve chronic absenteeism, including the proactive activities that reinforce attendance.	Admin, Attendance Team, Teachers, District & School Support Staff
1/3/2023	6/2/2023	Review and revise to provide staff with updates on chronic absenteeism (CA) at least monthly, either grade level team meetings or faculty meetings, that includes CA schoolwide percentages, students receiving support for attendance, tips/ reminders to improve attendance, and progress towards e the accountability goals. Celebrate meeting end-of-year goals with staff. Support Staff speak with grade level team members when there is a student who is chronically absent.	Attendance Team and Admin
1/3/2023	6/23/2023	Review and revise to hold weekly Attendance Team meetings and Impact Team Meetings to monitor schoolwide attendance and chronic absenteeism data, analyze the data, identify students who are chronically absent or are at-risk of being chronically absent, and create and monitor action plans.	Admin and Social Work Team
1/3/2023	6/23/2023	Review and revise to create and implement the plans for each family, based on the root cause analysis of needs for each family, that is tailored to address the needs and barriers impacting consistent attendance at weekly meetings.	Attendance Team
1/3/2023	6/23/2023	Review and revise to communicate the personalized plans for students to all stakeholders and implement the plans.	Attendance Team
1/3/2023	6/23/2023	Review and revise to monitor the implementation of students' plans and the data weekly to determine impact and adjust as needed.	Attendance Team

Survey Goal

Stakeholder Group	Survey Question	2023 Target Response (e.g. % agree or strongly agree)	2022 Result (e.g. % agree or strongly agree)
Students	How much respect do students at your school show you?	55% respond favorably on the student survey.	37% responded favorably

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?)
We have not consistently and explicitly focused on a common schoolwide approach to intentionally focus on Social Emotional Learning.	No
We have not explicitly defined or reinforced expectations for and with students about what a growth mindset looks like, sounds like, and feels like. We have not implemented or leveraged strategies for growth mindset for students or staff consistently. Purple Means Both	No

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
8/1/2022	8/30/2022	Alter the master schedule to allocate Social and Emotional Learning (SEL) time block daily for all classes.	Admin & Master Schedule Committee
8/1/2022	8/30/2022	<p>Collaborate with Admin Team to define expectations and the structures all classes will follow to address SEL explicitly and consistently during the allocated time.</p> <ul style="list-style-type: none"> • SEL Block Schedule (daily) 25 min. <ul style="list-style-type: none"> o Daily Schedule: <p>Morning Meeting (building relationship and a sense of belonging.</p> <ul style="list-style-type: none"> o Topic / Skill Introduction – 5 mins o Student Activity & Discussion 15 mins o Closing Activity / Debrief – 5 mins 	Administration Team

8/1/2022	12/23/2022	Collaborate with Admin Team and Social Workers build the curriculum for the daily SEL time by reviewing Second Step, TCIS, schoolwide & classroom procedures and routines, Code of Conduct Lessons, PAX, Restorative Practices, and Social Justice resources to identify the topics, the stories, the lessons, and the common practices that will be focused on each week during the SEL time (respect, empathy, friendship, communication, social justice). Provide the information to teachers monthly.	Administrative Team
8/1/2022	11/1/2022	Schedule and provide teachers with professional development around the SEL block expectations, the curriculum, the resources, the practices, and the strategies during the first marking period and third marking period. <ul style="list-style-type: none"> • Second Step • TCIS • Bobcat Matrix • Code of Conduct Lessons • PAX • Restorative Practices • Trauma Informed Practices for Educators • Social Justice 	ESCT and Student Support Team
9/1/2022	12/23/2022	Collaborate monthly with grade level partners to review and plan for implementing the SEL block expectations, curriculum / guidance. <p>Student Support team will participate in co-teaching and modeling lessons in classrooms.</p>	Student Support Team
9/16/2022	12/23/2022	Visit classes during the SEL block and provide each teacher with feedback a minimum of once per month. Identify teachers in need of additional support and provide them with the support or training as needed.	Admin Team and Coaches
8/1/2022	9/3/2022	Review the Bobcat Matrix and determine any revisions necessary. Incorporate Social Justice explicitly.	ESCT
9/1/22	9/3/2022	Communicate to teachers the expectation to add specific “look-fors” / behaviors for their class to their Bobcat Matrix to personalize it for their class: <i>student-student or student-teacher interactions.</i>	ESCT
9/1/2022	12/23/2022	Define and share information about the bobcat matrix specifying what specific behaviors to focus on monthly.	ESCT

9/1/2022	12/23/2022	<p>Collaborate with the PAX consultant to incorporate the language for the Bobcat matrix into the PAX procedures and expectations.</p> <p>Collaborate with media specialists to implement daily announcements on speaker, live stream, or in person assemblies relating to the monthly bobcat matrix focus. This includes the participation of students, teachers, staff and admin.</p>	ESCT, Media Specialist
12/2022	1/2022	<p>Administer the mid-year student survey to obtain data on progress toward meeting the mid-year and year-end goals.</p> <p>Analyze results from the mid-year student survey and adjust the action steps as necessary.</p> <p>Report results out to staff, students, and families as applicable including celebrating gains and meeting the mid-year benchmark.</p>	Admin Team

Gauging Success: Mid-Year Benchmark

Identify what the school will review mid-year and what specifically you expect to see in the results of that data to know that you are on track to achieve the goal.

Add additional rows when necessary if there are multiple targets across multiple sources of data.

Data Source	January 2023 Target
Mid-Year Student Survey	By January 2023 we anticipate being at 50%. This target for mid-year will have us on pace to reach 55% by June 2023.

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
1/29/2023	6/23/2023	<p>Continue to collaborate with Admin Team to define expectations and the structures all classes will follow to address SEL explicitly and consistently during the allocated time.</p> <ul style="list-style-type: none"> • SEL Block Schedule (daily) 15 min. <ul style="list-style-type: none"> o Daily Schedule: <p>Morning Meeting (building relationship and a sense of belonging.</p> <ul style="list-style-type: none"> ▪ Topic / Skill Introduction – 5 mins ▪ Student Activity & Discussion 15 mins ▪ Closing Activity / Debrief – 5 mins 	Admin. Team
1/23/23	6/23/2023	<p>Evaluate the progress of teachers' use of SEL curriculum.</p> <p>Second step, TCIS, schoolwide & classroom procedures and routines, Code of Conduct Lessons, PAX, Restorative Practices Social Justice resources to identify the topics, the stories, the lessons, and the common practices that will be focused on each week during the SEL time.</p>	ESCT
1//23/2023	6/23/2023	<p>Continue to visit classes during the SEL block and provide each teacher with feedback a minimum of once per month. Identify teachers in need of additional support and provide them with the support or training as needed.</p>	Admin. Team
1/23/2023	2/28/2023	<p>Review and refine the expectations for how students earn a Bobcat Paw if necessary based on mid-year survey results and adjustments.</p>	Classroom Teachers, Student Support Team ESCT
1/23/2023	6/23/2023	<p>Continue to communicate to teachers the expectation to add specific "look-fors" / behaviors for their class to their Bobcat Matrix to personalize it for their class: <i>student-student or student-teacher interactions.</i></p>	Admin Team and Coaches ESCT

1/23/2023	6/23/2023	Continue to define and share information about the Bobcat matrix specifying what specific behaviors to focus on monthly.	PAX Consultant
1/23/2023	6/23/2023	Continue to collaborate with the PAX consultant to incorporate the language for the Bobcat matrix into the PAX procedures and expectations.	ESCT
1/23/2023	6/23/2023	Collaborate with media specialist to implement daily announcements on speaker, live stream, or in person assemblies relating to the monthly bobcat matrix focus. This includes the participation of students, teachers, staff and admin	ESCT, Admin Team, Media Specialist, Media Team

Learning As A Team

Directions

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

Student Interviews

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

The student interviews helped the team to understand areas we are successful in and areas we need to work on. For example, students are saying that they feel supported by teachers, but teachers also need to understand factors that cause distractions, behaviors, and lowered performances. The team should understand that students want to be successful.

Equity Self-Reflection

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

We have been actively including students with their learning and use of positive strategies to get students to try their best and motivate them to learn. Our team recognizes there needs to be a connection between school, students, and families to promote success and aid support. We also noticed the importance of SEL for our students. If students feel safe, comfortable, and trust peers and teachers, they can focus better on school and learning.

Evidence-Based Intervention

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

State-Supported Evidence Based Strategy

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

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

Our Team’s Process

Background

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

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

Team Members

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

Name	Role
Eric Patterson	Principal
Karen Dotson	Vice Principal
Lisa Dillman	Administrative Intern
Emily Mageira	Teacher
Lorraine Dougherty	Teacher
Katherine Warren	Teacher
Kathleen Kurgan	Instructional Coach
Natalie Davis	Art Teacher
Joy Iris-Wilbanks	ENL Teacher
Suzanne Creekmore	Social Worker
Jessica Svoboda	Teacher
Arlene Smith	Teacher
Darci LaRose	School Librarian

Danae Wyatt	Family Engagement Specialist
Madeline Gonzalez	Parent
Joshua Williams	Parent
GloryAnn Torres	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
5/30/2022 6/1/2022 6/2/2022	X	X			
6/29/2022	ELA		X	X	X
7/1/2022	Math		X	X	X
6/30/2022	ELP		X	X	X
7/6/2022	ELP		X	X	X
6/27/2022 7/1/2022 7/6/2022 7/8/2022	SEL		X	X	X
6/28/2022 6/29/2022	Chronic Absenteeism		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.

