



New York State  
EDUCATION DEPARTMENT  
Knowledge > Skill > Opportunity

# School Comprehensive Education Plan 2023-24

☐ SCEP Template 2023-24 Presentation with staff/BLT to explain the document. Links are in the last slide that we need for data purposes.

District	School Name	Grades Served
Albany	Arbor Hill Elementary	PK-5

### Collaboratively Developed By:

**The Arbor Hill Elementary School SCEP Development Team**

Rosalind Gaines-Harrell - Principal	Janet Escoto- La Voie - Vice Principal
Jerome Perkins - Home School Coordinator	Shanae Lawrence - Community Site Coordinator
Peg Webb - Math Coach	Shannon Donohue - ELA Coach
Rich Gargiula - Teacher	Felicia Nobles - Teacher
Erin Heid - Teacher	Lindsey Howe - Teacher
Lynn Bancroft - Teacher (SPED)	Alton Franklin-Parent

*And in partnership with the staff, students, and families of Arbor Hill Elementary School*

## Guidance for Teams

### Template

Any part of the plan can be collapsed or expanded by clicking on the triangle next to the blue headings. You can also move through the sections of the plan by accessing the Navigation Pane in Microsoft Word.

### Commitments

Prior to working on this document, school teams should be sure to complete the following activities:

- **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

Following those activities, school teams should complete the SCEP Planning Document to make connections between the activities above and consider potential next steps to prioritize in the upcoming year as the team considers **“What should we prioritize to support our students and work toward the school we wish to be?”**

The team should identify 2 to 4 Commitments for the 2023-24 school year. For each Commitment, the team will identify strategies that will advance these Commitments and benchmarks to determine if the school is on track with its implementation. **School teams will need to ensure that at least one commitment is aligned to teaching and learning.**

### Success Criteria and Benchmark Targets

After school teams identify their Commitments, they should consider success criteria and benchmarks that will help them determine if they are making sufficient progress toward their Commitment throughout the year. Each Commitment will have at least one end-of-the-year goal, a mid-year benchmark, strategies that will allow the school to reach those goals and benchmarks, early progress milestones, and spring survey targets.

The plan template is designed with the intention the school teams will return to their plan throughout the year and make updates when necessary. As part of the Success Criteria for each Commitment, there is a section for the team to update during the year and input the data they ended up seeing next to the target they originally identified. Teams should keep this section blank when writing the plan and anticipate bringing the team back together throughout the upcoming year to gauge the success of the plan.

### Strategies

In conjunction with identifying benchmarks, teams should consider strategies that will allow the school to reach these benchmarks and advance that commitment.

### Resources for Team

NYSED Improvement Planning website: <http://www.nysed.gov/accountability/improvement-planning>

- [Assembling Your Improvement Planning Team](#)
- [Envision: Exploring Our Vision, Values and Aspirations](#)
- [Analyze: Internal and External Data](#) - All Schools
- [Analyze: Survey Data](#)- All Schools

## Guidance for Teams

- [Analyze: Tenet 1 Systems and Structures Inventory](#)- All Schools
- [Listen: Interviewing Students](#)
- [Putting it all Together: SCEP Planning Document](#)
- SCEP Sample: [Cohesive, Relevant Curriculum](#)
- SCEP Sample: [Deepening Connections](#)
- SCEP Sample: [Graduation Through Relationships](#)
- SCEP Sample: [Graduation and Success Beyond HS](#)

COMMITMENT I-ELA/Social Studies  ELA SCEP guidance 23-24

Our Commitment

<p><b>What is one Commitment we will promote for 2023-24?</b></p>	<p><b>We commit to providing access to grade level, standards-based instruction, while including scaffolds for those who need it during core and small group instruction to increase student proficiency in ELA.</b></p>
<p><b>Why are we making this Commitment?</b></p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>• <i>How does this Commitment fit into what we envision for the school?</i></li> <li>• <i>How does this Commitment relate to what we heard when listening to others?</i></li> <li>• <i>How does this Commitment connect to what we observed through analysis?</i></li> </ul>	<p>Envision: We believe as a school that in order to provide grade-level access that we must engage in practices that will yield increased student performance. This includes increasing the opportunity for student voice through choice, data-driven small group instruction, and higher order thinking questions.</p> <p>Listening: 84% of students shared that they work in partners or groups within the classroom (DTSDE). During student interviews, when asked what are things that our school is doing this year that should be continued next year, they discussed independent choice time and projects both in class and specials.</p> <p>Staff shared within the 2022-2023 DTSDE Survey that “students are involved in higher level thinking”, (82.1%) that “Teachers in the school effectively use a variety of strategies during critical input to meet learners’ diverse needs (92.6%) which demonstrates staff commitment to providing access to grade level instruction in a variety of ways to meet student needs.</p> <p>Analysis: Although staff and student data indicate that a variety of strategies are used in the classroom, the academic outcomes do not yet yield proficient results. Summative data collected through NWEA indicates that students in grades K-5 have met their projected growth from Winter 22 to Spring 23 within the range of 40-79%. However, the <b>proficiency</b> rate for students in ELA from Winter to Spring is 20%-45%. Testing grades 3-5 had a proficiency rate of 20-29%. Meaning approximately a quarter of the students are proficient in ELA that take NYS exams. This limited performance of proficiency is the foundation of what we envision as well as the change of practice needed to meet our goals.</p>

Commitment 1- ELA/Social Studies

We also know that some of the practices stated in what we envision must also be combined with the understanding that teachers must create opportunities within the classroom that have the largest effect-size (Hattie, ie. cooperative learning 0.42, Rtl 1.07, feedback .75, teaching strategies, .62 grades and student expectations 1.44) to generate retention of student progress as they move within the building.

Progress Targets

By the end of the year, we will look to the see the following occur:

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing <i>(complete at the end of the year)</i>
<b>End-Of-The-Year Goals</b>	NWEA CGP	50-80% CGP	
	NWEA % Met Growth	50-80% Met Growth	
	NWEA % Mean RIT	50- 80% % Mean RIT	
	Administrative Walkthrough Data Tool	80% Alignment to Learning Standards 80% CRE/Student Voice 80% Cognitive Engagement	

Insert Spring NWEA TABLE from Ken Robin if Commitment is in ELA or Math

Key Strategies, Resources, and Action

Time Frame	STRATEGY/METHODS/RESOURCES	Monitor progress each month with notes and color code. Red-Not Started · Yellow-In Progress · Green-Completed · Grey-Unscheduled				
Start and End Month	<ul style="list-style-type: none"> <li>What strategies will we pursue as part of this Commitment?</li> <li>What does this strategy entail? What will implementation look like in our school?</li> <li>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</li> </ul>	Summer	September	October	November	December
9/2-2023-12/2023	During common planning time (CPT) teachers will have weekly scheduled rotations of focus which will include: data analysis, Tiered Plans of small group instruction (SGI), teacher directed planning, teacher practice, student-centered activities, intervisitations and coaching cycles.					
9/2023-12/2023	When writing, teachers will make sure that students receive feedback in multiple ways on writing pieces through video, checklists, 1:1 conferencing both handwritten and typed. Student work will be analyzed during CPT and used to determine next steps by teachers to increase student performance.					
9/2023-12/2023	Based on NYS standards, teachers will look at student work (LASW), score and become proficient in success criteria-which will					

Commitment 1- ELA/Social Studies

	provide a baseline on student progress and growth, throughout the writing process.					
9/2023-12/2023	Building leaders and instructional supervisors will conduct monthly walkthroughs using the established walkthrough tool on a core group of teachers that focus on two core actions: Core Action 2-employ questions and tasks, both oral and written, that are text specific and accurately address the analytical thinking required by the grade level standards. And Core Action 3-provide all students with opportunities to engage in the work of the lesson. Teachers in K, 3 and 4 will be targeted initially, based on Spring 22-23 data. The walkthrough tool will be used to provide feedback to the teachers surrounding these core actions.					
9/2023-12/2023	Teachers and the ELA coach will develop, implement, and monitor Tier 1 documents monthly to plan for small group instruction that is scaffolded to grade level outcomes where needed. Monthly monitoring of student progress and adjustment to plans will occur during scheduled meetings. Tier 1 review will include a variety of data sources, including but not limited to EasyCBM, Lori Strong Assessment, NWEA, and/or classroom formative assessment data with the goal of improving and aligning small group instruction.					
9/2023-12/2023	Professional development planning will occur monthly, intentionally focusing on supporting					

Commitment 1- ELA/Social Studies

	implementation of materials for small group instruction in ELA. Addressing the unfinished instruction while also supporting teachers in developing expertise in the foundational skills scope and sequence, unit plans, grade level writing and SGI.					
9/2023-12 /2023	Three week coaching cycles will occur with a targeted group of teachers around integration of foundational skills scope and sequence, unit plans (including TDQs), grade level writing as aligned to professional development opportunities and SGI support. Cycles will be provided to the classroom teachers starting a new loop in grades K, 2 and 4.					
9/2023-12 /2023	The Reading interventionist will meet with the ELA coach weekly and the classroom teacher monthly. Data will be recorded in the tiered plan to track student progress. The interventionist will push into grades K-5, focusing on Tier 2, 3, and enrichment students.					
9/2023-12 /2023	Teacher intervisitation will occur once per month based on the reflective discussions held during CPT. The list of things to observe during visitations is not limited to but may include: Student work as it is related to, questioning, student voice in class and across grade levels ,classroom management in regards to SGI, strategies used to increase student voice, student self assessment, anecdotal notes, students analyzing other student work,					

Commitment 1- ELA/Social Studies

	collaboration with peers across grade levels (same class and different grade levels). Topics to see, may include but are not limited to: gallery walk, jigsaw, think- pair-share, info gap, accountable talk moves, or MLR's.					
9/2023-12 /2023	Students will track and set goals around their NWEA and EZ-CBM results ELA data in September, October, January and June					

We believe we will be on track to meet our Mid-Year Benchmark(s) if six to ten weeks into the school year, we are able to reach the following Early Progress Milestones:

Early Progress Milestones	What data will we be reviewing?	What do we hope to see when we review that data? ( <i>Identify Quantitative Data or Qualitative Descriptors in this space</i> )	What we ended up seeing ( <i>complete six to ten weeks into the school year</i> )
Student Data	Unit Assessments EasyCBM (Also add checkpoints CKLA)	60-80% of students are demonstrating proficiency on the unit assessment and EZCBM and CKLA	

Commitment 1- ELA/Social Studies

<p><b>Adult/Schoolwide Behaviors and Practices</b></p>	<p><b>Teacher Intervisitation</b></p>	<p>During teacher intervisitation, teachers are facilitators, work planned and provided in small groups show that students are able to independently run the centers looking for student support when troubleshooting. There is also a variety of media used to attract all learners, writing, recording, pictures, etc, as they address the expected standard.</p> <p>During CPT, teachers are looking at data and professional development opportunities received to initiate class intervisitations to improve their practice. At least (1) cross grade level classroom visit per teacher based on teacher-led choice of protocol and strategy</p>	
<p><b>Adult/Schoolwide Behaviors and Practices</b></p>	<p><b>Administrative Data Walkthrough Tool</b></p>	<p>Teachers will receive administrative feedback on the targeted areas connected to strategies taught as it applies to NYS Standards:</p> <ul style="list-style-type: none"> <li>● Alignment to the learning standard</li> <li>● CRE/Student voice</li> <li>● Cognitive Engagement</li> </ul>	

Commitment 1- ELA/Social Studies

<p><b>Student Behaviors and Practices</b></p>	<p><b>Administrative Classroom Visits Tool</b></p>	<p>Administrative classroom visits target teacher integration of a teacher’s new learning and will focus on: Time on Task, Student Engagement, Instructional Routines, and Class Culture. During the visits, the administrator will look for the following:</p> <ul style="list-style-type: none"> <li>● Student material is varied and scaffold to fit the needs of that group of students.</li> <li>● Students are able to explain their thinking to a visiting adult or peer.</li> <li>● Peer feedback is evident through peer to peer rubric and checklist established by the classroom teacher during small groups.</li> </ul>	
---	--	---	--

We believe achieving the following Mid-Year Benchmark(s) will give us good insight into our ability to reach our year-end goal:

	<p><b>What data will we be reviewing?</b></p>	<p><b>What do we hope to see when we review that data?</b></p>	<p><b>What we ended up seeing</b> <i>(complete when reviewing mid-year data)</i></p>
--	---	--	--

Commitment 1- ELA/Social Studies

<b>Mid-Year Benchmark(s)</b>	NWEA CGP	50-80% CGP	
	NWEA % Met Growth	50-80% Met Growth	
	NWEA % Mean RIT	50- 80% % Mean RIT	
	Administrative Walkthrough Data Tool	50-80% Alignment to Learning Standards 50-80% CRE/Student Voice 50-80% Cognitive Engagement	

Insert Winter NWEA TABLE from Ken Robin if Commitment is in ELA or Math

Time Frame	STRATEGY/METHODS/RESOURCES	Monitor progress each month with notes and color code. Red-Not Started · Yellow-In Progress · Green-Completed · Grey-Unscheduled				
Start and End Month	<ul style="list-style-type: none"> <li>What strategies will we pursue as part of this Commitment?</li> <li>What does this strategy entail? What will implementation look like in our school?</li> <li>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</li> </ul>	January	February	March	April	May
1/2024-6/2024	As a part of the commitment to increase student outcomes through change in teacher practice, a multi-faceted approach will be used. During common planning time (CPT) teachers moves will continue to be based on					

Commitment 1- ELA/Social Studies

	rotations to include data analysis, Tier Plans of small group instruction (SGI), teacher directed planning, teacher practice, student-centered activities, intervisitations and coaching cycles.					
1/2024-6/2024	As a part of teacher practice, students will continue to provide feedback in multiple ways on writing pieces through video, checklists, 1:1 conferencing handwritten and typed. Student work will be analyzed during CPT and used to determine next steps by teachers to increase student performance.					
1/2024-6/2024	Based on ELA standards, teachers will continue to look at student work (LASW) and become proficient in success criteria-which will provide a baseline on student progress and growth					
1/2024-6/2024	Building leaders and instructional supervisors will continue to conduct monthly walkthroughs on a targeted group of teachers based on mid-year academic outcomes for each cohort that focus on Core Actions 2 and 3, establishing small groups and routine practices at the rigor of the standard, followed-up by written and/or face to face feedback.					
1/2024-6/2024	Teachers and the ELA coach will continue to develop, implement, and monitor Tier 1 documents monthly to plan for small group instruction that is scaffolded to grade level outcomes where needed. Monthly monitoring of student progress and adjustment to plans will occur during scheduled meetings. Tier 1					

Commitment 1- ELA/Social Studies

	review will include a variety of data sources, including but not limited to EasyCBM, Lori Strong Assessment, NWEA, and/or classroom formative assessment data with the goal of improving and aligning small group instruction.					
	Teacher Intervisitiation will occur once per month based on the reflective discussions held during CPT. The list of things to observe during visitations is not limited to but may include: Student work as it is related to, questioning, student voice in class and across grade levels, classroom management in regards to SGI, strategies used to increase student voice, student self assessment, anecdotal notes, students analyzing other student work, collaboration with peers across grade levels (same class and different grade levels). Topics to see, may include but are not limited to: gallery walk, jigsaw, think- pair-share, info gap, accountable talk moves, or MLR's.					
1/2024-6/2024	Students will track and set goals around their NWEA and EZ-CBM results ELA data in October, January and June.					

COMMITMENT 2-Math/Science  2023-2024 Math SCEP statement

 2023-2024 Science SCEP statement

Our Commitment/ Root Cause

<p><b>What is one Commitment we will promote for 2023-24?</b></p>	<p>We are committed to provide all students with an equitable learning environment, where all students are supported to learn rigorous academics, are highly engaged, with repeated opportunities for student voice and where teachers leverage the materials and practices needed to support proficiency in mathematics for all students. We are also committed to preparing the 5th grade students for proficiency in science.</p>
<p><b>Why are we making this Commitment?</b></p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>• <i>How does this Commitment fit into what we envision for the school?</i></li> <li>• <i>How does this Commitment relate to what we heard when listening to others?</i></li> <li>• <i>How does this Commitment connect to what we observed through analysis?</i></li> </ul>	<p>Envision- Our students will have the opportunity for student voice and choice to demonstrate their learning. This is accomplished through the use of grade level curriculum materials and specific inclusive instructional strategies that allow all students an entry point into the lesson. The strategies are including but not limited to:</p> <ul style="list-style-type: none"> <li>• Developing a deeper understanding of Next Generation Standards including the Student Math Practices (1, 2 , 7 and 8), Rigor, and Coherence.</li> <li>• Learning around Math strategies and routines that foster student engagement and increased student voice (number talks, number strings, three read, notice and wonder and MLR’s (Math Learning Routines). These are embedded within the new primary resource Illustrative Math (IM).</li> </ul> <p>In addition, there has been a shift in the expectations in science specifically for 5th grade students, we will be exploring their needs that will allow them to proficiently demonstrate their learning.</p> <p>Listening: Using the DTSDE survey provided to students in grades 2-5, 84% of students shared that they work in partners or groups within the classroom. During the SCEP student interviews, when asked what are things that our school is doing this year that should be continued next year, they discussed independent choice time and projects both in class and specials. This is in alignment with the commitment stated regarding student voice and choice.</p>

Commitment 2- Math/Science

Analysis: Summative data collected through NWEA of students K-5 indicates that from Winter 2022 to Spring 2023 have met projected growth within the range of 67%-91% . However, the **proficiency** rate in Math for the same students is only 15%-44%. When looking specifically at the students in grades 3-5 who take the NYS exam, the proficiency range falls between 20-29%. This limited performance of proficiency is the foundation for what we envision as well as the change of teacher practice needed to meet our goals.

Progress Targets

By the end of the year, we will look to the see the following occur:

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing <i>(complete at the end of the year)</i>
<b>End-Of-The-Year Goals</b>	NWEA CGP	50-80% CGP	
	NWEA % Met Growth	50-80% Met Growth	
	NWEA % Mean RIT	50- 80% % Mean RIT	
	Administrative Walkthrough Data Tool	50-80% Alignment to Learning Standards 50-80% CRE/Student Voice 50-80% Cognitive Engagement	

Insert Spring NWEA TABLE from Ken Robin if Commitment is in ELA or Math

## Key Strategies, Resources, and Action

Time Frame	STRATEGY/METHODS/RESOURCES	Monitor progress each month with notes and color code. Red-Not Started · Yellow-In Progress · Green-Completed · Grey-Unscheduled				
Start and End Month	<ul style="list-style-type: none"> <li>What strategies will we pursue as part of this Commitment?</li> <li>What does this strategy entail? What will implementation look like in our school?</li> <li>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</li> </ul>	Summer	September	October	November	December
09/2023	5th grade teachers will have PD training for the labs students are expected to complete in preparation for the new 5th grade NYS Science Exam.					
09/2023	1st (2) Common Planning Times in September will be Math focused on the components of the new Illustrative Math curriculum. The intent is to support teachers with delivering instructional content with the focus on pacing and data collection of the standards taught.					
09/2023-12/2023	Based on NWEA results from Spring 2023, building leaders and instructional supervisors will conduct monthly walkthroughs on grades 3 and 4. The focus will be on establishing					

Commitment 2- Math/Science

	routines found in the new IM curriculum and addressing the rigor of the standards, followed-up by written and/or face to face feedback.					
<b>09/2023-12/2023</b>	Once a month professional development for teachers in Math is used to enhance instructional practice and to increase student outcomes for mastery of standards taught according to the district pacing map for this trimester.					
<b>09/2023-12/2023</b>	CPT1 Data meeting- Can include but not limited to NWEA, Section Checkpoints, Unit Assessments, Cool Downs/exit tickets and are used to determine the next steps for instructional planning. This will support the focus for the subsequent CPT meetings during the month.					
<b>09/2023-12/2023</b>	CPT 2 Tiered Plans - The focus is on small group instruction to close the gap of students who have not yet mastered grade level standards and to enrich students who have mastered the standards. The intent is to support unfinished teaching for specific students and to enhance student learning for on or above grade level.					
<b>09/2023-12/2023</b>	CPT 3 and 4 Teacher Directed- The teacher directs the focus of the CPT. It is based on the needs for that grade level. The intent is to discuss strategies that can be taught and the misconceptions that students might have during the lesson. This can include but not limited to strategies like number strings, number talks, the 3 read strategy, and					

Commitment 2- Math/Science

	purposeful questioning surrounding Depth of Knowledge levels 2,3, and 4. Teachers will plan ahead to prepare lessons that support the Illustrative Math program. During these common planning times, teachers will analyze Illustrative Math lessons to support instruction.					
<b>10/2023-12/2023</b>	Teacher Intervisitation will occur once per month based on the reflective discussions held during CPT. The list of things to observe during visitations is not limited to but may include: Student work as it is related to, questioning, student voice in class and across grade levels, classroom management in regards to SGI, strategies used to increase student voice, student self assessment, anecdotal notes, students analyzing other student work, collaboration with peers across grade levels (same class and different grade levels). Topics to see, may include but are not limited to: gallery walk, jigsaw, think- pair-share, info gap, accountable talk moves, or MLR's.					
<b>09/2023-12/2023</b>	The Math interventionist will push into grades 2-5 (5 times a week/daily) using the Bridges Intervention program with the "approaching" students. They will meet with the math coach weekly, to discuss the content taught using Bridges and to track the group so the students remain on target for the Bridges objectives for that module. Classroom teachers will also be using the					

Commitment 2- Math/Science

	Bridges intervention to address unfinished teaching with the “below” level group. The intent is to close the gap for below and approaching grade level students and gain mastery of grade level standards.					
<b>09/2023-10/2023</b>	Coaching Cycles with Group A will begin in October and will target the specific needs of that group based on data and teacher direction. Coaching cycle format can include co-teaching with that group, and then releasing with a specific observation from the math coach.					
<b>11/2023-12/2023</b>	Coaching Cycles with Group B will begin in November and will target the specific needs of that group based on data and teacher direction. Coaching cycle format can include modeling , co-teaching with that group, and then releasing with a specific observation from the math coach.					

We believe we will be on track to meet our Mid-Year Benchmark(s) if six to ten weeks into the school year, we are able to reach the following Early Progress Milestones:

Early Progress Milestones	What data will we be reviewing?	What do we hope to see when we review that data? <i>(Identify Quantitative Data or Qualitative Descriptors in this space)</i>	What we ended up seeing <i>(complete six to ten weeks into the school year)</i>
---------------------------	---------------------------------	---	---

Commitment 2- Math/Science

<p><b>Student Data</b></p>	<p><b>Unit Assessments</b></p>	<p>60-80% of students are demonstrating proficiency on the unit assessment in IM and the Progress Monitoring in Bridges intervention.</p>	
<p><b>Adult/Schoolwide Behaviors and Practices</b></p>	<p><b>Teacher Intervisitiation</b></p>	<p>During classroom visits, teachers are facilitators, work planned and provided in small groups show that students are able to independently run the centers looking for student support when troubleshooting. There is also a variety of media used to attract all learners, writing, recording, pictures, etc, as they address the expected standard. During CPT, teachers are looking at data and professional development opportunities received to initiate class intervisitations to improve their practice. At least (1) cross grade level classroom visit per teacher based on teacher-led choice of protocol and strategy</p>	
<p><b>Adult/Schoolwide Behaviors and Practices</b></p>	<p><b>Administrative Data Walkthrough Tool</b></p>	<p>Teachers will receive administrative feedback on the targeted areas connected to strategies taught as it applies to NYS Standards:</p> <ul style="list-style-type: none"> <li>● Alignment to the learning standard</li> <li>● CRE/Student voice</li> <li>● Cognitive Engagement</li> </ul>	

Commitment 2- Math/Science

<p><b>Student Behaviors and Practices</b></p>	<p><a href="#">Administrative Classroom Visits Tool</a></p>	<p>Administrative classroom visits target teacher integration of a teacher’s new learning and will focus on: Time on Task, Student Engagement, Instructional Routines, and Class Culture. During the visits, the administrator will look for the following:</p> <ul style="list-style-type: none"> <li>● Student material is varied and scaffold to fit the needs of that group of students.</li> <li>● Students are able to explain their thinking to a visiting adult or peer.</li> <li>● Peer feedback is evident through peer to peer rubric and checklist established by the classroom teacher during small groups.</li> </ul>	
---	---	---	--

We believe achieving the following Mid-Year Benchmark(s) will give us good insight into our ability to reach our year-end goal:

	<p><b>What data will we be reviewing?</b></p>	<p><b>What do we hope to see when we review that data?</b></p>	<p><b>What we ended up seeing</b> <i>(complete when reviewing mid-year data)</i></p>

Commitment 2- Math/Science

<b>Mid-Year Benchmark(s)</b>	NWEA CGP	50-80% CGP	
	NWEA % Met Growth	50-80% Met Growth	
	NWEA % Mean RIT	50- 80% % Mean RIT	
	Administrative Walkthrough Data Tool	50-80% Alignment to Learning Standards 50-80% CRE/Student Voice 50-80% Cognitive Engagement	

Insert Winter NWEA TABLE from Ken Robin if Commitment is in ELA or Math



Time Frame	STRATEGY/METHODS/RESOURCES	Monitor progress each month with notes and color code. Red-Not Started · Yellow-In Progres · Green-Completed · Grey-Unscheduled				
Start and End Month	<ul style="list-style-type: none"> <li>What strategies will we pursue as part of this Commitment?</li> <li>What does this strategy entail? What will implementation look like in our school?</li> <li>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</li> </ul>	January	February	March	April	May
1/1/24 -6/31/24	Teachers will continue training for the labs related to the new 5th grade NYS Science Exam.					

Commitment 2- Math/Science

<p><b>1/1/24 -6/31/ 24</b></p>	<p>Building leaders and instructional supervisors will continue to conduct monthly walkthroughs on a targeted group of teachers based on mid-year academic outcomes for each cohort. The focus will be on establishing routines found in the new IM curriculum, followed-up by written and/or face to face feedback.</p>					
<p><b>1/1/24 -6/31/ 24</b></p>	<p>Once a month professional development for teachers in math is used to enhance instructional practice and to increase student outcomes for mastery of standards taught according to the district pacing map for this trimester.</p>					
<p><b>1/1/24 -6/31/ 24</b></p>	<p>CPT1 Data meeting- Can include but not limited to NWEA, Section Checkpoints, Unit Assessments, Cool Downs/exit tickets and are used to determine the next steps for instructional planning. This will support the focus for the subsequent CPT meetings during the month.</p>					
<p><b>1/1/24 -6/31/ 24</b></p>	<p>CPT 2 Tiered Plans - The focus is on small group instruction to close the gap of students who have not yet mastered grade level standards and to enrich students who have mastered the standards. The intent is to support unfinished teaching for specific students and to enhance student learning for on or above grade level.</p>					
<p><b>1/1/24 -6/31/ 24</b></p>	<p>CPT 3 and 4 Teacher Directed- The teacher directs the focus of the CPT. It is based on the needs for that grade level. The intent is to discuss strategies that can be taught and the misconceptions that students might have during the lesson. This can include but not</p>					

Commitment 2- Math/Science

	limited to strategies like number strings, number talks, the 3 read strategy, and purposeful questioning surrounding Depth of Knowledge levels 2,3, and 4. Teachers will plan ahead to prepare lessons that support the Illustrative Math program. During these common planning times, teachers will analyze Illustrative Math lessons to support instruction.					
<b>1/1/24 -6/31/ 24</b>	Teacher Intervisitation will occur once per month based on the reflective discussions held during CPT. The list of things to observe during visitations is not limited to but may include: Student work as it is related to, questioning, student voice in class and across grade levels , classroom management in regards to SGI, strategies used to increase student voice, student self assessment, anecdotal notes, students analyzing other student work, collaboration with peers across grade levels (same class and different grade levels). Topics to see, may include but are not limited to: gallery walk, jigsaw, think- pair-share, info gap, accountable talk moves, or MLR's.					
<b>1/1/24 -6/31/ 24</b>	Coaching Cycles with Group A will begin in January and will target the specific needs of that group based on data and teacher direction. Coaching cycle format can include modeling , co-teaching with that group, and then releasing with a specific observation from the math coach.					
<b>2/1/24 -6/31/ 24</b>	Coaching Cycles with Group B will begin in February and will target the specific needs of that group based on data and teacher					

Commitment 2- Math/Science

	direction. Coaching cycle format can include modeling , co-teaching with that group, and then releasing with a specific observation from the math coach.					
--	--	--	--	--	--	--

## COMMITMENT 3- Attendance

*This section can be deleted if the school does not have a third commitment.*

### Our Commitment

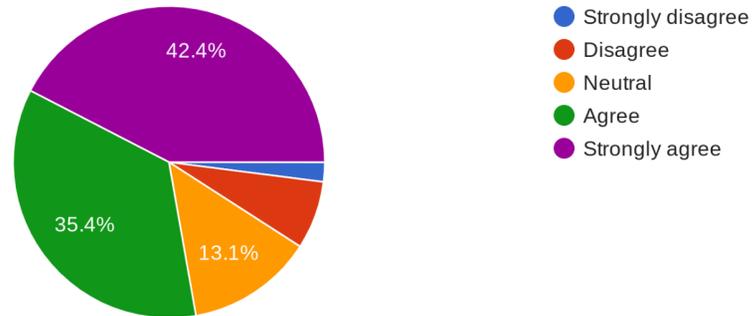
<p><b>What is one Commitment we will promote for 2023-24?</b></p>	<p>We are committed to ensuring that students have the opportunity to attend school at least 90% of the time to improve instructional outcomes. By offering robust enrichment and engaging learning opportunities, students will attend school and increase their academic and SEL performance.</p>
<p><b>Why are we making this Commitment?</b></p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>• <i>How does this Commitment fit into what we envision for the school?</i></li> <li>• <i>How does this Commitment relate to what we heard when listening to others?</i></li> <li>• <i>How does this Commitment connect to what we observed through analysis?</i></li> </ul>	<p>Envision :Our school mission is to stimulate and nurture the intellectual, emotional and physical growth of every child. It is through that mission that we expect students to thrive. In order to do this, they must be present for instruction and enrichment opportunities.</p> <p>Increased student engagement and activities <b>increases</b> student motivation to attend school due to student voice. 78% of students agreed or strongly agreed that they looked forward to coming to</p>

### Commitment 3- Attendance

school on an enrichment day.

I looked forward to coming to school on enrichment day

99 responses



Increasing active engagement activities at the start of the school day, like RULER student circles are a great motivating tool to attend. Start scheduled specials, which are a part of student enrichment, closer to bus arrival at 9:30 AM.

Analysis: Student attendance data shows that 20% of the overall chronic absences occur in the month of December, which is the highest percentage of any month of record.

Student tardiness due to late buses account for 150 minutes of missed instruction per week, or 20 hours, or approximately 3 full days of school per month.

Grade level analysis indicates that our youngest learners PreK, K, have the highest rate of chronic absenteeism. Both grade levels have an 85% attendance rate. Although they are non-compulsory. According to Educational research for Recovery, students who are chronically absent in kindergarten have lower attendance rates and achievement in future grades. Efforts to improve chronic absenteeism should start with a focus on Pre-K and K.

Commitment 3- Attendance

Progress Targets

By the end of the year, we will look to the see the following occur:

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing <i>(complete at the end of the year)</i>
<b>End-Of-The-Year Goals</b>	Chronic Absenteeism Rate Baseline data	Reduction of chronic absenteeism rate by <b>20%</b> of the baseline data, June 2023: <b>June 2023 Baseline (goal)</b> K-57% (46%) 1-48% (39%) 2-51% (41%) 3-44% (35%) 4-41% (37%) 5-36% (29%)	

Key Strategies, Resources, and Action

Time Frame	STRATEGY/METHODS/RESOURCES	Monitor progress each month with notes and color code. Red-Not Started · Yellow-In Progress · Green-Completed · Grey-Unscheduled				
Start and End Month	<ul style="list-style-type: none"> <li>What strategies will we pursue as part of this Commitment?</li> <li>What does this strategy entail? What will implementation look like in our school?</li> <li>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</li> </ul>	Summer	September	October	November	December

Commitment 3- Attendance

<p><b>9/2023</b></p>	<p>In September, the Attendance Team will complete the self-assessment tool:  <a href="https://www.attendanceworks.org/wp-content/uploads/2019/06/SCHOOL-PRACTICE-Self-Assessment-Tool-9-23-19.pdf">https://www.attendanceworks.org/wp-content/uploads/2019/06/SCHOOL-PRACTICE-Self-Assessment-Tool-9-23-19.pdf</a>                      Using the data collected, a plan will be developed based on the largest gap determined by the results. This information will then be shared with all stakeholders which include teachers, TAs, and parents. Stakeholders will receive monthly reports on student attendance progress.</p>					
<p>10/2023-1 2/2023</p>	<p>Based on the attendance works data as a baseline, the Attendance Team will meet monthly. During that meeting the Attendance Team will “monitor attendance data and identify trends with student attendance”. This data will be shared with the stakeholders and determine specific opportunities to increase student attendance for all learners including but not limited to small-group academic activities, social-emotional learning, (SEL) and RULER enrichment activities at the start of the school day.</p>					
<p>10/2023-1 2/2023</p>	<p>The Attendance Team will “examine the reason for absences using quantitative and qualitative data”monthly, reporting this information to all stakeholders. Stakeholders will be able to provide feedback each trimester to support student attendance growth.</p>					
<p>10/2023-1 2/2023</p>	<p>Using the attendance works assessment tool, the Attendance Team will then “ensure</p>					

Commitment 3- Attendance

	chronically absent students receive needed support based on the qualitative and quantitative data.”					
10/2023-1 2/2023	Using attendance trackers, all students will track their own attendance and set goals around being present 95% of the time for each trimester, November, January and June. Students who achieve this goal, will be recognized and provided incentives at the school assembly.					
10/2023-1 2/2023	HSC and attendance liaisons will continue to conduct monthly home visits to targeted students.					
10/2023-1 2/2023	Classroom teachers will monitor student attendance daily, reporting student lateness and absences daily.					
10/2023-1 2/2023	As a part of student announcements that occur once per week, students will have an attendance challenge building-wide by grade level that will compare week to week, month to month and year to year.					

We believe we will be on track to meet our Mid-Year Benchmark(s) if six to ten weeks into the school year, we are able to reach the following Early Progress Milestones:

Commitment 3- Attendance

Early Progress Milestones	What data will we be reviewing?	What do we hope to see when we review that data? <i>(Identify Quantitative Data or Qualitative Descriptors in this space)</i>	What we ended up seeing <i>(complete six to ten weeks into the school year)</i>
Student Data	Chronic Absenteeism	Increase of all CA students attendance rates from 2022-2023 baseline from June 2023: K-57% 1-48% 2-51% 3-44% 4-41% 5-36%	
Adult/Schoolwide Behaviors and Practices	Attendance Systems	Comparative data from the 22-23 school year show a decrease in student absenteeism. Teacher and staff emails entail concerns for student attendance within 1-2 days of absence. Teachers making phone calls, text messages regarding student absence. November and January assemblies conducted where students are recognized prevent an increase in student absenteeism in the month of December, the month with the highest rate of absenteeism.	

Commitment 3- Attendance

<p><b>Student Behaviors and Practices</b></p>	<p>Attendance Trackers, Surveys</p>	<p>Student attendance trackers are completed by students and they are able to discuss their attendance goals with the classroom teacher and parents during parent-teacher conference meetings. They can also discuss this information with their peers, and set a goal for the next trimester with their parents, teacher and/or another adult.</p>	
---	-------------------------------------	---	--

We believe these Winter survey responses will give us helpful feedback about our progress with this Commitment:

	<p><b>Survey Question(s) or Statement(s)</b></p>	<p><b>Desired response</b> <i>(e.g., % agree or strongly agree)</i></p>	<p><b>What we ended up seeing</b> <i>(complete once Spring survey results are available)</i></p>
<p><b>Student Survey</b></p>	<p>L4. Our school is positive and fun 65.2% F29. My family goes to school events and conferences 68.1%</p>	<p>80% 80%</p>	
<p><b>Staff Survey</b></p>	<p>DV83. Students say the curriculum is relevant to their interests and background. 72%</p>	<p>80%</p>	
<p><b>Family Survey</b></p>	<p>DV83. My children say the curriculum is relevant to their interests and background. 65.4% T30. My child is required to self-monitor their progress and keep track of their own learning. 64%</p>	<p>80% 80%</p>	

Commitment 3- Attendance

We believe achieving the following Mid-Year Benchmark(s) will give us good insight into our ability to reach our year-end goal:

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing <i>(complete when reviewing mid-year data)</i>
<p><b>Mid-Year Benchmark(s)</b></p>	<p>Attendance works self-assessment tool created in September:  <a href="https://www.attendanceworks.org/wp-content/uploads/2019/06/SCHOOL-PRACTICE-Self-Assessment-Tool-9-23-19.pdf">https://www.attendanceworks.org/wp-content/uploads/2019/06/SCHOOL-PRACTICE-Self-Assessment-Tool-9-23-19.pdf</a></p> <p>PowerBI (Data Collection Tool)</p>	<p>Attendance Works: In the 10 areas listed, there is an increase in the area of strength.</p> <p>Power Bi: Comparative attendance data from September-December, shows a decrease in chronic absenteeism based on the 22-23 levels below:                      K-59%                      1-55%                      2-54%                      3-70%                      4-53%                      5-48%</p>	

Commitment 3- Attendance

Time Frame	STRATEGY/METHODS/RESOURCES	Monitor progress each month with notes and color code. Red-Not Started · Yellow-In Progress · Green-Completed · Grey-Unscheduled				
Start and End Month	<ul style="list-style-type: none"> <li>What strategies will we pursue as part of this Commitment?</li> <li>What does this strategy entail? What will implementation look like in our school?</li> <li>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</li> </ul>	January	February	March	April	May
1/2024-6/2024	<p>In January, the Attendance Team will review the self-assessment tool and rescore: <a href="https://www.attendanceworks.org/wp-content/uploads/2019/06/SCHOOL-PRACTICE-Self-Assessment-Tool-9-23-19.pdf">https://www.attendanceworks.org/wp-content/uploads/2019/06/SCHOOL-PRACTICE-Self-Assessment-Tool-9-23-19.pdf</a></p> <p>Using the data collected, a plan of focus will be based on the largest gap determined by the results. This information will then be shared with all stakeholders. Stakeholders will continue to receive monthly reports on student attendance progress.</p>					
1/2024-6/2024	<p>Based on the attendance works data as a baseline, the Attendance Team will meet monthly. During that meeting the attendance team will “monitor attendance data and identify trends with student attendance”. This</p>					

Commitment 3- Attendance

	data will be shared with the stakeholders and determine specific opportunities and incentives to increase student attendance for all learners including but not limited to small-group academic activities, social-emotional learning, (SEL) and RULER enrichment activities at the start of the school day.					
1/2024-6/2024	The Attendance Team will “examine the reason for absences using quantitative and qualitative data” monthly, reporting this information to all stakeholders. Stakeholders will be able to provide feedback each trimester to support student attendance growth.					
1/2024-6/2024	Using the attendance works assessment tool, the Attendance Team will then “ensure chronically absent students receive needed support based on the qualitative and quantitative data.”					
1/2024-6/2024	Using attendance trackers, all students will track their own attendance and set goals around being present 95% of the time for each trimester, November, January and June. Students who achieve this goal, will be recognized at the school assembly.					
1/2024-6/2024	HSC and attendance liaisons will continue to conduct monthly home visits to targeted students.					
1/2024-6/2024	Classroom teachers will monitor student attendance daily, reporting student lateness and absences daily.					

## COMMITMENT 4- SEL

### ☰ PPS SCEP Guidance 2023-24

*This section can be deleted if the school does not have a fourth commitment.*

## Our Commitment

<p><b>What is one Commitment we will promote for 2023-24?</b></p>	<p>We commit to ensuring that all students develop social-emotional skills that enable them to identify their emotions and initiate self-regulation strategies.</p> <p>We also are committing to address disproportionality of discipline as it relates to male / female cohorts to be less than a 2:1 ratio.</p>
<p><b>Why are we making this Commitment?</b></p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>• <i>How does this Commitment fit into what we envision for the school?</i></li> <li>• <i>How does this Commitment relate to what we heard when listening to others?</i></li> <li>• <i>How does this Commitment connect to what we observed through analysis?</i></li> </ul>	<p><b>Envision:</b> After an escalation, most of our students are able to identify self-regulation strategies, when separated from their classrooms. However; we envision that our students will be able to clearly identify their emotions and initiate self-regulation strategies prior to escalation. We believe that they will be able to initiate the need to meet with a peer or class to resolve the matter, and/or that their peer groups will be able to support mediation. We envision that our Tier 3 learners will be able to use additional peer and adult support to also navigate de-escalation techniques.</p> <p><b>Student Interviews:</b> During student interviews, when asked the question, “What strategies have you learned to take control of your behavior when feeling upset?” All students surveyed in 1st through 5th grade were able to describe targeted self regulation systems including belly breathing, meditation, talking to a teacher and asking for a break. This indicated that they are beginning to internalize strategies taught through the program.</p> <p><b>Analysis:</b> Data for the 2022-2023 school year indicates that between 2% and 8.5% of the total student population received a referral per month. This year, RULER was explicitly taught, excluding PBIS reteaches. Over the course of the school year, Tier 3 students continued to demonstrate challenges with behavior, increasing overall referrals without these signature reteach and reflection opportunities.</p>

Commitment 4- SEL

In addition, it showed that males of color received referrals on an average of 2:1 as compared to females of color. Addressing disproportionality related to students of color, specifically, black / brown male student discipline referrals requires a multifaceted approach. Using RULER, that addresses emotion, and PBIS, which addresses the student's need to take ownership of the behavior, practicing the correct way to respond, and healing the relationship, will allow us to continue to realize our vision for all students. This comprehensive approach not only promotes a fair and just learning environment but also contributes to the academic success, social-emotional well-being, and long-term success of black/brown male students in our school.

## Progress Targets

By the end of the year, we will look to the see the following occur:

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing <i>(complete at the end of the year)</i>
<b>End-Of-The-Year Goals</b>	Disciplines Suspensions	No more than 5% of the total student population will receive a referral each month regardless of tiered level.  Providing appropriate support, there will be a decrease in the data from the staff who showed a pattern of increased discipline throughout the school year.	

Insert Spring NWEA TABLE from Ken Robin if Commitment is in ELA or Math

## Key Strategies, Resources, and Action

Time Frame	STRATEGY/METHODS/RESOURCE S	Monitor progress each month with notes and color code. Red-Not Started · Yellow-In Progress · Green-Completed · Grey-Underscheduled				
Start and End Month	<ul style="list-style-type: none"> <li>What strategies will we pursue as part of this Commitment?</li> <li>What does this strategy entail? What will implementation look like in our school?</li> <li>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</li> </ul>	Summer	September	October	November	December
9/2023-12/2023	Our school will use daily / weekly /monthly data to monitor school behavioral progress. Through the analysis of point sheets, classroom and discipline data, we will continue to monitor gender and ethnicity equity across grade levels and as a building.					
9/2023-12/2023	Explicit Tier 1 interventions will be taught to <b>teachers</b> and staff once per month during faculty meetings using the <a href="#">W Intervention Matrix Menu: Social, Emoti...</a> These strategies will be used throughout the month and built upon each month thereafter as evidenced by classroom point sheet documentation.					
9/2023-12/2023	As a Tier1 support, <b>all students</b> will be explicitly taught by the classroom teachers, PBIS expectations each trimester. Students					

Commitment 4- SEL

	who fall below points (18/24) will be engaged in classroom reteaches once per month by classroom teachers.					
9/2023-1 2/2023	Students will set goals each trimester then track daily attendance, behavior, and academics in their personal tracking folders to monitor their personal progress and achievement. The purpose is to have students be aware and responsible for their own behaviors and learning.					
9/2023-1 2/2023	Starting in October, the MTSS Team will complete and review Tier 1 data and identify the needed supports using  TEMPLATE Tier 1 Behavior Response by ... and  Tiered Decision Guidelines 10/3/22.pptx					
9/2023-1 2/2023	RULER lessons will be taught once per week by MTSS Tier 2 Tier 3 case managers. This will be done in combination with Restorative Circles.					
9/2023-1 2/2023	Data that indicates that a student is in the category of Tier 2 or Tier 3 will be provided support by the behavior specialists. The behavior specialist and the Tier 2/3 Team will meet with the teacher to teach, support, monitor and review appropriate strategies to meet the needs of those students.					
9/2023-1 2/2023	Teachers will participate in weekly student circles with their students in collaboration with thematic RULER, PBIS, and SEL lessons and will be supported by Tier 2 and Tier 3 case managers as needed/requested. This strategy will be used to maintain the appropriate ratio					

Commitment 4- SEL

	of 5% (red),15% (yellow) and 80% (green). This can be monitored by looking at the daily / weekly / monthly PBIS point data sheets for each classroom.					
9/2023-1 2/2023	Administration will conduct MTSS Fidelity checks 3x per year to assure equitable building practices and planning targeted course collections based on data results. Teachers will have the support of the behavioral specialist, who will provide Tier-1 models and support as needed.					
9/2023-1 2/2023	Teachers will engage in self-reflective fidelity checks each trimester and based on their findings, will receive support, by request, in those areas by the behavioral specialist and the Tier 2 and Tier 3 team.					
9/2023-1 2/2023	Special education teachers along with general education teachers will participate in the Best Buddies program to promote empathy - celebrating our differences and camaraderie.					
9/2023-1 2/2023	With guidance from the school counselor, student government, which includes officers and classroom representatives, will identify a social justice issue to target in the school and/or local community. This will be monitored by school wide completion of social justice projects.					
9/2023-1 2/2023	Students will be provided the opportunity to lead the No Place for Hate (NPFH) district initiative through monthly presentations to their peers. The purpose of this is to increase student voice and promote awareness to all					

Commitment 4- SEL

	students. This will be monitored by feedback and classroom discussions.					
9/2023-1 2/2023	Students will vote once a month for which of their classmates they feel have demonstrated the SEL theme of the month - this promotes student voice and the students will be recognised for their achievements at the monthly assembly.					

We believe we will be on track to meet our Mid-Year Benchmark(s) if six to ten weeks into the school year, we are able to reach the following Early Progress Milestones:

Commitment 4- SEL

<b>Early Progress Milestones</b>	<b>What data will we be reviewing?</b>	<b>What do we hope to see when we review that data? (<i>Identify Quantitative Data or Qualitative Descriptors in this space</i>)</b>	<b>What we ended up seeing (<i>complete six to ten weeks into the school year</i>)</b>
<b>Student Data</b>	<p>% of Students falling Below Points</p> <p>Tier 3</p> <p>PBIS Data</p>	<p>Less than 10% of the total student population falls below points (FBP) on any particular day. (90% Tier 1 - green)</p> <p>Less than 5% of the total student population fall below points or referrals indicate that they are Tier 3 (red).</p> <p>There is no disproportionality between male and female students.</p>	
<b>Adult/Schoolwide Behaviors and Practices</b>	<p>Tier 1 Checklist</p>	<p>Teachers are able to use at least 2 new Tier 1 strategies to address the Tier 1 behaviors in the classroom. Teachers are engaged in restorative circles, as a method to support student SEL needs.</p> <p>Staff are able to use the checklist to self-identify areas they see as weaknesses and work with the behavior specialist/case manager to increase proficiency in that area.</p> <p>There is an identifiable area in the room that a student can use to regulate behaviors when upset.</p>	

Commitment 4- SEL

<p><b>Student Behaviors and Practices</b></p>	<p>Interviews</p>	<p>Students can request what they need to self-regulate in the classroom as well as when they come to the office. Students are able to complete and review reteaches of Tier 1 behaviors that contributed to them falling below points.</p>	
---	-------------------	---	--

We believe these Spring survey responses will give us helpful feedback about our progress with this Commitment:

	<p><b>Survey Question(s) or Statement(s)</b></p>	<p><b>Desired response</b> <i>(e.g., % agree or strongly agree)</i></p>	<p><b>What we ended up seeing</b> <i>(complete once Spring survey results are available)</i></p>
<p><b>Student Survey</b></p>	<p>What strategies have you learned to take control of your behavior when feeling sad or upset?</p>	<p>I can belly breathe, take a break, and do mindfulness.</p>	
<p><b>Staff Survey</b></p>	<p>Students are able to take responsibility for their behavior when sad or upset.</p>	<p>80% or above agree and/or strongly agree with this statement.</p>	
<p><b>Family Survey</b></p>	<p>My child takes responsibility for their actions when upset.</p>	<p>80% or above agree or strongly agree with this statement.</p>	

We believe achieving the following Mid-Year Benchmark(s) will give us good insight into our ability to reach our year-end goal:

	<p><b>What data will we be reviewing?</b></p>	<p><b>What do we hope to see when we review that data?</b></p>	<p><b>What we ended up seeing</b> <i>(complete when reviewing mid-year data)</i></p>

Commitment 4- SEL

<b>Mid-Year Benchmark(s)</b>	% of Students falling Below Points	Less than 10% of the total student population falls below points (FBP) on any particular day. (90% Tier 1 - green)	
	Tier 3	Less than 5% of the total student population fall below points or referrals indicate that they are Tier 3 (red)	
	PBIS Data	There is no disproportionality between male and female students	



<b>Time Frame</b>	<b>STRATEGY/METHODS/RESOURCES</b>	Monitor progress each month with notes and color code. Red-Not Started · Yellow-In Progress · Green-Completed · Grey-Unscheduled				
<b>Start and End Month</b>	<ul style="list-style-type: none"> <li>What strategies will we pursue as part of this Commitment?</li> <li>What does this strategy entail? What will implementation look like in our school?</li> <li>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</li> </ul>	<b>January</b>	<b>February</b>	<b>March</b>	<b>April</b>	<b>May</b>
<b>1/2024-6/2024</b>	Our school will use daily / weekly /monthly data to monitor school behavioral progress. Through the analysis of point sheets,					

Commitment 4- SEL

	classroom and discipline data, we will continue to monitor gender and ethnicity equity across grade levels and as a building. RULER combined with PBIS and SEL strategies will help us address inequities related to black / brown males identified.					
<b>1/2024-6/2024</b>	Explicit Tier 1 interventions will continue to be taught to <b>teachers</b> and staff once per month during faculty meetings using the <a href="#">W</a> Intervention Matrix Menu: Social, Emoti... These strategies will be used throughout the month and built upon each month thereafter as evidenced by classroom point sheet documentation.					
<b>1/2024-6/2024</b>	As a Tier1 support, <b>all students</b> will continue to be explicitly taught by the classroom teachers, PBIS expectations each trimester. Students who fall below points will be engaged in classroom reteaches once per month by classroom teachers. The intent is to reduce the recurrence of the same behavior by a student. Evidence will include a reduction in referrals and/or the extinguishing of noted behavior within the point sheets and discipline/classroom referrals.					
<b>1/2024-6/2024</b>	Students will continue to set goals each trimester then track daily attendance, behavior, and academics in their personal tracking folders to monitor their personal progress and achievement. The purpose is to have students be aware and responsible for their own behaviors and learning.					

Commitment 4- SEL

<p><b>1/2024-6/2024</b></p>	<p>Continuing in January the MTSS Team will complete and review Tier 1 data and identify the needed supports using   TEMPLATE Tier 1 Behavior Response by ...                      and   Tiered Decision Guidelines 10/3/22.pptx</p>					
<p><b>1/2024-6/2024</b></p>	<p>RULER lessons will be taught once per week by MTSS Tier 2 Tier 3 case managers. We will know that the students are learning these lessons by looking at the daily point sheets and seeing what areas the class is being successful and what areas we/they need to still work on.</p>					
<p><b>1/2024-6/2024</b></p>	<p>Teachers will participate in weekly student circles with their students in collaboration with thematic RULER, PBIS, and SEL lessons and will be supported by Tier 2 and Tier 3 case managers as needed/requested. This strategy will be used to maintain the appropriate ratio of 5% (red- tier 3), 15% (yellow - Tier 2) and 80% (Green Tier 1).</p>					
<p><b>1/2024-6/2024</b></p>	<p>Data that indicates that a student is in the category of Tier 2 or Tier 3 will be provided support by the Behavior Specialists. The behavior specialist and the Tier 2/3 Team will meet with the teacher to teach, support, monitor and review appropriate strategies to meet the needs of those students.</p>					
<p><b>1/2024-6/2024</b></p>	<p>Administration will conduct MTSS Fidelity checks 3x per year to assure equitable building practices and planning targeted course collections based on data results. Teachers will</p>					

Commitment 4- SEL

	have the support of the behavioral specialist, who will provide Tier-1 models and support as needed.					
<b>1/2024-6/2024</b>	Teachers will engage in self-reflective fidelity checks each trimester and based on their findings, will receive support, by request, in those areas by the behavioral specialist and the Tier 2 and Tier 3 Team.					
<b>1/2024-6/2024</b>	With guidance from the school counselor, Student Government, which includes officers and classroom representatives, will identify a social justice issue to target and have impact on in the school and/or local community.					
<b>1/2024-6/2024</b>	Students will be provided the opportunity to lead the No Place for Hate (NPFH) district initiative through monthly presentations to their peers.					

## COMMITMENT 5- Building Equity Team

*This section can be deleted if the school does not have a fifth commitment.*

<https://www.regents.nysed.gov/sites/regents/files/421brd1.pdf>

<https://www.nysed.gov/sites/default/files/programs/crs/culturally-responsive-sustaining-education-framework.pdf>

### Our Commitment

<p><b>What is one Commitment we will promote for 2023-24?</b></p>	<p><u>Commitment</u>: NYS Education Department's Executive summary of their Culturally Responsive-Education Framework, describes the four pillars of the CRE. This includes: a welcoming and affirming environment, high expectations and rigorous instruction, inclusive curriculum and assessment, and ongoing professional learning. These pillars are in direct alignment with addressing the core tensions of <b>self, practice and systems</b>. It will serve as a framework for our commitment as a Building Equity Team:</p> <ul style="list-style-type: none"> <li>● We are committed to provide teachers with the professional development to scaffold grade-level text and provide student voice.</li> <li>● We are committed to provide teachers with professional development that focuses on anti-bias practices and how to apply those practices in the classroom.</li> <li>● We are committed to increasing student voice in decisions that are made in our school community.</li> <li>● As adult learners, we are committed to learning and putting into practice a variety of instructional practices to meet the needs of all learners and increase student participation and leadership.</li> <li>● We will continue to provide students with social-emotional learning through PBIS and Ruler, with students taking on the leadership roles through teacher support and training.</li> </ul>
<p><b>Why are we making this Commitment?</b></p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>● <i>How does this Commitment fit into what we envision for the school?</i></li> </ul>	<p><u>Envision</u>: As a part of the school's social justice stance, "as a school community, we are committed to teaching our students to use student voice in academic and extracurricular spaces to bring attention to social justice". We believe that equity should be embedded throughout our practices. This includes both academic and social emotional spaces.</p>

## Commitment 5- Building Equity Team

- *How does this Commitment relate to what we heard when listening to others?*
- *How does this Commitment connect to what we observed through analysis?*

Analysis: When looking at the data provided by the DTSDE survey, the belief system based on the questions reaffirms our commitment to continue to work on building equity among all stakeholders including environment, curriculum and professional development.

- Safe environment-Using the DTSDE survey, when asked the question whether it was true that, “most students, if in a conflict are able to resolve it without anger,” 61% of students agreed, 60% of teachers agreed and 76% of parents agreed. Students were also asked in a No Place for Hate Survey, are kids mean to one another, 48% responded yes. The survey also asked, if they see kids hitting or pushing one another, 46.5% of students surveyed said yes. So, although over 60% of stakeholders feel that they can resolve conflict, almost 50% still see it. There is a clear discrepancy here.
- High Expectations, Curriculum and Assessment : Teachers were asked “ Our school uses key measurements, such as common assessments, to monitor student progress” 100% of staff surveyed agreed. However, when asked, “We work hard in my class”, 71.6% of students indicated yes. “We challenge students”, 89% of staff surveyed agreed. Again, this discrepancy lends itself to our ongoing work and commitment towards high expectations and grade level material for our students.
- Professional Development: Ongoing, based on teacher need. The question, “ Our school leaders encourage professional development and application of the content” showed that 93% of staff respondents agreed. This demonstrates the commitment of staff to use PD to grow in all aspects of their practice. However, summative data collected through NWEA indicates that students in grades K-5 have met their projected growth from Winter 22 to Spring 23 within the range of 40-79%. However, the **proficiency** rate for students in ELA from Winter to Spring is 20%-45%. Testing grades 3-5 had a proficiency rate of 20-29%. Math yielded similar outcomes of proficiency: The **proficiency** rate in math for the same students is only 15%-44%. When looking specifically at the students in grades 3-5 who take the NYS exam, the proficiency range falls between 20-29%.
- Disproportionality: In reviewing student discipline data, there is evidence of disproportionality between males and females at a ratio of 2:1. The disproportionality supports the need for ongoing professional development regarding black males and those of color. The book used to address this particular need is White Teachers Who Teach Black Boys,

## Progress Targets

By the end of the year, we will look to the see the following occur:

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing <i>(complete at the end of the year)</i>
<b>End-Of-The-Year Goals</b>	PBIS Data (practice and systems))	There is no disproportionality between male and female students from 2:1 to 1:1	
	Staff Survey (self)	Increase of 20% to the question: Most students know how to keep going when things are hard 57.1% (perseverance)	
	Professional Development (self)	Book Review of monthly chapter readings with 75% favorable regarding anti-bias learning	
	NWEA ELA and Math (systems)	Growth 50-80% Proficiency 50%	
	No Place for Hate Survey (NPFH, practice)	Decrease in the 22-23 survey when questioned about being mean (48%), hitting or pushing one another (46.5%)	
	Student Leadership (practice)	Students were able to complete at least 2/4 activities around leadership and goal setting	

## Key Strategies, Resources, and Action

Time Frame	STRATEGY/METHODS/RESOURCES	Monitor progress each month with notes and color code. Red-Not Started · Yellow-In Progres · Green-Completed · Grey-Unscheduled				
Start and End Month	<ul style="list-style-type: none"> <li>What strategies will we pursue as part of this Commitment?</li> <li>What does this strategy entail? What will implementation look like in our school?</li> <li>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</li> </ul>	Summer	September	October	November	December
10/2023 -12-2024	Staff will continue to read and discuss the text <u>White Teachers Who Teach Black Boys</u> , during Faculty Meetings led by the building principal to develop an understanding of our own biases as individuals and how to apply information used for self-improvement and support the ongoing stance of providing grade level material to all learners. Staff will be provided a rubric at the end of each chapter to measure growth and outcomes around topics read and discussed.					
10/2023 -12-2024	All building stakeholders will read and discuss, <u>A Sky-Blue Bench</u> , by Bahram Rahman. Students and teachers will use this text to learn how to manage their emotions around differences and apply their new knowledge to support a cause/project within their grade level during the first and second trimesters.					

Commitment 5- Building Equity Team

<p><b>10/2023 -12-202 4</b></p>	<p>Students will have leadership opportunities provided by teachers and staff that will grow student voice which will include but is not limited to:</p> <ul style="list-style-type: none"> <li>● Academic leadership through student presentation, peer partnerships when learning.</li> <li>● Student government civic engagement, No Place for Hate, student-led curriculum.</li> <li>● PBIS peer training.</li> </ul>					
<p><b>10/2023 -12-202 4</b></p>	<p>The Best Buddies program will be implemented school wide to acknowledge and appreciate differences and celebrate them as strengths within the school community through student leadership.</p>					
<p><b>10/2023 -12-202 4</b></p>	<p>Once a month professional development for teachers in both Math and ELA is used to enhance instructional practice and to increase student outcomes for mastery of standards taught according to the district pacing map for this trimester.</p>					
<p><b>10/2023 -12-202 4</b></p>	<p>We will also analyze school wide behavioral data once per month tracking the referrals based on gender and equity percentages.</p>					
<p><b>10/2023 -12-202 4</b></p>	<p>Using attendance trackers, all students will track their own attendance and set goals around being present 95% of the time for each trimester, November, January and June. The intent is for students to take ownership of tracking attendance to increase student learning outcomes. Students who achieve this</p>					

Commitment 5- Building Equity Team

goal, will be recognized and celebrated at the school assembly for each trimester.					
--	--	--	--	--	--

We believe we will be on track to meet our Mid-Year Benchmark(s) if six to ten weeks into the school year, we are able to reach the following Early Progress Milestones:

Early Progress Milestones	What data will we be reviewing?	What do we hope to see when we review that data? <i>(Identify Quantitative Data or Qualitative Descriptors in this space)</i>	What we ended up seeing <i>(complete six to ten weeks into the school year)</i>
Student Data	PBIS Data Tier 1 Teacher Plans  NWEA, EZ-CBM Data  No Place for Hate (NPFH) data	Tier 1 plans addressing academics reflects opportunities for student choice. Tier 1 Plans for behavior address at-least two new strategies that they will practice in 70% of the teacher teams. Point sheets, when correcting Tier 1 behavior will show application/use of those (2) strategies. NWEA, EZ-CBM baseline data will be used to form appropriate small groups that will show growth in those targeted skills by mid-year. When reviewing NPFH data, results will show decreases in the areas of being mean and hitting one another.	

Commitment 5- Building Equity Team

<p><b>Adult/Schoolwide Behaviors and Practices</b></p>	<p>Google Teacher Feedback Forms</p>	<p>During reading, discussion and review, while in PD, All staff involved will be reflective in practice and be able to provide specific strategies they have tried to combat anti-bias both inside and outside of school.</p>	
	<p>Administrative Classroom Visits Tool</p>	<p>While in the classroom during core instruction, teachers are asking higher-level questions that allow students to work together to arrive at an answer in many ways.</p>	
	<p>Tier 1 Plans</p>	<p>During small groups, the work provided is relevant, based on Tier 1 needs.</p>	

Commitment 5- Building Equity Team

<b>Student Behaviors and Practices</b>	School Wide Agenda	Student government members will be in place. Students will be able to review PBIS expectations and review them with peers building-wide.	
	Student Reflection Forms	Students will have written reflections on the school wide book and begin to chart their own relevant ideas surrounding their commitment on changing the community around them.	
	Administrative Classroom Visit Tool	Academically, students will work in small groups, helping one another using available resources, with little reliance on the teacher.	
	Student Tracker Forms	Student trackers will be maintained. There will be goals set in the trackers based on academics, behavior and attendance.	
	Student Tracker Forms	Students are able to explain when asked by an adult, what they are doing, and why they are doing it at-least 50% of the time as a part of routine when asked.	

We believe these Spring survey responses will give us helpful feedback about our progress with this Commitment:

	<b>Survey Question(s) or Statement(s)</b>	<b>Desired response</b> <i>(e.g., % agree or strongly agree)</i>	<b>What we ended up seeing</b> <i>(complete once Spring survey results are available)</i>
<b>Student Survey</b>	DV81. Students say that staff do not show any preconceived bias towards any student group. 55.9%	80%	
<b>Staff Survey</b>	Most students know how to keep going when things are hard. 57.1%	80%	

Commitment 5- Building Equity Team

<b>Family Survey</b>	DV83. My children say the curriculum is relevant to their interests and background. 65.4%	80%	
----------------------	---	-----	--

We believe achieving the following Mid-Year Benchmark(s) will give us good insight into our ability to reach our year-end goal:

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing <i>(complete when reviewing mid-year data)</i>
<b>Mid-Year Benchmark(s)</b>	PBIS Data  NWEA Data  DTSDE Survey  Google Forms, NPFH	1:1 Disproportionality male: female  Proficiency rate range 30-80%  Favorable outcomes on data above provided by the DTSDE survey  Increase of favorable outcomes regarding student questions using the No Place for Hate (NPFH) platform of questions when compared to the 22-23 initial data points	

Commitment 5- Building Equity Team

Time Frame	STRATEGY/METHODS/RESOURCES	Monitor progress each month with notes and color code. Red-Not Started · Yellow-In Progress · Green-Completed · Grey-Unscheduled				
Start and End Month	<ul style="list-style-type: none"> <li>What strategies will we pursue as part of this Commitment?</li> <li>What does this strategy entail? What will implementation look like in our school?</li> <li>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</li> </ul>	January	February	March	April	May
<b>1/2024-6/2024</b>	Staff will continue to read and discuss the text "White Teachers Who Teach Black Boys", during faculty meetings to develop an understanding of our own biases as individuals and how to apply information used for self-improvement and support the ongoing stance of providing grade level material to all learners. Staff will be provided a rubric at the end of each chapter to measure growth and outcomes around topics read and discussed.					
<b>1/2024-6/2024</b>	Students will have leadership opportunities provided by teachers and staff that will grow student voice which will include but is not limited to: <ul style="list-style-type: none"> <li>Student jobs for authentic leadership experience and promote care and concern regarding their school.</li> </ul>					

Commitment 5- Building Equity Team

	<ul style="list-style-type: none"> <li>Authentic- student- lead announcements which include academic opportunities they have learned.</li> </ul>					
<b>1/2024-6/2024</b>	The Best Buddies program will be implemented school wide to acknowledge and appreciate differences and celebrate them as strengths within the school community through student leadership.					
<b>1/2024-6/2024</b>	Once a month professional development for teachers in both Math and ELA is used to enhance instructional practice and to increase student outcomes for mastery of standards taught according to the district pacing map for this trimester.					
<b>1/2024-6/2024</b>	Using attendance trackers provided by classroom teachers, all students will track their own attendance and set goals around being present 95% of the time for each trimester, November, January and June. The intent is for students to take ownership of tracking attendance to increase student learning outcomes. Students who achieve this goal, will be recognized and celebrated at the school assembly for each trimester.					

## Evidence-Based Intervention

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

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

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

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

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

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

### X State-Supported Evidence Based Strategy

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

Evidence-Based Intervention Strategy Identified	Coaching
<b>We envision that this Evidence-Based Intervention will support the following Commitment(s)</b>	Commitment 1-ELA/SS, Commitment 2-Math/Science
<b>How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?</b>	In reviewing the data, although systems are in place to improve student engagement, the data does not yield progress in the area of proficiency. It is necessary to coach to address the rigor of the standards being taught. The strategies established through the coaching model will be taught, tracked and data reviewed to realize the level of proficiency expected with rigorous practices.

## 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
Kimberly Fortune	Parent
Latrenda Jacobs	Parent
Ikeria Harrison	Parent
Alton Franklin	Parent
Rosalind Gaines-Harrell	Principal
Janet Escoto-LaVoie	Assistant Principal
Shanae Lawrence	CS Site Coordinator
Jerome Perkins	HS Coordinator
Felicia Nobles	Teacher
Shannon Donohue	ELA Coach
Peg Webb	Math Coach
Lindsay Howe	Teacher
Erin Heid	Teacher
Richard Gargiula	Teacher
Lynn Bancroft	SPED Teacher

## 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 Planning Document	Writing the Plan
<i>Example:</i> 4/6/21				x	x		
4/7/23	X			X			
4/17		X					
4/24		X	X				
5/1/23					X		
5/8/23				X			
5/15/23						X	
5/22/23							X
6/5/23							X
6/12/23							X

## Learning As A Team

### Directions

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**

The student interview process revealed that they enjoyed collaborative activities that the school held, and they enjoyed working in groups. They also realized that although they had strategies to deal with their own behaviors, they struggled to implement them in real time. In working with the parents, staff and using the student comparative data, it was also clear that there were discrepancies in biases; specifically, if some students were favored more than others.

All of this information led us to make sure the student voice was at the forefront of our plan. We created opportunities for teachers to learn and grow together and participate in more interactive strategies for students. We also have built into the plan continued anti-bias work for staff and students, leading to continuous improvement in Culturally Responsive Education.

## Next Steps

### Next Steps

1. **Sharing the Plan:**
  - a. **Schools in the CSI model:** As you develop your plan, please feel free to share the plan with your NYSED liaison for input when it would be helpful. When the SCEP team is satisfied with the plan, please indicate to your liaison that the school is ready to share its full plan for approval. Plans should be shared by July 15, 2023.
  - b. **Schools in the ATSI model and TSI model:** When your plan is ready for review, please share the plan with your District, which will approve your plan. Plans will need to be approved before the first day of the 2023-24 school year.
  - c. **All Schools:** Ensure that the District (Superintendent or designee) and local Board of Education have approved the plan and that the plan is posted on the district website.
2. **Implementing the Plan** (for all schools):
  - a. Ensure that the plan is implemented no later than the first day of school.
  - b. Monitor implementation closely and adjust as needed.
  - c. Ensure that there is professional development provided to support the strategic efforts described within this plan.
  - d. Work with the district in developing the 1003 Title I School Improvement Grant application designed to support the implementation of the activities identified in the school and district plan.