



New York State  
EDUCATION DEPARTMENT

Knowledge > Skill > Opportunity

# School Comprehensive Education Plan

## 2023-24

District	School Name	Grades Served
Albany	Albany School of Humanities	PK-5

### Collaboratively Developed By:

The Albany School of Humanities SCEP Development Team

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*And in partnership with the staff, students, and families of Albany School of Humanities.*

## 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.nysesd.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 1-ELA/Social Studies

### Our Commitment

<b>What is one Commitment we will promote for 2023-24?</b>	At ASH, we commit to providing all students with high-quality opportunities to engage in the work of the lesson and perform grade-level tasks independent of the teacher during small group and whole class instructional time.
<b>Why are we making this Commitment?</b> <i>Things to potentially take into consideration when crafting this response:</i> <ul style="list-style-type: none"> <li>• How does this Commitment fit into what we envision for the school?</li> <li>• How does this Commitment relate to what we heard when listening to others?</li> <li>• How does this Commitment connect to what we observed through analysis?</li> </ul>	<p>Based on 2022/2023 walk-through and classroom visit data, students should be doing the work of the lesson rather than following along while the teacher does the work.</p> <p>Based on the 2022/2023 DTSDE Survey, only 58% of students felt that the curriculum is relevant to their interests and background.</p> <p>Based on 2022/2023 classroom visit data which showed teachers engaging in the heavy lift of the lesson, it became clear that we need to refine small group instruction to create meaningful independent work where students are engaged in authentic reading and writing tasks on their own or in pairs.</p> <p>The District is integrating a new social studies resource and curriculum so teachers will need support in how to implement high quality instructional practices to ensure students engage in the work of the lesson across content areas.</p>

### Progress Targets

By the end of the year, we will look to 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 (complete at the end of the year)
<b>End-Of-The-Year Goals</b>	NWEA CGP NWEA % Met Growth NWEA % Mean RIT	80% CGP 80% Met Growth 75% % Mean RIT	

## Commitment 1 ELA/ Social Studies

### Albany School of Humanities Spring 2023 NWEA Reading

Subgroup	N	Mean Test %ile		%Met Mean RIT		% Proj NYSED Level			Est PI	% Met Proj. Growth		Mean Cond. Growth Percentile		
		S2023	F2022	S2023	F2022	S2023	L2	L3		W23toS23	F22toS23	F22toW23	W23toS23	F22toS23
Grade														
K	51	57	73	68	82	--	--	--	--	71	80	61	66	72
1	51	53	63	59	59	--	--	--	--	84	73	41	78	69
2	50	48	54	43	54	--	--	--	--	60	64	50	56	56
3	53	48	65	47	60	38	34	22	161	75	82	62	67	73
4	42	50	57	48	62	41	27	22	150	68	67	48	64	60
5	58	44	41	44	38	24	25	4	84	60	45	36	59	46
Ethnicity														
A	30	56	61	59	60	36	36	18	155	68	71	55	64	59
B	133	41	52	37	51	46	20	7	105	70	68	51	65	64
H	53	47	52	53	51	29	32	11	120	74	69	44	66	61
W	49	68	78	78	82	12	29	53	203	76	78	51	69	69
Multi	39	58	65	61	67	13	56	19	172	56	57	47	57	55
AIC	--	--	--	--	--	--	--	--	--	--	--	--	--	--
SWD	14	10	25	0	21	18	18	0	55	50	50	45	52	52
ELL	25	34	44	29	36	43	14	0	71	83	63	46	73	60
ECO	185	43	52	42	49	40	26	6	105	67	62	44	63	59
ALL (K-5)	305	50	59	51	59	34	29	15	130	70	68	50	65	62

### Key Strategies, Resources, and Action

Time Frame	STRATEGY/METHODS/RESOURCES CES	Monitor progress each month with notes and color code. Red-Not Started · Yellow-In Progress · Green-Completed · Grey-Unscheduled				
Start and End Month	What strategies will we pursue as part of this Commitment? • What does this strategy entail? What will implementation look like in our school?	Summer	September	October	November	December

Commitment 1 ELA/ Social Studies

	<ul style="list-style-type: none"> <li>• What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</li> </ul>					
August 16th	The Building Leadership Team will develop a professional development plan using the instructional playbook, outlining the goals and objectives for ELA CPT's that would maximize student voice and rigorous independent tasks.					
September 1st	K-2 teachers will participate in review and planning of foundational skills and phonemic awareness instructional routines (Heggerty). This will occur during initial CPT meetings with the goal of providing teachers with the instructional routines needed to engage students in the work of the lesson.					
September 22nd	1-5 teachers and reading teachers will plan and implement Tier 1 plans using Spring benchmark data (identification of small groups for both double dose and <b><i>Accelerated Intervention block</i></b> ) focused on flexible grouping and instructional strategies with the reading teacher, ELA coach and classroom teacher(s). This will occur during initial CPT meetings.					
October 27th	ELA coach will provide professional development on how to implement the new Social Studies text sets to all teachers in grades 3-5. This professional development will focus on utilizing accountable talk strategies to increase student voice with meaningful tasks across content areas.					
October-November	ELA coach will co-teach Social Studies strategies in grades 3 -5 during ELA core block. Debrief will occur during CPT time.					

Commitment 1 ELA/ Social Studies

<b>October-December</b>	ELA coach will provide differentiated coaching cycles based on demonstrated teacher need which will occur with a targeted group of teachers around integration of foundational skills scope and sequence, Wonders unit plans (including Text Dependent Questions , TDQs),and grade level writing.					
<b>October-December</b>	In CPT, teachers will focus on Core unit planning where teachers guide students in discussion using accountable talk and question-stems.					
<b>October-December</b>	Building leaders and instructional supervisors will conduct weekly classroom visits on established building-wide accountable talk norms and explicit scaffolding strategies to increase student ownership and access to grade level text. Visits will highlight how students are working independently on grade-level assignments. The trends of visitation will be shared on a bi-weekly basis through weekly updates and principal PDs.					

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:

<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 (complete six to ten weeks into the school year)</b>
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Commitment 1 ELA/ Social Studies

<b>Student Data</b>	<b>Unit Assessments</b>  <b>Lexxia Units Completed</b>	50% of students in grades 2 - 5 will receive 2 full points in the writing section on the trimester 1 ELA assessment.  Students will track how many units they complete by the mid-year point. This will be tracked by classroom on their Lexxia Boards	
<b>Adult/Schoolwide Behaviors and Practices</b>	<b>Classroom Visits</b>	80% of classroom teachers will co-teach a lesson with their reading teacher or ELA coach by November 15th.	
<b>Student Behaviors and Practices</b>	<b>Classroom Visits</b>	Student-led conversations will be evident in 80% of classroom visits.	

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

	<b>What data will we be reviewing?</b>	<b>What do we hope to see when we review that data?</b>	<b>What we ended up seeing (complete when reviewing mid-year data)</b>
<b>Mid-Year Benchmark(s)</b>	NWEA CGP NWEA % Met Growth NWEA % Mean RIT	80% CGP 80% Met Growth 75% % Mean RIT	

Commitment 1 ELA/ Social Studies

Insert Winter 2024 NWEA TABLE from Ken Robin

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	• What strategies will we pursue as part of this Commitment? • What does this strategy entail? What will implementation look like in our school? • What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	January	February	March	April	May
January	During CPT, teachers will analyze Winter Benchmark data and will regroup learners within the <b><i>Enrichment, Acceleration and Intervention (EAI) block.</i></b>					
January -June	With the support of the ELA coach, teachers and reading teachers will continue to meet for 8 weeks to review all data points to update Tier 1 plans; identify targeted strategies using the instructional playbook; and determine how and when data will be progress monitored.					
January -June	ELA Coach, reading teachers, reading TA's, ENL teachers and classroom teachers will plan the structures for meaningful independent work where students are engaged in authentic reading and writing tasks on their own or in pairs throughout the <b><i>EAI.</i></b> These instructional resources will be aligned with the Tier 1 plans and application of Tier 1 skills.					

Commitment 1 ELA/ Social Studies

March -June	Building leaders will conduct weekly classroom visits around the <b>EAI block</b> to ensure all students are receiving differentiated instruction that align to the skills, conceptual understanding, and grade level application they need to access current grade level instruction.					
January - June	ELA Coach will conduct coaching cycles with a targeted group of teachers around integration of the <b>EAI block</b> .					
April -May	School leaders will engage in targeted walkthroughs that align with coaching cycles, to observe implementation of instruction aligned to the coaching cycle. Feedback from walkthroughs will be provided to teachers with targeted feedback and next steps.					

## COMMITMENT 2-Math/Science

### Our Commitment/ Root Cause

<b>What is one Commitment we will promote for 2023-24?</b>	At ASH, we commit to providing all students with high quality, equitable opportunities to engage in learning through problem solving.
<b>Why are we making this Commitment?</b> <i>Things to potentially take into consideration when crafting this response:</i> <ul style="list-style-type: none"> <li>• How does this Commitment fit into what we envision for the school?</li> <li>• How does this Commitment relate to what we heard when listening to others?</li> <li>• How does this Commitment connect to what we observed through analysis?</li> </ul>	<p>Our commitment for the 2023-2024 academic year is that all K-5 teachers will receive professional development and coaching support to adopt and implement the new Illustrative Mathematics as the primary Core resource. Teachers will use the new curriculum resource to effectively engage all learners in grade-level standards.</p> <p>Engaging all students in problem solving strategies utilizing the LED framework will require us to plan for and implement grade-level scaffolds which support both language acquisition and build content knowledge.</p> <p>Based on the 2022/2023 DTSDE Survey, only 58% of students felt that the curriculum is relevant to their interests and background.</p>

### Progress Targets

By the end of the year, we will look to 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 (complete at the end of the year)
<b>End-Of-The-Year Goals</b>	NWEA CGP NWEA % Met Growth NWEA % Mean RIT	80% CGP 90% Met Growth 75% % Mean RIT	

## Commitment 2 Math/Science

### Albany School of Humanities Spring 2023 NWEA Math

Subgroup	N	Mean Test %ile		%Met Mean RIT		% Proj NYSED Level			Est PI	% Met Proj. Growth		Mean Cond. Growth Percentile		
		S2023	F2022	S2023	F2022	S2023	L2	L3		W23toS23	F22toS23	F22toW23	W23toS23	F22toS23
<b>Grade</b>														
K	51	57	79	61	86	--	--	--	--	100	91	62	87	84
1	51	53	61	57	59	--	--	--	--	82	80	45	74	68
2	50	51	62	49	66	--	--	--	--	78	73	52	71	68
3	53	43	65	39	72	16	28	44	182	85	86	58	74	78
4	42	46	54	51	60	20	34	22	143	80	76	47	69	66
5	58	38	45	33	41	31	18	8	86	79	68	39	73	66
<b>Ethnicity</b>														
A	30	56	71	59	80	0	27	64	214	79	89	58	75	78
B	133	38	53	32	53	26	32	7	108	83	78	51	74	72
H	53	45	52	52	51	25	11	25	109	77	64	42	68	63
W	49	68	81	76	94	6	41	53	221	88	94	60	79	80
Multi	39	56	67	58	67	31	13	44	166	95	76	42	80	69
AIC	--	--	--	--	--	--	--	--	--	--	--	--	--	--
SWD	14	12	23	6	21	9	18	9	68	50	43	47	45	46
ELL	25	32	45	24	40	0	43	14	121	78	79	52	70	73
ECO	185	40	55	38	56	30	22	17	116	81	76	49	72	69
<b>ALL (K-5)</b>	<b>305</b>	<b>48</b>	<b>61</b>	<b>48</b>	<b>64</b>	<b>23</b>	<b>26</b>	<b>25</b>	<b>136</b>	<b>84</b>	<b>79</b>	<b>51</b>	<b>75</b>	<b>72</b>

### 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><b>What strategies will we pursue as part of this Commitment?</b></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</li> </ul>	Summer	September	October	November	December

Commitment 2 Math/Science

	necessary to support these strategies?					
<b>August 16th</b>	The Building Leadership Team will develop a CPT schedule needed to implement the new primary resource Illustrative Mathematics.					
<b>September 1st</b>	Grades 1-5 teachers will group their students in skill based math groups with a weekly schedule for the <b><i>Enrichment, Acceleration and Intervention (EAI)</i></b> block based on Spring NWEA RIT bands.					
<b>September 15th- September 30th</b>	During the first two CPT planning meetings, teachers and instructional coaches will work collaboratively to build a shared understanding of how Illustrative lessons address the grade level standards and ensure that the planned lesson includes student voice and engagement for all learners.					
<b>October 10th</b>	Teachers will attend embedded professional development that will center around unpacking and planning needed to implement the first trimester units of the new primary resource Illustrative Mathematics.					
<b>October 27th</b>	The instructional coach and math interventionist will engage all staff in professional development targeting enrichment and intervention instructional tools: Bridges Intervention and IXL math.					

Commitment 2 Math/Science

<b>November-December</b>	Coaching cycles will occur with two grade level teams. The coach will collaborate with teams to plan an IM lesson during CPT. The coach will then co-teach the lesson in grade level classrooms and debrief will occur in CPT. The cycle will continue with the classroom teachers facilitating the subsequent lesson, followed by another debrief session in CPT. Each grade-level team will conduct two-cycles.					
<b>October-December</b>	Administration classroom visits will focus on fidelity and implementation of the Illustrative Mathematics curriculum.					
<b>December</b>	The instructional coach will offer teacher professional development around enrichment and intervention instructional tools: Bridges Intervention and IXL math.					

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:

<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? (Identify Quantitative Data or Qualitative Descriptors in this space)</b>	<b>What we ended up seeing (complete six to ten weeks into the school year)</b>
<b>Student Data</b>	<b>Unit Assessments</b>	80% of students are proficient (Level 3 or 4) on the end of unit assessment.	

Commitment 2 Math/Science

<b>Adult/Schoolwide Behaviors and Practices</b>	<b>Classroom Visits</b>	80% of classrooms visited demonstrated fidelity with the curriculum resource design; students were engaged in learning through problem solving/collaborative learning. The classroom teacher acts as the facilitator in this model.	
<b>Student Behaviors and Practices</b>	<b>Classroom Visits</b>	80% of classrooms visited demonstrated students engaged in collaborative discussion at the beginning (launch), middle (explore), and end (debrief) of the lesson.	

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

	<b>What data will we be reviewing?</b>	<b>What do we hope to see when we review that data?</b>	<b>What we ended up seeing (complete when reviewing mid-year data)</b>
<b>Mid-Year Benchmark(s)</b>	NWEA CGP NWEA % Met Growth NWEA % Mean RIT	80% CGP 90% Met Growth 75% % Mean RIT	

Commitment 2 Math/Science

Insert Winter 2024 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	• What strategies will we pursue as part of this Commitment? • What does this strategy entail? What will implementation look like in our school? • What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	January	February	March	April	May
January-February	Coaching cycles will occur with two grade level teams. The coach will collaborate with teams to plan an IM lesson during CPT. The coach will then co-teach the lesson in grade level classrooms and debrief will occur in CPT. The cycle will continue with the classroom teachers facilitating the subsequent lesson, followed by another debrief session in CPT. Each grade-level team will conduct two-cycles.					
January	Data meetings will be held with each grade-level team to triangulate math data from the NWEA benchmark assessment, classroom IM assessments, and formative assessments. <b>EAI</b> groups will be adjusted with the support of the coach,					

Commitment 2 Math/Science

	interventionists and classroom teacher to ensure every student is being seen every week.					
<b>January 16th</b>	Teachers will attend embedded professional development that will center around unpacking and planning needed to implement the second trimester units of the new primary resource Illustrative Mathematics. This work will also include planning around the lesson debrief/synthesis.					
<b>March -April</b>	Coaching cycles will occur with two grade level teams. The coach will collaborate with teams to plan an IM lesson during CPT. The coach will then co-teach the lesson in grade level classrooms and debrief will occur in CPT. The cycle will continue with the classroom teachers facilitating the subsequent lesson, followed by another debrief session in CPT. Each grade-level team will conduct two-cycles.					
<b>March</b>	Teachers will attend embedded professional development that will center around unpacking and planning needed to implement the third trimester units of the new primary resource Illustrative Mathematics. This work will continue to reinforce all components of the lesson; however, the lesson synthesis (debrief) will be emphasized in planning conversations.					
<b>April-May</b>	The instructional coach will offer teacher professional development around					

Commitment 2 Math/Science

	enrichment and intervention instructional tools: Bridges Intervention and IXL math.					
<b>January-June</b>	Administration classroom visits will focus on the implementation of IM lessons; specifically, how teachers have continued to build the capacity of all learners to engage with a problem based curriculum. In addition, visits will include look fors around the debrief or lesson synthesis in which teachers stamp the learning around the identified lesson goal.					

## COMMITMENT 3- Attendance

### Our Commitment

<b>What is one Commitment we will promote for 2023-24?</b>	At ASH, we commit to 95% of all students being present every healthy day with a strategic focus on increasing the attendance of our self-contained population.
<b>Why are we making this Commitment?</b> <i>Things to potentially take into consideration when crafting this response:</i> <ul style="list-style-type: none"> <li>• How does this Commitment fit into what we envision for the school?</li> <li>• How does this Commitment relate to what we heard when listening to others?</li> <li>• How does this Commitment connect to what we observed through analysis?</li> </ul>	<p>*93% of students were present every healthy-day      *39% of self-contained students were chronic      *Currently, our chronic absenteeism rate is 22%      *27% of K students were chronic in 2022-2023. ASH attendance team will utilize targeted interventions that focus on decreasing this cohort of students to less than 18%.</p>

### Progress Targets

By the end of the year, we will look to 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 (complete at the end of the year)
<b>End-Of-The-Year Goals</b>	Chronic Absenteeism Rate	A decrease by 5% in our chronic absenteeism rate for all students from 22% to 17%.	

## Key Strategies, Resources, and Action

Time Frame	STRATEGY/METHODS/RESOURCES CES	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>• <b>What strategies will we pursue as part of this Commitment?</b></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>Summer</b>	<b>September</b>	<b>October</b>	<b>November</b>	<b>December</b>
<b>Jul 7, 2023</b>	Attendance team will complete the school team self-assessment leading to an updated attendance flow chart and attendance team roles and responsibilities checklist.					
<b>August 1-30</b>	The assistant principal and home school coordinator will review data to identify those students who have been chronically absent (red students) in the past school year and make calls/home visits to families to assess obstacles and anticipate needs for the upcoming year.					
<b>August</b>	Summer principal letter will include information regarding Why Attendance Matters, Albany School of Humanities Attendance Campaign Slogan- "Every day Counts."					
<b>September 1</b>	Administration will include chronically absent students from the previous school					

Commitment 3 Attendance

	year on teacher class lists. These students will be contacted by the teacher before the first day students enter the school. Teachers will write notes into schooltool.					
<b>September</b>	Kick off the School year Attendance Challenge! Utilizing the point system for attendance. Classes with highest points by the end of September will get a reward.					
<b>September</b>	Home school coordinator will complete preventive home visits for students from the high priority summer attendance list highlighting engagement strategies and positive interventions that have increased student attendance.					
<b>September-December</b>	Home school coordinator will attend the last fifteen minutes of Special Education Self Contained CPT time each week to discuss attendance concerns and interventions needed for targeted students. After three absences within a month, HSC and the district attendance teacher will coordinate to do a home visit.					
<b>September-December</b>	Assistant principal and home school coordinator will meet weekly with the Attendance Team to analyze chronically absent data, monitor trends, and create student action plans based on Tier levels of support. (Tier 1 all students, Tier 2 5-7% absences, Tier 3 greater than 7% absences).					
<b>September-December</b>	Assistant principal will review and provide attendance protocols to the Attendance Committee outlining interventions/supports. If a student is					

Commitment 3 Attendance

	absent two days in a row the teacher will make a personal check in with the family through a phone call and add to schooltool notes.					
<b>September-December</b>	Attendance ROAR tickets will be given out to students who have a perfect week of attendance. These will be used at the school store.					

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:

<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 (complete six to ten weeks into the school year)</b>
<b>Student Data</b>	Chronic Absenteeism	We want to see a decrease from our chronically absent students by ensuring all students are above 90% present on November 15th.	
<b>Adult/Schoolwide Behaviors and Practices</b>	Attendance Systems	We want to see that all students who were chronically absent during the 2022/2023 school-year have received a positive phone call from their homeroom teacher within the first six weeks.	
<b>Student Behaviors and Practices</b>	Interventions	Students tracking their daily attendance and adding to the school-wide data wall.	

### 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 (complete when reviewing mid-year data)
Mid-Year Benchmark(s)	Chronic Absenteeism	A decrease in chronically absent students from the 2022-2023 school year (mid year was 33%) to 28%.	

Time Frame	STRATEGY/METHODS/RESOURCE S	Monitor progress each month with notes and color code. Red-Not Started · Yellow-In Progress · Green-Completed · Grey-Unscheduled				
Start and End Month	• What strategies will we pursue as part of this Commitment? • What does this strategy entail? What will implementation look like in our school? • What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	January	February	March	April	May
January	Mid-year attendance data will be pulled and analyzed to target chronically absent students with increased intervention; parent meeting,					

Commitment 3 Attendance

	CICO Adult, and individual student goal setting.				
<b>January - June</b>	Administration will meet weekly with the Attendance Team to analyze CA data, monitor trends, and create student action plans based on Tier levels of support. (Tier 1 all students, Tier 2 5-7% absences, Tier 3 greater than 8% absences.)				
<b>February</b>	Home school coordinator will complete proactive home visits for students from the high priority winter attendance (10 or more absences) list with attendance letters and documentation to follow.				
<b>January-June</b>	Home school coordinator will attend the last fifteen minutes of Special Education Self Contained CPT time each week to discuss attendance concerns and interventions needed for targeted students. After three absences within a month, HSC and the district attendance teacher will coordinate to do a home visit.				
<b>January-June</b>	Attendance ROAR tickets will be given out to students who have a perfect week of attendance. These will be used for \$5 at the school store.				
<b>February</b>	Fifth Grade Leadership Team will complete positive postcards to students who have shown growth/improvement in attendance.				
<b>March</b>	March Madness Attendance Tournament Incentive				

## COMMITMENT 4- SEL

### Our Commitment

<b>What is one Commitment we will promote for 2023-24?</b>	At ASH, we commit to working with our Social Emotional Behavioral (SEB) team, administration, and teachers to ensure that we continue to implement RULER with fidelity across all grade levels. Teachers and members of the SEB team will lead lessons on the Blueprint to resolve peer to peer or student to teacher conflict and the Meta Moment to provide explicit strategies for regulating emotions. Additionally, community circles will be used as a core routine during SEL blocks to provide spaces for students to reflect on the use of these anchors.
<b>Why are we making this Commitment?</b> <i>Things to potentially take into consideration when crafting this response:</i> <ul style="list-style-type: none"> <li>• How does this Commitment fit into what we envision for the school?</li> <li>• How does this Commitment relate to what we heard when listening to others?</li> <li>• How does this Commitment connect to what we observed through analysis?</li> </ul>	<p>*We believe that by continuing to commit to RULER being implemented with fidelity it will lead to a decrease in ODR's, focus-room visits, and students falling below points as teachers increase their capacity on implementing the lessons.</p> <p>*During the 2022-23 academic year, through the use of the RULER mood meter and class/school charters we observed more students and staff effectively identifying emotions and leveraging the established vocabulary for emotions from the RULER curriculum.</p> <p>*We believe it is essential that staff and students respect each other's voices and listen to each other's perspectives in order for all to feel part of the school community.</p> <p>*50% of our building staff and 70.6% of families believe students if in a conflict/disagreement, are able to resolve it without anger</p>

### Progress Targets

By the end of the year, we will look to 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 (complete at the end of the year)
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Commitment 4 SEL

<b>End-Of-The-Year Goals</b>	Disciplines Suspensions	Less than 95 ODR's Less than 8 suspensions for the school year.				
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## Key Strategies, Resources, and Action

Time Frame	STRATEGY/METHODS/RESOUR CES	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>• <b>What strategies will we pursue as part of this Commitment?</b></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>Summer</b>	<b>September</b>	<b>October</b>	<b>November</b>	<b>December</b>
<b>September 11-18</b>	The MTSS team and Tier $\frac{2}{3}$ team will review at-risk students to start the school year and make sure that those students are receiving the appropriate services needed in the master schedule.					
<b>September 1st</b>	All staff will be trained on PBIS interventions and focus room procedures.					
<b>September 14th and 15th</b>	A walking field trip around the school will be planned and implemented for all students using PBIS and Ruler strategies.					
<b>September - December</b>	The MTSS team will complete and review Tier 1 data to identify tiered supports needed for each classroom.					

Commitment 4 SEL

<b>October 27th</b>	Student Support Teams/SEB team will provide training and support on CORE routines & Ruler curriculum.					
<b>October - December</b>	Administrators will conduct Tier 1 Fidelity checks/visitation during SEL instructional time ensuring that the RULER curriculum is being implemented.					
<b>September - December</b>	All staff members will utilize the RULER lesson plans during their SEL block per the curriculum guide and implement the SEL library.					
<b>October - December</b>	School-based SEB Implementation teams will meet monthly to plan and provide ongoing professional development for staff.					

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:

<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 (complete six to ten weeks into the school year)</b>
<b>Student Data</b>	% of Students falling below points	We expect to see 95% of our students meeting their tier 1 goals	
<b>Adult/Schoolwide Behaviors and Practices</b>	Tier 1 fidelity check and classroom visits	We expect 100% of our instructional staff are utilizing Ruler anchors with their students throughout the day	
<b>Student Behaviors and Practices</b>	Number of students visiting the focus room	We expect that there is a decrease in the amount of visits to the focus room from the 22-23 school year by 5%. (55 visits from Sept-Dec 2022)	

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 (e.g., % agree or strongly agree)</b>	<b>What we ended up seeing (complete once Spring survey results are available)</b>
<b>Student Survey</b>	If I am in a conflict/disagreement, I am able to resolve it without anger. 54.3% DTSDE	If I am in a conflict/disagreement, I am able to resolve it without anger. 75% DTSDE	
<b>Staff Survey</b>	Most students, if in a conflict/disagreement, are able to resolve it without anger. 50.0% DTSDE	Most students, if in a conflict/disagreement, are able to resolve it without anger. 75% DTSDE	
<b>Family Survey</b>	My child, if in a conflict/disagreement, is able to resolve it without anger. 70.6 % DTSDE	My child, if in a conflict/disagreement, is able to resolve it without anger. 75% DTSDE	

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 (complete when reviewing mid-year data)			
Mid-Year Benchmark(s)	Focus Room Visits	Decrease in the number of repeat students visiting the focus room by 5%. (10 repeat students from Sept-Dec 2022)				
Time Frame	STRATEGY/METHODS/RESOURCE S	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

Commitment 4 SEL

<b>January - June</b>	The MTSS team will complete and review Tier 1 data to identify tiered supports needed based on each classroom specific needs.				
<b>January - June</b>	Administrators will conduct Tier 1 Fidelity checks/visitation during SEL instructional time ensuring that the RULER curriculum is being implemented.				
<b>January - June</b>	All staff members will utilize the RULER lesson plans per the curriculum guide and utilize the SEL library.				
<b>January - June</b>	School-based SEB Implementation teams will meet monthly to plan and provide ongoing professional development for staff.				

## COMMITMENT 5- Building Equity Team

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

### Our Commitment

<b>What is one Commitment we will promote for 2023-24?</b>	<p>At ASH, we commit to all students achieving grade-level mastery by lifting student-voice during instruction, leading our building initiatives that address school-wide priorities (i.e. attendance, service learning projects, one school one book), and actively participating in courageous conversations.</p>														
<b>Why are we making this Commitment?</b> <i>Things to potentially take into consideration when crafting this response:</i> <ul style="list-style-type: none"> <li>• How does this Commitment fit into what we envision for the school?</li> <li>• How does this Commitment relate to what we heard when listening to others?</li> <li>• How does this Commitment connect to what we observed through analysis?</li> </ul>	<ul style="list-style-type: none"> <li>- We believe that it is the work of ASH staff to make sure all students are successful and that race is not a predictor of student outcomes.</li> <li>- We believe that by engaging in collegial dialogue, courageous conversations and lifting student voice that we will continue to work on uncovering unconscious bias and honor the equity we seek.</li> <li>- After reviewing the NWEA data from the 22-23 school year we determined that there is a need to target all of our sub-groups in reading; accountability for all success.</li> </ul> <table border="1" data-bbox="726 816 1733 1334"> <thead> <tr> <th colspan="2" data-bbox="726 816 1733 915">% Met Projected Growth F22toS23</th></tr> <tr> <th data-bbox="726 915 958 975">Subgroup</th><th data-bbox="958 915 1733 975">NWEA Reading</th></tr> </thead> <tbody> <tr> <td data-bbox="726 975 958 1046">A</td><td data-bbox="958 975 1733 1046">71%</td></tr> <tr> <td data-bbox="726 1046 958 1116">B</td><td data-bbox="958 1046 1733 1116">68%</td></tr> <tr> <td data-bbox="726 1116 958 1186">H</td><td data-bbox="958 1116 1733 1186">69%</td></tr> <tr> <td data-bbox="726 1186 958 1256">W</td><td data-bbox="958 1186 1733 1256">78%</td></tr> <tr> <td data-bbox="726 1256 958 1334">Multi</td><td data-bbox="958 1256 1733 1334">57%</td></tr> </tbody> </table>	% Met Projected Growth F22toS23		Subgroup	NWEA Reading	A	71%	B	68%	H	69%	W	78%	Multi	57%
% Met Projected Growth F22toS23															
Subgroup	NWEA Reading														
A	71%														
B	68%														
H	69%														
W	78%														
Multi	57%														

## Progress Targets

By the end of the year, we will look to 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 (complete at the end of the year)
End-Of-The-Year Goals	NWEA scores	We expect to see all students in every subgroup meeting or exceeding 80% CGP from Fall to Spring on NWEA..	

Insert Spring NWEA TABLE from Ken Robin with a focus on subgroup performance.

## 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
September 19th	The Student Equity team will map out their school-wide goals and committee priorities by identifying their core action steps based on student data results.					
September 28th	The Equity team will introduce the Wonders Units with the supplemental equity					

Commitment 5- Building Equity Team

	materials that focus on increasing student-voice strategies.					
<b>October - December</b>	The Equity team will participate in an equity focused book study where discussion will be led around empowering and accepting all voices in our school community.					
<b>September-December</b>	The Equity team and Student Equity team will meet monthly together to plan PD and building-wide activities for staff that align with the RULER goals for each month.					
<b>September-December</b>	The Administrative team will continue to shift the master schedule to distribute equitable resources to all grade levels and classrooms ensuring success for all.					

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:

<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 (complete six to ten weeks into the school year)</b>
<b>Student Data</b>	Fall NWEA	We expect to see students maintaining their NWEA scores from the spring on the fall assessment.	
<b>Adult/Schoolwide Behaviors and Practices</b>	Focus Room Data	We expect to see a proportionate number of referrals across each sub-group.	
<b>Student Behaviors and Practices</b>	Students using their voice during SEL block	We hope to see all students engaged in student-led conversations during the SEL block.	

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 (complete when reviewing mid-year data)
Mid-Year Benchmark(s)	Exit tickets at beginning of the year and mid year focused on Equity practices  NWEA Growth Scores  Classroom Visits	We hope to see teacher growth in their capacity to facilitate student-led conversations.  NWEA growth scores for all sub-groups surpassing 80%.  Classroom Visit trend data will show all students engaged in rigorous grade-level work.	

	<b>STRATEGY/METHODS/RESOURCES</b>	Monitor progress each month with notes and color code.
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Commitment 5- Building Equity Team

		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
January - June	The Student Equity team will engage in a book study focused on utilizing their voice to empower the ASH community facilitated by the Staff Equity team.					
January - June	The Equity team and Student Equity team will meet monthly to plan PD for staff and students that coincides with RULER themes for that month.					
January - June	The Administrative team will continue to shift the master schedule to distribute equitable resources to all grade levels and classrooms making sure all students' have what they need to be successful.					
February- May	The Student Equity team will lead the building through ASH community service project and One-School/One Book initiative that are focused on empowering student voice.					
June	The Student Equity team will meet with each homeroom to administer an end of year equity survey and share results at June Principal PD.					

## 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
We envision that this Evidence-Based Intervention will support the following Commitment(s)	Commitment 1-ELA/SS, Commitment 2-Math/Science
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	Teachers need continued support to learn and implement curriculum and develop scaffolds to ensure access to grade level standards.

# 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.nysesd.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
Caroline Adam	Classroom Teacher
Regina Butler	Classroom Teacher
Marie Culihan	Principal
Joshua Singletary	Parent
Lisa Fruscio	Classroom Teacher
Deah Postiglion	Classroom Teacher
Lena Ferrari	Classroom Teacher
Paula Staples	Classroom Teacher
Susannah Sheehan	Classroom Teacher
Jen Oertel	Classroom Teacher
Stefania Sharpe	Reading Teacher
Sean McGraw	Math Interventionist
Kelly Wojewodzic	Math Coach
Glenn Westfall	Assistant Principal
Tara McLeod	Home School Coordinator
Abby Kennedy	Classroom Teacher
Lauren Devery	Reading Coach

## 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: 4/6/21</i>				x	x		
5/23/23	x						x
5/24/23	x						x
5/30/23		x	x				x
5/31/23		x	x				x
6/6/23			x				x
6/7/23				x			x
6/13/23				x			x
6/14/23				x			x
6/20/23						x	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**

N/A

## 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.