



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

School Comprehensive Education Plan 2023-24

District	School Name	Grades Served
Albany	Eagle Point Elementary	PK-5

Collaboratively Developed By:

Delete the red text upon completion.

The Eagle Point Elementary SCEP Development Team

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Gregory Dillon Kevin Retell Melissa Keen

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

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 1-ELA/Social Studies- [District ELA/Social Studies Guidance](#)

Our Commitment

<p>What is one Commitment we will promote for 2023-24?</p>	<p>Provide all students with opportunities to engage in the work of the lesson through active listening, speaking, reading and writing daily while building perseverance and the capacity to prioritize time and accomplish goals.</p>
<p>Why are we making this Commitment? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this Commitment fit into what we envision for the school?</i> • <i>How does this Commitment relate to what we heard when listening to others?</i> • <i>How does this Commitment connect to what we observed through analysis?</i> 	<p>We envision a school where all students independently engage in and persevere through grade level standards-based work and proficiently demonstrate their learning when speaking and in writing.</p> <p>One of our SCEP Actions for ELA/SS for the 22-23 school year was:</p> <ul style="list-style-type: none"> • Teachers will work with students to develop their proficiency in responding to grade level questions orally and in writing. <p>According to our NWEA data, only three classrooms met their long term growth goal of 80% of students meeting or exceeding their growth goal and only three classrooms met the long term goal of 80% or more of students meeting or exceeding the grade level RIT. While 100% of teachers stated on the School Performance Survey they are skilled in utilizing complex and higher-order questions, our data shows that students are not skilled in answering them. As a building, we need to shift our focus to ensuring students are the ones doing the work of the lesson and are developing the ability to persevere through difficult tasks and self-monitor their progress towards meeting goals.</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 <i>(complete at the end of the year)</i>
End-Of-The-Year Goals	NWEA CGP NWEA % Met Growth NWEA % Mean RIT	50-80% CGP 50-80% Met Growth 50- 80% % Mean RIT	

Commitment 1- ELA/Social Studies

Eagle Point Elementary School 2023 NWEA Reading

Subgroup	N	Mean Test %ile		%Met Mean RIT		% Proj NYSED Level			Est PI	% Met Proj. Growth		Mean Cond. Growth Percentile			
		F2022	S2023	F2022	S2023	L2	L3	L4		W23toS23	F22toS23	F22toW23	W23toS23	F22toS23	
Grade	S2023														
K	53	45	60	41	53	--	--	--	--	--	68	80	68	64	72
1	48	51	51	55	50	--	--	--	--	--	66	64	53	60	56
2	47	42	42	41	43	--	--	--	--	--	51	53	45	54	49
3	40	44	48	42	48	39	34	3	114	56	59	61	53	59	
4	40	49	64	50	75	28	33	28	161	72	77	58	68	70	
5	51	50	52	53	61	33	28	14	123	49	64	60	46	57	
Ethnicity															
A	26	56	64	66	81	45	45	9	159	69	84	56	68	72	
B	78	40	47	34	44	34	28	16	130	60	65	54	55	57	
H	51	35	45	36	41	43	19	10	105	50	67	67	50	60	
W	96	56	61	56	70	26	40	21	161	63	64	58	61	62	
Multi	26	39	44	46	31	27	20	7	83	58	60	57	53	57	
AIC	13	42	51	55	46	--	--	--	--	67	70	84	64	58	
SWD	63	30	34	20	29	26	21	9	90	51	51	48	53	51	
ELL	28	26	35	15	29	56	11	0	78	61	70	51	65	60	
ECO	153	38	44	36	42	38	23	11	112	59	63	53	56	58	
ALL (K-5)	279	46	53	47	54	33	31	15	133	60	67	58	57	61	

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"> 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? 	Summer	September	October	November	December
August	The building leader will create and maintain a monthly CPT schedule and a 6-8 week schedule of Tier 1 planning.					
Sept - Oct	K-2 teachers will participate in review and planning of foundational skills and phonemic awareness instructional routines (Heggerty). This will occur during embedded PD times scheduled by principal.					
Sept.- Dec.	The literacy coach will facilitate a building-wide book read with teaching staff - <i>Visual Learning (selected sections/chapters)</i> .					
Sept. - Dec.	Reading teachers or literacy coach will meet with classroom teachers to create, implement, and update Tier 1 plans utilizing NWEA, easyCBM, LSA, KSA, and observational data. In trimester 1, Kindergarten T1 meetings will plan for Enrichment Acceleration and Intervention Block around core phonics and phonemic awareness.					

Commitment 1- ELA/Social Studies

<p>Sept. - Oct.</p>	<p>The literacy coach will create and maintain a schedule for supporting Enrichment Acceleration and Intervention for ELA/SS curriculum implementation within K-5 classrooms utilizing structures for meaningful independent work where students are engaged in authentic reading and writing tasks on their own or in pairs.</p>					
<p>Oct - Nov</p>	<p>Literacy coach will co-teach Social Studies strategies in grades 3 - 5 during ELA core block. Debrief will occur during CPT time.</p>					
<p>Nov. - Dec.</p>	<p>The literacy coach will maintain a schedule for classroom support, based on building data, for ELA/SS instruction to ensure students are doing the work of the lesson through active listening, accountable talk, and daily opportunities for reading and writing.</p>					
<p>Sept. - Dec.</p>	<p>Prior to beginning each new ELA/SS unit, the building leader and literacy coach will schedule and implement grade-level meetings for the purpose of planning Equitable Instruction for the Tier 1 Classroom (including strategies from the Instructional Playbook, creating the Big Idea Chart and the development of scaffolds in the form of discussion/evidence chart and written questions to lead students to the weekly text dependent question).</p>					
<p>Sept. - Dec.</p>	<p>The building leader will visit classrooms to ensure the successful implementation of text specific questions and tasks in the ELA/SS curriculums (both oral and written) focusing on independent and productive struggle.</p>					

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? (Identify Quantitative Data or Qualitative Descriptors in this space)	What we ended up seeing (complete six to ten weeks into the school year)
Student Data	Unit Assessments EasyCBM	50% of students in grades 2 - 5 will receive 2 full points in the writing section on the trimester 1 ELA assessment.	
Adult/Schoolwide Behaviors and Practices	Classroom Visits	Evidence from grades K-2 of 100% implementation of foundational skills and phonemic awareness instructional routines (Heggerty). Evidence will come from classroom visit data and EZCBM.	
Student Behaviors and Practices	Classroom Visits	80% of classroom visits will show evidence that students are participating in active listening, accountable talk, and daily opportunities for reading and writing.	

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

Commitment 1- ELA/Social Studies

	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)	NWEA CGP NWEA % Met Growth NWEA % Mean RIT	50-80% CGP 80% Met Growth 80% % Mean RIT	



Time Frame	STRATEGY/METHODS/RESOURCES	January	February	March	April	May
Start and End Month	<ul style="list-style-type: none"> 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? 	Monitor progress each month with notes and color code. Red-Not Started · Yellow-In Progress · Green-Completed Grey-Unscheduled				
Jan. - June	Reading teachers will meet with classroom teachers to review, assess and update Tier 1 plans utilizing NWEA, easyCBM, LSA, KSA, and observational data. The first round of Tier 1 planning meetings should be based around student progress and the effectiveness of interventions.					
Jan. - June	Building leaders will conduct weekly classroom visits around the Enrichment Acceleration and Intervention block.					

Commitment 1- ELA/Social Studies

<p>Jan. - June</p>	<p>Based on classroom visits, the building leader will identify classrooms in need of further support with the Enrichment Acceleration and Intervention Block utilizing structures for meaningful independent work where students are engaged in authentic reading and writing tasks on their own or in pairs.</p>					
<p>Jan. - June</p>	<p>ELA coach will conduct coaching cycles with a targeted group of teachers around best practices during the Enrichment Acceleration and Intervention block.</p>					
<p>Jan. - June</p>	<p>Based on building data, the literacy coach will maintain a schedule for supporting ELA/SS instruction to ensure students are doing the work of the lesson through active listening, accountable talk, and daily opportunities for reading and writing.</p>					

COMMITMENT 2-Math/Science- District [Math Science](#) Guidance

Our Commitment/ Root Cause

<p>What is one Commitment we will promote for 2023-24?</p>	<p>Our commitment for the 2023-2024 academic year will be vertical alignment in Mathematics instruction to provide students with seamless transitions from one grade-level to the next. This will decrease the amount of RTI time spent on filling gaps and more time spent on enrichment of the students at or above 50 percentile.</p>
<p>Why are we making this Commitment? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this Commitment fit into what we envision for the school?</i> • <i>How does this Commitment relate to what we heard when listening to others?</i> • <i>How does this Commitment connect to what we observed through analysis?</i> 	<p>According to our NWEA data, only Kindergarten and 3rd grade met their long term growth goal of 80% of students meeting or exceeding their growth goal from Fall 22 to Spring 23. 2nd grade and 4th grade were the farthest from our 80% growth goal with 65% and 55% of students meeting their goals.</p> <p>All K-5 teachers will adopt and implement Illustrative Mathematics as the primary core resource, including centers and summative unit assessments. The primary RtI resource for all 1-5 teachers is BRIDGES. It will be the sole resource utilized by the Math interventionist. K classroom teachers will have access to BRIDGES (Set 1) for use in their small group RtI time starting in January.</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 <i>(complete at the end of the year)</i>
End-Of-The-Year Goals	NWEA CGP NWEA % Met Growth NWEA % Mean RIT	80% CGP 80% Met Growth 80% % Mean RIT	

Commitment 2- Math/Science

Eagle Point Elementary School Spring 2023 NWEA Math															
Subgroup	N	Mean Test %ile		%Met Mean RIT		% Proj NYSED Level			Est PI	% Met Proj. Growth		Mean Cond. Growth Percentile			
		F2022	S2023	F2022	S2023	L2	L3	L4		PI	W23toS23	F22toS23	F22toW23	W23toS23	F22toS23
K	53	47	67	42	72	--	--	--	--	--	73	82	64	65	76
1	48	56	62	60	67	--	--	--	--	--	71	74	53	66	65
2	46	46	57	47	63	--	--	--	--	--	78	65	43	70	61
3	42	43	57	37	62	16	26	34	154	72	82	67	60	60	71
4	40	48	53	50	55	30	25	18	124	55	55	51	52	54	
5	52	43	48	36	48	21	19	23	116	68	70	51	61	62	
Ethnicity															
A	26	64	73	72	88	9	45	27	168	88	76	55	76	70	
B	80	32	46	27	49	13	25	13	94	55	66	60	53	62	
H	51	43	54	32	51	38	19	24	136	71	77	55	62	70	
W	96	60	68	64	75	24	19	40	163	78	74	51	69	65	
Multi	26	35	46	26	42	27	20	7	83	58	65	53	55	62	
AIC	13	51	61	50	62	--	--	--	--	73	82	33	74	69	
SWD	63	19	30	12	27	18	15	3	54	45	61	56	43	56	
ELL	28	50	51	48	54	22	22	11	94	80	50	25	67	48	
ECO	154	38	47	34	50	17	19	17	98	62	63	55	57	58	
ALL (K-5)	281	47	58	45	61	22	23	25	131	70	71	55	63	65	

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"> 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? 	Summer	September	October	November	December
Aug	The building leader will create a weekly CPT schedule for K-5 with the first (2) CPT sessions for all grades focusing on Math.					
Sep-Oct	Math coach and interventionists will meet with classroom teachers to create Enrichment Acceleration, and Intervention block groups based on student proficiency level on the NWEA and areas of unfinished learning/instruction.					
Sep-Oct	Embedded PD/Teacher PD/Principal PD will center around the unpacking and planning needed to implement the new primary resource Illustrative Mathematics.					
Sep-Nov	Based on teacher and staff feedback (conducted by the math coach at CPT), the building leader will provide teachers with embedded PD for one of the core concepts of					

Commitment 2- Math/Science

	Math. Coaching cycles will include modeling and/or co-teaching component parts of the Illustrative lessons.					
Sep-Dec	Building leaders and instructional supervisors will have classroom visits that focus on implementation of Illustrative Mathematics during CORE. The building leader will focus their lens around the Warm-up (Launch) and teachers' use of Number Talks/Number Strings, Problem Solving Routines (Example: Three Read, or First Act of Three Act Task) evidence of accountable Talk norms.					
Sep-Dec	Math coach will create a newsletter to inform families of what students are currently learning and provide strategies for supporting them at home at the beginning of each trimester.					
Sep-Dec	Embedded professional development/Teacher PD/Principal PD will focus around: The review of data to determine grouping, How to properly select and create centers that target the focus standards, How to fully utilize the assessment reports from the new iXL platform resource to monitor and individualize the student learning.					
Sep-Dec	Building leaders and instructional supervisors will have classroom visits that focus on implementation of Illustrative Mathematics during CORE. Building leader will focus their lens around the instructional activities(Explore). The essence of this phase is that students engage in a mathematical activity (alone, with partners, or in small groups) to explore, gather, and record information; make					

	and test conjectures; and solve a mathematical task.		
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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? (Identify Quantitative Data or Qualitative Descriptors in this space)	What we ended up seeing (complete six to ten weeks into the school year)
Student Data	Unit Assessments	80% of students are proficient (Level 3 or 4) on the end of unit assessment.	
Adult/Schoolwide Behaviors and Practices	Classroom Visits	80% of classrooms visited will demonstrate fidelity with the curriculum resource design; students will be engaged in learning through problem solving/collaborative learning. The classroom teacher will act as the facilitator in this model.	
Student Behaviors and Practices	Classroom Visits	80% of classrooms visited show evidence that students engaged in collaborative discussion at the <u>beginning</u> (launch), <u>middle</u> (explore), and <u>end</u> (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:

Commitment 2- Math/Science

	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)	NWEA CGP NWEA % Met Growth NWEA % Mean RIT	80% CGP 80% Met Growth 80% Mean RIT	

Insert Winter 2024 NWEA TABLE from Ken Robin if Commitment is in ELA or Math

Time Frame	STRATEGY/METHODS/RESOURCES	January	February	March	April	May
Start and End Month	<ul style="list-style-type: none"> 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? 	Monitor progress each month with notes and color code. Red-Not Started · Yellow-In Progress · Green-Completed · Grey-Unscheduled				
Jan-June	A review of classroom visits, NWEA data, Unit Assessments and regular meetings with the coaches and building principal will determine the success of the implementation of Illustrative Mathematics and the Three Phase Instructional Model.					
Jan-June	Math coach will provide embedded professional development for Bridges and					

Commitment 2- Math/Science

	continued support with Enrichment Acceleration Intervention Block.						
Sep- June	Coaches and interventionists will meet weekly to monitor progress and share the results with the BLT. Once the data is shared, BLT will develop a plan in order to share the impact that the enrichment and intervention has had on students and what adjustments may need to be made in implementation of the enrichment and intervention plan.						
Jan- June	Math coach will provide embedded professional development on the Three Phase Instructional model. Emphasis will be placed on the lesson synthesis. This is where explicit instruction should be seen. Teacher selects, sequences and connects student work samples. Students talk about their strategies and make connections between similar and dissimilar strategies.						
Jan- June	Teachers will implement the Three Phase instructional model with a focus on the “lesson synthesis”/debrief of a lesson. The essence of this phase is that the students work as a community of learners, discussing, justifying, and challenging various solutions to the problem that they have just worked on. Coaching cycles will occur following professional development and/or principal walkthroughs.						
Jan- June	Building leaders and instructional supervisors will have classroom visits that focus on implementation of the Three Phase						

Commitment 2- Math/Science

	Instructional model in Illustrative Mathematics, the Warm up, Activities and lesson synthesis.						
Jan-June	Math coach will create a newsletter to inform families of what students are currently learning and provide strategies for supporting them at home at the beginning of each trimester.						
Jan-June	Embedded professional development/Teacher PD/Principal PD will focus around: The review of data to determine grouping, How to properly select and create centers that target the focus standards, How to fully utilize the assessment reports from the new iXL platform resource to monitor and individualize the student learning.						
Jan-June	Building leaders and instructional supervisors will have classroom visits that focus on implementation of Illustrative Mathematics during CORE. Building leaders will focus their lens around the instructional activities(Explore). The essence of this phase is that students engage in a mathematical activity (alone, with partners, or in small groups) to explore, gather, and record information; make and test conjectures; and solve a mathematical task.						
May	The instructional coach and teachers will share out the year's work at the May principal professional development and will speak to next steps in the school's work towards the Three Phase Instructional Model in Illustrative Mathematics and using Bridges for Enrichment and Intervention.						

COMMITMENT 3- Attendance [District PPS Guidance](#)

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

Our Commitment

<p>What is one Commitment we will promote for 2023-24?</p>	<p>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.</p>
<p>Why are we making this Commitment? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this Commitment fit into what we envision for the school?</i> • <i>How does this Commitment relate to what we heard when listening to others?</i> • <i>How does this Commitment connect to what we observed through analysis?</i> 	<p>We envision 95% of all students being present every day to ensure consistent access to teaching and learning.</p> <ul style="list-style-type: none"> • 32% of all students were chronically absent <ul style="list-style-type: none"> ○ 29% Non-SWD were chronically absent ○ 43% of our ECO students were chronically absent ○ 39% of our SWD were chronically absent • Disproportionality highest among ECO: 75% of Chronically absent students were ECO (54% demographics). • Students chronically absent on average missed 21 days of school last year

Progress Targets

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

End-Of-The-Year Goals	What data will we be reviewing? Chronic Absenteeism Rate	What do we hope to see when we review that data? 20% (with an attendance goal of 90%+ for November/December)	What we ended up seeing <i>(complete at the end of the year)</i>

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"> 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? 	Summer	September	October	November	December
Aug - Sept	The principal will update the attendance flow chart and Attendance Team roles and responsibilities checklist.					
Aug - Sept	The 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.					
Aug - Sept	The principal will work with transportation on busing and timing. This will include an attendance protocol for students coming off of the bus daily.					
Sept - Oct	The principal will review and provide attendance protocols to the Attendance Committee outlining interventions/supports.					
Sept - June	Attendance Team will meet bi-weekly to monitor our students on our priority list as well as any new students crossing a threshold. All					

Commitment 3- Attendance

	attendance SIPs will be tracked for fidelity and success rate by the Attendance Team.					
Sept - Dec	Home school coordinator will attend Special Education Self Contained Team meetings every other week to discuss attendance concerns and interventions needed for targeted students.					
Sept - Dec	Attendance SOAR tickets will be given out to students who have a perfect week of attendance. These will be used at the school store in compliance with PBIS incentives.					

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? (Identify Quantitative Data or Qualitative Descriptors in this space)	What we ended up seeing (complete six to ten weeks into the school year)
Student Data	Chronic Absenteeism	A 20% decrease from our summer list for the chronically absent students (visible improvement in priority students attendance).	
Adult/Schoolwide Behaviors and Practices	Attendance Systems	SST and HSC supports attendance SIPs and Tier 3 interventions for priority students.	

Commitment 3- Attendance

<p>Student Behaviors and Practices</p>	<p>Interventions</p>	<p>Priority students will be listed in the conference room and students, with support from the HSC, will self-monitor their own attendance data (monthly wall calendar).</p>	
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We believe achieving the following Mid-Year Benchmark(s) will give us good insight into our ability to reach our year-end goal:

	<p>What data will we be reviewing?</p>	<p>What do we hope to see when we review that data?</p>	<p>What we ended up seeing (complete when reviewing mid-year data)</p>
<p>Mid-Year Benchmark(s)</p>	<p>Chronic Absenteeism</p>	<p>A 7% decrease from 2022/23 (42% Sept-Dec) in chronically absent students.</p>	



<p>Time Frame</p>	<p>STRATEGY/METHODS/RESOURCES</p>	<p>Monitor progress each month with notes and color code. Red-Not Started · Yellow-In Progress · Green-Completed · Grey-Unscheduled</p>				
<p>Start and End Month</p>	<ul style="list-style-type: none"> What strategies will we pursue as part of this Commitment? What does this strategy entail? What will implementation look like in our school? 	<p>January</p>	<p>February</p>	<p>March</p>	<p>April</p>	<p>May</p>

Commitment 3- Attendance

	<ul style="list-style-type: none"> What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? 					
<p>Jan - June</p>	<p>Home school coordinator will attend Special Education Self Contained Team meetings every other week to discuss attendance concerns and interventions needed for targeted students.</p>					
<p>Jan - Feb</p>	<p>Midyear attendance data will be pulled and analyzed to target chronically absent students with increased intervention; parent meeting, CICO Adult, and individual student goal setting. Improvement incentives will be used for students that improved from September priority list.</p>					
<p>Jan - June</p>	<p>Attendance Team will meet bi-weekly to monitor our students on our priority list as well as any new students crossing a threshold. All attendance SIPs will be tracked for fidelity and success rate by the attendance team.</p>					
<p>Jan - June</p>	<p>Attendance SOAR tickets will be given out to students who have a perfect week of attendance. These will be used at the school store in compliance with PBIS incentives.</p>					
<p>Jan - June</p>	<p>4th/5th Grade Equity/Leadership Team will complete positive incentives to students who have shown growth/improvement in attendance.</p>					

COMMITMENT 4- SEL [District PPS Guidance](#)

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

Our Commitment

<p>What is one Commitment we will promote for 2023-24?</p>	<p>We will commit to working with our SEB team and teachers to ensure that RULER is implemented with fidelity across all grade levels. We will focus on additional interventions for our special education classrooms and providing more emotional and social support.</p>
<p>Why are we making this Commitment?</p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this Commitment fit into what we envision for the school?</i> • <i>How does this Commitment relate to what we heard when listening to others?</i> • <i>How does this Commitment connect to what we observed through analysis?</i> 	<p>We believe that by committing to RULER being implemented with fidelity students will learn self-regulation skills that will lead to a decrease in ODR's, especially within our self-contained classrooms.</p> <p>This will include push-in support by our SST during all SEL periods for our 4 self-contained classrooms and positive push-in support from our monitors.</p> <ul style="list-style-type: none"> • 95% of all ODRs were from self-contained special education classrooms • Physical contact towards staff accounted for highest percentage of ODRs and suspensions • PS57: If I am in a conflict/disagreement, I am able to resolve it without anger • S69: Student behavior does not interfere with instruction • S39: Student behavior does not interfere with instruction

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>
End-Of-The-Year Goals	Disciplines Suspensions	Less than 70 ODRs and less than 15 OSS	

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"> 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? 	Summer	September	October	November	December
Sept 11-18	The MTSS Team and Tier 2/3 Team will review at-risk students at our bi-weekly meeting and make sure that those students are receiving the appropriate services needed in the master schedule.					
Sept - Dec	Teachers, teaching assistants and SST will fully implement our leveled response system for all classrooms. This includes ICMP and crisis management.					
Oct - Dec	Administrators will conduct Tier 1 Fidelity checks/visitation during SEL instructional time ensuring that the RULER curriculum is being implemented.					
Sept - Dec	All staff members will utilize the RULER lesson plans during their SEL block per the curriculum guide and implement the SEL library.					
Sept - Dec	Principal will set up bi-weekly meetings involving special education teachers, teaching assistants, and SST to review intervention techniques for					

Commitment - 4 SEL

	students. We will establish a system to monitor the effectiveness of interventions in managing student behavior.					
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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	% of Students falling below points	We expect to see 95% of our students meeting their tier 1 goals	
Adult/Schoolwide Behaviors and Practices	Tier 1 fidelity check and classroom visits	We expect 100% of our instructional staff are utilizing Ruler anchors with their students throughout the day	
Student Behaviors and Practices	Fidelity of the leveled response system	Number of leveled responses will be documented and analyzed to determine effectiveness of our current SST responses.	

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

	Survey Question(s) or Statement(s)	Desired response (e.g., % agree or strongly agree)	What we ended up seeing (<i>complete once Spring survey results are available</i>)
Student Survey	PS57: If I am in a conflict/disagreement, I am able to resolve it without anger	80% agree or strongly agree	69.1%

Commitment - 4 SEL

Staff Survey	S69: Student behavior does not interfere with instruction	80% agree or strongly agree	45.5%
Family Survey	S39: Student behavior does not interfere with instruction	80% agree or strongly agree	66.7%

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)	ODR's	A decrease from 22-23 in Level 3 and 4 ODRs (15 Sept - Dec and 76 total for year)	

Time Frame	STRATEGY/METHODS/RESOURCES	January	February	March	April	May
Start and End Month	<ul style="list-style-type: none"> 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? 	Monitor progress each month with notes and color code. Red-Not Started · Yellow-In Progress · Green-Completed Grey-Unscheduled				
Jan - May	The MTSS Team and Tier 2/3 Team will review at-risk students during our bi-weekly meeting					

Commitment - 4 SEL

	and make sure that those students are receiving the appropriate services needed.					
Jan - May	Teachers, teaching assistants and SST will fully implement our leveled response system for all classrooms. This includes ICMP and crisis management.					
Jan - May	Administrators will conduct at least one Tier 1 Fidelity checks/visitation (for the month of January) during SEL instructional time for all classroom teachers ensuring that the RULER curriculum is being implemented.					
Jan - May	All staff members will utilize the RULER lesson plans during their SEL block per the curriculum guide and implement the SEL library.					
Jan - May	Principal will set up monthly meetings with special education teachers, TAs, and SST. Purpose of the meeting is to assess leveled responses and what is going well and what do we need to improve.					

COMMITMENT 5- Building Equity Team [Equity Action Plan](#)

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

Our Commitment

<p>What is one Commitment we will promote for 2023-24?</p>	<p>Recognizing the imperative need for inclusivity and social justice, we strive to create an environment where every student, staff member, and family feels valued, supported, and empowered.</p>
<p>Why are we making this Commitment? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this Commitment fit into what we envision for the school?</i> • <i>How does this Commitment relate to what we heard when listening to others?</i> • <i>How does this Commitment connect to what we observed through analysis?</i> 	<ul style="list-style-type: none"> • 21 out of our 24 OSS were for non-white students • 24 out of our 24 OSS were SWD • Empowering Student Voice: We will actively seek and amplify the voices of our students, ensuring their perspectives and experiences inform decision-making processes. By involving students (BLT, student equity team, student feedback surveys and the student leadership team), we will empower them to become agents of change and co-creators of an equitable and inclusive school environment.

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 <i>(complete at the end of the year)</i>
<p>End-Of-The-Year Goals</p>	<p>NWEA scores</p>	<p>Based on Fall to Spring 22/23 data, all subgroups meet 80% achievement.</p>	

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

Key Strategies, Resources, and Action

Time Frame	STRATEGY/METHODS/RESOURCE ES	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"> 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? 	Summer	September	October	November	December
September	The Equity Team will lead staff in an equity discussion and self-assessment to see where the staff believes they are on the learning continuum.					
Sept - Dec	The Building Equity Team will meet monthly to develop and implement activities with staff that focus on cultivating cultural competence. We will deepen our understanding of cultural competence by engaging in ongoing learning and professional development. Through self-reflection and open dialogue, we will challenge our biases and assumptions, and actively seek to address inequities and dismantle barriers to success.					
Sept - Dec	Addressing Disparities: The Equity Team will identify specific classrooms, through NWEA data, and address disparities in student achievement, opportunities, and outcomes					

Commitment 5- Equity Action Plan

	based on student/classroom demographics. We will select one classroom by October to provide Tier 1 Classroom support.					
Sept - Dec	The Equity Team and Student Equity Team will meet monthly together to plan PD and building-wide activities.					
Sept - Dec	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:

Early Progress Milestones	What data will we be reviewing?	What do we hope to see when we review that data? (Identify Quantitative Data or Qualitative Descriptors in this space)	What we ended up seeing (complete six to ten weeks into the school year)
Student Data	Students NWEA scores	Our F23 to W23 will show that 80% of all subgroups have met their projected growth.	
Adult/Schoolwide Behaviors and Practices	Breakdown of NWEA F23 to W23 by subgroups and achievement Student voice feedback survey	A 9% decrease in achievement gap between all subgroups (24% gap from 22/23)	
Student Behaviors and Practices	Student voice feedback survey	Comparison of the September student feedback survey to Winter student feedback survey will show an increase in positive feedback.	

Commitment 5- Equity Action Plan

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)	NWEA Growth Scores	NWEA growth scores for all sub-groups surpassing 80%.	
	Classroom Visits	Classroom Visit trend data will show all students engaged in rigorous grade-level work	

Time Frame	STRATEGY/METHODS/RESOURCES	Monitor progress each month with notes and color code. Red-Not Started · Yellow-In Progress · Green-Completed · Grey-Unscheduled				
	ES	January	February	March	April	May
Start and End Month	<ul style="list-style-type: none"> 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? 					
Jan - June	The Student Equity Team will engage in a book study focused on utilizing their voice to empower change. This will be led by the home school coordinator.					

Commitment 5- Equity Action Plan

Jan - June	Addressing Disparities: The Equity Team will identify specific classrooms, through NWEA data, and address disparities in student achievement, opportunities, and outcomes based on student/classroom demographics. We will select one classroom by October to provide Tier 1 Classroom support.					
Jan - June	The Student Equity Team will lead the building through One-School/One Book initiative (Mary Can) with a focus on empowering student voice and improving self-confidence.					
Jan - June	The Equity team will actively seek and amplify the voices of our students, ensuring their perspectives and experiences inform decision-making processes. We will select two students to join BLT meetings for the months of Jan-June.					
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. This will include student feedback surveys.					

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?	Coaching is needed to support the implementation of the vertically aligned math curriculum and to help teachers learn and apply new instructional practices that support students doing the work of the lesson in ELA and Social Studies.

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
Karyn Barry	Teacher
Kevin Retell	Teacher
Gregory Dillon	Teacher
Melissa Keen	Home School Coordinator
Melissa Shelmerdine	Teacher
Elizabeth Despart	Literacy Coach
Alexander Santana	Math Coach
Jared Fox	Principal
Emily King	PTA

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
7/27/2022	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
10/3/2022	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11/14/2022	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12/14/2022	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1/9/2023	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2/13/2023	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3/20/2023	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5/9/2023	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
6/19/2023	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
6/20/2023	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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

Google Form student survey is administered at the beginning of the year so that students can voice their opinions and give recommendations and/or feedback. We then review the responses during our September BLT meeting. Also, district administrators conduct focus groups with students. Survey data was then used to implement STEM programs, Lacrosse program, and our Garden Project.

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.