



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

School Comprehensive Education Plan 2023-24

District	School Name	Grades Served
Albany	Roots Academy at West Hill	PK-5

Collaboratively Developed By:

The Roots Academy at West Hill SCEP Development Team
SCEP Team Members: Kendra Chaires-Francis, Wendy Morin, Laurie Ellis, Danielle Camarata, Kayla Williams, Elizabeth Van Norden, J. Carey Fusco, Linda Cepiel, Victoria Persico, Juaneika Agyeman, Tammy Colman, Crystal Cooper, Tonya Venable, and Michael Johnson

And in partnership with the staff, students, and families of Roots Academy at West Hill.

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

What is one Commitment we will promote for 2023-24?

Why are we making this Commitment?

Things to potentially take into consideration when crafting this response:

- *How does this Commitment fit into what we envision for the school?*
- *How does this Commitment relate to what we heard when listening to others?*
- *How does this Commitment connect to what we observed through analysis?*

We commit to using student data to monitor understanding, identify instructional needs, and adjustments to instructional practice to support mastery of grade level content.

Prior to making this commitment the leadership team analyzed data from multiple sources. In the Envisioning work done by the leadership team, it was noted in Question 1, 89% agreed that : Q1 Professional collaboration and teamwork is well represented within our school by our Tier 1 services through which we collect data, observe the learning for the purpose of coming up with a "Game Plan" to support future academic learning and instructional growth. In Q5 it was noted that "Professional collaboration and teamwork at the Tier 1 meetings would be improved if more time was included to use data to drive instruction and planning." In Question 31, Only 78% agreed with the statement that: "Data review connected to data driven instruction is an instructional practice teachers have embraced school-wide."

Our commitment to using student work and data cycles to inform practice and engagement was further supported by the qualitative data from the staff focus group in which they indicated that there was a need for additional time to dive more deeply into the curriculum as they were unable to have flexibility, and were concerned about adhering to the pacing map provided by the district. Teachers' instruction and student work were driven by task compliance rather than engagement and some felt that they were unable to dive deeply into the work of the lessons due to the district's pacing map.

Upon review of our Fall to Spring NWEA Reading CPG Rankings, we noted the following growth percentiles by grade: Kindergarten: 54.6, 1st Grade: 65.8, 2nd Grade 46.8, 3rd Grade 53.6, 4th Grade 44.9 and 5th Grade: 42.7. A ranking above the 50th percentile indicates that the learning gap is closing. The data shows that 3 out of our 6 grades are below the 50th percentile while the other grades, with the exception of 1st Grade, are hovering very close to the 50th percentile. This demonstrates either no growth or minimal growth in the area of reading.

Our commitment to focus on student work and data cycles will provide us the necessary tools we need to inform our practice and improve student engagement. The data cycles will give us the opportunity to surface our student learning gaps in a timely fashion so that they can be addressed immediately through shifts in our teaching practices. The timely shifts in teaching practices, based on student data, will provide us with a higher level of student engagement and less compliance framework on the part of our students.

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 Classroom Visits	50-80% CGP 80% Met Growth 50- 60% % Mean RIT 80% of classroom teachers will be observed implementing instructional adjustments in response to student data.	

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

Key Strategies, Resources, and Action

Commitment 1- ELA/Social Studies

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
Jul-Aug	The instructional coach, reading interventionist, and administration will create a guidance document that outlines grade level exit outcomes.					
Jul-Aug	The Data Subcommittee of BELT and instructional coach will identify a data protocol supporting improvement cycles to monitor the impact of ELA instruction.					
Sept-Dec	During embedded PD sessions with our instructional ELA coach, instructional staff will meet by grade level and engage in collective unit unpacking using an agreed upon protocol prior to the delivery of an instructional unit.					
Aug-Sept	During embedded PD opportunities, instructional staff in collaboration with the instructional coach will create individual portfolios to collect and maintain student work throughout the year. This will also include PD around providing actionable feedback to students.					
Oct-Dec	Administration and the instructional coach will engage in classroom visits to monitor teacher					

Commitment 1- ELA/Social Studies

	feedback and adjustments made to instruction in response to student data reviewed during CPT or Tier 1 meetings.					
Oct-Dec	The instructional coach, Reading interventions, and instructional staff will meet every 4-6 weeks to review and analyze data to craft/update Tier 1 plans to inform the SGI blocks.					
Sept-Dec	Instructional staff will administer the Wonders running record every 6-8 weeks.					
Sept-Dec	During CPT, instructional staff will analyze the Text-Dependent Questions (TDQs)/benchmarks/running records and adjust instructional moves/techniques and provide student feedback in response to the data.					
Sept-Dec	Instructional staff will share feedback with students and provide opportunities for students to improve their work during the Acceleration, Enrichment and Intervention block and resubmit.					
Sept-Dec	Instructional coach and administration will analyze trends from data reviews, classroom visits, etc. to inform the creation and delivery of professional learning opportunities.					

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

Commitment 1- ELA/Social Studies

Early Progress Milestones	What data will we be reviewing?	What do we hope to see when we review that data? (<i>Identify Quantitative Data or Qualitative Descriptors in this space</i>)	What we ended up seeing (<i>complete six to ten weeks into the school year</i>)
Student Data	Unit Assessments EasyCBM	We hope that a comparison of baseline data to data available 6 to 10 weeks into the school year will demonstrate a growth rate of 10%.	
Adult/Schoolwide Behaviors and Practices	Classroom Visits Common Planning Time	Analysis of student work learning gaps informing instruction and supporting engagement in CPT/Tier 1 Meetings. Grade level teachers will share portfolios for the purpose of giving feedback regarding their “student feedback”.	
Student Behaviors and Practices	Classroom Visits Student Portfolios	All students engaged in active learning which supports their individual learning needs. We anticipate more productive struggle for our students and the use of periodic student feedback in portfolios to transfer the active learning onto our students. The students will be able to see observable growth in their portfolios.	

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 Classroom visits	50-80% CGP 80% Met Growth 50%- 60% Mean RIT 50% of classroom teachers will be observed implementing instructional adjustments in response to student data.	



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	During embedded PD sessions, instructional staff, including the instructional coach, will meet by grade level and engage in collective unit unpacking using an agreed upon protocol prior to the delivery of an instructional unit.					

Commitment 1- ELA/Social Studies

Jan-June	Instructional staff will administer the Wonders running record every 6-8 weeks.					
Jan-June	Instructional coach, Reading interventionist, and instructional staff will meet every 4-6 weeks to review and analyze data to craft/update Tier 1 plans to inform the SGI blocks.					
Jan-June	During CPT, instructional staff will analyze the TDQs/benchmarks/running records and adjust instructional moves/techniques and provide student feedback in response to the data.					
Jan-June	Instructional staff will share feedback with students and provide opportunities for students to improve their work during the EAI block and resubmit.					
Jan-June	Administration and the instructional coach will engage in classroom visits/walkthroughs to monitor teacher feedback and adjustments made to instruction in response to student data reviewed during CPT or Tier 1 meetings.					
Jan-June	Instructional coach and administration will analyze trends from data reviews, classroom visits, etc. to inform the creation and delivery of professional learning opportunities.					

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

Our Commitment/ Root Cause

What is one Commitment we will promote for 2023-24?

We commit to consistently follow the curricular program and instructional routines with fidelity in grades K-5 in Core Math, EAI, & Science to ensure all students have access to grade level standards and tasks daily.

Why are we making this Commitment?

Multiple sources of qualitative and quantitative data were analyzed, by the leadership team, prior to making this commitment. In the Envisioning process the leadership team explored our current reality in which progress monitoring and student centered classrooms have not been embraced school wide and with consistency. The consistent implementation of instructional routines would support student centered classrooms and provide immediate data for progress monitoring. Consistent use of instructional routines will provide access for all students to higher order thinking in math/science.

Things to potentially take into consideration when crafting this response:

- *How does this Commitment fit into what we envision for the school?*
- *How does this Commitment relate to what we heard when listening to others?*
- *How does this Commitment connect to what we observed through analysis?*

Making this commitment also relates to the qualitative data provided in the Teacher Focus Groups in which teachers stated the need for “more math practices - open number line, number sense; meet kids where they are to build the base of strategies students can use for core; IM will be a big shift (routines need to be tight)

- wants to work on - wants white boards around the room; visible routines
- more collaboration among students in Math (Bridges strategies); see language routines in classroom and the work of Soto”

Additional comments from the teacher focus group included:

How do you release students to successfully attempt rigorous independent tasks?

- whatever you’re doing has an entry point for everyone; activities build in for IM
 - rich tasks with multiple entry points
- build a safe environment; where students understand it’s a part of learning
- make sure students understand the purpose long term

In the student focus group, it was noted that when students were asked what can be improved upon, the student responded “schedules - should move Science to the beginning of the day; we barely get to do it because it’s at the end of the day; always running out of time.”

Further supporting the leadership team’s commitment to following instructional routines with fidelity in the classroom was based on a review of the DTSDE survey. In the family response to Q27 in which only 69.7% of the parents responded that they agreed/strongly agreed to the statement: “My child is challenged by his/her teachers. A review of the staff responses in the DTSDE survey indicated only 64.7% teachers agreed/strongly agreed with the statement that “Teachers consistently differentiate activities and materials to meet students’ needs. In Q43 only 64.7% of teachers agreed/strongly agreed with the statement that “Teachers construct classroom activities to ensure high student engagement. Lastly in Q 44, only 58.8% of classes in this can be characterized as “students involved in higher order thinking.”

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 Classroom Visits	50-80% CGP 80% Met Growth 50- 80% Mean RIT 80% of classroom teachers will be observed implementing IM, Bridges, and FOSS and the instructional routines associated with the programs.	

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
Jul-Aug	Administration will build a master schedule that supports departmentalization, vertical CPT, and extended Science block.					
Jul-Aug	The Data Sub Committee of BELT will identify a data protocol supporting data cycles to monitor the impact of Math instruction.					
Jul-Aug	Instructional coach and administration will identify a set of Math CORE & RTI look “fors” that will be used during instructional/teacher rounds.					
Sept.-Dec.	Teachers in grades 4 & 5 will departmentalize in ELA/Social studies & Math/Science to support instructional staff with building a deeper understanding of content for grade level standards.					
Oct.-Dec.	3-5 teachers, instructional coach, interventionist, and administration will engage in embedded professional learning using the Math Studio format facilitated by an outside					

Commitment 2- Math/Science

	consultant to support planning, unit unpacking, and instructional routines related to Illustrative Math.						
Oct-Dec	Grade level teams will participate in professional development sessions related to FOSS implementation.						
Sept-Dec	K-3 and 4th and 5th departmentalized teachers will implement instructional routines related to Illustrative Math and FOSS.						
Oct-Dec	The principal/ assistant principal, and Math supervisor and instructional coach will participate in classroom visits/learning walks to monitor the implementation of strategies learned during Math Studio and building level PL.						
Nov- Dec.	The instructional coach will use qualitative data from visits to inform and provide building level PL and coaching cycles.						
Oct.-Dec.	K-5 teachers and TAs, led by Math coach and Math interventionists, will participate in professional development with a focus on planning RTI and small group instruction using Bridges as the resource.						
Oct.-Dec.	Instructional staff and administration will engage in data cycles to monitor the impact of math instruction.						
Oct.-Dec.	Instructional staff and administration will participate in vertical (3-5)/grade level Common Planning Time to unpack units, plan instruction, review data, vertical team meetings Unit unpacking; planning; data review & interpretation						

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

Early Progress Milestones	What data will we be reviewing?	What do we hope to see when we review that data? (<i>Identify Quantitative Data or Qualitative Descriptors in this space</i>)	What we ended up seeing (<i>complete six to ten weeks into the school year</i>)
Student Data	Unit Assessments Portfolio Work	Quantitative Data from Unit Assessments should indicate growth from the post assessments. Student portfolio work should show evidence of instructional routines being used.	
Adult/Schoolwide Behaviors and Practices	Classroom/CPT Visits	Qualitative data from observations should indicate instructional routines being used consistently in every math lesson and included in CPT planning sessions.	
Student Behaviors and Practices	Classroom Visits	We hope to see at least 50% of classroom teachers implementing IM, Bridges, and FOSS and the instructional routines associated with the programs.	

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 Classroom Visits	50-80% CGP 50-80% Met Growth 50- 80% % Mean RIT 50%-80% of classroom teachers will be observed implementing IM, Bridges, and FOSS and the instructional routines associated with the programs.	

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-Jun	Teachers in grades 4 & 5 will departmentalize in ELA/Social studies & Math/Science to support instructional staff with building a deeper understanding of content for grade level standards.					

Commitment 2- Math/Science

Jan-Jun	3-5 teachers, instructional coach, interventionist, and administration will engage in embedded professional learning using the Math Studio format facilitated by an outside consultant to support planning, unit unpacking, and instructional routines related to Illustrative Math.						
Jan-Jun	The principal/ assistant principal, and Math supervisor and instructional coach will participate in classroom visits/learning walks to monitor the implementation of strategies learned during Math Studio and building level PL.						
Jan-Jun	K-3 and 4th and 5th departmentalized teachers will implement instructional routines related to Illustrative Math and FOSS.						
Jan-Jun	The principal/ assistant principal, and Math supervisor and instructional coach will participate in classroom visits/learning walks to monitor the implementation of strategies learned during Math Studio and building PL.						
Jan-Jun	The instructional coach will use qualitative data from visits to inform and deliver building level PL and coaching cycles.						
Jan-Jun	Instructional staff and administration will engage in data cycles to monitor the impact of math instruction						
Jan-Jun	Instructional staff and administration will participate in vertical (3-5)/grade level Common Planning Time to unpack units, plan instruction, review data, vertical team meetings Unit unpacking; planning; data review & interpretation.						

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 improving student attendance for 2023-2024 school year by using data to drive attendance interventions and 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>Achieving the commitments we have made in this plan are based on the foundation of our students attending school. We believe that attendance concerns are a barrier within our control that makes it challenging to ensure that students feel connected to our school and to receive grade level engaging instruction. A review of our attendance data was performed for this section and it was noted that a certain grade level was more successful than others in student attendance. Attendance rates by grades are as follows: Kindergarten 92%, 1st Grade 92%, 2nd Grade 92%, 3rd Grade 95%, 4th Grade 91% and 5th Grade 92%.</p> <p>To build an understanding of why some grade levels had more success in closing the attendance gap and decreasing their chronically absent students in the current academic year, it is important to track and review meaningful data with fidelity in order to write and implement effective attendance plans for students who are continuing to have significant gaps in their attendance. Tracking this data will also help us better understand why the attendance gaps are closing or not closing in the coming academic year.</p> <p>With current systems that addressed Tier 1 level needs for absenteeism, we were able to reduce chronic absenteeism by 10%. However the Tier 1 level plan was not responsive to the students' needs which required more targeted support for improving attendance. We believe focusing on data will yield responsive, targeted, plans to decrease chronic absenteeism.</p> <p>The BELT envisioning process, student focus groups and teacher survey all brought to the surface our need to be more student-centered in the areas of instruction and support which are</p>

built on student attendance. Our focus on improving attendance and our chronic attendance is connected to our commitment to becoming a more student-centered school.

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	Chronic Absenteeism Rate	We hope to see it reduced to 24% through December and 15% by the end of the school year.	

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				
		Summer	September	October	November	December
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? 					
July-Aug	School leaders will review historical attendance data to identify additional supports for identified attendance patterns. Students who have a					

Commitment 3- Attendance

	history of being at-risk for attendance are provided targeted supports at the start of the school year.						
July-Aug	The HSC and administration will review CA data, generate a list of CA students, and provide outreach and identify potential barriers to regular attendance. The school's outreach to students with low attendance is personal and done by an adult with a strong relationship with the student or family.						
July-Aug	The CSSC will support home visits during the summer months in addition to preparing to implement enrichment programming for students and families to start in Fall 2023.						
July-Aug	The Attendance Team will implement the School Practice Self-Assessment to identify family, peer, school, and community strengths and supports to meet student attendance goals. The Attendance Team will meet to review and revise the absent response flow chart to align with the needs of the building and create a document to clearly outline Attendance Team/Roles and Responsibilities						
Aug	The HSC and administration will revise the building attendance policy to identify benchmarks that trigger tiered interventions and supports (i.e. daily outreach to CA students).						
Aug-Sep	Administration will revise/create attendance plans to celebrate those students and families with 100% attendance, students who have						

Commitment 3- Attendance

	improved the most and students who are no longer chronically absent.					
Spt-Dec	The HSC and administration will write plans specific to students who are CA and monitor to identify impact.					
Spt	Assign case managers from the Attendance Team to monitor and support class-wide or individualized student plans. These action plans include activities such as incentives, celebrations, home visits, and supportive services.					
Spt-Dec	The Attendance Team will conduct a comprehensive data review every 4-6 weeks. This will include looking at current and historical CA students and any associated attendance intervention plans.					
Spt-Dec	School leaders analyze attendance data by classroom to determine if there are any trends by teachers. School leaders work with teachers where there is high student attendance to determine if there are practices that can be replicated elsewhere in the school.					

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

Commitment 3- Attendance

Early Progress Milestones	What data will we be reviewing?	What do we hope to see when we review that data? (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	Last year's CA rate was 49%. A review of the data would indicate a 25% reduction in chronic absenteeism.	
Adult/Schoolwide Behaviors and Practices	Attendance Systems	Effective tiered interventions carried out with fidelity.	
Student Behaviors and Practices	Attendance	Improvement of attendance in the primary grades.	

We believe these Winter 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 (complete once Spring survey results are available)
Student Survey	F26. My teachers send notes home or call my family (51%)	75%	
Staff Survey	S80. Our school has sufficient clubs, activities and events to help students become engaged and connected to school. (41.2%)	80%	
Family Survey	S36. Our school has clubs, activities, and events to help students engage and connect to school. (73.8%)	80%	

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 Data	We hope to see a rate of 24% through December.	



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-Jun	The Attendance Team will conduct a comprehensive data review every 4-6 weeks. This will include looking at current and historical					

Commitment 3- Attendance

	CA students and any associated attendance intervention plans.					
Jan-Jun	School leaders analyze attendance data by classroom to determine if there are any trends by teachers. School leaders work with teachers where there is high student attendance to determine if there are practices that can be replicated elsewhere in the school.					
Jan-Jun	The HSC and administration will write plans specific to students who are CA and monitor to identify impact.					

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 building foundational systems for assessing and supporting social-emotional wellness of students.</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>The Leadership Team reviewed and analyzed multiple data sources prior to making this commitment. The team reviewed the DTSDE survey results and only 5.9% of our teaching staff agreed/strongly agreed with the statement “Student behavior does not interfere with instruction. Additionally In the teacher DTSDE survey results only 70.6% of our teachers agreed/strongly agreed with the statement that “we have an effective system for developing and building student social-emotional health. This was further echoed in only 62.5% of our teachers agreed/strongly agreed with the statement: “Our school has definitive procedures in place for students who are chronic offenders and/or experiencing ongoing difficulties.” From the parental perspective in the DTSDE survey results only 58.7% agreed/strongly agreed with the statement: “Student behavior does not interfere with instruction”.</p> <p>In the Explore activity during the SCEP envisioning process, a survey indicated that only 66.7% of respondents agreed with the statement: “ professional collaboration and teamwork within our school is well represented by the student behavior support team which extends beyond the team to the teachers. During the explore/envision process, the team noted some strengthening needed in the following areas:</p> <ol style="list-style-type: none"> 1 Our work toward ensuring a positive environment could use some strengthening in the area of consistently reinforcing behavioral and academic expectations. 2. Our work toward ensuring a positive environment could use some strengthening in the area of a programmed increase in SEL time.

3) Last year, there were 426 ODRs and 10% would represent a reduction of 43 ODRs. The 426 ODRs written are the physical manifestation of behavior interfering with instruction.

Based on concerns for social-emotional wellness of students and a need for training, resources, and increased support of implementation expressed in the focus groups; we believe building foundational systems for assessing and supporting social-emotional wellness of students will allow us to better monitor and understand our students' needs. Based on these needs we can create targeted, effective plans that will increase a sense of belonging and build communities.

For the 2022-2023 school year, systems were in place to support social-emotional wellness of our students. Learning from last year and the multiple discussions with key stakeholders, it has been noted that these systems do have to be strengthened for the 2023-2024 school for the purpose of limiting student behavior interference on instructional time. We are including TCIS and SRSS-IE training to improve upon our current systems.

Furthermore, our student voice is very important, and during the focus group it was expressed that we could improve in the area of "how to make the bad kids better.

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	During the 2022-23 school year, students generated 440 ODRs. We would like to see at 50% reduction in ODRs for the upcoming school year.	

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

Commitment - 4 SEL

Key Strategies, Resources, and Action: As stated below in the steps we will be strengthening our team that supports our students ability to learn and our teachers ability to teach without interference. We are strengthening our team by providing further training and support in TCIS, SSRS-IE and Ruler. Our team will strengthen our Tier I strategies in the classroom. All of this will be further enhanced by improved data sources of classroom management discipline and SSRS-IE data.

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?	Summer	September	October	November	December
Aug	<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? 					
July-Aug	<p>SEB Team members will be trained for SSRS-IE roll out/implementation.</p> <p>Administration will create schedules for the support team in collaboration with PPS, SPED and team members to allow for crisis response and Tier 1 support to further strengthen our current system.</p>					
Sept	<p>The Student Support Team will conduct embedded sessions with all staff related to crafting a successful Tier 1 Classroom Management Plan and developing school-wide common language around behavior and</p>					

Commitment - 4 SEL

	protocols. The embedded sessions will be included in team schedules.						
Sept	The assistant principal will work with teachers on how to document classroom incidences. Fidelity of completing them will be measured against the radio calls received.						
Spt-Nov	Student Support Team will provide a professional development session focused on SSRS-IE, RULER, etc. as needed based on fidelity checklist walkthroughs.						
Spt-Nov	Students in need of support will be identified in a timely fashion and will be provided with the appropriate level of support. Data will be reviewed every 4 -6 weeks to determine the effectiveness of the intervention used.						
Oct-Nov	Teachers and support team will Implement SSRS-IE and analyze data each trimester.						
Oct-Nov	Support team will integrate SSRS-IE with other data and analyze in order to create and monitor targeted, responsive planning. The target responsive planning will occur during Tier 2/3 meetings.						
Nov-Dec	The assistant principal will create and distribute a survey related to SSRS-IE implementation. Survey data will be used to inform planning for Trimester 2.						
Spt-Dec	The Behavior Support Team and administration will provide targeted refreshers and PD on RULER, TCIS, Restorative Practices, Community building Circles, SSRS-IE, MTSS procedures in response to survey data.						

Commitment - 4 SEL

Sep-Dec	The Ready Room teaching assistant will push into classrooms to provide character building lessons .				
Spt-Oct	Student Support Team and administration will provide information sessions and literature to families regarding Tier 1 supports and RULER Curriculum and SSRS-IE.				

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	Office Discipline Referral	During the 2022-23 school year, students generated 440 ODRs. We would like our EPM to reflect a 10%-20% reduction in ODRs.	
Adult/Schoolwide Behaviors and Practices	SSRS-IE Tier 1 Checklist	Consistent review and analysis of the data to guide intervention and practices.	
Student Behaviors and Practices	TeacherStudent Survey	20% improvement in teacher and student response for behavior interfering with instruction	

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

Commitment - 4 SEL

	Survey Question(s) or Statement(s)	Desired response (e.g., % agree or strongly agree)	What we ended up seeing (complete once Spring survey results are available)
Student Survey	Question RC12. Students treat each other with respect. SA/A= 52.7%	75%	
Staff Survey	Question 69. Student behavior does not interfere with instruction. SA/A = 5.9%	40%	
Family Survey	Question S39. Student behavior does not interfere with instruction. SA/A = 59%	80%	

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

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing (complete when reviewing mid-year data)
Mid-Year Benchmark(s)	ODRs, SSRS-IE, Surveys	15% of our teachers state behavior is not interfering with instruction	

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

Commitment - 4 SEL

End Month	<ul style="list-style-type: none"> 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-Jun	<p>Student Support Team monthly will be visiting SEL classes using the MTSS Social, Emotional & Behavioral checklist followed by a survey to determine if further PD sessions/refreshers are needed for SSRS-IE, RULER, etc.</p>					
Jan-Jun	<p>Teachers and support team will Implement SSRS-IE and analyze data each trimester.</p>					
Jan-Jun	<p>Support team will integrate SSRS-IE with other data and analyze in order to create and monitor targeted, responsive planning.</p>					
Jan-Jun	<p>Targeted refreshers and PD on RULER, TCIS, Restorative Practices, Community building Circles, SSRS-IE, MTSS procedures in response to survey data.</p>					

COMMITMENT 5- Building Equity Team: SAA Albany Equity Team Action Plan Template

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

Our Commitment

What is one Commitment we will promote for 2023-24?

We will commit to developing a strong foundational understanding of the Equity Standards by the adults in the building and a building-wide student mindset of high expectations, personal growth, and character development by creating student leadership opportunities (student-led workshops, peer-led discussion and student-run school-wide initiatives).

Why are we making this Commitment?

We are specifically making this commitment because our student leadership team gave feedback, during meetings, at the end of the school year that they would like to improve building climate.

Things to potentially take into consideration when crafting this response:

- *How does this Commitment fit into what we envision for the school?*
- *How does this Commitment relate to what we heard when listening to others?*
- *How does this Commitment connect to what we observed through analysis?*

The Spring Family Engagement Survey question 86 indicated that only 69% of our families agreed/strongly agreed with the statement “ If there is a racial or equity concern in school, it is addressed. In comparison, 94.1% of the teaching staff agreed/strongly agreed. Only 78.8% of students agreed/strongly agreed with the statement.

For Survey question 81 only 74.6% agreed/strongly agreed with the statement “My children say that staff do not show any preconceived bias toward any student group. In comparison, 92.9% of the teaching staff agreed/strongly agreed with the statement. Only 51.8% of the students agreed/strongly agreed with the statement. We are making this commitment to improve upon the disconnect we observe within the surveys.

In the Envisioning work done with the BELT which was followed by a survey, there was 100% support for the following questions:

Q60. If we begin to imagine our school as a student-centered, positive environment where all students feel connected to the school, it looks like having more opportunities for the Student Leadership Team to become leaders/decision makers.

Q66. If we begin to imagine our school with the quality of teaching and/or learning we aspire to, it would look like students holding each other and themselves accountable to high behavior and academic standards.

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	Spring Survey Data relating specifically to the question in connection with staff not showing any preconceived bias towards any student group.	We hope to see it in the “Green”, 80% and above. Our results for the 2023 school year was 51.8% during the 2023 school year.	

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

Key Strategies, Resources, and Action: See Attached Action Plan

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?	Summer	September	October	November	December

Commitment 5- Building Equity Team

	<ul style="list-style-type: none"> What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? 					
SEE ATTACHED ACTION PLAN						

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	Survey Data from the SLT	Engagement of our student population in student led activities.	
Adult/Schoolwide Behaviors and Practices	Survey data from the Social Justice Standards PD	90% of our teachers learned something new about the social justice standards and felt the PD was valuable.	
Student Behaviors and Practices	Agenda meeting minutes	Student led activities will be planned for or occurring at our school.	

Commitment 5- Building Equity Team

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 (complete once Spring survey results are available)
Student Survey	Students say that staff do not show any preconceived bias toward any student group.	75% (51.8%)	
Staff Survey	Students say the curricula is relevant to their interests and background.	75%(2023 results 73.2%)	
Family Survey	My children say that staff do not show any preconceived bias toward any student group.	85% (2023 results 74.6%)	

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)	Mid-Year Survey	An increase 10 % in the “green/assets” ratings when compared with 2023 Survey data results.	

Commitment 5- Building Equity Team



Time Frame	STRATEGY/METHODS/RESOURCES	Monitor progress each month with notes and color code. Red-Not Started · Yellow-In Progress · Green-Completed · Grey-Unscheduled				
Start and End Month	<ul style="list-style-type: none"> 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

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, Commitment 4-PPS
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	During our Envision/Analyze/Listen process, our BELT and surveyed teachers (56%) agreed that there is a lack of sharing data with our students to encourage self-motivation and to hold students accountable. In addition, the BELT and surveyed teachers felt that we have not embraced student centered classrooms on a school-wide basis allowing us consistency within our building.

Clearinghouse-Identified

If “X” is marked above, provide responses to the prompts below to identify the strategy, the Commitment(s) it will support, the Clearinghouse that supports this as an evidence-based intervention, and the rating that Clearinghouse gave that intervention:

Evidence-Based Intervention Strategy Identified	
We envision that this Evidence-Based Intervention will support the following Commitment(s)	
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	

Clearinghouse used and corresponding rating

- What Works Clearinghouse**
 - Rating: Meets WWC Standards Without Reservations
 - Rating: Meets WWC Standards With Reservations
- Social Programs That Work**
 - Rating: Top Tier
 - Rating: Near Top Tier
- Blueprints for Healthy Youth Development**
 - Rating: Model Plus
 - Rating: Model
 - Rating: Promising

School-Identified

If “X” is marked above, complete the prompts below to identify the strategy, the Commitment(s) it will support, and the research that supports this as an evidence-based intervention.

Evidence-Based Intervention Strategy Identified	
We envision that this Evidence-Based Intervention will support the following Commitment(s)	
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	
Link to research study that supports this as an evidence-based intervention (the study must include a description of the research methodology)	

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
Kendra Chaires-Francis	Principal
Wendy Morin	Assistant Principal
Tonya Venable	Home School Coordinator
Victoria Persico	School Psychologist
Juaneika Agyeman	3rd Grade Teacher
Elizabeth Van Norden	2nd Grade Teacher
Erin Andrews	Kindergarten SPED Teacher
Danielle Camarata	ELA Coach
Laurie Ellis	Math Coach
J. Carey Fusco	Reading Specialist
Kayla Williams	Math Coach
Michael Johnson	Community School Director
Ebony Miller	Parent
Lucia Britton	Parent
Billy Ventzke	Parent
Tammy Colman	Kindergarten Teacher
Elin Mattfeld	Behavior Specialist
Katherine Weiskotten	Social Worker
Crystal Cooper	5th Grade Teacher
Linda Cepiel	Reading Specialist
Susan Lofrumento	Math Interventionist
Michelle Woodson	1st/2nd SPED Teacher

Our Team's Steps

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

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

Meeting Dates

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

Meeting Date	Envision: Exploring the Vision, Values and Aspirations for the school	Analyze: Internal and External Data	Analyze: Survey Data	Analyze: Completing and Discussing the Tenet 1 Inventory	Listen: Interviewing Students	Putting it all Together: Completing the SCEP Planning Document	Writing the Plan
5/9/23	X						
5/10/23	X						
5/23/23			X				
5/24/23		X					
5/25/23					X		
6/13/23				X			
6/15/23						X	X
6/20/23							X
6/21/23							X
6/23/23							X
6/27/23							X

Learning As A Team

Directions

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

Student Interviews

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

A student focus group was formed and students were interviewed during this process. Students expressed in this interview that math was very challenging and they felt that they did not always get time to work on Science. As a result of these comments, in our plan we focused in Math/Science on using Instructional Routines with fidelity to provide access to all students regardless of their ability in math and to give them a deeper understanding of the content. When asked about feedback, students responded that teachers say “great job” or “good job” and another student indicated they receive feedback on their report card. Another student indicated they got their work back with a check or check plus. A couple of students indicated they receive feedback by comparing their NWEA goal and their actual results. Students were also asked how to make the school better and their response was “help make bad kids better”. The students also expressed that the school did a good job hiring people who could control the kids. The students expressed a need to have Science at the beginning of the day so that there would always be time in the schedule for it.

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.