



School Comprehensive Education Plan

2023-24

District	School Name	Grades Served
Albany	Sheridan Preparatory Academy	PK-5

Collaboratively Developed By:

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And in partnership with the staff, students, and families of Sheridan Preparatory Academy.

Guidance for Teams

Template

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

Commitments

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

- **Envision:** Explore its vision, values, and aspirations
- **Analyze:** Review and analyze internal and external data, including survey data, and reflect on systems and structures
- **Listen:** Conducting student interviews

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

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

Success Criteria and Benchmark Targets

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

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

Strategies

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

Resources for Team

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

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

Guidance for Teams

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

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

Our Commitment

<p>What is one Commitment we will promote for 2023-24?</p>	<p>We commit to create grade level opportunities where all students are actively and independently listening, speaking, reading and writing daily with consistent and relevant teacher feedback provided.</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"> • Student survey data states that students do not accept criticism, or feedback, so increased opportunities for teacher feedback will build their willingness to do so. • Staff survey indicates that students’ coping skills need to be strengthened. We will increase opportunities for students to engage in productive struggle. • SPA data suggests that approaching and proficient students need more grade level opportunities to engage in productive struggle to increase their growth. Most of our students in 3rd - 5th grades are projected to score a Level 2 or Level 1 on NYS exams. Our level 2 students are the students we need to push into proficiency, so to meet our MIPs. We need to make sure that as proficient students (L3 and L4) move up in grades, they maintain their proficiency and do not fall out of level 3 or level 4. <table border="1" data-bbox="751 831 1936 1094"> <thead> <tr> <th>Grade</th> <th>L2</th> <th>L3</th> <th>L4</th> <th>PI</th> </tr> </thead> <tbody> <tr> <td>3rd</td> <td>33</td> <td>15</td> <td>3</td> <td>69</td> </tr> <tr> <td>4th</td> <td>48</td> <td>15</td> <td>3</td> <td>86</td> </tr> <tr> <td>5th</td> <td>18</td> <td>11</td> <td>4</td> <td>47</td> </tr> </tbody> </table>	Grade	L2	L3	L4	PI	3rd	33	15	3	69	4th	48	15	3	86	5th	18	11	4	47
Grade	L2	L3	L4	PI																	
3rd	33	15	3	69																	
4th	48	15	3	86																	
5th	18	11	4	47																	

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 d of the year)</i>
End-Of-The-Year Goals	NWEA CGP NWEA % Met Growth NWEA % Mean RIT	80% CGP 80% Met Growth 50-80% Mean RIT	

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 Progres · Green-Completed · Grey-Unsigned				
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	Instructional coaches will provide targeted professional development to all instructional staff on engagement strategies for grade level tasks.					

Commitment 1- ELA/Social Studies

September	Teachers will examine the NWEA Student Goal Setting Worksheets with grade level team and coach and confer with individual students to examine each students' history and trajectory to discuss the goal and action plan.					
September	K-2 teachers will participate in the planning of teaching phonemic awareness and phonics skills using the Heggerty Phonemic Awareness/Phonics Program.					
October -January	K-5 teachers will participate in professional development of engagement strategies through peer observations and reflection of practice.					
October -June	Instructional coaches will provide six week cycles that include three weeks of targeted professional development and three weeks of a coaching cycle.					
October	K-5 teachers will implement the engagement strategies.					
October	K-2 teachers will implement phonemic awareness and phonics skills using the Heggerty Phonemic Awareness/Phonics Program.					
October	Teachers and students will review Fall NWEA scores and make adjustments to individual NWEA Student Goal Setting Worksheet Plan Goals and NWEA Student Goal Setting Worksheet Plan Action Plan if needed.					
October-October	The instructional staff, reading teachers, and ELA coach will review the beginning of the year data to develop the Tier 1 support plan to identify instructional strategies.					

Commitment 1- ELA/Social Studies

October-January	School administrators will conduct instructional walkthroughs and classroom visits focused on student engagement on grade level tasks.					
October-January	ELA instructional coach will work with grade level teachers with a focus on unit planning and release of text dependent questions and writing tasks during Common Planning Time (CPT).					
October-January	During small group instruction, K-5 teachers will provide opportunities for students to engage in independent reading and writing tasks.					
October-January	Reading teachers and classroom teachers will work together bi-monthly to review the progression of reading subskills and determine strategies to support Tier 1 learning. Tier 1 plans will be updated at this time.					

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>)
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Commitment 1- ELA/Social Studies

<p>Student Data</p>	<p>Unit Assessments EasyCBM</p>	<p>We are hoping to see an increase in proficiency in unit assessments, with a goal of having 80% of our grade levels proficient.</p> <p>We are hoping to see an increase in proficiency on EasyCBM benchmarks, with a goal of having 80% of our grade levels proficient.</p>	
<p>Adult/Schoolwide Behaviors and Practices</p>	<p>Classroom Visits</p>	<p>We are hoping to see teachers releasing grade level tasks, facilitating lessons, and monitoring student work and reflecting</p>	
<p>Student Behaviors and Practices</p>	<p>Classroom Visits</p>	<p>We are hoping to see students reading grade level texts, speaking and listening during class discussions about the texts, persevering through rigorous tasks, and explaining their thinking through writing.</p>	

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

	<p>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 <i>(complete when reviewing mid-year data)</i></p>
<p>Mid-Year Benchmark(s)</p>	<p>NWEA CGP NWEA % Met Growth NWEA % Mean RIT</p>	<p>80% CGP 80% Met Growth 50- 80% % Mean RIT</p>	

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

Commitment 1- ELA/Social Studies

Time Frame	STRATEGY/METHODS/RESOURCES	Monitor progress each month with notes and color code. Red-Not Started · Yellow-In Progres · Green-Completed · Grey-Unscheduled				
Start and End Month	<ul style="list-style-type: none"> • What strategies will we pursue as part of this Commitment? • What does this strategy entail? What will implementation look like in our school? • What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? 	January	February	March	April	May
January	Instructional coaches will provide targeted professional development to all instructional staff on feedback strategies for grade level tasks.					
January	Teachers and students will review winter NWEA scores and make adjustments to individual NWEA Student Goal Setting Worksheet Plan Goals and NWEA Student Goal Setting Worksheet Plan Action Plan if needed.					
January-May	K-5 teachers will participate in professional development of feedback strategies through peer observations and reflection of practice.					
January-June	Instructional coaches will provide six week cycles that include three weeks of targeted professional development and three weeks of coaching cycles .					
January	The instructional staff, reading teachers, and ELA coach will review the winter data to analyze trends and discuss the next steps.					

Commitment 1- ELA/Social Studies

January-June	School administrators will conduct instructional walkthroughs and classroom visits focused on student engagement and teacher feedback.					
January-June	ELA instructional coach will work with grade level teachers with a focus on unit planning and release of text dependent questions and writing tasks during Common Planning Time (CPT).					
January-June	During small group instruction, K-5 teachers will provide opportunities for students to engage in independent reading and writing tasks.					
January-June	Reading teachers and classroom teachers will work together bi-monthly to review the progression of reading subskills and determine strategies to support Tier 1 learning. Tier 1 plans will be updated at this time.					
June	Teachers and students will review spring NWEA scores and make adjustments to individual NWEA Student Goal Setting Worksheet Plan Goals and NWEA Student Goal Setting Worksheet Plan Action Plan if needed.					

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>We are committed to developing and implementing daily, grade level learning opportunities where all students are engaged in problem solving, justifying thinking and persevering with purposeful teacher feedback.</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> 	<ul style="list-style-type: none"> - Staff survey indicates that most students are unable to prioritize time to accomplish what they have to do and keep going when things are hard. - Student survey indicates that most students do not respond properly when people give them criticism or negative feedback. - SPA data indicates that we are growing students at all levels, however, we need to focus our instructional practices on approaching/on and above level students. Most of our students in 3rd - 5th grades are projected to score a Level 2 or Level 1 on NYS exams. Our level 2 students are the students we need to push into proficiency, so to meet our MIPs. We need to make sure that as proficient students (L3 and L4) move up in grades, they maintain their proficiency and do not fall out of level 3 or level 4.

Commitment 2- Math/Science

Subgroup	% Proj NYSED Level			Est PI	% Met Proj. Growth	
	L2	L3	L4	PI	W23toS23	F22toS23
Grade						
K	--	--	--	--	76	68
1	--	--	--	--	84	82
2	--	--	--	--	88	84
3	15	17	7	67	76	62
4	14	22	11	86	73	78
5	9	2	0	12	41	33
Ethnicity						
A	22	22	0	67	80	65
B	11	12	5	46	72	70
H	11	11	7	50	69	58
W	20	20	0	60	60	58
Multi	14	0	14	50	61	61
AIC	33	33	0	--	76	79
SWD	3	5	3	20	61	58
ELL	13	19	0	50	74	58
ECO	12	11	6	48	69	65

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

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-Underscheduled				
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	Teachers will examine the NWEA Student Goal Setting Worksheets with grade level team and coach and confer with individual students to examine each students' history and trajectory to discuss the goal and action plan.					
September -October 23	Fifth grade science teachers will engage in training related to the four mandatory investigations that must be completed prior to taking the NYS Science CBT(computer based testing) assessment in Spring 2024.					
Sept 23- Jan 24	Teachers will implement BRIDGES lessons during math EAI (Enrichment Acceleration Intervention).					
Sept 23-Jan 24	Coaches and teachers will engage in coaching cycles that includes co-teaching, planning and implementing the component parts of the Illustrative lessons.					

Commitment 2- Math/Science

Sept 23- Jan 24	Instructional coaches and Math interventionists will provide targeted professional development to all k-5 staff on the implementation of the Illustrative Math curriculum(i.e., lesson structure, domain alignment, progress monitoring).					
Sept 23- Jan 24	Coaches will provide embedded PD, teacher PD/Principal PD, that centers around the unpacking and planning needed to implement the Illustrative resource.					
Sept 23-Jan 24	Instructional coaches will provide six week cycles that include three weeks of targeted professional development and three weeks of coaching cycles with peer observations and feedback of practice.					
Sept 23-Jan 24	Classroom teachers, coaches and Math interventionists will strategically review student data to determine grouping during EAI.					
October	Teachers and students will review Fall NWEA scores and make adjustments to individual goals and action plans if needed.					
October-No vember 23	New Science teachers will engage in training related to the primary resource(FOSS) and additional NGSS aligned resources.					
December 23	Fifth grade Science teachers will engage in training related to the four mandatory investigations that must be completed prior to taking the NYS Science CBT(computer based testing) assessment in Spring 2024.					

Commitment 2- Math/Science

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	We are hoping to see an increase in proficiency in unit assessments, with a goal of having 80% of our grade levels proficient.	
Adult/Schoolwide Behaviors and Practices	Classroom Visits	We are hoping to see teachers facilitating lessons, anticipating student responses, monitoring student work and reflecting.	
Student Behaviors and Practices	Classroom Visits	We are hoping to see students collaborating with each other, persevering through rigorous tasks, and explaining their thinking verbally and in 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 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 Winter Benchmark	Students will meet or exceed their winter goal.	

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

Time Frame	STRATEGY/METHODS/RESOURCES	Monitor progress each month with notes and color code. Red-Not Started · Yellow-In Progress · Green-Completed · Grey-Unscheduled				
Start and End Month	<ul style="list-style-type: none"> 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
Jan 23 - June 24	Teachers will implement lessons from Illustrative Math with fidelity.					
January 24	Teachers and students will review winter NWEA scores and make adjustments to individual NWEA Student Goal Setting Worksheet Plan Goals and NWEA Student Goal Setting Worksheet Plan Action Plan if needed.					

Commitment 2- Math/Science

January 24	Fifth grade Science teachers will engage in training related to the four mandatory investigations that must be completed prior to taking the NYS Science CBT(computer based testing) assessment in Spring 2024.					
January -June 24	Departmentalized Science teachers will engage in learning around the Makerspace carts to engage students with the three dimensions of learning (Science and Engineering Practices, Disciplinary Core Ideas and Crosscutting Concepts.					
Jan 23 -June 24	Teachers will implement BRIDGES lessons during math EAI(Enrichment Acceleration Intervention).					
Jan 23 -June 24	Coaches and teachers will engage in coaching cycles that includes co-teaching, planning and implementing the component parts of the Illustrative lessons.					
Jan 23 -June 24	Coaches will provide embedded PD, teacher PD/Principal PD, that centers around the unpacking and planning needed to implement the Illustrative resource.					
Jan 23 - June 24	Instructional coaches and Math interventionists will provide targeted professional development to all k-5 staff on the implementation of the Illustrative Math curriculum(i.e., lesson structure, domain alignment, progress monitoring).					
Jan 23 -June 24	Instructional coaches will provide six week cycles that include three weeks of targeted professional development and three weeks of coaching cycles with peer observations.					

Commitment 2- Math/Science

Jan 23 - June 24	Classroom teachers, coaches and Math interventionists will strategically review student data to determine grouping during EAI.					
February-March 24	Fifth grade Science teachers will engage in training related to the four mandatory investigations that must be completed prior to taking the NYS Science CBT(computer based testing) assessment in Spring 2024.					
June	Teachers and students will review spring NWEA scores and make adjustments to individual NWEA Student Goal Setting Worksheet Plan Goals and NWEA Student Goal Setting Worksheet Plan Action Plan if needed.					

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 supporting our families’ understanding of the connection between attendance and improved student achievement.</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>Data:</p> <p>2022-2023 Daily Attendance Rate is 92%</p> <p>2022-2023 Chronically Absence percentage is 37% (137 students out of 360 total)</p> <p>-Per student and family interviews, our families and students are unaware of when a student crosses the chronic absenteeism threshold.</p> <p>-The school continues to focus on 10 absences versus 18 absences; the lens is on what is “good attendance” versus who is “chronic.”</p> <p>-Our attendance rate and chronically absenteeism rate are not where they need to be, but they are both moving in the right direction.</p>

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>
<p>End-Of-The-Year Goals</p>	<p>Chronic Absenteeism Rate</p>	<p>30% chronic absenteeism rate.</p>	

Commitment 3- Attendance

Key Strategies, Resources, and Action

Time Frame	STRATEGY/METHODS/RESOURCES	Monitor progress each month with notes and color code. Red-Not Started · Yellow-In Progres · Green-Completed · Grey-Unscheduled				
Start and End Month	<ul style="list-style-type: none"> 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
July - August	Beginning in July 2023, the home school coordinator (HSC) will conduct home-visits throughout the summer, to focus on students who had an attendance rate between 85% and 89% during the 2022-2023 school year. Home-visits will focus on family barriers and provide information on the educational impact of the student’s attendance rate.					
August	The Attendance Committee will create and translate a family friendly Attendance Flow-Map and monthly attendance report for each student.					
August	Attendance informational materials will be included in the Welcome Back packet sent to families.					
Sept.	During Back to School Blast, Attendance Informational Meeting will be held for each grade level.					

Commitment 3- Attendance

Sept. - Dec.	Teachers will communicate to the HSC any pertinent information regarding attendance about students.					
Sept. - Dec.	If a student has multiple consistent absences, teachers will call families to inquire about absences.					
Sept. - Dec.	The school nurse will provide a monthly report to the Attendance Committee of students sent home due to illness, so the committee can track absences as a result of exclusion.					
Sept. - Dec.	Every month, members of the Attendance Committee will distribute attendance incentives to students and families who have 95% for the month and top 3 classes for the month.					
Sept. - Dec.	Monthly attendance report will be sent to families detailing their student's attendance rate by the Attendance Committee.					

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	Percentage of students who are chronically absent will be at 34% or less.	
Adult/Schoolwide Behaviors and Practices	Attendance Systems	Attendance reports will have been sent to families monthly and all incentives will be provided to students.	

Commitment 3- Attendance

Student Behaviors and Practices			
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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 <i>(e.g., % agree or strongly agree)</i>	What we ended up seeing <i>(complete once Spring survey results are available)</i>
Student Survey	<p>Home School Coordinator conducted surveys with specific students who had a net gain of 228 days of school, from 2021-2022 to 2022-2023:</p> <p>Following questions gave us insight on motivation and understanding of attendance improvement:</p> <ul style="list-style-type: none"> • What has helped you come to school more this year? • What advice would you give to a classmate that was struggling to come to school? 	<ul style="list-style-type: none"> • School Programs are engaging • practical changes to approach to attendance 	
Staff Survey	S79 As a school, we report out and celebrate gains from the student database	83.3% SA/A Would like to disaggregate specifically about attendance data.	
Family Survey	Home School Coordinator conducted surveys with specific students who had	<ul style="list-style-type: none"> • Reference Power of AtTENDance 	

Commitment 3- Attendance

	<p>a net gain of 228 days of school, from 2021-2022 to 2022-2023:</p> <p>Following questions gave us insight on motivation and understanding of attendance improvement:</p> <ul style="list-style-type: none"> • How has the school informed you about the importance of attendance? • What has the school done to support your efforts to send your child to school more regularly? 	<ul style="list-style-type: none"> • School programs listed as supportive 	
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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:

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing <i>(complete when reviewing mid-year data)</i>
Mid-Year Benchmark(s)	Attendance Rate Chronic Absenteeism Rate	Our daily attendance rate should be above 92% Our chronic rate should be below 30%	

Commitment 3- Attendance

Time Frame	STRATEGY/METHODS/RESOURCES	Monitor progress each month with notes and color code. Red-Not Started · Yellow-In Progress · Green-Completed · Grey-Unscheduled				
Start and End Month	<ul style="list-style-type: none"> • 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
Jan.	The Attendance Committee will create mid-year attendance documents to share with families.					
Jan. - Feb.	HSC will have mid-year meetings with families whose students are chronic to date.					
Jan	The Attendance Committee will create a document to share with classroom teachers to share their class attendance rate.					
Jan. - June	The Attendance Committee will meet weekly to monitor the attendance of all students. The HSC and attendance officer will follow the Attendance Flow Map.					
Jan. - June	Every month, members of the Attendance Committee will distribute attendance incentives to students and families who have 95% or better and top 3 classes for the month.					
Jan. - June	Teachers will communicate to the HSC any pertinent information regarding attendance about students.					

Commitment 3- Attendance

Jan. - June	If a student has multiple consistent absences, teachers will call families to inquire about absences.					
Jan. - June	The school nurse will provide a monthly report to the Attendance Committee of students sent home due to illness, so the committee can track absences as a result of exclusion.					
Jan. - June	Monthly attendance report will be sent to families detailing their student's monthly rate.					
May - June	An end-of-year celebration called the AttenDance will be held for families and their students having 95% for the school year or better.					

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 commit to deepening connections for students between SEL lessons and their conflict-resolution skills, so that all students feel safe, respected, and confident.</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> 	<ul style="list-style-type: none"> - Student Survey Data showed a need for students to be able to use conflict resolution skills. Students communicated they have skills to problem solve for themselves when they are frustrated, but struggle to use appropriate skills with peer conflict. - Staff Survey Data showed staff members believe students are taught appropriate skills, however struggle to implement skills. - Families communicated conflict to be an area of concern. - VADIR Data <ul style="list-style-type: none"> - (377 incidents) (102 individual students) (approximately 4 referrals per student) - (30 students w/4 or more) (359 total students enrolled) (28% referred) - In review of data it was found, many students with multiple occurrences of discipline have been removed and more appropriately placed. <ul style="list-style-type: none"> -Staff will learn how to deliver conflict resolution skills and then will provide opportunities for students to practice conflict resolution skills, mediations, and how to use the calm down corner .

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>
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Commitment 4- SEL

End-Of-The-Year Goals	Disciplines Suspensions	Discipline referrals will be at less than 20% of the total school population holding referrals.	
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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 Progres · 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 5 - 6	During Professional Development days, the assistant principal and members of the Behavior Support Team will review how to input classroom referrals into our safeschools database system.					
Sept - Oct. 1	During morning announcements, a “Rule Reminder” will be highlighted by Administrative Staff, from the Behavior Matrix - Learning Environment , with an accompanying slide deck for homeroom and special area teachers to use, to reinforce appropriate behaviors.					
Sept 11 - Sept 22	Administrative staff will review the Behavior Matrix with each homeroom during their Physical Education time.					

Commitment 4- SEL

Sept. 11 - Sept. 22	Homeroom teachers and special area teachers will review the <i>Behavior Matrix - Learning Environment</i> and routines specific to their location with all students.					
Sept - Oct. 1	All instructional staff will have the Behavior Matrix, RULER resources (Mood Meter, Class Charter, etc), and Classroom Management Plan posted and visible in learning spaces.					
Sept. - Oct.31	School social worker and behavior specialist will divide cohorts of high-risk students equally, who had more than 4 office/discipline referrals (ODR) in 2022-2023 and provide an appropriate intervention for six weeks.					
Sept - Oct. 31	Due to the concentration of students with 4 or ODRs in 4th grade, the school social worker will provide Tier 1 support during Social Emotional Learning (SEL) time for six weeks.					
Sept - Oct. 31	During the first six weeks of school, members of the Student Support Team will divide homerooms equally, to support SEL instruction and the implementation of the RULER program.					
Sept - Dec. 31	The Crisis Intervention Team will all respond to any crisis and then determine which specific members are needed for support.					
Sept - Dec. 31	The assistant principal will hold individual meetings with members of BST to review roles and assignments/responsibilities.					
Sept - Dec. 31	Members of the Behavior Support Team will log all office discipline behaviors, intervention, duration, and which member responded electronically within 24 hours of an incident.					

Commitment 4- SEL

<p>Sept - Dec. 31</p>	<p>During Behavior Support Team (BST) meetings, a monthly review of all discipline data (office referrals, breaks, crisis response, etc.) will be done to determine if interventions, interventionists, or delegation of responsibilities need to be adjusted.</p>					
<p>Sept - Dec. 31</p>	<p>Homeroom and special area teachers will input all classroom managed behavior referrals into safeschools data-base (VADIRS) within 24 hours of an incident.</p>					
<p>Sept - Dec. 31</p>	<p>During BST meetings, the school psychologist, school social worker and behavior specialist will provide progress monitoring reports (as specific to the intervention provided), attendance logs and updates on any student receiving behavior interventions.</p>					
<p>Sept - Dec. 31</p>	<p>Homeroom teachers will have a Calm Down Corner in their classroom as a tier 1 intervention.</p>					
<p>Sept - Dec. 31</p>	<p>Homeroom teachers will provide weekly SEL lessons using RULER.</p>					
<p>Oct - Dec. 31</p>	<p>The Culturally Responsive Education (CRE) Committee will plan and prepare monthly community builders using the Social Justice Standards.</p>					
<p>Oct - Dec. 31</p>	<p>The Social Emotional and Behavior (SEB) Committee will plan and prepare monthly celebrations to promote a positive school culture to include “Blue & Gold Day,” the school store, and “Caught in Action” students.</p>					

Commitment 4- SEL

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	% of Students falling Below Points SSRS-IE	The percentage of students falling below points should be at 20% for each class.	
Adult/Schoolwide Behaviors and Practices	Tier 1 Checklist Behavior Matrix Re-Teach Blue and Gold Day Starbucks (Token Economy)	The percentage of students that fall within the low risk range is 80%, the percentage of students that fall within the moderate risk range is 15%, and the percentage of students that fall within the high risk range is 5%. After each screening window there will be a positive shift shown (i.e. students will move from the high to moderate range to a low risk range).	
Student Behaviors and Practices		Student data will show a decrease in <ul style="list-style-type: none"> ● non-compliance ● disrespect ● environmental distraction ● disorderly conduct 	

Commitment 4- SEL

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 <i>(e.g., % agree or strongly agree)</i>	What we ended up seeing <i>(complete once Spring survey results are available)</i>
Student Survey	<p>CD27: Students can solve problems that come up with other students 74.5% SA/A (2022-2023)</p> <p>PS57: If I am in a conflict/disagreement, I am able to resolve it without anger 62.8% SA/A (2022-2023)</p>	<p>CD27: 80%</p> <p>PS57: 80%</p>	
Staff Survey	<p>CD27: Students can solve problems that come up with other students 58.3% SA/A (2022-2023)</p> <p>PS57: Most students if in a conflict/disagreement, are able to resolve it without anger 33.3% SA/A (2022-2023)</p>	<p>CD27: 75% SA/A</p> <p>PS57: 50% SA/A</p>	
Family Survey	<p>PS57: Most students if in a conflict/disagreement, are able to resolve it without anger 66.7% SA/A (2022-2023)</p>	<p>PS57: 80% SA/A</p>	

Commitment 4- SEL

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

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing <i>(complete when reviewing mid-year data)</i>
Mid-Year Benchmark(s)	VADIR Data	We hope to review the data by office and classroom referrals to guide us on what we need to adjust in our action steps.	



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
Jan. 2 - Jan. 12	Administrative staff will review the Behavior Matrix with each homeroom during their Physical Education time.					

Commitment 4- SEL

<p>Jan. 2 - Jan. 12</p>	<p>Homeroom teachers and special area teachers will review the <i>Behavior Matrix - Learning Environment</i> and routines specific to their location with all students.</p>					
<p>Jan - Feb. 15</p>	<p>Behavior Support Team will conduct a mid-year review of interventions and identify which are implemented with fidelity and what professional development may need to be considered for effective implementation.</p>					
<p>Jan. - June 26</p>	<p>The Crisis Intervention Team will all respond to any crisis and then determine which specific members are needed for support.</p>					
<p>Jan. - June 26</p>	<p>Members of the Behavior Support Team will log all office discipline behaviors, intervention, duration, and which member responded electronically within 24 hours of an incident.</p>					
<p>Jan. - June 26</p>	<p>The assistant principal will hold individual meetings with members of BST to review roles and assignments/responsibilities.</p>					
<p>Jan. - June 26</p>	<p>During Behavior Support Team (BST) meetings, a monthly review of all discipline data (office referrals, breaks, crisis response, etc.) will be done to determine if interventions, interventionists, or delegation of responsibilities need to be adjusted.</p>					
<p>Jan. - June 26</p>	<p>Homeroom and special area teachers will input all classroom managed behavior referrals into safeschools data-base (VADIRS) within 24 hours of an incident.</p>					
<p>Jan. - June 26</p>	<p>During BST meetings, the school psychologist, school social worker and behavior specialist will provide progress monitoring reports (as specific to the intervention provided), attendance logs</p>					

Commitment 4- SEL

	and updates on any student receiving behavior interventions.					
Jan. - June 26	Homeroom teachers will have Calm Down Corner in their classroom as a tier 1 intervention.					
Jan. - June 26	Homeroom teachers will provide weekly SEL lessons using RULER.					
Jan. - June 26	The Culturally Responsive Education (CRE) Committee will plan and prepare monthly community builders using the Social Justice Standards.					
Jan. - June 26	The Social Emotional and Behavior (SEB) Committee will plan and prepare monthly celebrations to promote a positive school culture to include “Blue & Gold Day,” the school store, and “Caught in Action” students.					

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>We commit to amplifying our student voice through our Student Council and by creating meaningful activities that reflect our students and their identities.</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>In our DTSDE Student Voice Survey, our students communicate that the curricula is not relevant to their interests and background. This supports the need to find ways to promote our students' voices in multiple areas of our school community. We have had our Student Council work on various committees (Outdoor Learning Space and Culturally Responsive Education), however this is a limited number of students who feel empowered regularly. We would like to provide all students with intentional opportunities to explore their identities so that they feel respected and safe in our school.</p>

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>
<p>End-Of-The-Year Goals</p>	<p>DV83: Students say the curricula is relevant to their interests and background 55% SA/A (2022-2023)</p>	<p>DV63: 80% SA/A</p>	

Commitment 5- Building Equity Team

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

Key Strategies, Resources, and Action

Time Frame	STRATEGY/METHODS/RESOURCES	Monitor progress each month with notes and color code. Red-Not Started · Yellow-In Progres · 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 2023	The Social Emotional Behavior (SEB) Committee will begin planning monthly activities for school incorporating the Social Justice Standards.					
Sept 2023	The Culturally Responsive Education (CRE) Committee will review Social Justice Standards and begin developing “Monthly Community Builders” that support identity development for all students.					
Oct 2023	Faculty advisor will begin canvassing student interest in Student Council membership with an informational meeting.					
Oct - Nov 2023	Faculty advisor will support and guide student candidates through the campaigning process of election.					
Oct. - Dec. 2023	CRE Committee will create and share “Monthly Community Builders” that use the Social Justice Standards.					

Commitment 5- Building Equity Team

Nov 2023	Election of student representatives for the Student Council will convene with 3rd through 5th graders voting for their representatives.					
Dec 2023	Faculty advisor will hold bi-weekly Student Council Meetings with elected student representatives.					

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			
Adult/Schoolwide Behaviors and Practices	Monthly Community Builders	Community building activities that reflect the diversity and identities of our students	
Student Behaviors and Practices	Monthly Community Builders	Community building activities that reflect the diversity and identities of our students	

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 <i>(e.g., % agree or strongly agree)</i>	What we ended up seeing <i>(complete once Spring survey results are available)</i>
Student Survey	DV83: Students say the curricula is relevant to their interests and background 55% SA/A (2022-2023)	80%	
Staff Survey	DV83: Students say the curricula is relevant to their interests and background 60% SA/A (2022-2023)	80%	
Family Survey	DV83: My child(ren) say the curricula is relevant to their interests and background. 50% SA/A (2022-2023)	80%	

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

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

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
Jan 2024 - February 2024	CRE Committee will analyze Community Builders implemented to see if students are developing a better understanding of their cultural identity.					
Jan - June 2024	The Student Council will hold bi-weekly meetings with their faculty advisor. Meetings should focus on what class representatives share as concerns, priorities identified by the Student Council, and roles on building-wide committees.					
Jan - June 2024	CRE Committee will create and share “Monthly Community Builders” that use the Social Justice Standards.					
Jan - June 2024	The Student Council will play an active role in planning and implementing the Morning Program with the PBIS Committee.					
Jan - June 2024	Members of the Student Council will be invited to participate on the Community Engagement					

Commitment 5- Building Equity Team

	Team to provide feedback on initiatives and outdoor learning space.					
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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?	Our data has improved. Our students are more likely than not to grow a year for a year. Our students' data is beginning to get closer to norms and therefore we need to make instructional adjustments to ensure their continued growth. We are moving from focusing on only closing

Commitment 5- Building Equity Team

	gaps to how we also support the growth of our on and above students.
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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
Zuleika Sanchez-Gayle	Principal
Tina Marie Cascone	Assistant Principal
Melissa Hunt	Teacher
Erica Sottosanti	Special Education Teacher
Emily Goodreau	Teacher
Patrice Loomis	Teacher
Lakesia Chalmers	Teacher
Melissa Maioriello	Teacher
Elizabeth Palmer	Teacher
Caryn Dwyer	Teacher
Seneka Wallace	Teacher
Megan Dixon	Math Instructional Coach
Jennifer Wilson	ELA Instructional Coach
Leah Gaetano	Math Interventionist
Lisa Kentris	Math Interventionist
Ashley Mondini	Behavior Specialist
Tiffany Jeanotte	Parent
Donnett Miller	Parent

Our Team's Steps

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

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

Meeting Dates

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

Meeting Date	Envision: Exploring the Vision, Values and Aspirations for the school	Analyze: Internal and External Data	Analyze: Survey Data	Analyze: Completing and Discussing the Tenet 1 Inventory	Listen: Interviewing Students	Putting it all Together: Completing the SCEP Planning Document	Writing the Plan
<i>Example:</i> 4/6/21				<i>x</i>	<i>x</i>		

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

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.