



New York State  
EDUCATION DEPARTMENT  
Knowledge > Skill > Opportunity

# School Comprehensive Education Plan 2023-24

District	School Name	Grades Served
Albany	TOAST	PK-5

### Collaboratively Developed By:

**The TOAST SCEP Development Team**

- Sophia Newell- Principal
- Meghan D'Alessandro-Assistant Principal
- Aaron Harrell Jr.- Home School Coordinator
- Micaela Townsend- Community Site Coordinator
- Maran Person- ELA Instructional Coach
- Marlena Klein-Math Instructional Coach
- Debra Calvo-McNicholas- STEM Teacher
- Michelle Corlew- Teacher
- Sara Gonsiewski- Teacher
- Jill Flood-Teacher
- Helen Pindiak- Teacher
- Allison House- Social Worker
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Jackie Lappe- Teacher  
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Catherine Gunn - Parent  
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Stacey Stump - Parent  
Ryan Pike - Parent  
Julie Weatherwax - Parent  
Cara Schaffer - Parent

*And in partnership with the staff, students, and families of TOAST.*

## 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?*

Our school commits to strengthening our small group instruction and use of grade level text dependent questions in ELA, Science and Social Studies.

We believe as a school that our students need grade level work in small groups to ensure access for all students (including enriching on and above level students). Students should be engaged in meaningful independent work, to be completed in pairs or individually, where they have authentic reading and writing tasks. In addition teachers should incorporate scaffolds in the form of discussion, evidence charts and written questions to answer text-dependent questions.

Students voiced in interviews that “ELA is hard” and they have “trouble with explaining and writing”. In the spring 2022 survey, the second most popular choice of instructional practice teachers used was small group instruction and the third was grade-level text-dependent questions. The staff developed club rules that we all will commit to over the school year. Two of the club rules that we embrace are holding ourselves and our students to high standards and expectations along with teaching grade level standards to grow student capacity.

The team found that teachers have commenced conversations around text-dependent questions during CPT time. We would like to explore ways to support using text-dependent questions on a regular basis while emphasizing the use of scaffolds to provide every student with an entry point. Small groups will focus on enriching on and above grade level students which is a shift from previous years.

## Progress Targets

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

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing (complete at the end of the year)
<b>End-Of-The-Year Goals</b>	NWEA CGP NWEA % Met Growth NWEA % Mean RIT	60-80% CGP 80% Met Growth 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/RESOURCE ES	Monitor progress each month with notes and color code. Red-Not Started · Yellow-In Progress · Green-Completed Grey-Unscheduled				
Start and End Month	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
<b>Summer</b>	BLT will meet with Ken Robin to analyze NWEA data and inform instructional adjustments.					

Commitment 1- ELA/Social Studies

<b>Sept-Dec</b>	During CPT, teachers and instructional coach will work to develop scaffolds for students to successfully answer the grade-level text-dependent questions through the use of various engagement strategies.					
<b>Sept-Dec</b>	Building leaders and instructional coach will meet monthly to ensure coaching cycles, co-teaching, and support are reviewed.					
<b>September</b>	Instructional coach will provide PD for faculty/staff with expectations for what small group work looks like during SGI (on grade level, independent tasks, scaffolds, authentic reading and writing tasks) in alignment with the tier 1 plans.					
<b>October</b>	The building leaders and the coach will visit classrooms to ensure the successful implementation of Small Group Instruction based on Tier 1 plans.					
<b>October</b>	Building leaders and the coach will work together to prioritize grade level teachers that would need support with implementing small group (ex.a coaching cycle or co-teaching).					
<b>October</b>	Building leaders will ensure the NWEA Data deep dive occurs for teachers to look at their NWEA Fall Administration data, determine bubble students, and plan work to be done during small group in order to move students.					
<b>November</b>	Building leaders will ensure Tier 1 plans are implemented, Tier 1 meetings occur and Tier 1 plans are updated as needed.					

Commitment 1- ELA/Social Studies

<b>November</b>	The building leaders and the coach will visit classrooms to ensure the successful implementation of text-dependent questioning based on the work in CPT.					
<b>November</b>	Building leaders and the literacy coach will work together to prioritize grade level teachers that would need support with implementing text-dependent questioning scaffolds (ex.a coaching cycle or co-teaching)					
<b>November</b>	Instructional coach will provide follow up PD on small group work.					
<b>December</b>	Building leaders and coach visit classrooms again to ensure small group instruction is still successful.					

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)
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Commitment 1- ELA/Social Studies

Student Data	NWEA Unit Assessments EasyCBM	<ul style="list-style-type: none"> <li>60% of students being deemed Proficient on assessments</li> <li>Tier 1 plans completed for October documenting students data after 1st administration of assessments</li> </ul>	
Adult/Schoolwide Behaviors and Practices	Classroom Visits	<ul style="list-style-type: none"> <li>Teachers using 1 or more engagement strategies (</li> <li>Small group instruction protocols in place with teachers using Tier 1 plans to guide instruction.</li> <li>Tier 1 plans completed for October.</li> </ul>	
Student Behaviors and Practices	Classroom Visits	<ul style="list-style-type: none"> <li>Students moving toward proficiency on tier 1 plans and engaged in data-driven and standards-based instruction</li> </ul>	

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

	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)
<b>Mid-Year Benchmark(s)</b>	NWEA CGP NWEA % Met Growth NWEA % Mean RIT	60-80% CGP 80% Met Growth 80% % Mean RIT	

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

Time Frame	STRATEGY/METHODS/RESOURCES	Monitor progress each month with notes and color code. Red-Not Started · Yellow-In Progress · Green-Completed · Grey-Unscheduled				
Start and End Month	<ul style="list-style-type: none"> <li>What strategies will we pursue as part of this Commitment?</li> <li>What does this strategy entail? What will implementation look like in our school?</li> <li>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</li> </ul>	January	February	March	April	May
Jan-May	During CPT teachers and coach will work to develop scaffolds for students to successfully answer the grade-level text-dependent questions through the use of various engagement strategies.					
Jan-May	Building leaders and instructional coach will meet monthly to ensure coaching cycles, co-teaching and support is reviewed.					
Jan-May	Building leaders and the literacy coach will work together to prioritize grade level teachers that would need support with implementing text-dependent questioning (ex.a coaching cycle or co-teaching).					
Jan-May	Building leaders and the coach will work together to prioritize grade level teachers that would need support with implementing small group (ex.a coaching cycle or modeling)					
January	Building leaders will ensure Tier 1 plans are implemented, Tier 1 meetings occur and Tier 1 plans are updated as needed.					

Commitment 1- ELA/Social Studies

<b>January</b>	The building leaders and the coach will visit classrooms to ensure the successful implementation of text-dependent questioning based on the work in CPT.					
<b>February and April</b>	The building leaders and the coach will visit classrooms to ensure the successful implementation of Small Group Instruction based on Tier 1 plans.					
<b>February</b>	Building leaders will ensure the NWEA Data deep dive occurs for teachers to look at their NWEA Winter Administration data, determine bubble students, and plan work to be done during small group in order to move students.					
<b>March</b>	Building leaders will ensure Tier 1 plans are implemented, Tier 1 meetings occur and Tier 1 plans are updated as needed.					
<b>March</b>	The building leaders and the coach will visit classrooms to ensure the successful implementation of text-dependent questioning based on the work in CPT					
<b>May</b>	Building leaders will ensure Tier 1 plans are implemented, Tier 1 meetings occur and Tier 1 plans are updated as needed.					
<b>June</b>	The building leaders and the coach will visit classrooms to ensure the successful implementation of text-dependent questioning based on the work in CPT.					
<b>June</b>	Building leaders will ensure the NWEA Data deep dive occurs for teachers to look at their NWEA Spring Administration data, determine bubble students, and plan work to be done during small group in order to move students.					

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

### Our Commitment/ Root Cause

<p><b>What is one Commitment we will promote for 2023-24?</b></p>	<p>We commit to identifying and using universal instructional practices in order to strengthen students' foundational skills and fluency in math &amp; science, including real life applications.</p>
<p><b>Why are we making this Commitment?</b>  <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>• <i>How does this Commitment fit into what we envision for the school?</i></li> <li>• <i>How does this Commitment relate to what we heard when listening to others?</i></li> <li>• <i>How does this Commitment connect to what we observed through analysis?</i></li> </ul>	<ul style="list-style-type: none"> <li>• We envision a school where science and technology are integrated into all spaces, where we teach grade level standards and grow student capacity.</li> <li>• One of the top 3 strategies from the BLT Visioning survey said that NWEA data review during CPT was a positive instructional practice that teachers embraced schoolwide.</li> <li>• This commitment connects to our analysis of the Visioning survey. 63% of BLT envisions universal instructional practices for our school.</li> <li>• Students expressed high interest in using tools to gather data and further their understanding for math and science study</li> </ul>

### 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>
<b>End-Of-The-Year Goals</b>	NWEA CGP NWEA % Met Growth NWEA % Mean RIT	60-80% CGP 80% Met Growth 80% % Mean RIT	

Insert Spring 2024 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				
		Summer	September	October	November	December
	<ul style="list-style-type: none"> <li>What strategies will we pursue as part of this Commitment?</li> <li>What does this strategy entail? What will implementation look like in our school?</li> <li>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</li> </ul>					
<b>Sept</b>	Meet with Ken Robin to dive into NWEA data.					
<b>Sept-Oct</b>	BLT and admin will establish universal practices for accountable talk, hand signals. Math coach will support teacher's implementation of accountable talk and hand signals across all classes and spaces.					
<b>Sept-Oct</b>	Math coach will support teachers in implementing universal practices for building fact fluency utilizing computer programs (IXL, First in Math), small group instruction (Bridges) and student-led games.					

Commitment 2- Math/Science

<b>Sept-Oct</b>	For Math RTI time, the Math coach will aid teachers in reviewing the grouping of students based on NWEA data, using visuals and timers for rotations during math RTI, shared understanding of format and structure of RTI.					
<b>Sept-Dec</b>	The Math coach will provide PD through CPT, coaching cycles and co-teaching for the implementation of Illustrative Math.					
<b>Nov</b>	Math coach will utilize classroom visits conducted by administration to review the implementation of universal practices for accountable talk and hand signals.					
<b>Nov-Dec</b>	Math coach will utilize classroom visits conducted by administration to review the implementation of standardized practices in Math RTI.					
<b>Sept-Dec</b>	During CPT, teachers and coaches will work to develop instructional routines including but not limited to whole class number talks and number strings to promote flexible thinking around numbers, strengthen number sense, and build fluency.					

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 2- Math/Science

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	80% proficiency	
Adult/Schoolwide Behaviors and Practices	Classroom Visits	Teachers will be using universal practices for fact fluency. Teachers will be using NWEA data to plan for small group instruction using visuals and timers	
Student Behaviors and Practices	Classroom Visits	Students working in small groups on games, bridges, fluency or data-drive and standards based-tasks	

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

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing ( <i>complete when reviewing mid-year data</i> )
<b>Mid-Year Benchmark(s)</b>	NWEA CGP NWEA % Met Growth NWEA % Mean RIT	60-80% CGP 80% Met Growth 80% % Mean RIT	

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

Commitment 2- Math/Science

Time Frame	STRATEGY/METHODS/RESOURCES	January	February	March	April	May
Start and End Month	<ul style="list-style-type: none"> <li>What strategies will we pursue as part of this Commitment?</li> <li>What does this strategy entail? What will implementation look like in our school?</li> <li>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</li> </ul>	Monitor progress each month with notes and color code. Red-Not Started · Yellow-In Progress · Green-Completed · Grey-Unscheduled				
Feb	Math coach will review NWEA data with teachers to make needed adjustments to RTI grouping and curriculum.					
Jan-Mar	Math coach will continue to utilize classroom visits conducted by administration to review established practices around Math RTI and use of universal practices for accountable talk and hand signals. Coaching cycles can be used to support teachers in this area.					
Jan-Mar	Math coach will continue to utilize classroom visits conducted by administration to review procedures and practices around Illustrative Math and Core Math instruction. Coaching cycles can be used to support teachers in this area.					
Jan-Mar	Continue supporting classes and schoolwide gathering, sharing, and					



Commitment 2- Math/Science

	drawing conclusions from data; displayed in different ways.						
<b>Mar</b>	Math coach and Science teacher will hold a school wide math event.						
<b>Apr-Jun</b>	Math coach will continue to utilize classroom visits conducted by administration to review established practices around Math RTI and use of universal practices for accountable talk and hand signals. Coaching cycles can be used to support teachers in this area.						
<b>May</b>	Math coach will review NWEA data with teachers to make needed adjustments to RTI grouping and curriculum.						

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

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

### Our Commitment

<p><b>What is one Commitment we will promote for 2023-24?</b></p>	<p>We commit to building a supportive community that promotes and encourages attendance by responding to family needs and addressing issues that may be obstacles or barriers.</p>
<p><b>Why are we making this Commitment?</b></p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>• <i>How does this Commitment fit into what we envision for the school?</i></li> <li>• <i>How does this Commitment relate to what we heard when listening to others?</i></li> <li>• <i>How does this Commitment connect to what we observed through analysis?</i></li> </ul>	<ul style="list-style-type: none"> <li>• We believe that daily attendance is the foundation for the development of our students. Social and emotional wellness comes from peer to peer interactions and participating in a full day of instruction facilitates academic growth. As seen in the student interviews, our school is a place children enjoy and will want to be here daily.</li> <li>• With families as the first educators, aligning school priorities to be in sync with parent perception and values reflects our community’s willingness to be inclusive and responsive. As noted in the survey summary findings around the disconnect between staff and families in the area of academics. The broad range of value our community has about education and school provides us an opportunity to both strengthen the commitment of parents’ whose children are here every day as well as build opportunities for those parents whose children either attend sporadically or are consistently tardy (situations beyond parent control).</li> <li>• Recognizing that there are gaps that have occurred due to staffing changes as seen by the inconsistencies in the accuracy of daily attendance tracking coupled with a move to be more integrated into the MTSS process. We believe that moving to a more decentralized approach to attendance activities will better support our efforts as well as minimize the continuation of gaps as well as reduce frustration of families who receive calls or letters regarding absences.</li> </ul>

### Progress Targets

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

<p>What data will we be reviewing?</p>	<p>What do we hope to see when we review that data?</p>	<p>What we ended up seeing` (complete at the end of the year)</p>
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Commitment 3 Attendance

<b>End-Of-The-Year Goals</b>	Chronic Absenteeism Rate	3% decrease in chronic absenteeism
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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	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
<b>July-August</b>	The BLT Attendance subcommittee will review data to identify those students who have been chronically absent in the past school year and make calls/home visits to families to assess obstacles and anticipate needs for the upcoming year.					
<b>July-August</b>	The BLT Attendance subcommittee will create a written attendance protocol for staff and a step-by-step policy for TOAST families. The subcommittee will plan monthly attendance campaigns with incentives for overall attendance improvement (i.e. winter attendance challenge to promote daily attendance when weather starts to get cold.					

Commitment 3 Attendance

<b>September</b>	At the September professional development, the BLT Attendance subcommittee will explain TOAST's updated attendance protocols and provide a copy of new protocols.					
<b>September -January</b>	The TOAST Attendance Team will meet bi-weekly to review attendance data, identify students and make recommendations for interventions.					
<b>September -January</b>	Attendance Team will establish, plan and coordinate the trimester-based recognition events, where students and parents are highlighted for meeting and/or exceeding district/TOAST attendance benchmarks (i.e. certificates, breakfast reception).					
<b>September -January</b>	Attendance Team reviews absences and teachers concerns to determine next steps i.e. attendance letters, calls home, home visits by HSC and/or attendance officer and CPS calls. A list drawn from Powerbi will drive reviews.					
<b>September -January</b>	Attendance flowchart will be reviewed and provided to the Attendance Committee outlining interventions/supports. <i>If a student is absent two days in a row the teacher should make a personal check in with the family through a phone call.</i>					
<b>September -January</b>	Utilize building attendance to provide attendance messaging to students and parents.					

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

Commitment 3 Attendance

Early Progress Milestones	What data will we be reviewing?	What do we hope to see when we review that data? ( <i>Identify Quantitative Data or Qualitative Descriptors in this space</i> )	What we ended up seeing ( <i>complete six to ten weeks into the school year</i> )
Student Data	Absences & Tardies	A 3% decrease in number of absences and more full day attendees as compared to 22-23.	
Adult/Schoolwide Behaviors and Practices	Building-wide commitment via phone calls, keeping accurate records & promoting recognition	We hope to see a better functioning attendance system within the building to have a clearer idea of true absences and insight into what parents/guardians are reporting.	
Student Behaviors and Practices	Daily attendance including arrival times.	We are hoping to see 5% more students in school more of the time.	

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> )

Commitment 3 Attendance

<b>Mid-Year Benchmark(s)</b>	attendance data, percentages by subgroup/cohort	A 5% decrease in overall absences from the same time 22-23 school year
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<b>Time Frame</b>	<b>STRATEGY/METHODS/RESOURCES</b>	<b>Monitor progress each month with notes and color code. Red-Not Started · Yellow-In Progress · Green-Completed · Grey-Unscheduled</b>				
		<b>January</b>	<b>February</b>	<b>March</b>	<b>April</b>	<b>May</b>
<b>Start and End Month</b>	<ul style="list-style-type: none"> <li>What strategies will we pursue as part of this Commitment?</li> <li>What does this strategy entail? What will implementation look like in our school?</li> <li>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</li> </ul>					
<b>January -June</b>	Attendance Team reviews absences and teachers concerns to determine next steps i.e. attendance letters, calls home, home visits by HSC and/or attendance officer and CPS calls. A list drawn from Powerbi will drive reviews.					
<b>January -June</b>	The TOAST Attendance Team will meet bi-weekly to review attendance data, identify students and make recommendations for interventions.					
<b>January -June</b>	Revisit attendance flowchart will be reviewed and provided to the Attendance Committee outlining interventions/supports.					

Commitment 3 Attendance

<b>January -June</b>	Attendance Team will establish, plan and coordinate the trimester-based recognition events, where students and parents are highlighted for meeting and/or exceeding district/TOAST attendance benchmarks (i.e. certificates, breakfast reception).					
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## COMMITMENT 4- SEL [District PPS Guidance](#)

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

### Our Commitment

<p><b>What is one Commitment we will promote for 2023-24?</b></p>	<p>We commit to increasing student voice and self-regulation skills through the development of their social emotional well-being.</p>
<p><b>Why are we making this Commitment?</b>  <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>• <i>How does this Commitment fit into what we envision for the school?</i></li> <li>• <i>How does this Commitment relate to what we heard when listening to others?</i></li> <li>• <i>How does this Commitment connect to what we observed through analysis?</i></li> </ul>	<ul style="list-style-type: none"> <li>• Staff indicated the need for resources and training to roll out Ruler efficiently to improve the social emotional well being of our students.</li> <li>• In student interviews, students shared positive comments about the use of the mood meter in their classroom and it makes them happy to be aware of their school goals.</li> </ul>

### 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><b>End-Of-The-Year Goals</b></p>	<p>Disciplines Suspensions SRSS-IE Data</p>	<p>A decrease in office referrals and suspensions 5% or less of overall student in the red</p>	

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	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-December	PBIS Committee will oversee monthly PBIS assemblies. Each month a different grade will host the assembly where a PBIS character trait is reviewed, and star students will receive a certificate.					
September	All staff members will complete Ruler training and receive RULER materials.					
September	PBIS Committee and student support team will create and host a PBIS walking tour for the start of the school year. Student support team members and applicable staff will go over PBIS expectations in the school's common spaces.					
September	Student Support Team members will visit classrooms during the SEL block to model a lesson and provide technical assistance.					

Commitment -4- SEL

<b>October</b>	Student Support Team members will follow up with staff regarding RULER training and provide technical assistance.				
<b>October - December</b>	Once a month, Student Support Team members will have office hours regarding RULER.				
<b>November</b>	Administrators will perform RULER fidelity checks and share results with the student support team for the team to provide technical assistance.				
<b>December</b>	The PBIS committee will host a PBIS Spirit Week.				

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	SRSS-IE Data	80% or more of students are in the green on the first administration of the SRSS-IE	
Adult/Schoolwide Behaviors and Practices	SRSS-IE Data Tier 1 Checklist	100% of teachers using the mood meter Teachers on pace for RULER curriculum Teachers maximizing time for SEL work	
Student Behaviors and Practices	SRSS-IE Data	20% less office referrals/suspensions from last year Students developing pro-social responses to social situations/triggering situations	

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 (e.g., % agree or strongly agree)	What we ended up seeing (complete once Spring survey results are available)
<b>Student Survey</b>	Our school is positive and fun	80% agree or strongly agree	
<b>Staff Survey</b>	We have an effective system for developing and building student social emotional health.	80% agree or strongly agree	
<b>Family Survey</b>	School staff work to support student social-emotional well-being	80% agree or strongly agree	

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)
<b>Mid-Year Benchmark(s)</b>	Fidelity Checks SRSS-IE Data Discipline Data	<ul style="list-style-type: none"> <li>All teachers will be on pace for ruler lessons</li> <li>Mood Meter will be seen in all spaces</li> <li>5% Reduction of students in red on SRSS-IE data charts</li> <li>10% decrease in office referrals from this time last year</li> </ul>	

Time Frame	STRATEGY/METHODS/RESOURCE S	Monitor progress each month with notes and color code. Red-Not Started · Yellow-In Progress · Green-Completed · Grey-Unscheduled				
Start and End Month	<ul style="list-style-type: none"> <li>What strategies will we pursue as part of this Commitment?</li> <li>What does this strategy entail? What will implementation look like in our school?</li> <li>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</li> </ul>	January	February	March	April	May
January - May	Once a month, Student Support Team members will have office hours regarding RULER.					
January - May	PBIS Committee will oversee monthly PBIS assemblies. Each month a different grade will host the assembly where a PBIS character trait is reviewed, and star students will receive a certificate.					
January	Student Support Team will electronically share survey to staff for RULER feedback and share best practices and impactful strategies?)					
January	Student Support Team will share the results of the RULER survey during Principal PD.					
February	Administrators will perform RULER fidelity checks and share results with the student support team for the team to provide technical assistance.					

Commitment -4- SEL

Time Frame	STRATEGY/METHODS/RESOURCE S	Monitor progress each month with notes and color code. Red-Not Started · Yellow-In Progress · Green-Completed · Grey-Unscheduled				
Start and End Month	<ul style="list-style-type: none"> <li>What strategies will we pursue as part of this Commitment?</li> <li>What does this strategy entail? What will implementation look like in our school?</li> <li>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</li> </ul>	January	February	March	April	May
January - May	Once a month, Student Support Team members will have office hours regarding RULER.					
January - May	PBIS Committee will oversee monthly PBIS assemblies. Each month a different grade will host the assembly where a PBIS character trait is reviewed, and star students will receive a certificate.					
April	The Student Support Team will host the PBIS monthly assembly to review the PBIS expectations.					
May	Administrators will perform RULER fidelity checks and share results with the Student Support Team for the team to provide technical assistance.					
May	Student Support Team will send a RULER needs assessment to staff.					

## 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><b>What is one Commitment we will promote for 2023-24?</b></p>	<p>As a school, we commit to enhancing the delivery of quality, culturally responsive instruction and providing a student voice.</p>
<p><b>Why are we making this Commitment?</b></p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>• <i>How does this Commitment fit into what we envision for the school?</i></li> <li>• <i>How does this Commitment relate to what we heard when listening to others?</i></li> <li>• <i>How does this Commitment connect to what we observed through analysis?</i></li> </ul>	<ul style="list-style-type: none"> <li>• One of our school's club rules is to honor our students' cultures and backgrounds</li> <li>• As a school, we believe in the importance of student leadership and increasing student voice. Student leadership provides opportunities for student voices to be heard. Over the past year, we have developed the process in which we select, meet, set up and support student leadership to take ownership in the building.</li> <li>• BLT members chose "increasing student voice" as one of the top three things they envision for TOAST's future.</li> <li>• In this year's DTSE survey, over 92% of respondents agreed our school believes in and supports diversity, and discusses the importance of understanding and accepting each other.</li> </ul>

### 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><b>End-Of-The-Year Goals</b></p>	<p>Student Survey Data</p>	<p>L4. Our school is positive and fun 71.4% increase to 80% agree or strongly agree</p>	

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

Key Strategies, Resources, and Action

Time Frame	STRATEGY/METHODS/RESOURCES	Monitor progress each month with notes and color code. Red-Not Started · Yellow-In Progress · Green-Completed · Grey-Unscheduled				
Start and End Month	<ul style="list-style-type: none"> <li>What strategies will we pursue as part of this Commitment?</li> <li>What does this strategy entail? What will implementation look like in our school?</li> <li>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</li> </ul>	Summer	September	October	November	December
September	Fifth grade students will sign up for the Student Equity Leadership Team.					
September-December	Staff Equity Team will meet monthly to continue to do a book study focused on building relationships, bias and acceptance. Equity Team will also formulate a plan on enhancing CRE in the building by presenting at the staff meetings.					
October	The Student Equity Leadership Team's executive committee will be nominated and voted upon.					
October-December	Student Equity Leadership Team will meet once a month and will create and oversee the No Place for Hate initiative and it's completion of activities					

Commitment -5-Building Equity Team

<b>October-December</b>	Staff Equity Team will present at Principal led staff meetings to enhance culturally responsive teaching.				
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We believe we will be on track to meet our Mid-Year Benchmark(s) if six to ten weeks into the school year, we are able to reach the following Early Progress Milestones:

<b>Early Progress Milestones</b>	<b>What data will we be reviewing?</b>	<b>What do we hope to see when we review that data? (Identify Quantitative Data or Qualitative Descriptors in this space)</b>	<b>What we ended up seeing (complete six to ten weeks into the school year)</b>
<b>Student Data</b>	NPFH activities completed	Activity 1 completed	
<b>Adult/Schoolwide Behaviors and Practices</b>	Equity Staff Meetings notes	2 equity meetings completed and 2 staff meetings planned	
<b>Student Behaviors and Practices</b>	PBIS student led assemblies Student Equity meeting notes	2 PBIS assemblies completed Student equity team selected and have met twice	

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

	<b>Survey Question(s) or Statement(s)</b>	<b>Desired response (e.g., % agree or strongly agree)</b>	<b>What we ended up seeing (complete once Spring survey results are available)</b>



Commitment -5-Building Equity Team

<p><b>Student Survey</b></p>	<p>DV76. At this school, we talk about the importance of understanding and accepting each other. DV81. Students say that staff do not show any preconceived bias toward any student group</p>	<p>79.2%LY increase to 85% agree or strongly agree  57.3% LY increase to 75% agree or strongly agree</p>	
<p><b>Staff Survey</b></p>	<p>70. As a school, we talk about and reinforce the role of productive teacher/student/family cooperative relationships</p>	<p>67.5% LY increase to 80% agree or strongly agree</p>	
<p><b>Family Survey</b></p>	<p>DV76. At this school, staff and students talk about the importance of understanding and accepting each other. DV81. My child(ren) say that staff do not show any preconceived bias toward any student group</p>	<p>82.8% LY increase to 90% agree or strongly agree  68.2% LY increase to 80% agree or strongly agree</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 (complete when reviewing mid-year data)</p>
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Commitment -5-Building Equity Team

<b>Mid-Year Benchmark(s)</b>	Student Equity meeting notes	2 NPFH activities completed	
	Staff Equity meeting notes	Staff has completed 4 equity meetings, 4 chapters completed and 4 staff meetings ran	



<b>Time Frame</b>	<b>STRATEGY/METHODS/RESOURCES</b>	<b>Monitor progress each month with notes and color code. Red-Not Started · Yellow-In Progress · Green-Completed · Grey-Unscheduled</b>				
<b>Start and End Month</b>	<b>What strategies will we pursue as part of this Commitment?</b>	<b>January</b>	<b>February</b>	<b>March</b>	<b>April</b>	<b>May</b>
<b>January-May</b>	<ul style="list-style-type: none"> <li>• What strategies will we pursue as part of this Commitment?</li> <li>• What does this strategy entail? What will implementation look like in our school?</li> <li>• What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</li> </ul>					
<b>January-May</b>	Staff Equity Team will meet monthly to continue to do a book study focused on building relationships, bias and acceptance. Equity Team will also formulate a plan on enhancing CRE in the building by presenting at the staff meetings.					
<b>January-May</b>	Staff Equity Team will present at principal led staff meetings to enhance culturally responsive teaching.					
<b>January-May</b>	Student Equity Leadership Team will meet once a month to continue the NPFH activities and					

Commitment -5-Building Equity Team

	create and oversee a community service project.					
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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:

<b>Evidence-Based Intervention Strategy Identified</b>	<b>Coaching</b>
<b>We envision that this Evidence-Based Intervention will support the following Commitment(s)</b>	Commitment 1-ELA/SS, Commitment 2-Math/Science
<b>How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?</b>	We determined that teachers need support to implement instructional practices for ELA (text-dependent questions) and STEM (instructional practices for math, science and tech integration).

## 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
Sophia A. Newell	Principal
Meghan D'Alessandro	Assistant Principal
Aaron Harrell Jr.	Home School Coordinator
Micaela Townsend	Community School Site Coordinator
Jill Flood	Teacher
Helen Pindiak	Teacher
Allison House	Social Worker
Daniel Hoffman	School Psychologist
Jacqueline Lappe	Teacher
Maran Person	ELA Coach
Tahisha Richards	Teacher
Kayla Williams	Teacher
Debra Calvo-McNicholas	Teacher
Marlena Klein	Math Coach
Sara Gonsiewski	Teacher
Michelle Corlew	Teacher
Caroline Espinoza-Navarette	Teacher
Catherine Gunn	Parent
Stacey Stump	Parent
Samantha Milner-Koonce	Parent
Cara Schaffer	Parent
Ryan Pike	Parent
Julie Weatherwax	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: 4/6/21</i>				x	x		
03/30/2023					X		
05/09/2023	X						
05/16/2023	X	X					
05/23/2023			X				
05/30/2023				X			
06/06/2023				X		X	
06/13/2023						X	
<b>6/22/2013</b>						X	X

## Learning As A Team

### Directions

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

### Student Interviews

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

The information from Student Interviews were used as part of the developing the commitments and are clearly articulated as evidence for the “why” behind the commitments. We have written in action steps to align with what students indicated they needed or wanted more of in interviews and the student survey.

## 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.