



School Comprehensive Education Plan 2023-24

District	School Name	Grades Served
Brentwood	Hemlock Park	K-5

Collaboratively Developed By:

The Hemlock Park Elementary School SCEP Development Team

Andrew Rudd—PLC Associate

Christopher Dalley, Ed. D--Principal

Farrah Padro---Assistant Principal

Eileen Imhoff—Math Consultant

Mia Vogt—Reading Specialist

Karen Batinsey—General Education Teacher

Douglas Borsuk—General Education Teacher

Victoria Lawrence—Special Education Teacher

Roberta Kelly--Special Education Teacher

Heather Melo-- Special Education Teacher

Cindy Canales—Bilingual Teacher

Parent member(s) – to be added during the 23-24 school year

And in partnership with the staff, students, and families of Hemlock Park.

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 that 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](#)
- [Analyze: Survey Data](#)
- [Analyze: Tenet 1 Systems and Structures Inventory](#)

Guidance for Teams

- [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

Our Commitment

<p>What is one Commitment we will promote for 2023-24?</p>	<p>We commit to providing every child an intentional opportunity to attend school to practice and build social and emotional skills.</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"> • A building focus on this goal aligns with the district focus and the SED pivot toward diversity, equity, and inclusion. • Student interview data provided us with a continued focus on the social and emotional needs of our students. (Question #1, #2, #4) • Student interviews suggested that students need additional skills to cope with the daily stressors in their lives and other environmental factors in and outside of school. • Analysis of student management data suggests that it will be important to collect and monitor discipline referral data to identify locations and behaviors (Positive Behavioral Intervention and Supports (PBIS) to launch September 2023) • The building has emphasized inclusion and belongingness over the past few years. This focus aligns with ongoing initiatives in the building i.e. student clubs, in building retreats, academic enrichment support • The building has launched an attendance initiative that monitors students on track for chronic absenteeism (18 or more for the school year). The initiative will promote a school-wide culture of attendance. Guiding resources: Attendance works.org

Progress Targets

By the end of the year, we will look to the 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 <i>(Complete at the end of the year)</i></p>

Commitment 1

End-Of-The-Year Goals	SWD – Chronic Absenteeism	Students with Disability – 80% of the SWD student population have less than 18 days absent.	
	<p>Chronic Absence</p> <p>Check data related to other sub-groups?</p> <p>Chronic Attendance</p> <p>Attendance rate</p> <p>SWD-There are 136 students with IEPs. 38/136 (28%) have 18 absences or more.</p>	<p>All student Goal: 80% of students have fewer than 18 absences.</p> <p>Increase attendance rate among all students by 1% and among Students with Disability by 1.5%</p>	

Commitment 1

	Office Discipline Referral (ODR)-	Baseline data will be captured starting in Sept 2023, with the expectation that referral rates will decrease month to month through the year.	
	44.68% occurred during recess		
	19.14% occurred in the cafeteria	Recess referrals decrease to 35% (April 2024-June 2024)	
	14.89% occurred in the classroom	Cafeteria referrals decrease to 15% (April 2024-June 2024)	
	6.38% occurred in special area	Classroom referrals decrease to 10% (April 2024-June 2024)	
Data from April – June 2023	Special Area referrals decrease to 5% (April 2024-June 2024)		
		2023-2024 will be full-year baseline data	

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>

Commitment 1

Student Survey	I feel included in all school activities.	76% will agree or strongly agree. This represents a 20% gap reduction between a baseline of 70% established in May, 2023 and the long-term target of 100%	
Staff Survey	As a school, we talk about and reinforce the role of productive teacher/student/family cooperative relationships.	88.2% will agree or strongly agree. This represents a 20% gap reduction between a baseline of 85.2% established in May, 2023 and the long-term target of 100%	
Family Survey	Teachers support children's emotional needs, increasing their confidence as learners.	75% will agree/strongly agree. No baseline set	

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)

Commitment 1

<p>Mid-Year Benchmark(s)</p>	<p>Attendance Reports (Eschool) (Absentee Rate)</p>	<p>Students with Chronic Absenteeism decreased from the previous year. Monitor and identify those students with 9 or more absences mid-year</p> <p>Increase attendance rate among all students by .5% and among Students with Disability by .75%</p>	
	<p>Discipline Referral (Building Generated)</p>	<p>Referrals decreased from a month to month running average based on the baseline data.</p> <p>Focus location: Playground during recess, Cafeteria, Classroom, and Special Area</p>	

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

<p>Early Progress Milestones</p>	<p>What data will we be reviewing?</p>	<p>What do we hope to see when we review that data? (<i>Identify Quantitative Data or Qualitative Descriptors in this space</i>)</p>	<p>What we ended up seeing (<i>complete six to ten weeks into the school year</i>)</p>
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Commitment 1

Student Data	Office Discipline Referral data	Establish baseline. Streamline the method for data capture. Establish procedures and protocols for teachers to record. Develop feedback procedures.	
Adult/Schoolwide Behaviors and Practices	Attendance Team Meeting Schedule Review student data for at risk students – establish a "pre support structure"	Assure that the Attendance team is functional with regular meetings scheduled. Establish an attendance "pre support plan" based on previous year's chronic absences. Develop multiple strategies to address and support students' attendance (attendanceworks.org)	
Student Behaviors and Practices	Student attendance	Tracking trends in attendance.	

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
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?

Commitment 1

<p>Build and cultivate a Culture of Attendance through awareness, communication and recognition. Identify and monitor students with 9 or more absences mid-year.</p>	<ul style="list-style-type: none"> Attendance Team established to closely monitor of attendance. <u>Attendance Team Members</u> Christopher Dalley, Ed.D. Farrah Padro Eileen Imhoff Mia Vogt Karen Batinsey Doug Borsuk Heather Melo Vanessa Espinoza Melanie Stafford District Attendance Teacher <p>Team to meet 2x a month.</p> <p>Team to look at attendance data to identify at-risk students.</p> <ul style="list-style-type: none"> Gather data concerning reasons for absences and develop interventions to support continued attendance. Phone calls home, home visits, recognize students with 100% attendance and significant monthly improvement. Students' attendance graphed by grade level outside the office. Trophy awarded for class with the best attendance rate. Increased parent awareness and communication, e.g., Parental advisement 	<p>Attendance Team</p> <p>Attendance Bulletin Board</p> <p>Attendance Trophy</p>
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Commitment 1

	<p>letters, Parent Square notification, Parent (attendance) workshop.</p>	
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Commitment 1

<p>Promote our PBIS matrix through G.R.O.W.</p>	<ul style="list-style-type: none"> • Review the Tiered Fidelity Inventory completed by PBIS team (June 2023) • Launch PBIS (faculty, staff, and students) and explicitly teach each element within the “GROW” rubric (Growth mindset, Respect Others, Ownership, and Working Together) <ul style="list-style-type: none"> <u>PBIS Building Steering Committee</u> Christopher Dalley- Principal Farrah Padro-Asst. Principal Mia Vogt- Reading Consultant Eileen Imhoff- Math Consultant Tiffany Ward- Guidance Counselor Jennifer Phillips- Psychologist Wanita Nandalall- Social Worker <p>The building level team received PBIS training through LIU. The team has met 2x monthly.</p> <ul style="list-style-type: none"> ▪ Behavior matrix specific to locations throughout the building will be posted ▪ Development of instructional materials and models ▪ Establishment of booster schedule and activities. <ul style="list-style-type: none"> • Continue use of Office Discipline Referral form (this is the data used to show your interventions are working) 	<p>PBIS Launch Sept 2023 Professional Development will be provided through the LIU Dedicated PBIS Team</p> <p>PBIS Team Meetings (to analyze data and refine implementation)</p> <p>In class incentive program</p>
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Commitment 1

	<ul style="list-style-type: none">• Incentive program with acknowledgements aligned to behavioral instruction and boosters.	
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COMMITMENT 2

Our Commitment

<p>What is one Commitment we will promote for 2023-24?</p>	<p>We commit to providing every child the opportunity to practice and build cognitive skills and the authority to monitor, shape, and share their own learning.</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"> • Because the demographics of the building include many ELLs, SWDs, and students who are economically disadvantaged, this commitment will provide opportunities for students to practice the skills and abilities necessary to articulate what they have learned, supporting student ownership of their learning through teacher prepared daily learning targets and success criteria's. (Growth monitoring chart for progress in iReady diagnostic for reading and math, CAM data, Read 180, F&P goal trajectory, Collins Writing, IEP goals, weekly lessons completed in iReady, and student self-reflections). • It's aligned to the district's initiative for students to be more engaged in their own learning. This commitment supports SEDs pivot toward greater student agency and executive function. (Students set personal academic and behavioral goals based on data collected and communicated with their teacher. Teachers consistently progress-monitor and identify next steps for goal setting). • When students practice monitoring their own learning and success, they practice agency and become more engaged in their learning. (Students are setting personal and academic goals while monitoring them in district approved programs). • Based on feedback from student interviews, students will become more active participants and cognitively engaged in monitoring their progress towards their academic goals. When students are aware of their strengths and struggles, they can be more active participants in choosing learning paths and resources (shape their own learning) that will provide them with additional learning opportunities to persevere through

Commitment 2

	<p>their “productive struggles” enhancing their ability to learn and deepen their understanding and experience success.</p> <ul style="list-style-type: none"> This commitment is derived from the themes that emerged from the Equity Self Reflection, district level staff, student, family Surveys and student interviews.
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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	iReady Typical Annual Growth Goal Reading	Grade 1 – 59% Grade 2 – 49% Grade 3 – 59% Grade 4 – 59% Grade 5 – 68%	
	iReady <i>Stretch</i> Growth Goal Reading	Grade 1 – 34% Grade 2 – 34% Grade 3 – 30% Grade 4 – 34% Grade 5 – 40%	
	iReady Typical Annual Growth Goal Math	Grade 1 – 60% Grade 2 – 69% Grade 3 – 71% Grade 4 – 62% Grade 5 – 55%	

Commitment 2

	<p>iReady <i>Stretch</i> Growth Goal Math</p>	<p>Grade 1 – 32% Grade 2 – 33% Grade 3 – 43% Grade 4 – 28% Grade 5 – 19%</p>	
	<p>Class Visit/Wisdom Walk Data</p> <p>Increase the percentage of teachers applying instructional best practice in lessons as measured through regular class visits/wisdom walks.</p>	<p>100% of teachers regularly post a visible learning target 95% of teachers' learning targets clearly align to the cognition and vocabulary of the NYS NG Standards 80% of teachers unpack their learning target into success criteria and use it in instruction.</p>	

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

	<p>Survey Question(s) or Statement(s)</p>	<p>Desired response (e.g., % agree or strongly agree)</p>	<p>What we ended up seeing (complete once Spring survey results are available)</p>
<p>Student Survey</p>	<p>We use student learning targets/goals ("I can...") in our classes.</p>	<p>100% will agree or strongly agree up from a baseline of</p>	

Commitment 2

		98.6% established in May, 2023.	
Staff Survey	Students in this school have strategies to track their own learning.	90.4% will agree or strongly agreed up from a baseline of 88% established in May, 2023. This represents a 20% gap reduction between the baseline and the long-term goal of 100%	
Family Survey	My child(ren) talks about the student learning targets/goals ("I can...") given to them by their teachers.	75% will agree or strongly agree. No baseline set.	

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)	IReady data...	Mid-year diagnostic will be reviewed. (Reading and Math)	We are hoping to see that for the ATG, 50% of students have made progress towards their EOY growth goal.	

Commitment 2

<p>Mid-Year Benchmark(s)</p>	<p>Class Visit/Wisdom Walk Data Increase the percentage of teachers applying instructional best practice in lessons as measured through regular class visits/wisdom walks.</p>	<p>80% of teachers regularly post a visible learning target 70% of teachers' learning targets clearly align to the cognition and vocabulary of the NYS NG Standards 60% of teachers unpack their learning target into success criteria and use it in instruction.</p>	<p>Teachers are engaged in the daily use of standard-aligned Learning Targets as an instructional tool. Teachers provide students with feedback models, anchor charts, success criteria, exemplars, and rubrics to foster student ownership, independence, and accountability.</p>
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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:

<p>Early Progress Milestones</p>	<p>What data will we be reviewing?</p>	<p>What do we hope to see when we review that data? (<i>Identify Quantitative Data or Qualitative Descriptors in this space</i>)</p>	<p>What we ended up seeing (<i>complete six to ten weeks into the school year</i>)</p>
<p>Student Data</p>	<p>Fall 2023 I-Ready Reading and Math Diagnostic</p>	<p>100% of students completed reading and math diagnostic All Red Flag students were retested.</p>	
<p>Adult/Schoolwide Behaviors and Practices</p>	<p>Structured plan for professional learning</p>	<p>Design for HMM implementation and support Ongoing formative assessment clarification, practice and monitoring/feedback</p>	

Commitment 2

<p>Adult/Schoolwide Behaviors and Practices</p>	<p>Fountas and Pinnell Benchmark Assessment System</p>	<p>All first and second grade students have been benchmarked with Fountas and Pinnell's Benchmark Assessment System (BAS) Third, fourth, and fifth grade teachers have benchmarked students who are in red Tier 3 based on the i-Ready Fall 2023 Reading Diagnostic. Teachers have reviewed multiple data measures (i-Ready and F & P) to establish initial student groupings for small group instruction.</p>	
<p>Student Behaviors and Practices</p>	<p>i-Ready instruction</p>	<p>Students are using and completing I-Ready lessons accurately.</p>	

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
<p>What strategies will we pursue as part of this Commitment?</p>	<p>What does this strategy entail? What will implementation look like in our school?</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Building student accountability and ownership/awareness of their individual academic performance</p>	<p>Conferencing with teacher to review individual student progress in iReady Reading and iReady Math. Monthly conferencing using a growth monitoring chart where students track their individual academic progress, set goals for mid-year and end of year performance.</p>	<p>iReady Reading Trajectory Tool</p>

Commitment 2

<p>Acknowledgment of Student Growth</p>	<p>Review iReady mid-year data to identify students that achieved their goals. Awards Ceremony New goals are set for End of Year Progress</p>	<p>IReady Data Reports</p>
<p>Ongoing professional learning to support the development and use of standards-based learning targets and success criteria that provides students with access to cognition and vocabulary.</p>	<p>For our new HMH Reading Program, pilot teachers along with Reading Consultant will turnkey training received during the 22-23 school year.</p> <p>An HMH Microsoft TEAM will be established to house resources for teacher access and disseminate best instructional practice.</p> <p>Continue to engage in professional learning experiences supported by both Erick Herrmann and William Atwood.</p>	<p>HMH Into Reading Microsoft TEAMS</p>
<p>Strategic use of grade-level common planning time to further develop a cohesive set of practices supporting our new reading program.</p>	<p>Common Planning Time for each grade will be built into the Master Schedule for at least one 40-minute period per week. Our Reading Consultant along with previous pilot teachers will provide ongoing support for implementation of the newly adopted HMH Reading Program.</p> <p>Teachers will work to integrate existing best practices (Formative Assessment Data, Learning Targets, Success Criteria, Anchor Charts, Feedback models and continues use of Collins Writing Strategies across content areas).</p>	

Commitment 2

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Grade Level	<u>Reading</u> June 2023 Percentage of students who met their iReady Reading Annual Typical Growth Goal	<u>Mid-Year</u>	<u>End of Year</u>
Grade 1	59%	80% meet 50% of goal	80%
Grade 2	49%	80% meet 50% of goal	80%
Grade 3	59%	80% meet 50% of goal	80%
Grade 4	59%	80% meet 50% of goal	80%
Grade 5	68%	80% meet 50% of goal	80%
	<u>Reading</u> June 2023 Percentage of students who met their iReady Reading Annual Stretch Growth.	Mid-Year	End of Year
Grade 1	22%	34% meet 50% of goal	34%
Grade 2	22%	34% meet 50% of goal	34%
Grade 3	18%	30% meet 50% of goal	30%
Grade 4	23%	34% meet 50% of goal	34%
Grade 5	30%	40% meet 50% of goal	40%

Commitment 2

Grade Level- Sub-Group Special Education	<u>Reading</u> June 2023 Percentage of students who met their iReady Reading Annual Typical Growth Goal	Mid-Year	End of Year
Grade 1	57%	80% meet 50% of goal	80%
Grade 2	52%	80% meet 50% of goal	80%
Grade 3	50%	80% meet 50% of goal	80%
Grade 4	70%	80% meet 50% of goal	80%
Grade 5	67%	80% meet 50% of goal	80%

Grade Level- Sub-Group Special Education	<u>Reading</u> June 2023 Percentage of students who met their iReady Reading Annual Stretch Growth Goal	Mid-Year	End of Year
Grade 1	0%		
Grade 2	18%	27% meet 50% of goal	27%
Grade 3	20%	30% meet 50% of goal	30%

Commitment 2

Grade 4	22%	34% meet 50% of goal	34%
Grade 5	20%	30% meet 50% of goal	30%

Grade Level	<u>Math</u> June 2023 Percentage of students who met their iReady Math Annual Typical Growth Goal	<u>Math Mid -Year</u>	<u>Math</u> <u>End of Year</u>
Grade 1	60%	80% meet 50% of goal	80%
Grade 2	69%	80% meet 50% of goal	80%
Grade 3	71%	80% meet 50% of goal	80%
Grade 4	62%	80% meet 50% of goal	80%
Grade 5	55%	80% meet 50% of goal	80%

Grade Level	Math June 2023 Percentage of students who met their iReady Math Annual Stretch Growth	Mid-Year	End of Year
Grade 1	32%	42% meet 50% of goal	42%
Grade 2	33%	42% meet 50% of goal	42%
Grade 3	43%	50% meet 50% of goal	50%
Grade 4	28%	38% meet 50% of goal	38%
Grade 5	19%	31% meet 50% of goal	31%

Grade	<u>Math</u>	<u>Math Mid -Year</u>	<u>Math</u>
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Commitment 2

Level Sub-Group - Special Education	June 2023 Percentage of students who met their iReady Math Annual Typical Growth Goal		<u>End of Year</u>
Grade 1	43%	80% meet 50% of goal	80%
Grade 2	52%	80% meet 50% of goal	80%
Grade 3	40%	80% meet 50% of goal	80%
Grade 4	73%	80% meet 50% of goal	80%
Grade 5	76%	80% meet 50% of goal	80%

Grade Level-Sub-Group Special Education	Math June 2023 Percentage of students who met their iReady Math Annual Stretch Growth	Mid-Year	End of Year
Grade 1	29%	43% meet goal of 50%	43%
Grade 2	15%	23% meet goal of 50%	23%
Grade 3	10%	15% meet goal of 50%	15%
Grade 4	42%	63% meet goal of 50%	63%
Grade 5	24%	36% meet goal of 50%	36%

COMMITMENT 3

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

Our Commitment

What is one Commitment we will promote for 2023-24?	
Why are we making this Commitment? <i>Things to potentially take into consideration when crafting this response:</i> <ul style="list-style-type: none"> • 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? 	

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			

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	n/a		
Staff Survey	n/a		
Family Survey	n/a		

Commitment 3

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)			

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			
Adult/Schoolwide Behaviors and Practices			
Student Behaviors and Practices			

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
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?

COMMITMENT 4

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

Our Commitment

What is one Commitment we will promote for 2023-24?	
Why are we making this Commitment? <i>Things to potentially take into consideration when crafting this response:</i> <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> 	

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			

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			
Staff Survey			
Family Survey			

Commitment 4

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)			

We believe we will be on track to meet our Mid-Year Benchmark 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			
Adult/Schoolwide Behaviors and Practices			
Student Behaviors and Practices			

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
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?

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.

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	Professional Learning Communities
We envision that this Evidence-Based Intervention will support the following Commitment(s)	Commitment 1 and commitment 2
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	Teachers learning and supporting each other to apply evidence-based best SEL and instructional practices to support students in attendance, behavior, and academic achievement.

Clearinghouse-Identified

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

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

Clearinghouse used and corresponding rating

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

School-Identified

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

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

Our Team's Process

Background

NYSED requires that the SCEP is developed in consultation with parents and school staff, and in accordance with §100.11 of Commissioner's Regulations. All schools are expected to follow the guidelines outlined in the document "Assembling Your Improvement Planning Team" found at:

<https://www.nysed.gov/sites/default/files/programs/accountability/assembling-your-improvement-planning-team.pdf>. This section outlines how we worked together to develop our plan.

Team Members

Use the space below to identify the members of the SCEP team and their role (e.g., teacher, assistant principal, parent).

Name	Role
Christopher Dalley	Principal
Farrah Padro	Asst. Principal
Mia Vogt	Reading Consultant
Eileen Imhoff	Math Consultant
Doug Borsuk	General Education Teacher
Karen Batinsey	General Education Teacher
Victoria Lawrence	Special Education Teacher
Robert Kelly	Special Education Teacher
Cindy Canales	Bilingual Teacher
Heather Melo	Special Education Teacher
Andrew Rudd	PLC Associate

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
4/3/23	x						
5/25/23		x					
6/5/23				x			
6/1, 6/2					x		
6/26, 6/27, 6/28						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

- **Students were able to identify their physical response when they're struggling, doing well, and getting teacher feedback.**
- **Students want to see more positive affirmations in the school environment.**
- **Students enjoy feeling ownership of their learning when using a school device/laptop.**

Student survey information was used to drive and refine our strategies for Commitment 1 and 2.

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.