



# School Comprehensive Education Plan

## 2023-24

| District                        | School Name   | Grades Served |
|---------------------------------|---------------|---------------|
| Mt. Vernon City School District | Graham School | PreK-8        |

| Collaboratively Developed By:   |                                      |
|---|--------------------------------------|
| <b>The Graham School SCEP (School Comprehensive Education Plan) Development Team</b>      |                                      |
| Dr. Natasha Hunter-McGregor   | Principal                            |
| Mrs. Rita Colucci   | Teacher                              |
| Mrs. Sherry Solomon   | ENL (English as a New Language)      |
| Mrs. Annabelle Strozza  | Teacher – SPED / Title 1 Coordinator |
| Ms. Caiifa Clark  | Teaching Assistant                   |
| Mrs. Sarah McNamee  | Social Worker                        |
| Mrs. Bianca DiFiore   | Teacher                              |
| Ms. Laverne Stevens   | Parent                               |
| Miss Chelsea Singh  | Student                              |
| <b><i>And in partnership with the staff, students, and families of Graham School.</i></b> |                                      |

## 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 (New York State Education Department) 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](#)

## Guidance for Teams

- [Analyze: Tenet 1 Systems and Structures Inventory](#)
- [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><b>What is one Commitment we will promote for 2023-24?</b></p>   | <p>We commit to implementing Vertical Professional Learning Communities (PLC) to ensure that grade bands are implementing a systematic culturally relevant literacy curriculum that enhances student learning and increases student growth. This implementation will meet the needs of all subgroups.</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> | <p>According to the EOY (End of Year) iReady Assessment, 42% of students at Graham School are performing On-Grade Level or Above Grade Level in ELA (English Language Arts). 58% of students are performing Below or Well-Below Grade Level in ELA. This data addresses why Vertical PLC's need to be implemented to ensure a systematic literacy curriculum is being used to address the needs of struggling students.</p> <p>Direct communication with families by classroom teachers and service providers will continue to occur regularly to ensure families are aware of their child's academic status.</p> <p>Based on the 2018-2019 DTSDE Review, teachers will continue to provide direct instruction to students and check for understanding throughout the lesson to ensure student success.</p> <p><i>"How Learning Happens?"</i> informs us that students must see themselves reflected in their learning. Students are aware of their abilities and must be provided rigorous instruction with choices of differentiated learning experiences planned to address their individual learning needs.</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<br><i>(Complete at the end of the year)</i> |
|--|---------------------------------|--|---|
|  |                                 |  |   |

Commitment 1

|                              |  |  |  |
|------------------------------|--|--|--|
| <b>End-Of-The-Year Goals</b> | I Ready - Data BOY (Beginning of Year), MOY (Middle of Year), and EOY, | 60% of the population will demonstrate on level I ready progress monitoring data from BOY to EOY in Reading and Math |  |
|                              | Running Record data, NYS ELA & Math,                                   | Running Records performance and growth   |  |
|                              | Agendas and Minutes of Vertical and Grade Level PLC                    | PLC Data - To ensure proper academic alignment across grade levels.  |  |
|                              | Data Trackers  | Analyze student data, and created common assessments   |  |
|                              | Report Card Data   |  |  |

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</b><br><i>(e.g., % agree or strongly agree)</i> | <b>What we ended up seeing</b> <i>(complete once Spring survey results are available)</i> |
|-----------------------|--|---|---|
| <b>Student Survey</b> | My grades are improving each marking periods at Graham                               | 63% of the students rated this question between 4-5                 |   |
| <b>Staff Survey</b>   | This is a great place for students to come to get an education.                      | 56% of Staff Agree<br>13% of Staff Strongly Agree                   |   |
|                       | This school places a lot of emphasis on academic standards.                          | 6% Strongly Agree<br>69 % Agree<br>25% Neutral                      |   |
|                       | Adults in this school have elevated expectations for students' success.              | 31% Strongly Agree<br>63% Agree<br>6 % Strongly                     |   |
| <b>Family Survey</b>  | My child's teacher lets me know that I can make a difference in my child's learning. | 63% Strongly Agree  |   |
|                       | I can work with school staff on how to help my child learn and succeed.              | 75% Strongly Agree<br>25% Strongly Disagree                         |   |

Commitment 1

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|  | My child's teacher gives me helpful ideas about how I can support my child's learning | 75% 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 <i>(complete when reviewing mid-year data)</i> |
|------------------------------|---|---|--|
| <b>Mid-Year Benchmark(s)</b> | RTI Data -<br><br>I ready BOY to MOY<br><br>Diebel BOY to MOY<br><br>Running Records (Fluency)<br><br>Data Trackers | Reduction of the number of students being referred for RTI or to CSE (Committee on Special Education) by 50%<br><br>Administrative RTI checklist to ensure RTI is implemented with fidelity<br><br>Multiple data assessment points that show an increase in grade- level proficiency rates of 50% |  |

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> | 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> |
|----------------------------------|---------------------------------|---|---|
|----------------------------------|---------------------------------|---|---|

Commitment 1

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|--|---|---|--|
| <p><b>Student Data</b></p>                             | <p>Administration and the RTI Design Team will analyze data for targeted Tier 2 and Tier 3 students<br/>Review AIS (Academic Intervention Services) progress monitoring</p> | <p>Decrease in referrals to CSE<br/><br/>To see growth with students who receive AIS services as demonstrated growth through progress monitoring</p>  |  |
| <p><b>Adult/Schoolwide Behaviors and Practices</b></p> | <p>Administration and PBIS (Positive Behavior Interventions and Supports) and Support Team Will review practices to promote positive behaviors</p>                          | <p>Review newly implemented PBIS system to promote SEL (Social and Emotional Learning)<br/><br/>No Place for Hate and positive behavior initiatives that lead to decreases in major and minor referrals.<br/><br/>Lunch time/ Recess Supervision protocols will lead to a decrease in behavioral incidences</p> |  |
| <p><b>Student Behaviors and Practices</b></p>          | <p>Administration and Support Team will review minor and major referrals</p>  | <p>Review of the PBIS / No Place for Hate data and referrals<br/><br/>To see if the new system is helping make changes in student behavior and practices.</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> |

Commitment 1

|  |  |   |
|--|--|---|
| <p><b>Coverage will be provided in the Master Schedule for Vertical PLCs to take place</b></p>         | <p>Available staff in the building will cover classes to ensure that the Vertical PLC Team can meet once a month.</p>  | <p>Master Schedule Available Staff</p>  |
| <p><b>Administrative Agendas will be created to maximize the time of the Vertical PLC Meeting.</b></p> | <p>Teachers will turnkey information from Vertical PLC to their grade level colleagues.</p> <p>Vertical PLCs should have representation of the ENL and Special Education Resource teacher working within the grade band.</p> <p>Grade Levels will continue to be met for weekly PLC meetings.</p> <p>If ENL or Special Education teachers are unable to attend weekly grade-band PLC meetings due to scheduling conflicts, they should try to attend monthly.</p>  | <p>Scheduling Available Staff</p>   |
| <p><b>Assess student abilities</b></p>   | <p>Administer ELA I-Ready and DIBELS (K-1) benchmark assessments; progress monitoring; Leveled Literacy Intervention most at-risk; Waterford; Raz Kids (A-Z Learning); Foundations (K-3), to collect and evaluate data to differentiate instruction.</p> <p>Assessment of small group instruction through checklists, rubrics, standards, skills and strategies templates, and conferencing with students to effectively plan next instructional goals based on the data collected.</p> <p>RTI Team will identify students most at risk based on State exam results, iReady, DIBELS, end of unit summative assessment data, and conduct meetings to establish standards, skills, and strategies plan for students.</p> | <p>Schedule- assessments will be scheduled throughout the year.</p> <p>Individual proctors/coverage will be needed during these assessments.</p> <p>Resources- Academic Power Hour and Summer Learning Camp.</p> <p>Additional Resources: Computers, iPads, and Headphones will be needed for assessments.</p> <p>Schedule- RTI team will meet to identify the appropriate interventions to support students.</p> |



Commitment 1

|  |  |   |
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| <p><b>Engage students using technology.</b></p>                | <p>Students will be encouraged to use technology to present information in diverse ways. Students will be taught digital citizenship and asked to communicate, collaborate, create, and think critically using technology. Students will be given the choice to present information using different technological tools. Using technology is more relevant and purposeful to students living in a digital age.</p>   | <p>Resources- Schoology, Office 365, devices (iPads, laptops), headphones.</p>  |
| <p><b>Instill positivity and autonomy in student work.</b></p> | <p>Students will be celebrated for the work they complete at the end of each unit. Student work will be displayed through celebration events throughout the school year. Students will be invited to share their work and view work accomplished by their peers across grade levels. Personal, insightful feedback will be required of all participants.</p>   | <p>Schedule- celebration events must be scheduled throughout the year. Include: Superintendent’s Reading Challenge. Time- students will need to prepare their work to be displayed.</p> |
| <p><b>Collaboration</b></p>                                    | <p>All classroom teachers should be aware of their ELL (English Language Learners) students’ English proficiency levels, and type of output to expect from students at that proficiency level, and what academic supports and modifications to put in place. ENL should create a snapshot form to distribute to the classroom and specialist teachers</p> <p>All Case Managers of students with IEP (Individualized Education Plan) will provide Snapshots of students Modifications, Accommodations, and services to Gen. Ed teachers and Specialist teachers</p> <p>Psychologist will provide 504’s to Teachers and Specialist</p> |   |
| <p><b>Culturally Relevant</b></p>                              | <p>Teachers will Include texts that represent a broad variety of cultures to provide students opportunities to learn about other cultures as well as texts that help them broaden their understandings of their own culture and give students a sense of belonging and acceptance.</p>   |   |

Commitment 1

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## COMMITMENT 2

### Our Commitment

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|---|---|
| <p><b>What is one Commitment we will promote for 2023-24?</b></p>   | <p>We commit to continuing to decrease the amount of chronic absenteeism to meet State and Federal Guidelines.</p>  |
| <p><b>Why are we making this Commitment?</b><br/> <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> | <p>It is critical that students are in school consistently to ensure their academic success. Chronic absenteeism has a proven negative impact on academic achievement and social skills.</p> <p>Although we continue to experience COVID absenteeism, students are assimilating back into the structure and culture of expectations of the educational environment.</p> <p>The “<i>How Learning Happens</i>” document influenced this commitment as it is essential that “<i>Every child feels safe, respected, supported, and a true sense of belonging.</i>” We believe this will increase daily attendance. Students need to be present and feel comfortable in their environment to learn; we strive to have lifelong learners at Graham.</p> <p>Administration and faculty will continue to aim for a safe, warm, and engaging school climate to promote attendance. This aligns with the vision that students are Responsible, Respectful and Ready to Learn, Today Tomorrow and in the Future.</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<br><i>(Complete at the end of the year)</i> |
|-------------------------------------|---|---|---|
| <p><b>End-Of-The-Year Goals</b></p> | <p>The Attendance Committee will review attendance records and documentation.</p> | <p>Improvement in attendance rate and understanding of reason for absenteeism and to assist families if needed.</p> |   |

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<br><i>(e.g., % agree or strongly agree)</i> | What we ended up seeing<br><i>(complete once Spring survey)</i> |
|--|------------------------------------|--|---|
|  |                                    |  |   |

Commitment 2

|                       |  |   | <i>results are available)</i> |
|-----------------------|--|---|-------------------------------|
| <b>Student Survey</b> | I enjoy going to school  | 67% enjoy coming to school and rated it a 4 or 5 on a 1-5 scale |                               |
| <b>Staff Survey</b>   | I enjoy working at this school   | 87% Agree<br>7% Strongly Agree                                  |                               |
| <b>Family Survey</b>  | I value that my child's school promotes family and community involvement in the school | 50% Strongly Agree<br>25% 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 ( <i>complete when reviewing mid-year data</i> ) |
|------------------------------|--|--|--|
| <b>Mid-Year Benchmark(s)</b> | Attendance Report<br><br>PBIS Data<br><br>Student Survey on school climate | Increase in school daily attendance to 94%<br><br>Quarterly Report analysis - to see correlation between PBIS and attendance<br><br>To measure the Increase in student enjoyment while attending school<br><br>Review Data of Student Survey - glows and grows |  |

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> ) |
|---------------------------|---------------------------------|---|---|
|                           |                                 |   |   |

Commitment 2

|   |   |  |  |
|---|---|--|--|
| <b>Student Data</b>                             | The Attendance Committee will review attendance records and documentation | Increase in daily attendance by to maintain 92-94 % daily rate.<br><br>Decrease in referrals and suspensions by 50%  |  |
| <b>Adult/Schoolwide Behaviors and Practices</b> | Administration review of the quarterly staff attend reports               | Administration will monitor  |  |
| <b>Student Behaviors and Practices</b>          | Review of the PBIS data, referrals, and suspension report                 | Increase in daily attendance by to maintain 92-94 % daily rate.<br><br>Decrease in referrals and suspensions by 50%<br><br>Recognition perfect attendance each quarter<br><br>Institute Student of the Month |  |

Key Strategies and Resources

| <b>STRATEGY</b>   | <b>METHODS</b>  | <b>RESOURCES</b>   |
|---|---|--|
| 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? |
| <b>Attendance Officers will follow up on students who have chronic absenteeism.</b> | The Attendance Officer will conduct phone conversations and home visits with families of concern and report back to the building. | Attendance Officer   |
| <b>Teachers will call home after 2 consecutive absences.</b>                        | Teachers will address parents via email and phone calls after 2 consecutive absences to proactively address chronic absenteeism.  | <b>Teacher Phone Access</b>  |
| <b>Guidance Counselor will be CC'd on all communications</b>                        | Teacher will 'CC guidance counselor on all communications with parents regarding  | <b>Guidance Counselor Time</b>   |

Commitment 2

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|---|--|--|
| <p><b>with parents regarding absenteeism.</b></p>                     | <p>student absenteeism. A 365 Excel sheet will be created to share communication log.</p>  |  |
| <p><b>Communication to family of other languages than English</b></p> | <p>For students, whose families speak another language at home (not just those in ENL (English as a New Language) classes), ensure that information is sent home in a language they understand.</p> <p>An information sheet should be sent home to all families at the beginning of each quarter explaining the importance of attendance and how chronic absenteeism affects their children.</p> | <p>Translation of varied languages to meet needs of our population</p> |
|   |  |  |

## COMMITMENT 3

*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 are committed to a schoolwide No Place for Hate (Positive Behavior Interventions and Supports) implementation with revised and updated protocols to reinforce individualized positive behavior outcomes through tiered applications. We are committed to formalizing a protocol to address Tier 3 concerned behavior students through a check-in and check-out system led by the Support team of guidance counselors, social workers, and school psychologists.</p> <p>The administration will redefine roles and responsibilities for the support team to meet all individual needs of students and families.</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> | <p>The goal of Graham Elementary School (PreK-8)'s PBIS is to promote and teach positive behaviors to maximize academic success for all students.</p> <p>We are committed to this because we believe that being proactive in addressing students' emotional and behavioral needs can be effective in promoting positive behavior in the school.</p> <p>Our school vision is that our students: <i>Be Responsible, Respectful and Ready to Learn, Today, Tomorrow, and in the Future.</i> PBIS supports and responds to students' social, emotional, and behavioral needs.</p> <p>We are committed to implementing a revised and updated PBIS plan to proactively support appropriate behavior and prioritize the full scope of child development.</p> <p>The <i>"How Learning Happens?"</i> document influenced this commitment because when the social, emotional, and cognitive dimensions of learning work together, young people are more likely to achieve academic success and enhance life skills such as teamwork and empathy, which helps them thrive inside and outside of the classroom.</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<br><i>(Complete at the end of the year)</i> |
|------------------------------|---|--|---|
| <b>End-Of-The-Year Goals</b> | Major and minor referral forms will be reviewed | A decrease in major and minor referrals of 50% on the previous year. |   |

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<br><i>(e.g., % agree or strongly agree)</i>      | What we ended up seeing<br><i>(complete once Spring survey results are available)</i> |
|-----------------------|---|---|---|
| <b>Student Survey</b> | <p>I feel safe at school<br/>Students at my school are kind and respectful</p> <p>I am comfortable reporting mistreatment of others to teacher or administrator</p> <p>I know how to get help from an adult when I or my friend is bullied online or on my cell</p> <p>No Place for Hate initiative is effective in creating a positive and safe school climate</p> | 100% agree or strongly agree by EOY if not <b>what is the why</b> |   |
| <b>Staff Survey</b>   | <p>I feel safe at school<br/>Students at our school are kind and respectful</p> <p>I am comfortable reporting mistreatment of others to administrator</p> <p>I know how to give help when a student reports someone is</p>  | 100% agree or strongly agree by EOY if not <b>what is the why</b> |   |



Commitment 3

|                      |   |  |  |
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|                      | <p>possibly being bullied online or on my cell</p> <p>No Place for Hate initiative is effective in creating a positive and safe school climate</p>  |  |  |
| <b>Family Survey</b> | <p>My child (ren) feel safe at school</p> <p>Students at our school are kind and respectful</p> <p>I am comfortable reporting mistreatment of others to administrator</p> <p>I know how to get help when my child(ren) reports someone is possibly being bullied online or on my cell</p> <p>I believe “No Place for Hate” initiative is effective in creating a positive and safe school climate</p> | <p>100% agree or strongly agree by EOY if not <b>what is the why</b></p> |  |

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 3

|                              |                                      |  |  |
|------------------------------|--------------------------------------|--|--|
| <b>Mid-Year Benchmark(s)</b> | Survey data from “No Place for Hate” | Administer ongoing surveys to monitor trends over time BOY, MOY and EOY.               |  |
|                              | PBIS data                            | Monitor the effectiveness of existing interventions.                                   |  |
|                              | Referral and Suspension Data         | Monitor the effectiveness of existing interventions regarding referral and suspensions |  |

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? (<i>Identify Quantitative Data or Qualitative Descriptors in this space</i>)</b> | <b>What we ended up seeing (<i>complete six to ten weeks into the school year</i>)</b> |
|---|---|--|--|
| <b>Student Data</b>                             | Survey BOY, MOY and EOY                     | Increase in survey data to show effectiveness of the No Place for Hate protocols   |  |
|   | Major and Minor Referral                    | Decrease in data to show effectiveness of the No Place for Hate and PBIS protocols   |  |
| <b>Adult/Schoolwide Behaviors and Practices</b> | Survey BOY, MOY and EOY                     | Increase in survey data to show effectiveness of the No Place for Hate protocols   |  |
|   |   | Decrease in data to show effectiveness of the No Place for Hate and PBIS protocols   |  |
| <b>Student Behaviors and Practices</b>          | Major and minor Referrals BOY, MOY, and EOY | Celebrate student positive behavior and practices – i.e., Student of the Month   |  |

Key Strategies and Resources

| <b>STRATEGY</b> | <b>METHODS</b> | <b>RESOURCES</b> |
|-----------------|----------------|------------------|
|-----------------|----------------|------------------|

Commitment 3

| 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? |
|--|---|--|
| <b>PBIS Protocol (No Place for Hate) and Strategies</b>              | PBIS Kick Off – No Place for Hate Assembly  | Schedule   |
| <b>School Climate Survey</b>   | A tool to gather valuable feedback from students, teachers, school staff, and family members. By elevating stakeholder voices, we will gain important insights from all stake holders.  | <b>Individuals to create survey and analyze</b>  |
| <b>Involve students in decision making process</b>                   | Including students on committees and advisories to have a voice regarding school initiatives  | <b>Schedule<br/>Student Advisory Panel</b>   |
| <b>Implement the Check-In, Check-Out intervention with fidelity.</b> | Selecting staff members that are willing to mentor students. These staff members will check in and check out with their assigned students and their teacher to ensure that the student is demonstrating age and grade-appropriate behavior. | Schedule<br>Staffing   |

## COMMITMENT 4

*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 are committed to strengthening instructional practices and provide a cohesive and relevant curriculum to mitigate educational loss caused by the COVID-19 pandemic</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> | <p>The vision of our school is to ensure that every child’s academic and social emotional needs are met to ensure that they will successfully meet grade-level expectations and receive necessary interventions for any educational loss.</p> <p>Our Mission is to <b>Be Responsible, Respectful, Ready to Learn and of Great Character</b>; as we forge strong partnerships and build positive connections; that promote academic excellence, address students’ behavioral and social emotional needs, and prepare students to succeed in a diverse global society.</p> <p>Based on the current data for the 2022 – 2023 school year, we noticed significant gaps in student performance in ELA and Math.</p> <p>According to the DIBELS Reading indicates that sixty percent of kindergarten and fifty percent of first grade students are performing below grade level.</p> <p>In grades two through eight, twenty-three percent of the students are performing two or more grade levels below. We know revisiting our curriculum is necessary as survey results from staff and administration indicated the following common themes:</p> <ul style="list-style-type: none"> <li>• More Time within PLCs (Professional Learning Communities) to provide RTI support             <ul style="list-style-type: none"> <li>• Vertical Alignment Meetings</li> <li>• Incorporating culturally relevant topics</li> <li>• Improving Small Group Instruction</li> <li>• Professional Development (Foundations, Social-Emotional Lessons, use of math manipulatives in the classroom and at home)</li> <li>• APH (Academic Power Hour) to provide academic support in ELA and Math</li> </ul> </li> </ul> <p>This commitment is a priority as we continue to see the effects of the COVID19 pandemic.</p> <p>Student survey results also indicated that students are most concerned</p> <p>This commitment supports Commitment 1 “PLC and Vertical PLC” Commitment 2 “Social-Emotional Learning” and Commitment 3 “Absenteeism and the Effect on student learning”</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<br><i>(Complete at the end of the year)</i> |
|------------------------------|---|--|---|
| <b>End-Of-The-Year Goals</b> | <p>I Ready and Dibels - Data BOY, MOY, and EOY</p> <p>Running Record data, NYS ELA &amp; Math Results</p> <p>Agendas and Minutes of Vertical and Grade Level PLC</p> <p>Data Trackers</p> <p>Report Card Data</p> | <p>Administration and or AIS providers will push into PLCs to provide ongoing strategies and feedback using the grade levels' current data.</p> <p>Team will analyze school data quarterly during SMART Goal Meetings with students</p> <p>Students and teachers will review progress monitoring results show gains or weakness in ELA skills; specifically, vocabulary, comprehension literature, and comprehension informational text</p> <p>Students and Teachers will use the data informed decision-making template to analyze the math topic assessment results.</p> |   |

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<br><i>(e.g., % agree or strongly agree)</i> | What we ended up seeing<br><i>(complete once Spring survey results are available)</i> |
|--|------------------------------------|--|---|
|  |                                    |  |   |

Commitment 4

|                       |   |                                 |  |
|-----------------------|---|---------------------------------|--|
| <b>Student Survey</b> | My school resources such as access to on-line platforms, textbooks or workbook are useful to me             | 51% Strongly Agree<br>34% Agree |  |
|                       | Teachers help me set goals and give me feedback on how to make my work better during one-on-one conferences | 57% Strongly Agree<br>31% Agree |  |
| <b>Staff Survey</b>   | I am committed to the vision and mission of the school.   | 44% Strongly Agree<br>50% Agree |  |
|                       | This school places a lot of emphasis on academic standards  | 6% Strongly Agree<br>69% Agree  |  |
|                       | The curriculum offered to students at this school is challenging and creative.                              | 6% Strongly Agree<br>50% Agree  |  |
| <b>Family Survey</b>  | Adults in this school have elevated expectations for students' success.                                     | 31% Strongly Agree<br>53% Agree |  |
|                       | My child's teacher gives me helpful ideas about how I can support my child's learning.                      | 25% Strongly Agree<br>75% 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) |
|--|---------------------------------|--|---|
|  |                                 |  |   |

Commitment 4

|                                     |  |   |  |
|-------------------------------------|--|---|--|
| <p><b>Mid-Year Benchmark(s)</b></p> | <p>I Ready - Data BOY, MOY, and EOY, Running Record data, NYS ELA &amp; Math, Agendas and Minutes of Vertical and Grade Level PLC Data Trackers Report Card Data</p> | <p>By the MOY (Middle of Year) iReady Assessment, 60% of students at Graham School are performing On-Grade Level or Above Grade Level in ELA (English Language Arts) and Math</p> |  |
|-------------------------------------|--|---|--|

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:

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

Commitment 4

|                     |   |   |  |
|---------------------|---|---|--|
| <b>Student Data</b> | I Ready - Data BOY, MOY, and EOY                    | ELA- 70% of students in Grades 2-8 by the EOY for 2023-2024 will be on grade-level                              |  |
|                     | Running Record data                                 | Foundations students will demonstrate above or on level skills 70 %   |  |
|                     | Dibels Progress Monitoring                          | Reading/Phonics<br>70% of students will perform on-level on the BOY DIBELS assessment for K-1.                  |  |
|                     | Foundations Progress Monitoring                     | ELL's will demonstrate growth towards the EOY target of 100% of proficiency by one level on the NTSSLAT/NYSITEL |  |
|                     | Data Tracker & End of Unit Exams                    | Math-<br>Growth from the 2022-2023 data of 47% students to an increase to 60%                                   |  |
|                     | Monitoring NYS ELA & Math                           | Typical growth by the end of EOY 2024 will increase be on grade-level or above grade level                      |  |
|                     | Agendas and Minutes of Vertical and Grade Level PLC |   |  |
|                     | Data Trackers                                       |   |  |
|                     | Report Card Data                                    |   |  |
|                     | NYSESLAT and NYSITELL data for ELL's                |   |  |



Commitment 4

|  |  |  |  |
|--|--|--|--|
| <p><b>Adult/Schoolwide Behaviors and Practices</b></p> | <p>Agendas and Minutes of Vertical and Grade Level PLC</p>   | <p>Consistency across grade levels and curriculum.</p> <p>Common language must be used in terms of rubrics, checklists, and goals. Common planning documents such as skills, standards, and strategies template.</p> <p>Developing pre and post assessments. Progress will be measured by year-to-year school performance in Dibels ,Foundations, iReady and state exams.</p>  |  |
| <p><b>Student Behaviors and Practices</b></p>          | <p>PBIS /No Place for Hate Data Major and Minor Referral</p> | <p>Displaying work will increase the quality of these pieces. Also, seeing the quality of work by their peers will positively impact effort and inspire students</p> <p>Lessons, assemblies, and incentive programs will be provided throughout the school year to promote positive reinforcement of behavior.</p> <p>Books/Literature will be used to model and reinforce self-management strategies. Behavior plans will be implemented for identified students, Check in – Check outs with trusting (mentors)adults</p> <p>Through the reduction of behavioral referrals, suspension data, and EOY surveys.</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><b>RTI</b></p>   | <p>Provide staff with an overview of the RTI process in September.</p>                   | <p>Staffing<br/>Scheduling</p>  |

Commitment 4

|   |  |  |
|---|--|--|
|   | <p>Identify and support at-risk population by monitoring their progress, using skills-based assessments, and using the data to provide scaffolded support to meet their academic and social-emotional needs.</p> <p><u>ELA</u><br/>Small Group Instruction</p> <p><u>MATH</u><br/>Math framework and interventions</p> <p>Administration or designee will push into PLCs to provide ongoing strategies and feedback using the grade levels' current data.</p> <p>Team will analyze school data quarterly during SMART Goal Meetings Progress</p> <p>Monitoring Tools: Waterford, Foundations, Common Assessments, iReady, DIBELS</p> <p>Small group instruction (Focus on Power Standards); using the iReady</p> | <p>Resources</p>   |
| <p><b>Parent Advisory Committee</b></p> | <p>The Parent Advisory Committee's role is to assist and advise school administrators and educators team relating to the Academic Achievement Plan, programs, activities, resources, and services to help the school attain its goal of providing each child with the best education possible.</p>   | <p>Space<br/>Scheduling</p>  |
| <p><b>Check in Check outs</b></p>       | <p>Support Staff will be connected to student in need of additional building support</p>   | <p>Time<br/>Staffing</p>   |
| <p><b>Assemblies</b></p>                | <p>No Place for Hate Assemblies<br/>Principal Read a Louds</p>   | <p><b>Schedule</b><br/><b>Financial Support for Assemblies/resources</b><br/><b>Staffing</b></p> |
| <p><b>Incentives</b></p>                | <p>Based on PBIS students will receive tangible and intangible incentives based on individuals being of good character.</p>  | <p><b>Staffing</b><br/><b>Financial Support</b></p>  |

Commitment 4

|                                   |   |                               |
|-----------------------------------|---|-------------------------------|
|                                   | <p>Student of the month</p> <p>Honor roll assemblies</p> <p>Celebrating Student Success</p>         |                               |
| <b>Mid-Year Math I Ready Data</b> | Students' growth increased by 50% performing at or above grade level in area of Math                | Schedule                      |
| <b>Walk thru</b>                  | Teachers reference common strategies, resources, and mnemonic devices regularly during instruction. | Schedule                      |
| <b>Lunch Time Tutoring</b>        | Students in Grade 7-8 can attend lunchtime academic support   | Staffing                      |
| <b>APH</b>                        | After school academic support for students in need of extra help in ELA or Math                     | Staffing<br>Financial support |
| <b>Inclusive text</b>             | Including multicultural texts and studies/celebrations of other cultures to improve empathy.        | Resources                     |

## 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 (Every Student Succeeds Act). 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:

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

**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:

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

**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.

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

## 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                                 |
|-----------------------------|--------------------------------------|
| Dr. Natasha Hunter-McGregor | Principal                            |
| Mrs. Rita Colucci           | Teacher                              |
| Mrs. Sherry Solomon         | ENL                                  |
| Mrs. Annabelle Strozza      | Teacher – SPED / Title 1 Coordinator |
| Ms. Caiifa Clark            | Teaching Assistant                   |
| Mrs. Sarah McNamee          | Social Worker                        |
| Mrs. Bianca DiFiore         | Teacher                              |
| Ms. Laverne Stevens         | Parent                               |
| Miss Chelsea Singh          | Student                              |
|                             |                                      |
|                             |                                      |
|                             |                                      |
|                             |                                      |
|                             |                                      |
|                             |                                      |
|                             |                                      |
|                             |                                      |
|                             |                                      |

## Our Team's Process

### 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:<br>Exploring the Vision, Values and Aspirations for the school | Analyze:<br>Internal and External Data | Analyze:<br>Survey Data | Analyze:<br>Completing and Discussing the Tenet 1 Inventory | Listen:<br>Interviewing Students | Putting it all Together:<br>Completing the SCEP Planning Document | Writing the Plan |
|----------------------------|--|--|-------------------------|---|----------------------------------|---|------------------|
| <i>Example:<br/>4/6/21</i> |  |  |                         | x   | x                                |   |                  |
| 6/ 14 /23                  | x  | x                                      | x                       |   |                                  |   |                  |
| 6/21 /23                   |  |  |                         | x   | x                                |   |                  |
| 6/22 /23                   |  |  | x                       |   |                                  | x   | x                |
| <b>7/4/23</b>              |  |  | x                       |   |                                  |   | x                |
| <b>7/6/33</b>              |  |  |                         |   |                                  |   | x                |
| <b>7/7/2023</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**

**15 students were interviewed face to face and 73 students were surveyed online. The student interviews gave the SCEP Team insight into their needs both academically and socio-emotionally.**

**Academically students liked learning a variety of mnemonics (tricks as they called them), they felt these helped them with both reading and math skills. They were different students after the pandemic, recognizing some good changes and some bad. They also felt some teachers were easily frustrated. Teachers need SEL as well. Students were happy that they could go on trips, and have special events, and hope to have more.**

**This allowed the team to create appropriate opportunities/intervention strategies to meet the academic and social/emotional needs of our students.**



## 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.