



# School Comprehensive Education Plan

## 2023-24

District	School Name	Grades Served
Mount Vernon city School District	Traphagen School	Pre K- 8

**Collaboratively Developed By:**

Delete the red text upon completion.

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*And in partnership with the staff, students, and families of Traphagen School*

## Guidance for Teams

### Template

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

### Commitments

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

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

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

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

### Success Criteria and Benchmark Targets

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

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

### Strategies

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

### Resources for Team

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

- [Assembling Your Improvement Planning Team](#)
- [Envision: Exploring Our Vision, Values and Aspirations](#)
- [Analyze: Internal and External Data](#)
- [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><b>What is one Commitment we will promote for 2023-24?</b></p>	<p>We are committed to helping students and adults build positive relationships to promote a supportive and safe learning environment where students thrive socially, physically, emotionally, and academically.</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>This commitment fits into the Traphagen school’s vision by addressing social and emotional needs through literacy. Literacy is inherently academic, and this commitment will allow Traphagen to explore social, emotional, and physical needs through an academic lens.</p> <p>This emerged as something to commit to because our students are presenting a need due to the current societal issues. According to the DTSDE Survey, 52% of students are of the opinion that they are not asked to share their thoughts on how to make the school better. According to a school-based survey, 52% of our students are of the opinion that the school does not take into consideration student opinions about changes that should happen in the building.</p> <p>The “Envisioning Activity” 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> <p>The Envisioning Activity and the Student Interviews made it abundantly clear that our staff needs support in addressing societal issues that surround our students. Weaving social-emotional learning into all aspects of the curriculum.</p> <p>This commitment fits into other commitments and the school’s long-term plans by allowing students to explore current issues in a safe space, promoting student agency and academic success through speaking, listening, reading, writing and math.</p>

### Progress Targets

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

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

Commitment 1

<b>End-Of-The-Year Goals</b>	Student, staff and family surveys	Members of the school community feel their social emotional needs are addressed through the curriculum, professional development, and collegiate conversations.	
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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> <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>	The staff listens to my thoughts and opinions on matters related to school	80%	
	The staff listens to my thoughts and opinions on situations with my peers	80%	
	I feel that I am a valued member of this school	80%	
	I feel that the staff supports me socially and emotionally	80%	
	I feel comfortable expressing myself to the staff members	80%	
<b>Staff Survey</b>	Do I contribute to a positive school climate	85%	
<b>Family Survey</b>	I feel that the staff at this school addresses the diverse learning needs of the students	85%	
	My child feels like a valued member of the school community	80%	
	I feel that the staff at this school address the diverse social and emotional needs of the students	80%	

Commitment 1

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

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing (complete when reviewing mid-year data)
<b>Mid-Year Benchmark(s)</b>	Student, staff and family surveys	An improvement in the climate of school with regards to the staff, students, and families feeling their social emotional needs are addressed through academics, professional development, and opportunities for greater collegiality.	

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

Early Progress Milestones	What data will we be reviewing?	What do we hope to see when we review that data? (Identify Quantitative Data or Qualitative Descriptors in this space)	What we ended up seeing (complete six to ten weeks into the school year)
<b>Student Data</b>	Student survey	The school's standing regarding how the students feel their social emotional needs are addressed and supported. This data will be used to drive further interventions.	
<b>Adult/Schoolwide Behaviors and Practices</b>	Staff survey	The school's standing with regard to how the staff feel their social emotional needs are addressed and supported. This data will be used to drive further interventions.	
<b>Student Behaviors and Practices</b>	Student survey	The school's standing with regard to how the students feel their social emotional needs are addressed and supported. This data will be used to drive further interventions.	

## 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?
<b>Peer to peer learning opportunities</b>	Using the school's academic power hours and time slots arranged throughout the school schedule, students will have the opportunity to engage in peer-to-peer tutoring	Classroom teachers to supervise students Space Money
<b>Homework Help</b>	Homework help will be offered before school, during lunch/recess, and after school. Students that meet success will be rotated out of the program to provide space for other students who need assistance. In addition, homework support stations will be in the classrooms. Students can visit the support station upon arrival if they are unable to complete their homework at home.	Staff members Space
<b>Student Safe Space</b>	Students will have a voluntary open forum to talk about social and emotional concerns. This can be done during lunch periods or after school.	Staff members Space
<b>Staff to Student Mentoring</b>	Staff volunteers will be assigned to a student who could benefit from a mentorship. Staff and students will share interests and likes, with a focus on social emotional well-being as well as academics.	Staff members Space
<b>Morning Meetings</b>	Staff volunteers will be assigned to a student who could benefit from a mentorship. Staff and students will share interests and likes, with a focus on social emotional well-being as well as academics.	Classroom teachers Space



Commitment 1

<b>Fitness and Wellness Event</b>	A fitness and wellness event (Jump Rope for Heart, Hoops for Heart, et al) that will promote physical wellness and confidence.	Space Staff members
<b>No Place for Hate</b>	No Place for Hate builds a community of inclusivity, respect and equity. This is a student-led climate improvement program that fits the school's unique culture and needs.	Staff Students Money
<b>Implementation of MTSS</b>	Combining the process of RTI and PBIS will have a positive impact on both the academic, social, and behavioral culture of the school.	Staff
<b>Family Math Night</b>	Inviting families into the school to learn about the math curriculum and best practices to implement at home to assist their children with math	Staff Space Money
<b>Family Literacy Night</b>	Inviting families into the school to learn about the literacy curriculum and best practices to implement at home to assist their children with literacy	Staff Space Money

## COMMITMENT 2

### Our Commitment

<p><b>What is one Commitment we will promote for 2023-24?</b></p>	<p>We are committed to building student agency by creating learning opportunities that promote critical thinking and social emotional well-being. Students will be challenged with rigorous work and learn how to navigate obstacles and access help and support both in and outside the classroom.</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>We believe that student agency is critical for engagement throughout the teaching and learning process. When students develop agency, they can navigate obstacles in their learning and learn how to access help and support. This will prepare students for higher education and social success.</p> <p>When students develop agency it increases their engagement, motivation, and ability or potential to act, influence, or change their surroundings. Student agency also helps to educate students in making positive choices that benefit them.</p> <p>According to the data from the Student Interest Survey, only half of the student body felt that their opinions, feelings and thoughts are taken into account by the staff. Additionally, only 61% of students felt that they were a valued member of the school community.</p> <p>We believe this commitment is crucial to pursue because student agency promotes student engagement, creativity, and inquiry while building positive relationships with their peers and staff. Creativity and inquiry are beneficial and encourage students to pose questions, make connections, and share experiences. This foundation increases their knowledge base of content material.</p>

## Progress Targets

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

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing <i>(complete at the end of the year)</i>
<b>End-Of-The-Year Goals</b>	Student, staff and family surveys	Students feel that they are an integral member of the community who contribute to the school environment and climate that has a positive impact on students' academic achievement.	

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>
<b>Student Survey</b>	The staff listens to my thoughts and opinions on matters related to school.	70%	Always – 20% Most of the Time- 25%
	The staff listens to my thoughts and opinions on situations with my peers.	70%	Always – 23% Most of the Time- 29%
	I feel that I am a valued member of this school.	70%	Yes- 61%
	I feel comfortable expressing myself to the staff members.	70%	Always - 15% Most of the Time- 16%
	I feel that the school values my opinion on changes I would like to see in the building.	70%	Yes- 43%

Commitment 2

<b>Staff Survey</b>	The PD provided in school has had a positive impact on my educational practice and my students' achievement.	80%	Strongly Agree – 6% Agree – 88%
	Do I contribute to a positive school climate?	80%	Yes- 100%
<b>Family Survey</b>	I feel that the staff at this school address the diverse learning needs of the students.	70%	Strongly Agree – 34% Agree – 46%
	My child feels like a valued member of the school community.	70%	Strongly Agree – 32% Agree – 38%
	I feel that the staff at this school address the diverse social and emotional needs of the students.	70%	Strongly Agree – 24% Agree- 37%

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

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing (complete when reviewing mid-year data)
<b>Mid-Year Benchmark(s)</b>	iReady ELA iReady Math NYSESLAT DIBELS	We hope to see 70% on or above grade level in ELA and Math.	

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

Commitment 2

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	Student Survey	We hope to see that students are satisfied with the pacing of their academics thus far as well as their classroom climate. This data will be used to drive further interventions.	
Adult/Schoolwide Behaviors and Practices	Staff Survey	We hope to see that staff feel refreshed and renewed regarding academic and social-emotional practices. This data will be used to drive further interventions.	
Student Behaviors and Practices	Staff Survey	We hope to see that students are more positive regarding academics and that their specific needs are being met. This data will be used to drive further interventions.	

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?
Involve students in decision making process	Students will be involved in the process of their learning where they are given opportunities for voice and choices in their learning, problem solving and creating something using a defined skill set.	Schedule Space Processes Individuals
Incorporate SEL activities in the morning schoolwide	Professional Development <a href="https://online.inspireteaching.org/">https://online.inspireteaching.org/</a> <a href="https://ny.pbslearningmedia.org/collection/arthur-social-emotional-character-development-curriculum/">https://ny.pbslearningmedia.org/collection/arthur-social-emotional-character-development-curriculum/</a>  Morning meetings, check ins with students, focus on positive behavior and goal setting	Schedule Space Processes Money Individuals

Commitment 2

Create a professional learning community	A professional learning community will allow staff members to work collaboratively on rigorous lessons that provide students with equity and access, critical thinking, and reflection	Schedule Space Processes Individuals
Students will develop strategies to explicitly model, teach problem-solving skills while learning how to reflect and plan for the next steps in their learning	Students will work in small groups and in partnerships and demonstrate problem solving skills, overcome obstacles using student agency, and use reflection as way to assess their understanding of learning	Schedule Space Processes Individuals

## 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 commit to strengthening our ability to provide a cohesive, rigorous, and diverse educational learning experience for all scholars.</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>We believe our students need to learn from a diverse curriculum that is meaningful and engaging while offering collaborative opportunities. The curriculum must be rigorous, academically challenging, and cohesive; building on concepts taught from previous grades and allow students to feel connected interpersonally. Literacy skills will be taught through the balanced literacy approach which allows for the gradual release of responsibility for students. Lower grades will have a greater emphasis on the foundations of literacy, such as phonological awareness, phonics, high frequency words, fluency, and comprehension. Students across all grade levels will focus on the implicit instruction of vocabulary to build on understanding. The math curriculum will be built on fundamental skills scaffolded through the years, allowing students to apply their knowledge to solve problems.</p> <p>Less than half of the students surveyed felt that their thoughts and opinions on matters related to school were listened to. 73% of the students felt that the staff supported them academically. Creating a curriculum that encourages independent learning and provides opportunities for voice and choice will give students greater ownership and allow them to be heard.</p> <p>The results of the 2021-2022 survey showed that teachers and parents in the school community expressed that engagement in the curriculum was a concern. On the teacher survey, only 68% of teachers agreed the variety of activities and courses offered in our school keeps students engaged in learning. Additionally, only 3 of 4 parents surveyed shared that their children were interested in the curriculum. The 2022-2023 parent survey revealed that 20% of parents did not feel that the staff at the school addressed the diverse learning needs of the students. We believe in creating a relevant and engaging curriculum that fosters critical thinking and allows students to pursue their own studies autonomously.</p>

## Progress Targets

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

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing <i>(complete at the end of the year)</i>
<b>End-Of-The-Year Goals</b>	iReady ELA iReady Math NYSESLAT DIBELS	An increase of 20% from the beginning of the year 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>
<b>Student Survey</b>	The staff listens to my thoughts and opinions on matters related to the school.  I feel that the staff supports me academically.	Always- 30% Most of the time- 35% Sometimes- 30% Never- 5%  Always- 50% Most of the time- 35% Sometimes- 107 Never- 53	
<b>Staff Survey</b>	The PD provided in school has had a positive impact on my educational practice and my students's achievement.	Strongly Agree- 80% Agree- 20% Disagree- 0% Strongly Disagree- 0%	
<b>Family Survey</b>	I feel that the staff at this school addresses the diverse learning needs of the students.	Strongly Agree- 40% Agree- 50% Disagree- 8% Strongly Disagree- 2%	



Commitment 3

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

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing (complete when reviewing mid-year data)
<b>Mid-Year Benchmark(s)</b>	iReady ELA iReady Math DIBELS	60% proficiency in ELA 60% proficiency in Math	

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

Early Progress Milestones	What data will we be reviewing?	What do we hope to see when we review that data? (Identify Quantitative Data or Qualitative Descriptors in this space)	What we ended up seeing (complete six to ten weeks into the school year)
Student Data	iReady Progress Monitoring (K-8) DIBELS	Quantitative: Progress Monitoring scores will progressively increase.	
Adult/Schoolwide Behaviors and Practices			
Student Behaviors and Practices		Qualitative: Students will choose and read more books, increase their stamina, and work toward reading books on a higher grade-level.	

## 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 3

<p>Assess student abilities</p>	<p>Administer ELA I-Ready and DIBELS and TRC (K-1) benchmark assessments; progress monitoring; Leveled Literacy Intervention most at-risk; DIG (Develop, Inspire, Grow) (Pre-K), CLI Engage (Pre-K), Waterford; CKLA; Raz Kids (A-Z Learning); <i>Foundations</i> (K-3), <i>Journeys / Collections</i> benchmark and end of unit assessments to collect and evaluate data to differentiate instruction.</p> <p>Administer Math I-Ready assessment; progress monitoring; and <i>enVisions</i> 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 in order 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, common formative assessments (CFM’s) end of unit summative assessment data, conduct meetings to identify gaps in students’ performance alongside standards- address specific skills and strategies</p> <p>Child Study Team (CST) will identify students most at risk and meet with teachers to discuss strategies and interventions in a 6–8-week time frame, twice, before evaluation is considered.</p> <p>ELL’s teacher will identify students' needs and proficiency levels based on the NYSESLAT and NYSITELL data; allocating number of meeting times according to proficiency levels, utilizing <i>Foundations</i>, <i>Journeys</i>, <i>Collections</i>, I-Ready and Raz Kids programs for differentiated instruction.</p>	<p>Schedule- assessments will be scheduled throughout the year.</p> <p>Individuals- proctors/coverage will be needed during these assessments.</p> <p>Resources- Academic Power Hour and Summer Learning Academy. -Purchase curriculum consumables -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> <p>Resources- NYSITELL and NYSESLAT data. Programs include: <i>Foundations</i>, <i>Journeys/Collections</i>, <i>Imagine Learning</i>, <i>DIG</i>, <i>CLI</i>, <i>CKLA</i>, <i>iReady</i>, <i>enVisions</i>.</p>
<p>Creating a professional learning community</p>	<p>PLCs will be scheduled once per cycle to allow teachers to review data, plan, collaborate, view student work, and share best practices. Classroom teachers will have the opportunity to work with the reading specialists, ENL teachers, resource teachers and speech teachers to review student</p>	<p>Schedule horizontal and vertical articulation meetings where classroom teachers meet with the grade level above them</p>

Commitment 3

	<p>performance and data and set academic goals for students. Professional development opportunities will be provided to all staff members throughout the year to continue to hone their professional craft.</p>	<p>and the grade level below them.</p> <p>Individuals - there must be coverage available for these teachers to participate in PLCs.</p> <p>Time- set aside in schedule for PLCs to include specialists.</p> <p>Money-</p> <ul style="list-style-type: none"> <li>• to provide teachers with professional development opportunities.</li> <li>• To pay for coverage for teachers to attend PLCs</li> </ul>
<p>Establishing Checklists</p>	<p>Students will develop student agency by applying structures and checklists to help them navigate through difficult concepts and self-monitoring their work. Following the lesson, students will follow a routine that includes rereading, checklists, supplemental materials, and peer consultation among other strategies. Students will be presented with common checklists from grade-to-grade to ensure continuity.</p>	<p>Resources- checklists, assessments, supplemental materials, rubrics.</p> <p>Time- students will need time and training on how to be more self-sufficient.</p> <p>Schedule- this needs to be scheduled as explicit instruction. Students also need time during the lesson to implement these strategies.</p>
<p>Co-design of Curriculum / Engagement</p>	<p>Students will reflect on the completion of units across the curriculum. They will provide feedback on the engagement, relevancy, and pace of the unit to help guide instruction of future units. Students will have a voice in choosing content and reading materials.</p>	<p>Schedule- reflections must be conducted at the end of each unit.</p>

Commitment 3

	<p>Students in the primary grades will have an opportunity to choose a topic of interest, with an assessment guided by the teacher.</p> <p>Students in the intermediate grades will have an opportunity to create their own independent project and self-assess their work on an established criteria created by the student and the teacher.</p>	<p>Time- to review and revise units based on student reflections.</p>
<p>Engage students using technology.</p>	<p>Students will be encouraged to use technology to present information in different 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. Students will be exposed to coding, Virtual Field Trips, podcasting, and video creation, among other digital media.</p> <p>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>Instill positivity in students by celebrating their work.</p>	<p>Students will be celebrated for the work that 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, as well as view work accomplished by their peers across grade levels. Specific actionable feedback will be required of all participants.</p>	<p>Schedule- celebration events must be scheduled throughout the year. Include: Writer's Celebrations, Science Fairs, Classroom Celebrations for Summer Reading.</p> <p>Time- students will need to prepare their work to be displayed. Student conferences to give and reflect on feedback.</p> <p>Resources- student work, feedback sheets.</p>

### Commitment 3

## COMMITMENT 4

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

### Our Commitment

<b>What is one Commitment we will promote for 2023-24?</b>	Continue to promote family engagement and participation in schoolwide and grade level events
<b>Why are we making this Commitment?</b> <i>Things to potentially take into consideration when crafting this response:</i> <ul style="list-style-type: none"> <li>• How does this Commitment fit into what we envision for the school?</li> <li>• How does this Commitment relate to what we heard when listening to others?</li> <li>• How does this Commitment connect to what we observed through analysis?</li> </ul>	<p>Parents continue to express interest in participating in school-related activities. This was evident in past surveys.</p> <p>This fits with our school vision because our parents are an integral part of our school community and contribute to and support the overall success of their child (ren).</p> <p>This commitment is important to us because building relationships with parents builds the home school connection. As result, it builds trust with families who entrust their children in our care. This foundation is an essential component to a child’s social and emotional well-being as well as their academic success.</p> <p>This commitment is also important because the voices of our families and students are important to the overall success of our school.</p>

### Progress Targets

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

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing <i>(complete at the end of the year)</i>
<b>End-Of-The-Year Goals</b>	Parent Surveys	An increase in parent participation in schoolwide events and PTA	

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>
<b>Student Survey</b>	Design a survey targeting how parents can help students at home. Disseminate to grades 3-8	80% indicate how they need support	
<b>Staff Survey</b>	Design a survey that with questions that focus on what specific workshops	100% of staff identify three specific	

Commitment 4

	might best support parents on how to help their child at home with academics.	strategies parents can use to support their child academically at home.	
<b>Family Survey</b>	Surveys will be designed to focus on the effectiveness and or impact of the designed activities	80% will find the planned activities engaging and supportive	

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

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing (complete when reviewing mid-year data)
<b>Mid-Year Benchmark(s)</b>	Parent attendance data and feedback	Parents benefitted from the planned activities, and they were able to further support their child socially, emotionally, and academically.	

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? (Identify Quantitative Data or Qualitative Descriptors in this space)	What we ended up seeing (complete six to ten weeks into the school year)
<b>Student Data</b>	IReady Data to design workshops for parents	Identify gaps in student learning and design workshops for parents where specific skills are targeted	
<b>Adult/Schoolwide Behaviors and Practices</b>	N/A	N/A	
<b>Student Behaviors and Practices</b>	N/A	N/A	

## Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
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Commitment 4

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>Grade level Writing Celebrations</b>	At the end of a writing unit parents will be invited to attend a writing Parents will have the opportunity to provide feedback to student writers	Staff Space Money
<b>Parent Literacy Workshops</b>	Parents will be invited to attend a literacy workshop where they will read alongside their child (ren) and learn various strategies for interacting with a text.	<b>Staff</b> <b>Space</b> <b>Money</b>
<b>Family Math Night</b>	Parents will engage in math activities with their children using problem-solving strategies and critical thinking.	<b>Staff</b> <b>Space</b> <b>Money</b>
<b>Principal Grade Level Chats</b>	Chats focused on grade level instruction and goal setting	Staff Space Money



## 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:

<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

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

## Learning As A Team

### Directions

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

### Student Interviews

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

## Next Steps

### Next Steps

1. **Sharing the Plan:**
  - a. **Schools in the CSI model:** As you develop your plan, please feel free to share the plan with your NYSED liaison for input when it would be helpful. When the SCEP team is satisfied with the plan, please indicate to your liaison that the school is ready to share its full plan for approval. Plans should be shared by July 15, 2023.
  - b. **Schools in the ATSI model and TSI model:** When your plan is ready for review, please share the plan with your District, which will approve your plan. Plans will need to be approved before the first day of the 2023-24 school year.
  - c. **All Schools:** Ensure that the District (Superintendent or designee) and local Board of Education have approved the plan and that the plan is posted on the district website.
2. **Implementing the Plan** (for all schools):
  - a. Ensure that the plan is implemented no later than the first day of school.
  - b. Monitor implementation closely and adjust as needed.
  - c. Ensure that there is professional development provided to support the strategic efforts described within this plan.
  - d. Work with the district in developing the 1003 Title I School Improvement Grant application designed to support the implementation of the activities identified in the school and district plan.