



School Comprehensive Education Plan

2023-24

District	School Name	Grades Served
Mount Vernon City School District	Grimes	k-8

Collaboratively Developed By:

The Grimes School SCEP (School Comprehensive Educational Plan) Development Team
(SCEP Team Members: Severin Cornelius, Mercedes Quinteros, Sharon Allwood, Carmelle Terrible, Donna Bailey, Alexandra Fernandez, Joycelyn Rios)

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

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 to ensure the school teams return to their plan throughout the year and make updates when needed. 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>What is one Commitment we will promote for 2023-24?</p>	<p>The school must revisit the conversations around what engagement should entail in every class and grade to ensure there is a mutual understanding and use of strategies.</p>
<p>Why are we making this Commitment?</p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this Commitment fit into what we envision for the school?</i> • <i>How does this Commitment relate to what we heard when listening to others?</i> • <i>How does this Commitment connect to what we observed through analysis?</i> 	<ul style="list-style-type: none"> • Grimes School will be committed to the Balanced Literacy Protocols. Teachers and administrators will utilize best practices to implement Balanced Literacy with fidelity. • In grades k-3, administrators and teachers will implement Foundations with fidelity. Teachers will work in their PLCs (Professional Learning Communities) to exchange ideas and look at data to improve planning and the utilization of Foundations. • I-Ready data will be examined in PLCs, faculty, and curriculum meetings. Stakeholders will discuss strategies that will strengthen engagement in I-Ready. Stakeholders will ensure that BOY (Beginning of Year), MOY (Middle of Year), and EOY (End of Year) data is completed in a timely fashion and students are giving their best effort. • As Reading Specialists deliver Academic Intervention Services (AIS), they will examine their data periodically and report findings to the classroom teachers and the RTI team. This will enhance Progress Monitoring and assist students who may need to be referred to the committee. • Academic engagement involves celebrating student achievement. Grimes will celebrate student achievement monthly and quarterly. We will set up committees focused on celebrating students. • Teachers will celebrate student achievement in the classroom through Student of the Month and other activities. Standards based trips will engage students off campus (experiential learning). • Student engagement involves utilizing technology in differentiated ways. Flipped classrooms, Kahoot, Blooket, Kami, Microsoft apps, and Nearpod, are examples of the technology teachers will use in class to strengthen engagement. • Student engagement will revolve around consistent practices that involve the utilization of AVID strategies. We are an AVID school, and many teachers have attended AVID professional development sessions. • Engaging students means using culturally responsive pedagogy. Teachers will use resources written and developed from racially, culturally, and linguistically diverse perspectives. • Collaboration and reciprocal teaching will be important strategies teachers will use to build engagement. Teachers

Commitment 1

	<p>will emphasize the utilization of collaborative groupings. They will base their groupings on data. Reciprocal teaching has a statistically high effect size for instructional strategies.</p> <ul style="list-style-type: none"> • Upper class-men students will mentor 6th grade students to help ease the transition to the middle school. • Power Hour afterschool programs will use the data provided by classroom teachers to drive remedial instruction in math and ELA. • The goals for Special Ed students will foster student’s self-esteem by nurturing appropriate behavior and positive interpersonal relationships, assist with student achieve academic success and prepare students for transition to the work force or post-secondary education. These essentials are geared toward helping students reach their goals, apply to students with emotional needs and are applicable to youngsters of diverse racial, ethnic and/or social economic status. • Goal setting and conferencing with students • Students create Power Points and conduct presentations to build self-confidence. • Building partnerships with Elementary and Middle School students (reading to one another, form meaningful relationships, pair to pair assisting with academics, etc.) • Support staff will promote mindsets and behaviors in all grade levels that enhance the learning process and create a culture of college and career readiness for all students in social/emotional development. • Through PBIS, students will be validated for the positive changes they have made in their behavior. Alternative awards ceremonies are conducted where students who have improved, helped others, or contributed to a positive student environment will be honored. • Increase culturally responsive teaching, allow all students to see themselves reflected in lessons and teaching materials so that students will be engaged and empowered to share their perspective. Use culturally engaging lessons to boost student engagement and Identifying students’ likes and interests to get students motivated to learn.
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Progress Targets

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

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

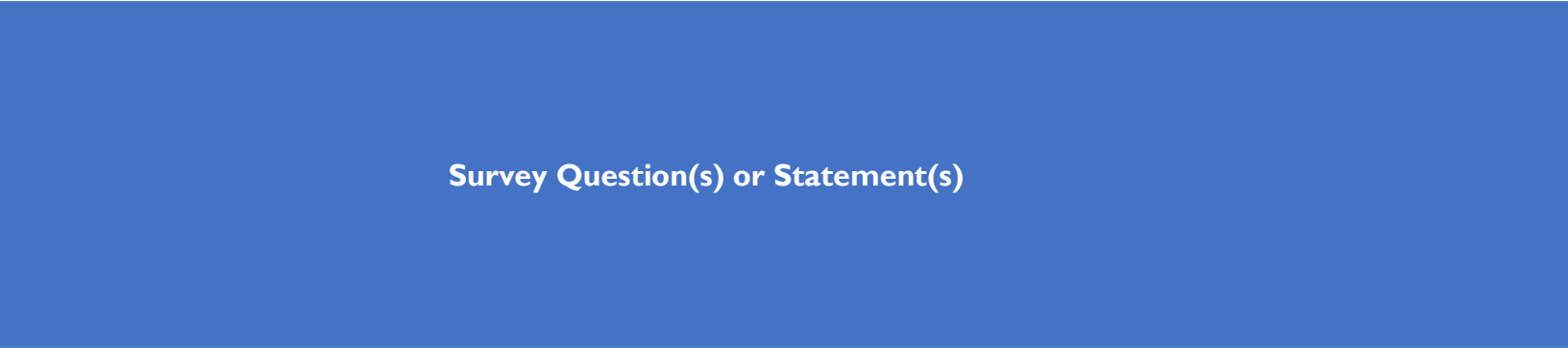
Commitment 1

<p>End-Of-The-Year Goals</p>	<ul style="list-style-type: none">• BOY, MOY, and EOY I-Ready data will be used to determine if we are meeting the terms of commitment 1.• Teachers will look at their MFR (MANAGING FOR RESULTS) data to set goals at the beginning of the year. They will also use NYS (New York State) proficiency data to determine if they met the previous year's MFR goals.• AIS data will be examined to see if those groups need to change.• Special Education teachers will identify initial IEP (Individualized Education Program) goals, measure the student's	<ul style="list-style-type: none">• When administrators and teachers review the data there should be a 3-5 percent increase in the achievement scores.• We should see 3-5 percent increases in MOY and EOY data per grade level and for each student.	
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Commitment 1

	performance regularly and compare the expected progress to actual student's performance.		
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We believe these Spring survey responses will give us helpful feedback about our progress with this Commitment:



Survey Question(s) or Statement(s)

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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)
Mid-Year Benchmark(s)	We will view our I-Ready data, formative and midyear summative assessments to see if we are meeting our goals.	<p>We hope to see incremental increases in student achievement. By mid-year we should see a 3 percent increase in our data.</p> <p>With IEP goals we hope to see the student learning the basic skills to become more self-sufficient and independent.</p>	

Commitment 1

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

Early Progress Milestones	What data will we be reviewing?	What do we hope to see when we review that data? (<i>Identify Quantitative Data or Qualitative Descriptors in this space</i>)	What we ended up seeing (<i>complete six to ten weeks into the school year</i>)
Student Data	i-Ready, MFR, Envision, Foundations, Waterford.	<ul style="list-style-type: none"> We hope to see 3-5 percent increases in assessment data. We hope to see an increase of performance towards their IEP goals. 	
Adult/Schoolwide Behaviors and Practices	Formal and informal observations, walk-throughs, PLC (Professional Learning Communities) agendas, formative and summative assessments.	<ul style="list-style-type: none"> PLC agendas will help us understand the goals and objectives of the PLCs. Teacher presentations on best practices will build a community of learners. 	
Student Behaviors and Practices	Suspension rates, student surveys, teacher referrals, progress monitoring documentation for RTI (RESPONSE to INTERVENTION).	<ul style="list-style-type: none"> Through questionnaires and interviews, we hope to improve how stakeholders view the building's culture. 	

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	

Commitment 1

		support these strategies?	
Utilization of AVID strategies	<p>Attending professional development workshops and discussing different strategies in PLCs. We should see progress reflected in our data. Our formative and summative assessments should improve due to increased and positive student engagement.</p>	<p>Budgeting for teachers to attend AVID workshops.</p> <p>Allot time in the schedule for PLCs to review the effectiveness of the AVID strategies.</p>	
Utilization of rubrics	<p>Teachers will assess students on their engagement and participation, by setting clear rubrics and communicating expectations.</p> <p>Students will be able to demonstrate, apply and test what they are learning in new situations. Setting clear rubrics and expectations will allow students to integrate and apply knowledge essential to deep, meaningful learning experiences.</p>	<p>PLC meetings, professional development when needed.</p> <p>Time for teachers to collaborate and create</p>	
Classroom Observation	<p>Leaders, through classroom observations will monitor student engagement. Administrators will formally and informally assess student engagement through the utilization of teacher observation rubric.</p> <p>State assessment data and formative assessment data will help us determine whether this strategy is working.</p>	<p>Professional Development</p>	

Commitment 1

<p>Implement culturally responsive teaching to enhance student engagement</p>	<p>Teachers will receive professional development on culturally responsive pedagogy.</p>	<p>There will be a change in culture throughout the building. We will measure culture change through the utilization of staff, student, and parent surveys.</p> <p>There will be a financial commitment to improving culturally relevant pedagogy through books and professional development.</p>	
<p>Building Professional Learning Communities</p>	<p>Teachers will collaborate and create a culture of learning at Grimes. They will have the flexibility to try new things and receive administrative support in utilizing data driven practices.</p>	<p>There will be money set aside in the budget for educational conferences.</p> <p>Administration will create a schedule that will allow teacher collaboration.</p>	

COMMITMENT 2

Our Commitment

<p>What is one Commitment we will promote for 2023-24?</p>	<p>Ensure that units and lesson plans are guided by data-driven instruction (DDI) that both aligns with NYS Next Generation Learning Standards and meets students’ academic needs.</p>
<p>Why are we making this Commitment?</p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this Commitment fit into what we envision for the school?</i> • <i>How does this Commitment relate to what we heard when listening to others?</i> • <i>How does this Commitment connect to what we observed through analysis?</i> 	<ul style="list-style-type: none"> • Data allows us to better understand students’ academic needs. By understanding these needs, the school community can better support student achievement and growth. • Instruction should be based on data and drive the purpose of units and lessons. • Data analysis can provide a snapshot of what students know, what they should know, and what can be done to meet their academic needs/ With appropriate analysis and interpretation of data, educators can make informed decisions that positively impact student learning and outcomes. • Data allows us to identify resources that will ensure equity across grade levels. For example, data can drive how we distribute supports (tangible resources, Teaching Assistants), financial resources, and personnel while determining our weakest areas. • Administrators and teachers will create data walls that make learning visible in the classroom and hallways. • Lateral PLC meetings on all levels. The goal will be to share data and instructional practices, to further prepare each class for the next grade. • Teachers will use data to spiral and reteach important concepts in math and ELA, as added remediation strategies. • The support staff will analyze data to meet with students regarding their assessment outcomes. • Surveys highlight SEL (Social Emotional Learning) will be used to determine services for students., • Suspension data will be discussed, and we will be committed to looking for alternative forms of suspension. • Using subgroup data will inform our emotional intelligence and encourage culturally responsive behavior for staff and students.

Progress Targets

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

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing <i>(Complete at the end of the year)</i>
End-Of-The-Year Goals	<ul style="list-style-type: none"> We will review BOY, MOY, and EOY I-Ready Data. Teachers will review formative and summative assessment data. Envisions data will help inform teachers and administrative decision making in math. 	<ul style="list-style-type: none"> 5 – 10 percent of students would have made improvements to be on grade level, or above. Administrators will notice improvements in lesson planning. Teachers will use formative and summative assessments to inform instruction. 	

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

	Survey Question(s) or Statement(s)	Desired response <i>(e.g., % agree or strongly agree)</i>	What we ended up seeing <i>(complete once Spring survey results are available)</i>
Student Survey	https://forms.office.com/r/3q4gmFg4dQ	On average 90% or better strongly agree with the survey.	
Staff Survey	https://forms.office.com/r/f9xdyxrNT	On average 90% or better strongly agree with the survey.	

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Family Survey	https://forms.office.com/r/khmMktTcCV	On average 90% or better strongly agree with the survey.	
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We believe achieving the following Mid-Year Benchmark(s) will give us good insight into our ability to reach our year-end goal:

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing <i>(complete when reviewing mid-year data)</i>
Mid-Year Benchmark(s)	<ul style="list-style-type: none"> • We will review BOY, MOY, and EOY I-Ready Data. • Teachers will review formative and summative assessment data. • Envisions data will help inform teachers and administrative decision making in math 	<ul style="list-style-type: none"> • We hope to see a 3-5 percent increase in I-Ready math and ELA (English Language Arts) data. • We also hope to see incremental improvement in student scores on formative and midyear summative assessments. 	

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

<p>Student Data</p>	<ul style="list-style-type: none"> • I-Ready ELA and Math Data • Formative and Summative Assessments. 	<ul style="list-style-type: none"> • 3-5 percent increase in student formative and summative assessment data. 	
<p>Adult/Schoolwide Behaviors and Practices</p>	<ul style="list-style-type: none"> • Teacher lesson plans • PLC agendas 	<ul style="list-style-type: none"> • Improved lesson plans. • Organized and detailed PLC agendas. 	
<p>Student Behaviors and Practices</p>	<ul style="list-style-type: none"> • Students will be guided to examine areas of weakness and set goals to make targeted improvement. 	<ul style="list-style-type: none"> • As I-Ready scores and reading Lexiles are given to students, they will set reasonable/realistic markers for the next marking period. 	

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>Progress Monitoring</p>	<p>Progress Monitoring data could be used to re-establish new groups, formerly established at the onset of the school year.</p>	<ul style="list-style-type: none"> • Utilization of PLC time and curriculum meetings to create progress monitoring documentation.
<p>Standards based Groups</p>	<p>Standards based approach to differentiate instruction, not just homogenous groupings.</p>	<ul style="list-style-type: none"> • Use formative and summative assessment data to inform instruction.

Commitment 2

COMMITMENT 3

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

Our Commitment

<p>What is one Commitment we will promote for 2023-24?</p>	<p>Ensure the instructional practices and strategies are organized around annual, unit, and daily, lesson plans that address all student goals and needs.</p>
<p>Why are we making this Commitment?</p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this Commitment fit into what we envision for the school?</i> • <i>How does this Commitment relate to what we heard when listening to others?</i> • <i>How does this Commitment connect to what we observed through analysis?</i> 	<p>When planning a lesson, a teacher (and/or Teaching Assistant) can guarantee that instruction will be effective and appropriate for learners from a wide range of cultural pedagogy. Effective planning includes built-in flexibility so that teachers can respond to what the data reveals about their students’ learning as they teach. Planning a series of lessons involves the teacher’s knowledge of prior learning, their learning style, what is required to complete the curriculum, and finding the best resources and activities to help students learn.</p> <p>Implement protocols that are adjusted to meet the needs of each student in class:</p> <ul style="list-style-type: none"> • Differentiation • Student collaboration, e.g., Think-Pair-Share • Accountable Talk • Anchor Charts • Experimental Learning • Teaching Assistant Interaction with students • Nearpod • Teacher and TA (Teaching Assistant) collaboration on lesson planning/ communication after each lesson to identify if each student’s needs were established • Daily communication with Teaching Assistants <p>All teachers prepare to meet educational goals of all students including, but not limited to, various tools to design comprehensive lesson plans to meet the</p>

Commitment 3

	<p>curriculum objectives, utilizing multimedia and technology, up to date teaching materials and cooperative learning.</p> <p>Daily instruction includes:</p> <ul style="list-style-type: none"> • Direct Instruction – traditional method • Interactive – Interaction and discussions • Experimental Learning • Independent Study • Foundational Skills Collaborate with 1 grade under to discuss expectations • Use of Smartboard • Videos <p>Background *abilities * behaviors *personalities* Infuse Social Emotional Learning into the lesson plan design to ensure the development of the whole child. For example, utilizing Positive Behavior Intervention Services (PBIS) throughout our PLCs, curriculum meetings, and RTI meetings.</p>
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Progress Targets

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

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing <i>(Complete at the end of the year)</i>
End-Of-The-Year Goals	<ul style="list-style-type: none"> • Teachers and administrators will review PLC agendas • Teachers and the RTI team will review qualitative RTI data. They will analyze progress monitoring documents. 	<ul style="list-style-type: none"> • Agendas should be detailed with an outline of what was discussed during the meetings and next steps. • Progress monitoring data should be focused on specific students with goals that are differentiated and aligned to students' needs. 	

Commitment 3

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

	Survey Question(s) or Statement(s)	Desired response (e.g., % agree or strongly agree)	What we ended up seeing (complete once Spring survey results are available)
Student Survey	https://forms.office.com/r/3q4gmFg4dQ	On average 90% or better strongly agree with the survey.	
Staff Survey	https://forms.office.com/r/f9xdyxtrNT	On average 90% or better strongly agree with the survey.	
Family Survey	https://forms.office.com/r/khmMktTcCV	On average 90% or better strongly agree with the survey.	

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)
Mid-Year Benchmark(s)	<ul style="list-style-type: none"> • Midyear classroom formative and summative assessment. • MOY I-Ready Data • Mid-Year Envisions data. 	<ul style="list-style-type: none"> • 3-5 percent increase in all formative and summative data. 	

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

Commitment 3

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	NYS test scores (grades 3-8), BOY IReady scores	<ul style="list-style-type: none"> We will see whether we have met the 3-5% growth targets for the previous year and make decisions about whether to increase these values. 	
Adult/Schoolwide Behaviors and Practices	<ul style="list-style-type: none"> Lesson Plans PLC Agendas Formative and summative assessment data. 	<ul style="list-style-type: none"> We will see whether we have met the 3-5% growth targets for the previous year and make decisions about whether to increase these values. 	
Student Behaviors and Practices	<ul style="list-style-type: none"> Student referral data. Student formative and summative assessment data 	<ul style="list-style-type: none"> We will see whether we have met the 3-5% growth targets for the previous year and make decisions about whether to increase these values. 	

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?
Morning Meetings Afternoon Check-ins	<p>Check in with students emotionally to bolster their Social Emotional Learning experiences.</p> <p>Basic discussions after lunch to ensure their social and emotional well-being. As well as</p>	<p>During breakfast</p> <p>Technology resources</p> <p>Student led discussions</p> <p>SEL curriculum</p>

Commitment 3

	building stronger relationships with the students.	

Commitment 4

Evidence-Based Intervention

All CSI and TSI (The Social Institute) 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.

X State-Supported Evidence Based Strategy

If "X" is marked above, provide responses to the prompts below to identify the strategy and the Commitment(s) it will support:

Evidence-Based Intervention Strategy Identified	Discuss issues around student learning <ul style="list-style-type: none"> • Collect and analyze data • Develop and try out instructional solutions • Assess the impact of these solutions
We envision that this Evidence-Based Intervention will support the following Commitment(s)	This evidence-based intervention supports commitment 1-3.
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	The team learned that analyzing data, collaborating on lesson planning through our PLCs, and fostering social and academic engagement are important.

Clearinghouse-Identified

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

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

Clearinghouse used and corresponding rating

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

School-Identified

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

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

Our Team's Process

Background

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

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

Team Members

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

Name	Role
Severin Cornelius	Principal
Mercedes Quinteros	Teacher
Donna Bailey	Special Education Teacher
Alexandra Fernandez	Teacher Assistant
Carmelle' Terrible	Teacher
Dara Smalls	Guidance Counselor
Jasmine Burns Dupree	Parent
Jocelyn Rios	ENL (English as a New Language) (English as a New Language) (English as a New Language)
Sharon Allwood	Teacher

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
6/6/2023	x	x					
6/13/2023	x	x	x	x		x	x
6/20/2023	x	x	x	x		x	x
6/22/2023	x	x	x	x		x	x
6/23/2023	x	x	x	x		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.