



School Comprehensive Education Plan

2022-23

District	School Name	Grades Served
West Valley Central School District	West Valley Central School District	PreK-12

Collaboratively Developed By:

The West Valley Central School District SCEP Development Team

And in partnership with the staff, students, and families of West Valley Central School District.

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

After completing the Student Interviews, discussing the Equity Self-Reflection, and reviewing recent data, including survey data, school teams should discuss what was learned and then review the document “[How Learning Happens](#),” particularly page 3. Then the team should ask, “**What should we prioritize to support our students and work toward the school we wish to be?**”

The team should take the answers to this question and identify 2 to 4 commitments for the 2022-23 school year. For each commitment, the team will identify strategies that will advance these commitments.

School teams have a lot of flexibility when selecting the commitments that are identified. There is no requirement that commitments must align with specific subject areas, as was required in the past. Any of the full statements that appear on page 3 of the [How Learning Happens](#) framework, such as “*Every child can see themselves reflected in teachers, leaders, curriculum, and learning materials*” could serve as a commitment. To be meaningful, it is important that the commitments be informed by the Student Interviews, Equity Self-Reflection, and review of recent data, and the commitments should connect to the school’s values and aspirations.

Strategies

After school teams identify their commitments, they should consider strategies that will allow the school to advance that commitment. School teams will need to identify how they will gauge success with this strategy, what the strategy entails, and any resources that are necessary to implement that strategy.

Resources for Team

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

- [Requirements for Meaningful Stakeholder Participation SCEP](#)
- [Guidance on Interviewing Students in Advance of Developing the SCEP](#)
- [Equity Self-Reflection for Identified Schools](#)
- [How Learning Happens](#)
- [Writing Your SCEP](#)
- [Developing Your SCEP -- Month by Month](#)

COMMITMENT I

Our Commitment

What is one commitment we will promote for 2022-23?	We commit to strengthening our ability to provide a cohesive and inclusive curriculum.
Why are we making this commitment? <i>Things to potentially take into consideration when crafting this response:</i> • <i>How does this commitment fit into the school's vision?</i> • <i>Why did this emerge as something to commit to?</i> • <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i> • <i>What makes this the right commitment to pursue?</i> • <i>How does this fit into other commitments and the school's long-term plans?</i>	When conducting our needs assessment, the data and evidence revealed that not all students had access to the same curriculum resources. Using the same curriculum resources in K-8 for ELA and Math will ensure access to the same curriculum for ALL students. In the area of ELA K-6 only 2 of 9 classroom teachers utilized the NYS ELA modules while others used a combination of teacher developed curriculum, Wilson Foundations, Lucy Calkins Readers & Writer's workshop. In the area of K-6 Math utilization of the NYS Math modules was more widespread with 7 of 9 classroom teachers using the resource but with inconsistent fidelity. In our 22-23 data analysis and needs assessment, all PK-6 teachers are using the same curriculum resources for ELA and Math.

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES	
What strategies will we pursue as part of this commitment?	What does this strategy entail?	What specifically will we look for during the year to know that this strategy is having the desired impact? (This could include qualitative or quantitative data.)	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	
Implement uniform ELA Curriculum Resources for grades PK-12.	We will Implement Amplify CKLA/ELA for our ELA curriculum grades Prek-6.	Three times during the school year, teachers will review formative and summative writing assessments to gauge student learning and progress. October, January, and March. Teachers will evaluate their progress implementing the CKLA curriculum.	Professional Development days with Angela Stockman (ELA Curriculum Integrator).	
	7-12 ELA Teachers will work with an ELA Curriculum Integrator to develop units and lessons that model the foundations of CKLA/ELA for grades PK-6		7/14-7/15	3-6
			7/25-7/26	PK-2
			8/18-8/19	7-12
			10/12	K-1
			10/13	2-3
			10/14	4-6
			10/17	7-12
			1/10	K-1
			1/11	2-3
			1/12	4-6
			1/13	7-12
			3/6	K-1
			3/7	2-3
			3/8	4-6
			3/9	7-12

Commitment 1

			Substitute Teachers Amplify CKLA/ELA Curriculum grades PK-6.																														
ELA Curriculum Mapping	This strategy will cohort ELA and Math Teachers in specific grade bands to align skills, content, and pacing. This will occur two days in the summer and 3 days throughout the school year in specific grade bands (PK-2, 3-6, 7-12). Three times during the school year PK-12 ELA teachers will work as a department to ensure alignment of skills, content, and pacing.	Three times during the school year, teachers will review formative and summative assessments to gauge student learning and progress, October & March. Teachers create a set of findings and action plan to eliminate gaps in the curriculum, i.e. determine what may have not been taught in prior or subsequent years.	Professional Development days with Angela Stockman (ELA Curriculum Integrator) <table><tr><td>7/14-7/15</td><td>3-6</td></tr><tr><td>7/25-7/26</td><td>PK-2</td></tr><tr><td>8/18-8/19</td><td>7-12</td></tr><tr><td>10/12</td><td>K-1</td></tr><tr><td>10/13</td><td>2-3</td></tr><tr><td>10/14</td><td>4-6</td></tr><tr><td>10/17</td><td>7-12</td></tr><tr><td>1/10</td><td>K-1</td></tr><tr><td>1/11</td><td>2-3</td></tr><tr><td>1/12</td><td>4-6</td></tr><tr><td>1/13</td><td>7-12</td></tr><tr><td>3/6</td><td>K-1</td></tr><tr><td>3/7</td><td>2-3</td></tr><tr><td>3/8</td><td>4-6</td></tr><tr><td>3/9</td><td>7-12</td></tr></table> Substitute Teachers Amplify CKLA/ELA	7/14-7/15	3-6	7/25-7/26	PK-2	8/18-8/19	7-12	10/12	K-1	10/13	2-3	10/14	4-6	10/17	7-12	1/10	K-1	1/11	2-3	1/12	4-6	1/13	7-12	3/6	K-1	3/7	2-3	3/8	4-6	3/9	7-12
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Commitment 1

			Curriculum for grades PK-6.																																								
Implement uniform Curriculum Resource for Math PK-8	We will Implement Eureka Math as our Curriculum Resource in grades K-8.	Three times during the school year, October, January and March 3-8 Math teachers in grade bands (3-5, 6-8) will work with a CA BOCES Math Curriculum Integrator to monitor their progress of implementing Eureka Math Curriculum Resource.	Math Curriculum Integrator: Sue Rothwell																																								
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Math Curriculum Mapping K-12	This strategy will pair teachers in specific grade bands to align skills, content, and pacing (K-1, 2-3, 4-6, 7-12) will occur in for two days in the summer of 2022	Four times during the school year, teachers will review formative,	Substitutes Curriculum Integrator: Sue Rothwell																																								

Commitment 1

	and 4 days during the 22-23 school year.	summative, and benchmark assessments to gauge student learning and progress; October & March. Teachers will analyze student performance data to create a set of findings and action plan that eliminate gaps in the curriculum, i.e. determine what may have not been taught or taught in prior or subsequent years.	7/26-7/27	4-6
			8/1 & 8/4	7-12
			8/8-8/9	K-1
			8/16-8/17	2-3
			10/3	7-12
			10/5	4-6
			10/14	2-3
			10/21	K-1
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			1/6	2-3
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			3/13	K-1
			5/18	K-1
			5/22	7-12
			5/23	4-6
			5/24	2-3
			Substitutes	
			Student formative, summative, and benchmark assessment results.	

End-of-the-Year Desired Outcomes

Schools teams are invited to consider if the belief statements shared below connect to this commitment. Since each commitment is unique, school teams should decide how progress about this commitment might be noted. If the team's answer to a "we believe" prompt is no, that section should be left blank.

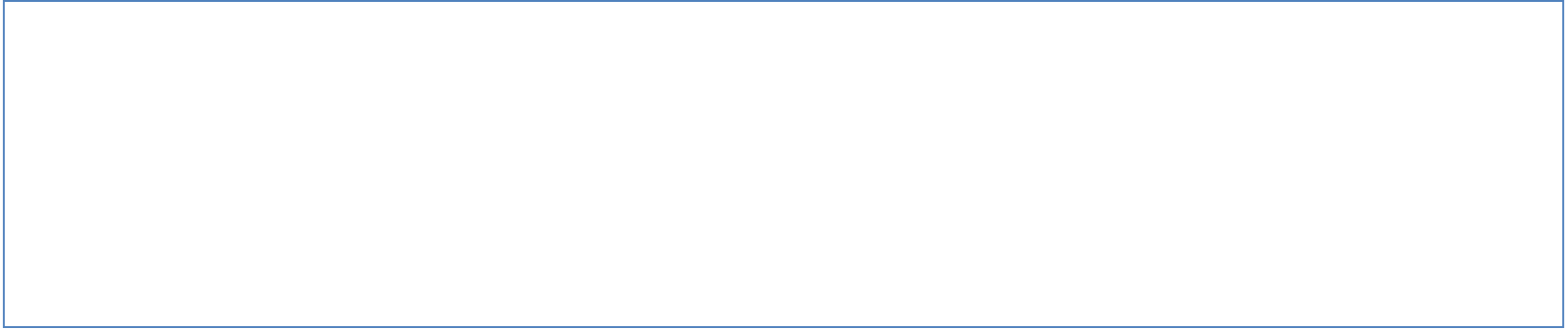
We believe these survey responses will give us good feedback about our progress with this commitment:

	Survey Question(s) or Statement(s)	Desired response (e.g. % agree or strongly agree)
Student Survey	How do you feel that the procedures, materials, and activities you used in ELA and Math class were the same each day? Never, Rarely, Often, Always	80% Always
Staff Survey	How well do you know your grade level standards? How well do you know your grade level curriculum? How well do you know the pre-requisite concepts and skills students should have before entering your grade level?	100% know their grade level standards with confidence. 100% know their grade level curriculum. 85% know the pre-requisite concepts and skills students should have before entering their grade level.
Family Survey	How clear were the learning expectations for your child in ELA and Math? Confusing, Somewhat Confusing, Understandable	80% Understandable

We believe having the following occur will give us good feedback about our progress with this commitment:

Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2022-23 school year.

Commitment 1



COMMITMENT 2

Our Commitment

What is one commitment we will promote for 2022-23?	We commit to developing a system that identifies the needs and supports of students to allow them to achieve Academically, Socially, Emotionally, and Behaviorally.
Why are we making this commitment? <i>Things to potentially take into consideration when crafting this response:</i> • <i>How does this commitment fit into the school's vision?</i> • <i>Why did this emerge as something to commit to?</i> • <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i> • <i>What makes this the right commitment to pursue?</i> • <i>How does this fit into other commitments and the school's long-term plans?</i>	In the review of our most Recent ESSA Data we have determined students are improving their growth and performance and will continue implementing our MTSS frameworks. Additionally, we have identified a high Special Education classification rate. Internal assessment of our Tiered systems show improvement is needed with fidelity and alignment when supporting students with a Tiered Intervention approach that identifies students' academic, behavioral, or social emotional struggles. Previously our Tiered system focused primarily on student Academic struggles. We believe that the academic, behavior, and social-emotional aspects of a student are all interconnected where a struggle in one area can impact the others. Having a robust, clear, and consistent Multi-Tiered System of Supports will allow for the implementation of appropriate interventions for specific student need. Progress monitoring and the regular use of student data can allow for a variety of interventions that may ultimately assist a student in achieving academic, behavioral, or social-emotional success.

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	What specifically will we look for during the year to know that this strategy is having the desired impact? (This could include qualitative or quantitative data.)	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Continue implementing a Multi-Tiered System of Supports (MTSS) model	1. This strategy will build on teachers' prior knowledge with our RtI model. The strategy will utilize the same Tiered concepts and processes of RtI but expand to the areas of behavior and social- emotional learning. 2. Determine a regular schedule for student academic and social-emotional benchmarking. 3. Assess all students with a social/emotional benchmark tool (AIMSWeb/BESS). 4. Determine MTSS meeting dates to analyze student data and determine status of referrals and needed interventions, student progress, continuation, or discontinuation of interventions for individual or groups of students.	Growth in student Academic and Social-Emotional Benchmark Data. Pre/Post Student Survey: Are your needs being met? Pre/Post Staff Survey: How well do you feel the MTSS Team is supporting the growth and development of students thus far in the school year? What are any misunderstanding of the MTSS process that you may have?	Schedule MTSS Team

Commitment 2

Tier 1 Universal Behavior Expectations and strategies for recognizing positive behaviors while addressing negative behaviors in grades 7- 12.	1. Professional Development on Positive Behavior Supports and Interventions (PBIS) 2. Determination of overarching Behavior Expectations. 3. Teachers and students collaborating to define what the overarching Behavior Expectations look like in each room.	Pre/Post Student Survey: How effectively do you feel that negative behaviors of yourself or peers is addressed? To what extent do you feel that positive behaviors have increased during the year? Pre/Post Staff Survey: How consistently do you feel that students know and show our expectations? How would you rate the positivity of your classroom and school? Office Discipline Referrals	Dr. Melissa Sadin-Trauma Training Dr. Melissa Sadin-MTSS Tier I Train the trainer Brian Mender-Dealing with Difficult Students/Classroom Management CA BOCES: Mark Karls/Restorative Practices Full-Time Social Worker
Tier 1 Instruction for Social-Emotional Learning	1. Develop a regular schedule for 7-12 Social Emotional Learning Lessons. 2. Develop regular system of implementing Social Emotional Lessons in grades PK-12. 3. Re-Teach/Train staff on the use of Restorative Practices. 4. Implement Daily	Pre/Post Student Survey: How do you feel that West Valley has provided you with tools and strategies to cope with emotional struggles? How would you rate the importance of daily Restorative	Dr. Melissa Sadin-Trauma Training Dr. Melissa Sadin-MTSS Tier I Train the trainer Brian Mender-Dealing with Difficult

Commitment 2

	Restorative Circles/Check-Ins in grades 7-12. Implement a regular schedule of Restorative Circles in grades PK-6.	Circles/Check- ins to you having a positive start to your day? How would you rate the importance of daily Restorative Circles/Check- ins at building relationships with your peers, teachers? Pre/Post Staff Survey: How would you rate the effect of daily Restorative Circles/Check-ins and Restorative Practices on building positive relationships with your students?	Students/Classroom Management CA BOCES: Mark Karls/Restorative Practices Full-Time Social Worker
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End-of-the-Year Desired Outcomes

Schools teams are invited to consider if the belief statements shared below connect to this commitment. Since each commitment is unique, school teams should decide how progress about this commitment might be noted. If the team's answer to a "we believe" prompt is no, that section should be left blank.

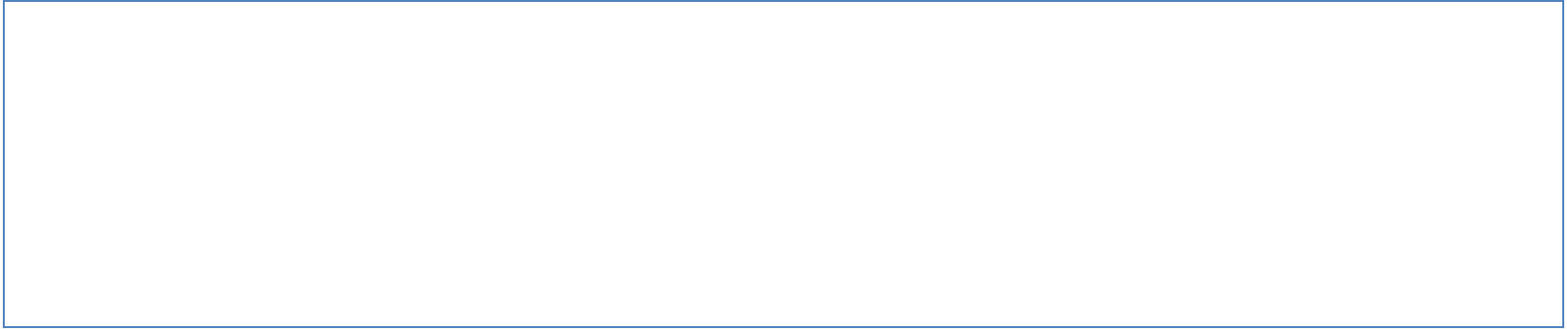
We believe these survey responses will give us good feedback about our progress with this commitment:

	Survey Question(s) or Statement(s)	Desired response (e.g. % agree or strongly agree)
Student Survey	Do you feel when you are struggling that the school is able to help you?	80% Agree or Strongly Agree
Staff Survey	Is there a common language regarding the definition of the tiers? Are the characteristics of Tier 1,2 and 3 established? Can you identify the 3 Tiers of Support? How would you rate the relationships between adults and students? How would you rate the culture of our school?	Responses desired 80% or above in the positive direction of the potential responses.
Family Survey	When your child is struggling in school, do you know what the plan is to help your child? To what extent do you feel West Valley supports the social and emotional needs of your child?	80% Agree or Strongly Agree, 80% Good or Greatly

We believe having the following occur will give us good feedback about our progress with this commitment:

Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2022-23 school year.

Commitment 2



COMMITMENT 3

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

Our Commitment

What is one commitment we will promote for 2022-23?	We will commit to using researched based instructional strategies to increase student engagement for all students to access the skills and content needed to demonstrate proficiency.
Why are we making this commitment? <i>Things to potentially take into consideration when crafting this response:</i> • <i>How does this commitment fit into the school's vision?</i> • <i>Why did this emerge as something to commit to?</i> • <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i> • <i>What makes this the right commitment to pursue?</i> • <i>How does this fit into other commitments and the school's long-term plans?</i>	In the review of our most Recent ESSA Data we have determined students are improving their growth and performance and will continue implementing our MTSS frameworks. Additionally, we have identified a high Special Education classification rate. Internal assessment of our Tiered systems show improvement is needed with fidelity and alignment when supporting students with a Tiered Intervention approach that identifies students' academic, behavioral, or social emotional struggles. Previously our Tiered system focused primarily on student Academic struggles. We believe that the academic, behavior, and social-emotional aspects of a student are all interconnected where a struggle in one area can impact the others. Having a robust, clear, and consistent Multi-Tiered System of Supports will allow for the implementation of appropriate interventions for specific student need. Progress monitoring and the regular use of student data can allow for a variety of interventions that may ultimately assist a student in achieving academic, behavioral, or social-emotional success.

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	What specifically will we look for during the year to know that this strategy is having the desired impact? (This could include qualitative or quantitative data.)	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Universal Design	Sharing the framework for guiding educational practice: What, How and Why of Learning.		
Explicit Instruction	Explicit Instruction is a research based instructional practice with a large effect size on student achievement. This strategy involves Professional Development in Explicit Instruction and ongoing coaching in partnership with Erie 1 BOCES Regional Partnership. 1. All PK-12 Core Instructional Teachers attend a two-day PD for Explicit Instruction. 2. Teachers complete a self-evaluation of their current instructional practices considering Explicit Instruction. 3. Administration and coaches complete data collection of Explicit Instructional Practices for all PK-12	By November 1st of 2022 all PK-12 teachers will have completed the Explicit Professional Development and selected a goal for improved implementation. By June of 2023 80% of general education teachers will demonstrate 6/7 principles of explicit instruction, 4/8 elements of student engagement, by lesson plan review, class visits and data collection.	Substitute Teachers for PD Inservice Credit Expense Teacher Class Schedule Teachers, Principal, Assistant Principal Instructional Coaches from Erie 1 BOCES Regional

Commitment 3

	Core Instructional Teachers. 4. Teachers and Coaches meet to review the data and determine a goal to focus on specific elements of Explicit Instruction into their practices.		Partnership Development of Self Evaluation Tool/Rubric.
Specially Designed Instruction	Special Designed Instruction is a research based instructional practice that assists Students with Disabilities to successfully access and learn the grade level content and skills required for success. This strategy involves Professional Development in Specially Designed Instruction and ongoing coaching in partnership with Erie 1 BOCES Regional Partnership. 1. All Special Education Teachers attend a two-day PD for Explicit Instruction. 2. Teachers complete a self-evaluation of their current instructional practices considering Specially Designed Instruction. 3. Administration and coaches complete data collection of Specially Designed Instruction Practices for all Special Education Teachers. 4. Teachers and Coaches meet to review the data and determine a goal	By November 1st of 2022 all Special Education teachers will have completed the Specially Designed Instruction Professional Development and selected a goal for improved implementation. By June of 2023 90% of Special Education teachers will demonstrate Specially Designed instruction in the Special Education and General Education classroom, by lesson plan review, class visits and data collection.	Substitute Teachers for PD Inservice Credit Expense Teacher Class Schedule Teachers, Principal, Assistant Principal Instructional Coaches from Erie 1 BOCES Regional Partnership Development of Self Evaluation Tool/Rubric.

Commitment 3

	to focus on specific elements of Explicit Instruction into their practices.		
Integrated Co-Teaching	Students with disabilities who receive Integrated Co-Teaching services are educated with age-appropriate peers in the general education classroom. ICT provides access to the general education curriculum and specially designed instruction to meet students' individual needs. Building a strong, effective co-teaching partnership is beneficial for both students and teachers. It enables us to meet the individual learning needs of our students academically, linguistically, and social-emotionally while exposing them to grade-level content.	By September 2022, all general and special education teachers, grades K-6, will have received training on integrated co-teaching and are implementing the new model. By January 2023, co-teaching pairs are regularly co-planning and using student data to drive core instruction.	ICT Training: Tim Dunham 8/1/2022 & 8/2/2022 3 Days of School Year Coaching: November, February, April Substitute Teachers Schedule Common Planning Time

End-of-the-Year Desired Outcomes

Schools teams are invited to consider if the belief statements shared below connect to this commitment. Since each commitment is unique, school teams should decide how progress about this commitment might be noted. If the team's answer to a "we believe" prompt is no, that section should be left blank.

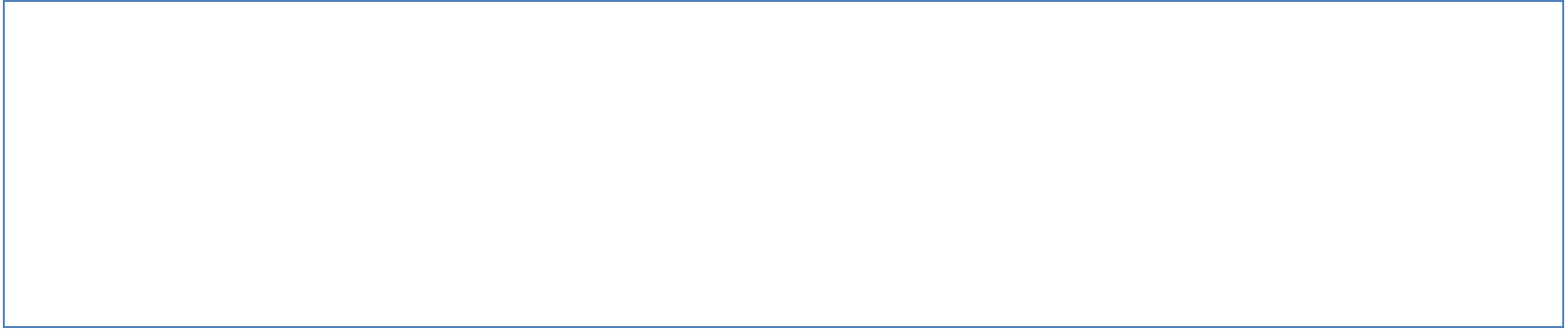
We believe these survey responses will give us good feedback about our progress with this commitment:

	Survey Question(s) or Statement(s)	Desired response (e.g. % agree or strongly agree)
Student Survey	How frequently do you feel that you were able to participate in classroom lessons? Very Little, Sometimes, Most of the Time, All of the time.	80% Most of the Time or All of the Time.
Staff Survey	How confident are you in explaining the elements of Explicit Instruction? To what degree did you see in improvement from your beginning and ending Explicit Instruction Self Evaluation? To what extent did the instructional coaching, goal setting and feedback assist you with increasing elements of Explicit Instruction into your daily teaching practice?	80% of responses in the positive direction.
Family Survey		

We believe having the following occur will give us good feedback about our progress with this commitment:

Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2022-23 school year.

Commitment 3



COMMITMENT 4

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

Our Commitment

What is one commitment we will promote for 2022-23?	
Why are we making this commitment? <i>Things to potentially take into consideration when crafting this response:</i> • <i>How does this commitment fit into the school's vision?</i> • <i>Why did this emerge as something to commit to?</i> • <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i> • <i>What makes this the right commitment to pursue?</i> • <i>How does this fit into other commitments and the school's long-term plans?</i>	

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	What specifically will we look for during the year to know that this strategy is having the desired impact? (This could include qualitative or quantitative data.)	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?

End-of-the-Year Desired Outcomes

Schools teams are invited to consider if the belief statements shared below connect to this commitment. Since each commitment is unique, school teams should decide how progress about this commitment might be noted. If the team's answer to a "we believe" prompt is no, that section should be left blank.

We believe these survey responses will give us good feedback about our progress with this commitment:

	Survey Question(s) or Statement(s)	Desired response (e.g. % agree or strongly agree)
Student Survey		
Staff Survey		
Family Survey		

We believe having the following occur will give us good feedback about our progress with this commitment:

Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2022-23 school year.

Evidence-Based Intervention

All CSI and TSI schools must implement at least one evidence-based intervention as part of its SCEP. The intervention identified must meet the criteria of a Tier 1, Tier 2, or Tier 3 evidence-based intervention under ESSA. More information can be found at:

<http://www.nysed.gov/accountability/evidence-based-interventions>

Schools may choose **one of three options** for identifying their evidence-based intervention:

Option 1: Selecting a strategy from the **State-Supported Evidence Based Strategies** located at: <http://www.nysed.gov/accountability/state-supported-evidence-based-strategies>

Option 2: Selecting an evidence-based intervention **identified in one of three clearinghouses**: What Works Clearinghouse, Social Programs That Work, or Blueprints for Healthy Youth Development

Option 3: Reviewing research to identify its own evidence-based intervention that meets the criteria for ESSA evidence-based intervention Tier 1, Tier 2, or Tier 3 found at: <http://www.nysed.gov/accountability/evidence-based-interventions>

Directions: Place an "X" in the box next to the path the school has chosen for identifying its evidence-based intervention and follow the corresponding directions for that path.



State-Supported Evidence Based Strategy

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

Evidence-Based Intervention Strategy Identified	Instructional Coaching, Restorative Justice
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	Commitment #1 and Commitment #3, Commitment #2

☐ 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) as follows	

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) as follows	
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 "Requirements for Meaningful Stakeholder Participation" found at: <http://www.nysed.gov/common/nysed/files/programs/accountability/scep-requirements-stakeholder-participation.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. Taweepon Farrar	Superintendent
Daniel Amodeo	PreK-Principal/Curriculum Coordinator
Danielle Behringer	Assistant Principal/CSE Chair
Cherie Wilkolaski	Erie 1 BOCES Regional Partnership
Liz Shaw	Teacher
Rebecca Roland	Teacher
Select students 7-12 (4/2022-7/2022)	Students
Select students K-6 (4/2022-7/2022)	Students
Lisa Green	Teacher
Bryan Hansen	Teacher/Technology Coordinator
Julia Ramsdell	Teacher
Diane Westfall	Teacher
Matthew LaBrake	School Counselor
Krista Frank	Special Education Teacher
Natalie Galvin	Teacher
Heather Klahn (& PTO President)	Parent
Michael Harmony	Parent

Our Team's Steps

Our plan is the result of collaborating to complete several distinct steps:

1. Interviewing Students
2. Completing the Equity Self-Reflection for Identified Schools
3. Reviewing Multiple Sources of Data and Feedback
4. Clarifying Priorities and Considering How They Connect to School Values
5. Writing the Plan
6. Completing the "Leveraging Resources" document (OPTIONAL)

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	Interviewing Students	Completing the Equity Self-Reflection for Identified Schools	Reviewing Multiple Sources of Data and Feedback	Clarifying Priorities and Considering How They Connect to School Values	Writing the Plan	OPTIONAL: Completing the "Leveraging Resources" document
<i>Example: 4/6/21</i>			x	x		
3/16/2022			x	x		
4/21, 5/3, 6/1, 6/2, 8/22/2022			x	x		
7/12, 7/14, 7/18/2022	x					
7/22/22					x	

Learning As A Team

Directions

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

Student Interviews

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

The feedback received was reviewed and evaluated. It was discussed for potential plan of actions for future professional development and faculty meetings.

Equity Self-Reflection

Describe how the Equity Self-Reflection informed the team's plan

Next Steps

Next Steps

1. **Sharing the Plan:**
 - a. **CSI Schools:** 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 August 1, 2022.
 - b. **TSI Schools:** 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 2022-23 school year.
 - c. **All Schools:** Ensure that the local Board of Education has 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 make adjustments 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.