



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

School Comprehensive Education Plan 2023-2024

District	School Name	Grades Served
Collaboratively Developed By:		
The Edward Williams SCEP Development Team		
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<i>And in partnership with the staff, students, and families of Edward Williams.</i>		

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](#)
- [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

What is one Commitment we will promote for 2023-24?	We commit to creating opportunities to develop teachers' knowledge base of strategies to improve student's literacy and numeracy skills.
Why are we making this Commitment? <i>Things to potentially take into consideration when crafting this response:</i> • How does this Commitment fit into what we envision for the school? • How does this Commitment relate to what we heard when listening to others? • How does this Commitment connect to what we observed through analysis?	Based on feedback from the 2021 DTSDE and updated Parent, Teacher, Student surveys we are committed to improving the teachers' abilities to provide opportunities for students to move beyond the planned lesson activities. Teachers would benefit from improving their instructional practices through ongoing, targeted professional learning opportunities. Effective teachers implement a range of creative and innovative teaching strategies to meet students' individual needs. We want to build teachers' instructional toolboxes so they can successfully meet all learning styles and the development needs of all learners. "Our Vision at Edward Williams is to inspire young learners in a safe and nurturing learning environment..." -Vision Statement. Inspiring students to learn means creating opportunities for them to be successful. Teachers need to utilize a variety of strategies, methods, and resources to engage students in the learning process.

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	Student data - EOY diagnostic and iReady standards mastery data	We hope to see student growth across grade levels in both literacy and numeracy skills.	

Commitment 1

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	Do you feel that the staff supports my academic needs (example: reading, writing, and math)	54% said always; 38% said sometimes; 8% said never	
	I get feedback from my teachers about the academic progress I have made.	58% said always; 37% said sometimes; 15% said never	
Staff Survey	Do you feel your current students are academically prepared to transition to the following grade-level?	33% said yes; 31% said no; 36% said other.	
	How satisfied are you with the educational content selected for you to teach the subject ELA at Edward Williams?	22% said very satisfied; 27% said somewhat satisfied; 8% said somewhat satisfied; 6% said very dissatisfied.	
	How satisfied are you with the educational content selected for you to teach the subject MATH at Edward Williams?	14% said very satisfied; 25% said somewhat satisfied; 14% said somewhat dissatisfied; 6% said very dissatisfied	
Family Survey	What are some obstacles which keep you from being more involved in your child's academic success?	50% said work related; 21% said family obligations; 13% said childcare	
	Would you be open to attending workshops?	75% said yes; 25% said no	

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)
Mid-Year Benchmark(s)	Student data - iReady MOY diagnostic and standard mastery data	We hope to see 15% of our Tier 3 students move to Tier 2 or Tier 1 across grade levels in numeracy skills. We hope to see 10% of our Tier 3 students move to Tier 2 or Tier 1 across grade levels in literacy skills.	

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 standards mastery	We hope to see student growth from the standards mastery pre-test to post-test.	
Adult/Schoolwide Behaviors and Practices	Use I-Ready diagnostic data to form RTI Groups across grade levels. Provide Tier 3 students with AIS.	We hope to see a decrease in Tier 3 students and move them towards Tier 2 or Tier 1.	
Student Behaviors and Practices	PBIS Major/Minor forms	We hope to see a decrease in student behaviors.	

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?
iReady Toolbox	Every teacher will have access to the toolbox and will use it during the RTI period to help close student deficits that were evident in the iReady BOY diagnostic assessment.	Standards based lesson plans and activities Multiple times per week - Tier 1, 2 and 3 students meet in small groups iReady pathway math lessons
Double Period Planning and Preparation	Teachers will have the opportunity to meet during a double period to collaborate with grade level teams vertically or horizontally to aggregate and analyze data to guide their instruction.	Monthly
Intervisitations	The SLT (School Leadership Team) will identify teachers that have mastered specific strategies. Teachers will participate in intervisitation sessions to observe and document engaging instructional strategies on a quarterly cycle. Teachers will be provided with a document to take notes during this time.	Materials: manipulatives, book sets, etc.
Shared e-Binder	Teachers create a digital “toolbox” by grade level, sharing resources, planning tools, lesson plans, etc.	One Note Software. Training on how to use One Note. Grade-level teams include strategies used throughout the school year into the e-Binder.
Creating a culturally responsive classroom library	By incorporating cultural books into lessons/classroom library it gives students more opportunity to see themselves in the story/history and level of engagement will increase. When students are engaged, they are interested in learning which will lead to increased test scores	Purchase cultural books for each classroom Shared books between teachers.

COMMITMENT 2

Our Commitment

What is one Commitment we will promote for 2023-24?	We commit to using progress monitoring tools to analyze student data and plan for targeted individualized or small group instruction in both literacy and math.
Why are we making this Commitment? <i>Things to potentially take into consideration when crafting this response:</i> • How does this Commitment fit into what we envision for the school? • How does this Commitment relate to what we heard when listening to others? • How does this Commitment connect to what we observed through analysis?	We based this commitment off our 2022 i-Ready BOY schoolwide data, student, staff and family surveys and student interviews. This collection of data revealed the following: Math Results a) 36% of our students are three or more grade levels below b) 29% of our students are two grade levels below c) 30% of our students are one grade level below Reading Results d) 38% of our students are three or more grade levels below e) 24% of our students are two grade levels below f) 26% of our students are one grade level below Survey Results a) 50% of students surveyed said that they need more help in school b) 31% of staff surveyed said that their current students are not academically prepared to transition to the next grade level c) 42% of parents surveyed said that they are somewhat satisfied with the quality of education their children receive at school d) 21% of parents surveyed said that they are somewhat dissatisfied with the quality of education their children receive at school
	Student Interview Results a) 26% of students interviewed said they either somewhat to not at all possess the tools/st strategies needed to make academic progress b) % of students interviewed said they either are somewhat to not at all prepared to move on to the next grade

Commitment 2

- 1) Our commitment to using progress monitoring tools to analyze student data and plan for targeted instruction in literacy and math aligns with the school's vision of improvement and ensuring academic success for all students. By addressing the significant number of students who are one or more grade levels below in math and reading, the commitment aims to narrow the achievement gap and provide better educational opportunities for those students. This commitment reflects the school's dedication to meeting the individual needs of students and supporting their academic growth.
- 2) Our commitment is closely related to the feedback and input received from various stakeholders, including parents, students, and staff. The survey results indicate that a considerable percentage of parents believe their children are not academically prepared to transition to the next grade, and some express dissatisfaction with the quality of education at the school. Similarly, a significant proportion of students and staff members feel that additional support and resources are needed. This commitment demonstrates a direct response to the concerns and desires expressed by these stakeholders, showing that the school community values their opinions and is taking proactive steps to address the identified areas of improvement.
- 3) Our commitment directly connects to the observations made through the analysis of student data. The data revealed the specific percentages of students who are below grade level in math and reading. By acknowledging these statistics, the commitment aims to address the areas of greatest need and make targeted interventions. The commitment seeks to improve the educational outcomes for students by reducing the number of students who are one or more grade levels below in math and reading. By utilizing progress monitoring tools, the school can identify individual or small groups of students who require additional support and tailor instruction to their specific needs. This commitment aligns with the observed data and serves as a strategic approach to improve student achievement and ensure academic readiness for future grade levels.

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 (complete at the end of the year)
End-Of-The-Year Goals	Student data -EOY diagnostic and iReady standards mastery data	We hope to see student growth across grade levels in both literacy and numeracy skills.	

Commitment 2

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	I like the subjects I am learning about in school (Example: math, reading, social studies, science) My teacher provides me with strategies to improve my learning (example: #CUBA, RACE, CUBES, Word Walls, Charts) I feel like I need more help in school Do you feel like you are prepared to move on to the next grade level? Do you feel like you have the tools/strategies to make academic progress?	38% said always; 50% said sometimes; 12 % said never 71% said always; 31% said sometimes; 8% said never 25% said always; 50% said sometimes; 25% said never 74% said yes; 20% said somewhat; 6% said no 68% said yes; 17% said somewhat; 15% said no	
Staff Survey	Do you feel your current students are academically prepared to transition to the following grade-level? How satisfied are you with the educational content selected for you to teach the subject ELA at Edward Williams?	33% said yes; 31% said no; 36% said other. 22% said very satisfied; 27% said somewhat satisfied; 8% said somewhat satisfied; 6% said very dissatisfied.	

Commitment 2

	How satisfied are you with the educational content selected for you to teach the subject MATH at Edward Williams?	14% said very satisfied; 25% said somewhat satisfied; 14% said somewhat dissatisfied; 6% said very dissatisfied	
Family Survey	How satisfied are you with your child's education at Edward Williams?	26.3% said very satisfied; 42% said somewhat satisfied; 21% said somewhat dissatisfied; 5.3% said very dissatisfied	
	Do you feel your child is academically prepared to transition to the following grade-level?	68% said yes; 32% said no	

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)	Student data - iReady MOY diagnostic and standard mastery data	We hope to see 15% of our Tier 3 students move to Tier 2 or Tier 1 across grade levels in numeracy skills. We hope to see 10% of our Tier 3 students move to Tier 2 or Tier 1 across grade levels in literacy skills.	

Commitment 2

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	Benchmark completion rate Benchmark assessment results	100% completion rate of benchmark assessments (e.g., standards mastery assessments) On two to three different standards mastery assessments, we would like to see 5% growth on each of these assessments.	
Adult/Schoolwide Behaviors and Practices	Using resources with fidelity (e.g., teacher toolbox, group students with similar instructional priorities and use resources to support differentiated instruction per the BOY results) .	100% implementation of the iReady intervention lessons.	
Student Behaviors and Practices	Students will work on and complete Ready intervention lessons, iReady pathway lessons and progress monitoring assessments with fidelity.	100% of students will have completed at least 8 iReady pathway lessons per 6–10-week period. During RTI time, students will be working on intervention lessons recommended from the BOY assessment.	

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?
Managing for results process using Pearson and the data informed decision-making template.	The data from these assessments will be used to identify areas of concern which will be addressed during RTI. Students will take a short lesson quiz at the conclusion of a math lesson (quick check). The data from these short lesson quizzes will be used to: a) determine if a second day of instruction. Teachers will use the data informed decision-making template to analyze the Pearson math topic assessment results. Teachers will meet to disaggregate the math topic assessment data and use the information to create level RTI groups. Teachers will create SMART goals based on the math topic assessment for each class and the entire grade level.	Time and Schedule (PLC/Grade Level Meeting) One-to-One device (laptop) Data informed decision-making template
Using running records, iReady or other progress monitoring tools	Teachers will compile assessment data and utilize it for creating small groups and differentiated lessons. Teachers will collaborate with grade level teams to choose appropriate skills for students to work on	Time and Schedule (PLC/Grade Level Meeting) Data tracking tool (i.e OneNote) iReady workbooks/ toolbox
Using Exit Tickets	Using AVID strategies, and Pearson Quick Checks teacher will assess if students grasp the content taught during the lesson.	Time and Schedule (PLC/Grade Level Meeting) DLIQ, 1-2-3, Quick writes

Commitment 2

		Pearson quick checks
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COMMITMENT 3

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

Our Commitment

What is one Commitment we will promote for 2023-2024?	We commit to providing our scholars with continued Social Emotional Learning (SEL) opportunities on a weekly basis.
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 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>	This commitment is deeply rooted in our school vision statement as our goal "...is to inspire young learners in a safe and nurturing learning environment..." Students with SEL opportunities through a "restorative justice approach," can build stronger connections with one another, and foster relationships. Other opportunities include "No Place for Hate", PBIS, and "Character Education." SEL also provides students with the appropriate language and terminology needed to express themselves effectively. "I'm most proud of that I did my work more than I got in trouble." - Anonymous Student via Student Survey "I'm most proud of being a student ambassador because I am able to represent my school." - Anonymous Student via Student Survey

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 (complete at the end of the year)
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Commitment 3

End-Of-The-Year Goals	Suspension data	We hope to see a decrease in the number of suspensions, student lunch “reflections”, and minor/major write up forms.	TBD
	Student lunch “reflection” data		
	Minor/Major write up forms will be reviewed at the end of the school year	A positive school climate	
		Increase student learning of acceptance and tolerance	
		Increase student attendance	
		Decrease violence and bullying	
		Promote diversity, equality, equity, and inclusion	

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	I feel the staff listens to my thoughts and opinions on matters both in and outside of school	31% said almost always; 52% said sometimes; 17% said never	

Commitment 3

	I feel that the staff supports my social and emotional needs. I can be myself at this school. I feel like my class has a strong sense of community and like I belong. I feel the staff listens to my thoughts and opinion on matters both in and outside of school. I feel like I am a valued member of this school.	39% said always; 36% said sometimes; 25% said never 48% said always; 34% said sometimes; 19% said never 34% said always; 46% said sometimes; 20% said never 31% said always; 52% said sometimes; 17% said never 35% said always; 44% said sometimes; 21% said never	
Staff Survey	Do you feel like Edward Williams is welcoming? Do you feel Edward Williams is safe?	68% said Yes; 21% said no 11% said other 68% said yes; 13% said no 18% said other	
Family Survey	Do you feel like your child's school is welcoming? Do you feel your child's school is safe? Have you had difficulty accessing mental health support services in your community?	89% said Yes; 11% said No 74% said yes; 2% said no; 16% said other 89% said no; 11% said yes	

Commitment 3

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

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing <i>(complete when reviewing mid-year data)</i>
Mid-Year Benchmark(s)	Minor/Major write up forms Student reflection data Student suspension data	We hope to see a 20% reduction of suspensions (from the 2023-2024 school year) by January of 2024.	

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	Minor/Major write up forms Student reflection data Suspension data	An overall reduction of student suspensions An increase of PBIS/Character Education practices.	

Commitment 3

Adult/Schoolwide Behaviors and Practices	Incentivizing and rewarding positive behaviors. Modeling positive behavior Referrals to School Based Support Team when needed or appropriate Identify student behaviors behavioral triggers and provide them with appropriate coping strategies to resolve conflict.	We hope to see consistency among school staff in the implementation of these behavioral practices.	
Student Behaviors and Practices	Suspension data Major/Minor write-up forms Reflection data	We hope to see a decrease in suspensions and an increase in Positive Behavioral Intervention Supports. We hope to see students utilize appropriate school-based resources (I.e., School Based Support Team, Restorative Justice Circle, PBIS, Check-In/Check-Out)	

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?
No Place for Hate	implementation “No Place for Hate” program with fidelity Monthly topics discussed similar to Character Education (For example: trustworthiness, respect, caring, etc.) Involve students in planning and implementation Involve students in active learning discussions Discuss school-based issues Focus on inclusivity and community building Takes place throughout the school year	“No Place for Hate” Team/Committee Members “No Place for Hate” PowerPoint Presentation Calendarized roll-out plan for staff Monthly staff e-mails/updates Teacher created themed/topic-based lesson plans Verbal positive re-enforcements for students
PBIS	Implementation “PBIS” program with fidelity Classroom discussions Check-In/Check-out	Teacher-led assemblies Student incentives (tangible and intangible) PBIS posters throughout the school building “Wildcat of the Week” Quarterly student PBIS parties for students who have earned it Restorative Justice Book
Restorative Justice	Continuation of Community Circle Meetings Provide teachers with weekly Community Circle Scripts/activities	Restorative Justice Team Members (Psychologist, Counselor, Crisis Intervention Specialist, Reading Specialist, Teachers, and other members who have been trained).

Commitment 3

	Incorporate weekly Journal Responses as “Self-Reflection” for the students Teachers also will run community circles regularly (after unstructured activities) as a “reset” for the students to help them settle and resolve any problems they might have experienced during the unstructured activity	
Character Education	Continuation of previously implemented character education curriculum Calendarized roll-out plan for staff Rotating monthly character education themes/topics Teacher-led instruction on rotating monthly themed themes/topics	Character Education Handbook Character Education Team Members Calendarized roll-out plan for staff Monthly staff e-mails/updates Teacher created lesson plans located in e-binder Character Education posters throughout the school building

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	
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-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)	

Commitment 4

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
Dr. Crystal Waterman	Principal
Mr. Henry Johnson	Instructional Math Coach
Ms. Kristen Wall	Reading Specialist
Ms. Althea Simon	Teaching Assistant
Ms. Amanda Ohannessian	Special Education Teacher
Dr. Adrian Tovar	School Psychologist
Ms. Tashi Campbell-Tulloch	Teacher

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		
06/05/2023	X	X					
06/06/2023	X	X	X	X	X		
06/07/2023		X				X	X
06/08/2023		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

In using student interviews, it allowed the team to identify areas of strength and needs within the school building. It provided the team with insight as to what the student academic and social/emotional concerns were, which assisted in the development of instructional practices. It provided us with information as to what academic strategies students already know and use regularly, how they use those strategies, and when to use them. It also provided us with additional data points to address our students' concerns/needs through having a "student voice."

Student Survey Data:

75% of our students feel they either "sometimes" or "always" need more help in school.

26% of students feel they are somewhat or not at all prepared to move to the next grade.

46% of students reported "I feel like the school listens to my ideas for change I would like to see in the building."

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.