



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

School Comprehensive Education Plan

2023-24

District	School Name	Grades Served
Albany	Delaware Community School	PK-5

Color Code- Gray - not in the month

Pink - not done

Green - done

Yellow - in progress

Collaboratively Developed By:

The Delaware Community School SCEP Development Team

Dr. Stacy Dobbs
Margaret Burns
Mary Fadale
Sonya Flowers
James Kinney
Stacy Deming
Sudha Mitchell
Deb Whipple
Kelly Wojewodzic
Kenneth Griffin
Brittani Griffin
Shealene George
Pooja Gosai
Vanessa Curet
Jamal White

And in partnership with the staff, students, and families of Delaware Community School.

Guidance for Teams

Template

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

Commitments

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

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

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

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

Success Criteria and Benchmark Targets

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

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

Strategies

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

Resources for Team

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

- [Assembling Your Improvement Planning Team](#)
- [Envision: Exploring Our Vision, Values and Aspirations](#)
- [Analyze: Internal and External Data](#) - All Schools
- [Analyze: Survey Data](#)- All Schools

SCEP Cover Page

- [Analyze: Tenet 1 Systems and Structures Inventory](#)- All Schools
- [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-ELA/Social Studies

Our Commitment

What is one Commitment we will promote for 2023-24?	We commit to engaging all students in consistent, equitable, data-based instructional practices and rigorous grade level tasks in reading and writing.
Why are we making this Commitment? <i>Things to potentially take into consideration when crafting this response:</i> <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>Common themes that emerged from the Envisioning activity included a need for more targeted professional development, time for instructional planning and collaboration, and universal language to ground student learning.</p> <p>Based upon the DTSDE survey, only 57% of the DCS staff believes that our current grade level/content area teamwork has a positive impact on student outcomes and learning.</p> <p>Based upon the NWEA data from Spring 2023, students are showing growth, however student grade level proficiency is not at least 80% in each grade level.</p> <p>Based upon the Envisioning activity it is clear that a greater emphasis must be placed upon formative assessment practices that align with grade level core instruction and promote student accountability in reaching grade level standards due to the summative assessment data.</p> <p>Based on the Teacher focus group interviews there is a need for ongoing training in order to support student growth. The focus group identified that they needed the following professional development to improve their practice: lessons from UnboundedED - GLEAM, classroom management and professional conversations.</p>

Progress Targets

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

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing <i>(complete at the end of the year)</i>
End-Of-The-Year Goals	NWEA CGP NWEA % Met Growth NWEA % Mean RIT	80% CGP 80% Met Growth 80% Mean RIT	

Delaware Community School Spring 2023 NWEA Reading

Subgroup	N	Mean Test %ile		%Met Mean RIT		% Proj NYSED Level			Est PI	% Met Proj. Growth		Mean Cond. Growth Percentile			
		S2023	F2022	S2023	F2022	S2023	L2	L3		L4	PI	W23toS23	F22toS23	F22toW23	W23toS23
Grade															
K	45	37	44	28	29	--	--	--	--	62	60	47	61	56	
1	50	29	33	26	24	--	--	--	--	64	55	42	58	52	
2	51	32	38	26	33	--	--	--	--	67	71	51	57	58	
3	50	28	27	17	14	37	11	0	59	46	41	41	50	41	
4	46	30	30	30	22	29	12	5	64	60	38	33	57	39	
5	47	31	35	21	19	24	10	2	49	59	56	51	53	55	
Ethnicity															
A	43	28	28	19	14	29	5	0	38	43	47	43	45	44	
B	91	31	34	26	24	27	12	0	52	63	50	39	56	48	
H	111	31	35	24	23	33	9	2	56	64	55	48	60	52	
W	26	35	39	28	35	27	18	18	109	50	54	43	54	51	
Multi	18	33	38	33	33	27	18	0	64	73	71	47	64	61	
AIC	61	31	38	25	26	22	4	4	--	70	63	50	66	57	
SWD	7	22	39	17	29	--	--	--	--	43	50	47	44	58	
ELL	96	18	23	9	8	20	0	0	20	53	54	45	54	49	
ECO	236	30	32	23	22	27	11	1	50	56	50	40	55	47	
ALL (K-5)	289	31	34	25	24	30	11	2	57	59	53	44	56	50	

Key Strategies, Resources, and Action

Commitment 1- ELA/Social Studies

Time Frame	STRATEGY/METHODS/RESOURCES	Monitor progress each month with notes and color code. Red-Not Started · Yellow-In Progress · Green-Completed · Grey-Unscheduled				
Start and End Month	<ul style="list-style-type: none"> • 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? 	Summer	September	October	November	December
Sept 2023	Building Leadership team will introduce ELA goals and activities to the entire school during August/September PD along with a timeline for building-wide sharing and review of data.					
Sept 2023	Classroom teachers and students will work in partnership to set personal goals utilizing the Spring 2023 NWEA benchmark data points using their binders and universal goal sheets (K-2, 3-5). Goals will be revised if needed after Fall data is collected.					
Sept - Dec	Grade 1-5 teachers, reading teachers and ELA coach will meet to develop Tier 1 plans using Spring 2023 data. Target skills, instructional strategies, and formative assessments will be identified. Each month they will review identified formative					

Commitment 1- ELA/Social Studies

	assessments and student goal conferences, update and revise Tier 1 planning form, and track student progress.					
Sept-Dec	Teachers will provide student feedback in multiple ways on writing pieces through, checklists, anecdotal notes and 1:1 conferencing both handwritten and typed. Student work will be analyzed during CPT meetings and used to determine next steps by teachers to increase student performance.					
Sept-Dec	Teachers will use Running Records and Anecdotal Notes as formative assessments in order to provide students with feedback about their learning and plan for future lessons.					
Oct - Dec 2023	In partnership with the classroom teacher, students will identify 2-4 personal goals based on Fall NWEA data that will support growth of at least one band on Winter administration of NWEA assessment. Classroom teachers and providers will help students review and adjust their goals based on data.					
Sept-Dec 2023	ELA coach will provide professional development and support to instructional staff in identifying formative assessments to track growth and analyze data from NWEA to utilize in student personal goal setting.					

Commitment 1- ELA/Social Studies

	Professional Development will be provided monthly on Reading Strategies and Unit planning.					
Aug-Dec 2023	Coaches and school leaders will develop and implement a professional development plan focused on unit planning, utilizing universal academic language, scaffolding strategies, and identifying formative assessments to support students doing the work of the lesson (Core 1,2,3) through an equity lens.					
Aug-Sept 2023	Kindergarten teachers will meet with the instructional coach to plan and implement classroom routines and procedures.					
Oct-Dec 2023	Administrative classroom visits will focus on the implementation of the Tier 1 plans, feedback will be provided to classroom teachers.					
Sept-Dec 2023	K-2 teachers will engage in planning and teaching foundational skills and phonemic awareness skills using the Foundational Skills Guidance document and the Heggerty Phonemic Awareness and Phonics program. Coach will provide support to K teachers in planning and implementation of Heggerty Phonics and Phonemic Awareness program during CPT and teacher daily planning time.					
Oct-Dec 2023	School leaders and coaches will identify look-fors using the Instructional Practice Guide (IPG) and class visit data. School					

Commitment 1- ELA/Social Studies

	<p>leaders and coaches will conduct walkthroughs every two weeks based upon the identified look-fors. Building leaders will share out trends of visitation through weekly updates.</p>					
--	--	--	--	--	--	--

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	EasyCBM	80% of students are proficient on EZ CBM Mid point check. Grade 2-5 PRF, Grade 1 LSF, Grade K LNF	
Adult/Schoolwide Behaviors and Practices	Classroom Visits	80% of classroom visits will focus on Tier 1 implementation	
Student Behaviors and Practices	Classroom Visits	Student voice and opportunities for collaboration, and reflections on their data goals	

Commitment 1- ELA/Social Studies

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)	NWEA CGP NWEA % Met Growth NWEA % Mean RIT	80% CGP 80% Met Growth 80% % Mean RIT	

Insert Winter NWEA TABLE from Ken Robin if Commitment is in ELA or Math

Time Frame	STRATEGY/METHODS/RESOURCES	Monitor progress each month with notes and color code. Red-Not Started · Yellow-In Progress · Green-Completed · Grey-Unscheduled				
Start and End Month	<ul style="list-style-type: none"> 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? 	January	February	March	April	May
Jan 2024	Building Leadership team will review ELA goals and activities with the entire school during January Principal PD along with a					

Commitment 1- ELA/Social Studies

	timeline for building-wide sharing and review of data.					
Jan-Feb 2024	Classroom teachers and students will work in partnership to revise personal goals utilizing the Winter 2024 NWEA benchmark data points using their binders and universal goal sheets (K-2, 3-5).					
Jan-Feb 2024	Grade K-5 teachers, reading teachers and ELA coach will meet to revise Tier 1 plans using Winter 2024 data. Target skills, instructional strategies, and formative assessments will be identified and or revised.					
Feb 2024	In partnership with the classroom teacher, students will identify 2-4 personal goals based on Winter NWEA data that will support growth of at least one band on the Spring 2024 NWEA assessment.					
Jan - June	Teachers will use Running Records and Anecdotal Notes as formative assessments in order to provide students with feedback about their learning and plan for future lessons.					
Jan-June	Teachers will provide student feedback in multiple ways on writing pieces through, checklists, Anecdotal Notes and 1:1					

Commitment 1- ELA/Social Studies

	<p>conferencing both handwritten and typed. Student work will be analyzed during CPT meetings and used to determine next steps by teachers to increase student performance.</p>					
<p>Jan- June 2024</p>	<p>Classroom teachers in collaboration with providers will schedule time bi-weekly to meet with students to review progress on personal goals based on identified formative assessments. Student goals will be adjusted based on performance on NWEA Winter data, formative assessments, self evaluation, and teacher feedback.</p>					
<p>Jan- June 2024</p>	<p>Classroom teachers and reading and ENL teachers will meet monthly during teacher PD time or teacher daily planning time to review identified formative assessments and student goal conferences, update and revise Tier 1 planning form, and track student progress.</p>					
<p>Jan- June 2024</p>	<p>ELA coach will provide professional development and support to instructional staff in identifying formative assessments to track growth and analyze data from NWEA to utilize in student personal goal setting.</p>					
<p>Jan- Feb 2024</p>	<p>Coaches and school leaders will continue to develop, revise, and implement a professional development plan focused on utilizing universal academic language,</p>					

Commitment 1- ELA/Social Studies

	scaffolding strategies, and unit planning (Core 1 & 2). Coaches and leaders will review classroom visit data to identify which of the Core actions continues to need PD/Coach support.					
Jan-Feb 2024	Coaches and school leaders will develop, revise, and implement a professional development plan focused on unit planning and identifying formative assessments to support students doing the work of the lesson (Core 3) through an equity lens.					
Jan-June 2024	Administrative classroom visits will focus on the implementation of the Tier 1 plans, feedback will be provided to classroom teachers.					
Jan-June 2024	K-2 teachers will engage in planning and teaching foundational skills and phonemic awareness skills using the Foundational Skills Guidance document and the Heggerty Phonemic Awareness and Phonics program.					
Jan-June 2024	Coach will provide support to K teachers in planning and implementation of Heggerty Phonics and Phonemic Awareness program during teacher CPT and teacher daily planning time.					
Jan-June 2024	School leaders and coaches will identify look-fors using the IPG and class visit data. School leaders and coaches will					

Commitment 1- ELA/Social Studies

	conduct walkthroughs every two weeks based upon the identified look-fors. Building leaders will share out trends of visitation through weekly updates.					
--	--	--	--	--	--	--

COMMITMENT 2-[Math/Science](#)

Our Commitment/ Root Cause

<p>What is one Commitment we will promote for 2023-24?</p>	<p>We commit to engaging all students in consistent, equitable, data-based instructional practices and rigorous grade level tasks that allow students to learn procedural and conceptual mathematical concepts.</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>Based upon the NWEA data from Spring 2023, 49% of students in all grade levels met or exceeded their projected growth on NWEA. It is clear that a greater emphasis must be placed upon formative assessment practices/small group instruction and spiral review of past learning on a daily basis in both Core Math and in Intervention to ensure that all students make at least one year's worth of growth for one year of instruction.</p> <p>Based upon the DTSDE survey, only 57% of the DCS staff believes that our current grade level/content area teamwork has a positive impact on student outcomes and learning.</p> <p>Focus group qualitative data suggests that students do not feel like they have consistent opportunities to engage in discussion and rigorous task work during a math lesson.</p> <p>Common themes emerged from Envisioning activity included a need to increase student achievement to 80% or higher through strengthening Tier 1 practices and utilizing teacher PD time for team planning and collaboration.</p>

Progress Targets

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

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

Commitment 2- Math/Science

End-Of-The-Year Goals	NWEA CGP	80% CGP	
	NWEA % Met Growth	80% Met Growth	
	NWEA % Mean RIT	80% % Mean RIT	

Delaware Community School Spring 2023 NWEA Math

Subgroup	N	Mean Test %ile		%Met Mean RIT		% Proj NYSED Level			Est PI	% Met Proj. Growth		Mean Cond. Growth Percentile			
		S2023	F2022	S2023	F2022	S2023	L2	L3		L4	PI	W23toS23	F22toS23	F22toW23	W23toS23
Grade															
K	46	44	44	40	35	--	--	--	--	60	59	48	51	51	
1	50	38	34	34	20	--	--	--	--	70	49	37	60	45	
2	52	38	48	32	52	--	--	--	--	72	61	46	71	60	
3	50	26	27	23	12	30	9	0	46	48	31	36	50	41	
4	46	28	24	21	15	19	2	5	36	46	37	43	44	38	
5	47	25	30	15	15	21	5	0	31	69	56	43	62	52	
Ethnicity															
A	43	30	34	18	26	29	5	0	38	63	59	47	61	52	
B	92	31	34	24	25	18	0	0	18	63	53	44	57	50	
H	112	34	34	28	24	22	9	0	41	59	45	40	55	45	
W	26	40	40	48	35	36	0	18	82	73	42	33	61	43	
Multi	18	35	33	37	17	27	9	0	45	47	35	45	49	45	
AIC	61	31	32	23	25	7	11	4	--	65	52	40	60	51	
SWD	8	--	34	--	25	--	--	--	--	83	67	41	70	52	
ELL	97	24	25	12	12	11	4	0	20	65	42	37	60	45	
ECO	236	30	32	22	21	21	4	0	29	61	48	40	56	47	
ALL (K-5)	291	33	35	27	25	24	5	2	38	61	49	42	57	48	

Key Strategies, Resources, and Action

Time Frame	STRATEGY/METHODS/RESOURCES	Monitor progress each month with notes and color code. Red-Not Started · Yellow-In Progres · Green-Completed · Grey-Unscheduled
-------------------	-----------------------------------	--

Commitment 2- Math/Science

Start and End Month	<ul style="list-style-type: none"> • 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? 	Summer	September	October	November	December
Aug	The scheduling team will create a CPT schedule to support the rollout of the new Core Math Curriculum Illustrative Mathematics (IM).					
Sept. 15-30	With support of the instructional coach, teachers will engage in the initial work of unpacking the Illustrative Math curriculum during the first CPT planning meetings. The work will be focused on formative assessment practices embedded within the lesson as well as opportunities for discourse and productive struggle.					
Sept 2023	Kindergarten teachers, coaches and math interventionists will administer Kindergarten Math readiness assessment to entering K students within the first week of school to identify student instructional needs.					
Sept-Nov	Teachers will implement the first units of Illustrative Math. Implementation must include utilization of the lesson “cool downs,”(Grades 2-5) which serve as one form of formative assessment embedded within each lesson and should be utilized when planning subsequent lessons. In all phases of the lesson (e.g. Warm up (Launch), Lesson Activities (Explore), Lesson					

Commitment 2- Math/Science

	Synthesis (Debrief)), students will be engaged in academic discourse.					
Sept-Dec	Students in grades 2-5 will be responsible for maintaining a math journal. This math journal will contain their identified math NWEA goal utilizing the shared building form, as well as a place for them to be engaged in the practice of writing about mathematics before, during and/or after a given math lesson. <i>*Teachers may select to have lesson cool downs located in this notebook as well*</i>					
Oct. 6	The instructional coach will provide embedded professional development around unpacking the Illustrative Mathematics units included within the first trimester.					
Oct-Nov	The coach will provide professional development during teacher-directed (before school) professional development time around Math Enrichment and Intervention systems and procedures (Grades K-5), as well as support in the utilization of Bridges Intervention during small group instruction for students with NWEA scores below the grade level mean (Grades 1-5 only).					
Oct-Novr	Teachers will work in partnership with the math interventionist (Grades 1-5) using Spring NWEA math benchmark data to formulate their initial Math RTI groups and a schedule for rotation. This work will also include supporting teachers in identifying starting points in the Bridges Intervention curriculum.					

Commitment 2- Math/Science

Nov-Dec	The principal and district administration will conduct walkthroughs during the Math RTI block. Look fors will include a clear system for grouping students which is based upon data (NWEA), and a rotation structure. This time must also include the utilization of IXL and center games for independent learners and the use of Bridges Intervention during small group instruction for both the math interventionist and classroom teacher (Grades 1-5).					
Nov-Dec	The instructional coach will conduct coaching cycles with two grade level teams. The coach will collaborate with the teams to plan an IM lesson during CPT. The coach will then co-teach the lesson in grade level classrooms, then a debrief will occur in CPT. The cycle will then continue with the classroom teachers facilitating the subsequent lesson, followed by another debrief session in CPT.					
Sept-Dec	School leaders and coaches will identify look-fors during the grade level CPT's. School leaders and coaches will conduct classroom visits every two weeks based upon the identified look-fors. Building leaders will share out trends of visitation through weekly updates.					

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

Commitment 2- Math/Science

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	Unit Assessments	80% of students are proficient on the Trimester 1 and Trimester 2 unit assessments.	
Adult/Schoolwide Behaviors and Practices	Classroom Visits	80% of classroom visits will focus on Tier 1 implementation.	
Student Behaviors and Practices	Classroom Visits	Student voice and opportunities for collaboration, reflections on their data goals.	

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)	NWEA CGP NWEA % Met Growth NWEA % Mean RIT	80% CGP 80% Met Growth 80% % Mean RIT	

Insert Winter NWEA TABLE from Ken Robin if Commitment is in ELA or Math

Commitment 2- Math/Science

Time Frame	STRATEGY/METHODS/RESOURCES	Monitor progress each month with notes and color code. Red-Not Started · Yellow-In Progres · Green-Completed · Grey-Unscheduled				
Start and End Month	<ul style="list-style-type: none"> • 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? 	January	February	March	April	May
Jan. 12	The instructional coach will provide embedded professional development around unpacking the Illustrative Mathematics units included within the second trimester. In addition, the grade level teams will center work around the identified PLC activities included in each unit as opportunities for intentional planning around student discourse and engagement.					
Jan-Feb	Coaching cycles will occur with two grade level teams. The coach will collaborate with teams to plan an IM lesson during CPT. The coach will then co-teach the lesson in grade level classrooms and debrief will occur in CPT. The cycle will continue with the classroom teachers facilitating the subsequent lesson, followed by another debrief session in CPT. Each grade-level team will conduct two-cycles.					

Commitment 2- Math/Science

Jan-Feb	Teachers will continue to implement Illustrative Math with fidelity. They will continue to incorporate the lesson cool downs for formative assessment.					
Feb.	Classroom visits will center around the Core block and the implementation of Illustrative Mathematics. Specific look fors will include academic discourse as well as implementation of formative assessment practices included in the lesson synthesis and cool down.					
Mar-Apr	The coach will provide professional development during teacher-directed (before school) professional development time around Math Enrichment and Intervention systems and procedures (Grades K-5). This will include the platform IXL; specifically the use of student reports to guide goal setting conversations with students.					
March	The instructional coach will provide embedded professional development around unpacking the Illustrative Mathematics units included within the third trimester.					
Apr-May	Coaching Cycles will occur with two grade level teams. The coach will collaborate with teams to plan an IM lesson during CPT. The coach will then co-teach the lesson in grade level classrooms and debrief will occur in CPT. The cycle will continue with the classroom teachers facilitating the subsequent lesson, followed by another debrief session in CPT. Each grade-level team will conduct two-cycles.					

Commitment 2- Math/Science

Jan-June	School leaders and coaches will identify look-fors during the grade level CPT's. School leaders and coaches will conduct walkthroughs every two weeks based upon the identified look-fors. Building leaders will share out trends of visitation through weekly updates.					
-----------------	--	--	--	--	--	--

COMMITMENT 3- Attendance

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>We commit to have all students present every healthy day for engaging learning experiences and equitable opportunities to reach their potential.</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>Based on focus group data we believe understanding family dynamics- strong communication with faculty and families will strengthen what we envision for the school.</p> <p>Based upon the DTSDE survey, only 57% of the DCS staff believes that our families are provided with sufficient information to understand their child’s progress and become partners in learning.</p> <p>Based upon the Envisioning activity there is a need to strengthen our relationships with our families. Our 2022-2023 MIP attendance data percentage is 29% with a goal of 15%. Based on this data it is evident that we need to increase parent understanding regarding the importance and role of attendance matters in academic success, encourage students to attend, and promote a safe welcoming school.</p>

Progress Targets

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

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing <i>(complete at the end of the year)</i>
<p>End-Of-The-Year Goals</p>	<p>Chronic Absenteeism Rate</p>	<p>The MIP will be at or below 15%.</p>	

Commitment 3- Attendance

Key Strategies, Resources, and Action

Time Frame	STRATEGY/METHODS/RESOURCES	Monitor progress each month with notes and color code. Red-Not Started · Yellow-In Progress · Green-Completed · Grey-Unscheduled				
Start and End Month	<ul style="list-style-type: none"> 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? 	Summer	September	October	November	December
Aug-Sept	The HSC and administrator will identify chronically absent students from 2022-23. The HSC and administrator will send preventative materials home to families to emphasize the importance of attendance. This will include a list of key contacts and their role within the building. (i.e. HSC, principal, etc.)					
August	HSC will provide teachers with a list of chronically absent students in their classes as well as strategies for encouraging regular attendance.					
Sept	HSC and teachers will reach out to families of chronically absent students from 2022-23 to encourage good attendance for the upcoming school year. All contact notes will be entered on schooltool in global notes and documentation will be shared with the Attendance Team.					

Commitment 3- Attendance

August	<p>Administrator/HSC will finalize attendance procedures for the upcoming school year and share out at the first staff meeting.</p> <p>Administrator/HSC will meet with office staff to communicate timeline and expectations for weekly reporting of attendance data and mailing of attendance letters.</p>					
Sept-Dec	<p>HSC will work with teachers to identify barriers to attendance and it will be shared with the Support Team to problem-solve around resources.</p>					
Sept	<p>Attendance team will implement the School Practice Self-Assessment to identify family, peer, school, and community strengths and supports to meet student attendance goals. This data will generate plans.</p>					
Sept-Dec	<p>The Attendance Team will convene weekly and monitor absenteeism data on the school data dashboard. Students will be identified as red, orange, yellow, green and prioritized for intervention based upon level of need. Following review, students who meet MTSS criteria will be referred to that team for individualized attendance plans.</p>					
Sept-Dec	<p>Home visits regarding attendance will be conducted weekly by the HSC. All home visits will be logged in a Google doc and reviewed with the Attendance Team during weekly meetings. Other means of communication will be utilized, for example texting, etc. rather than just trying to call. All contact will be documented in schooltool.</p>					
Sept-Dec	<p>HSC and teachers will schedule meetings with parents/guardians to create an Absence Elimination Plan. Parent/Teacher conferences will be scheduled after 3 days of student absence.</p>					

Commitment 3- Attendance

Sept-Dec	HSC will provide an absence update weekly to the faculty and staff via email.					
Sept-Dec	Attendance Team will meet to plan and implement monthly school attendance recognition and celebrations.					
Dec	School will hold a school-wide celebration for student attendance (improved as well as perfect) including an incentive.					
Sept-Dec	Students will track their own attendance using a specified tracking form for K-2 and 3-5. Forms will be reviewed and collected at the end of each Trimester by the HSC.					

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	Chronic Absenteeism	Decrease the percentage of chronically absent students to 15% or lower.	
Adult/Schoolwide Behaviors and Practices	Attendance Systems	Identify students who have been listed as chronic during the 22-23 school year, and start early communication between faculty and families. Teachers will track students' attendance through SchoolTool, and will work with the HSC to communicate with families, regarding any missed days above 2.	

Commitment 3- Attendance

Student Behaviors and Practices	Daily Attendance	Teachers engage in open-ended conversations with students on how attendance can impact their academics through the use of student tracked attendance data.	
--	------------------	--	--

We believe these Winter 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	N/AI		
Staff Survey	Based upon the DTSDE survey, only 57% of the DCS staff believes that our families are provided with sufficient information to understand their child's progress and become partners in learning.	90% strongly agree/agree	
Family Survey	N/A		

Commitment 3- Attendance

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)	Chronic Attendance	MIP percentage is 15% or lower	

Commitment 3- Attendance

Time Frame	STRATEGY/METHODS/RESOURCES	Monitor progress each month with notes and color code. Red-Not Started · Yellow-In Progres · Green-Completed · Grey-Unscheduled				
Start and End Month	<ul style="list-style-type: none"> 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? 	January	February	March	April	May
Jan-June	The Attendance Committee will share out data on chronic absenteeism at the monthly staff meeting and review classroom-based preventative strategies that encourage regular attendance.					
Jan-June	<p>The Attendance Team will convene weekly and monitor absenteeism data on the school dashboard with a focus on Chronically Absent students.</p> <p>Students who have been prioritized will be reviewed for trends in either direction (increases or stabilization in number of absences). The Attendance Team will reprioritize students for intervention based upon level of need. Following review, students who meet MTSS criteria will be referred to that team for individualized attendance plans.</p>					
Jan - June	Home visits regarding attendance will be conducted weekly by the HSC. All home visits will be logged in a Google doc and reviewed with the Attendance team during weekly meetings. Other means of communication will be utilized, for example texting,					

Commitment 3- Attendance

	etc. rather than just trying to call. All contact will be documented in schooltool.					
Jan-June	HSC and teachers will schedule meetings with parents/guardians to create an Absence Elimination plan. Parent/Teacher conferences will be scheduled after 3 days of student absence.					
Jan-June	HSC will provide an absence update weekly to the faculty and staff via email.					
Jan-June	Attendance Team will meet to plan and implement monthly school attendance recognition and celebrations.					
June	School will hold a school-wide celebration for student attendance (improved as well as perfect) including an incentive.					
Jan-June	Students will track their attendance through conversations with teachers and support staff.					
June	The Attendance Team will conduct the post School Practice Self-Assessment to identify family, peer, school, and community strengths and supports to meet student attendance goals.					

COMMITMENT 4- SEL

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

Our Commitment

<p>What is one Commitment we will promote for 2023-24?</p>	<p>We commit to meet our student’s social emotional needs so they may have engaging learning experiences and equitable opportunities to reach their potential.</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>Based on the Envisioning activity the Faculty and Staff identified that implementing RULER with fidelity should be our new reality.</p> <p>Based on the focus group surveys, more consistency needs to be developed with using tools like mood meter, meta moments, and the blueprint. Also, we will learn how to work within the emotions that we name to meet students’ needs.</p> <p>Based on DTSDE survey 2022-23 only 33% of DCS staff believes Student behavior does not interfere with instruction. Based on the survey feedback, we will fully integrate the RULER curriculum, in the Fall, for the 2023-2024 school year.</p>

Progress Targets

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

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing <i>(complete at the end of the year)</i>
End-Of-The-Year Goals	Discipline Data Suspension Data	A decrease in need for classroom support by the Student Support Team by 90%. Classroom support calls will decrease by 90%.	

Insert Spring NWEA TABLE from Ken Robin if Commitment is in ELA or Math

Key Strategies, Resources, and Action

Time Frame	STRATEGY/METHODS/RESOURCE S	Monitor progress each month with notes and color code. Red-Not Started · Yellow-In Progres · Green-Completed · Grey-Unscheduled				
Start and End Month	<ul style="list-style-type: none"> 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? 	Summer	September	October	November	December
Aug	The SEB Team will meet this summer to develop and plan the Ruler curriculum roll out for the upcoming 23-24 school year. They will also make sure all materials and resources are ordered and ready for fall.					
Sept	Staff and Student Support Team will engage in explicit training with students of the Meta					

Commitment 4- SEL

	moment and Blueprint anchors of RULER.					
Sept	The SEB Team will lead the creation of our 2023-24 staff charter.					
Sept	Teacher will present mood meters, PBIS expectations, and write a class charter. Class charter should be complete by the end of Sept.					
Sept	Teachers will implement Tier 1 Classroom Management plans which will be implemented with fidelity and reviewed at the end of each trimester.					
Oct	The PBIS/BLT will provide clarity around the expectations and protocols for behavior and classroom management.					
Oct.	Administrators will conduct Tier 1 Fidelity checks/visitations once every other month during SEL instructional time using the RULER curriculum for their grade level.					
Sept-Dec	All staff members will utilize the Mood Meter to support their own social emotional awareness and their students' in identifying their feelings.					
Sept-Dec	School-based RULER Implementation teams will meet monthly to plan and provide ongoing professional development for staff.					
Sept-Dec	The Student Support Team will meet monthly to review SRSS-IE (Student Risk Screening Scale- Internalizing and Externalizing) and behavior data and review the Glows and Grows of student support in order to strengthen areas that need additional support.					

Commitment 4- SEL

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	Review SSRS-IE 2023 Spring benchmark data	A decrease in the top percentage of the at-risk students based on the SRSS-IE data.	
Adult/Schoolwide Behaviors and Practices	Communication with Parents	Increase in communication and collaboration with parents through the use of Class DOJO	
Student Behaviors and Practices	Use of the Mood Meter to support self-regulation	Students will be able to readily identify where they are on the Mood Meter. A decrease in the number of support calls needed due to student self-regulation	

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	Based on the Student focus group feedback students responded that not everyone uses the Mood Meter for	Students respond that they use the Mood Meter daily	

Commitment 4- SEL

	RULER and that “sometimes we talk about feelings and emotions”	and that they often talk about feelings and emotions	
Staff Survey	Based on DTSDE survey 22/23 only 33% of DCS staff believes Student behavior does not interfere with instruction.	90% disagree or strongly disagree.	
Family 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 <i>(complete when reviewing mid-year data)</i>
Mid-Year Benchmark(s)	NWEA CGP NWEA % Met Growth NWEA % Mean RIT SafeSchool Data Student Support Calls SRSS-IE	80% CGP 80% Met Growth 80% % Mean RIT Reduce Vaider’s by 50% Reduce calls by 80% Reduce Red Tier to 5% or Less	

Time Frame	STRATEGY/METHODS/RESOURCES	Monitor progress each month with notes and color code. Red-Not Started · Yellow-In Progres · Green-Completed · Grey-Unscheduled				
Start and	<ul style="list-style-type: none"> What strategies will we pursue as part of this Commitment? What does this strategy entail? What will implementation look like in our school? 	January	February	March	April	May

Commitment 4- SEL

End Month	<ul style="list-style-type: none"> What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? 					
Dec - June	School-based RULER Implementation Teams will meet monthly to plan and provide ongoing professional development for staff.					
Jan - June	Building leaders will conduct classroom visits at least every other month to monitor implementation of SEL (RULER/PBIS).					
Jan-June	Administrators will conduct Tier 1 Fidelity checks/visitations once every other month during SEL instructional time using the RULER curriculum for their grade level.					
Jan-June	Teachers will reteach PBIS expectations and refer back to class charters throughout the school year.					
Jan-June	The Student Support Team will meet monthly to review SRSS-IE and behavior data and review the Glows and Grows of student support in order to strengthen areas that need additional support.					

COMMITMENT 5- Building Equity Team

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

Our Commitment

<p>What is one Commitment we will promote for 2023-24?</p>	<p>We commit to providing all students with equitable opportunities to engage in grade level learning.</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>Based on DTSDE qualitative data and the Focus Group teachers and staff strongly disagree that Student behavior does not interfere with instruction.</p> <p>According to Spring 2023 NWEA data for Math and ELA. 48% of students met or exceeded their projected RIT in Math, and 53% of students met or exceeded their projected RIT in ELA. Students RIT and Growth needs to be 80% or higher. Spring NWEA RIT data identifies a need to increase student mastery in order for students to reach grade level standards of achievement.</p> <p>Spring RIT - ELA</p> <p>K - 29</p> <p>1 - 24</p> <p>2 - 33</p> <p>3 - 14</p> <p>4 - 22</p> <p>5- 19</p> <p>Spring RIT - Math</p> <p>K - 35</p> <p>1 - 20</p> <p>2 - 52</p> <p>3 - 12</p> <p>4 - 15</p> <p>5- 15</p>

Commitment 5- Building Equity Team

	<p>Based on NWEA Data students will track, monitor, and be accountable for their learning growth and goals starting in the fall.</p> <p>The Envision Activity identified the need for an improvement in, creating a universal language across grade levels, Tier 1 practices in both academic and behavioral expectations, and the need for additional professional development opportunities.</p>
--	--

Progress Targets

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

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing <i>(complete at the end of the year)</i>
End-Of-The-Year Goals	NWEA CGP NWEA % Met Growth NWEA % Mean RIT SafeSchool Data Student Support Calls SRSS-IE	80% CGP 80% Met Growth 80% % Mean RIT Reduce Vaider's by 80% Reduce calls by 80% Reduce Red Tier to 5% or Less	

Insert Spring NWEA TABLE from Ken Robin with a focus on subgroup performance.

Key Strategies, Resources, and Action

Time Frame	STRATEGY/METHODS/RESOURCES	Monitor progress each month with notes and color code. Red-Not Started · Yellow-In Progress · Green-Completed · Grey-Unscheduled				
Start and End Month	<ul style="list-style-type: none"> What strategies will we pursue as part of this Commitment? 	Summer	September	October	November	December

Commitment 5- Building Equity Team

	<ul style="list-style-type: none"> • 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? 					
Sept-Dec	The teachers will implement the Tier 1 Classroom Management plans with fidelity and review them at the end of each trimester.					
Sept-Dec	The PBIS/BLT will provide clarity around the expectations and protocols for behavior and classroom management.					
Oct	The Student Leadership Team will lead the signing of the No Place for Hate pledge; lead the student survey, participate in ADL workshop, and use the ADL anti-bias curriculum in meetings.					
Sept-Dec	Faculty and staff will engage in conversations focused on passages from the Unconscious Bias Book at the beginning of all Principal PD's. Faculty and staff conversations will be applied in classroom instruction and collegial interactions.					
Sept-Dec	Students will monitor and track their progress on NWEA following each administration of NWEA utilizing the shared building goal setting form for both ELA and Math.					
Sept-Dec	Students will have leadership opportunities provided by teachers and staff that will grow					

Commitment 5- Building Equity Team

	<p>student voice which will include but is not limited to:</p> <ul style="list-style-type: none"> ● Academic leadership through student presentation, peer partnerships when learning ● Student government civic engagement, No Place for Hate, student-led curriculum ● PBIS peer training ● Student jobs for authentic leadership experience and promote care and concern regarding their school ● Authentic- student- lead announcements on Cheetah Channel and at the end of the day 					
Sept-Dec	<p>All building stakeholders will read and discuss our One Book, One School selected book: An Anthology titled: <u>We Rise, We Resist, We Raise Ours Voices</u> edited by Wade Hudson and Cheryl Willis Hudson. Students and teachers will use this book throughout the year in order to understand different voices. Students will complete 1-2 activities using the stories, poems to support the No Place for Hate initiative.</p>					
Sept-Dec	<p>Students will work with classroom teachers to set trimester growth and mastery goals based on NWEA data. Students will keep track of their own Math and ELA data and update it as they make progress.</p>					
Sept-Dec	<p>Teachers will hold individual data focused conversations following each administration of the NWEA ELA and Math.</p>					

Commitment 5- Building Equity Team

Nov	Twice during the school year - CRE training - GLEAM (Grade Level Engaging, Affirming, Meaningful)					
Sept-Dec	Classes will be departmentalized where applicable and vertical planning and CPT's will support grade level expectations					
Sept-Dec	Grade Level Buddy activities will be implemented school wide to acknowledge and appreciate differences, support reading and wellness initiatives through student leadership.					

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	Grade Level NWEA Data	80% of students will meet grade level expectations	
Adult/Schoolwide Behaviors and Practices	Implementation of Tier 1 plans	A decrease in building behavior data. 100% of student tracked goal sheets implemented with fidelity.	
Student Behaviors and Practices	Ruler Fidelity Checklist	Students will use the Mood Meter daily to identify and share their feelings	

Commitment 5- Building Equity Team

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	Academics are rigorous	80% or more agree	
Staff Survey	We have an effective system for developing and building student social-emotional health.	80% or more agree	
Family Survey	Increased parent involvement can help improve the school	80% or more agree	

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

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing <i>(complete when reviewing mid-year data)</i>
Mid-Year Benchmark(s)	NWEA Data	80% of students are meeting growth expectations	

Commitment 5- Building Equity Team

Time Frame	STRATEGY/METHODS/RESOURCES	Monitor progress each month with notes and color code. Red-Not Started · Yellow-In Progress · Green-Completed · Grey-Unscheduled				
Start and End Month	<ul style="list-style-type: none"> 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? 	January	February	March	April	May
Jan-June	Faculty and staff will engage in conversations focused on passages from the Unconscious Bias Book at the beginning of all Principal PD's. Faculty and Staff conversations will be applied in classroom instruction and collegial interactions.					
Jan- June	All building stakeholders will read and discuss our One Book, One School selected book: An Anthology titled: <u>We Rise, We Resist, We Raise Ours Voices</u> edited by Wade Hudson and Cheryl Willis Hudson. Students and teachers will use this book throughout the year in order to understand different voices. Students will complete 1-2 activities using the stories, poems to support the No Place for Hate initiative.					
Jan-June	Cultural Awareness Committee will plan and host a family engagement activity					
Jan-June	Students will work with classroom teachers to set trimester growth and mastery goals based					

Commitment 5- Building Equity Team

	on NWEA data. Students will keep track of their own Math and ELA data and update it as they make progress.					
Jan-June	<p>Students will have leadership opportunities provided by teachers and staff that will grow student voice which will include but is not limited to:</p> <ul style="list-style-type: none"> ● Academic leadership through student presentation, peer partnerships when learning ● Student government civic engagement, No Place for Hate, student-led curriculum ● PBIS peer training ● Student jobs for authentic leadership experience and promote care and concern regarding their school ● Authentic- student- lead announcements on Cheetah Channel and at the end of the day 					
Feb	Twice during the school year - CRE training - GLEAM					
Jan - June	Grade Level Buddy activities will be implemented school wide to acknowledge and appreciate differences, support reading and wellness initiatives through student leadership.					

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.

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	Coaching
We envision that this Evidence-Based Intervention will support the following Commitment(s)	Commitment 1-ELA/SS, Commitment 2-Math/Science
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	Teachers identified a need for additional Professional Development in the areas of Academics and Classroom Management. There was a consensus that strengthening our Tier 1 practices in both Academics and Classroom Behavior Supports will help to support our students' growth and mastery.

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. Stacy Dobbs	Principal
Margaret Burns	ELA Coach
Mary Fadale	Classroom Teacher
Sonya Flowers	Teaching Assistant
James Kinney	Classroom Teacher
Stacy Deming	Classroom Teacher
Sudha Mitchell	Classroom Teacher
Deb Whipple	Math Interventionist
Kelly Wojewodzic	Math Coach
Kenneth Griffin	Home School Coordinator
Brittani Griffin	School Psychologist
Shealene George	Classroom Teacher
Pooja Gosai	Classroom Teacher
Vanessa Curet	Parent
Jamal White	Parent

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		
5/27/23					X		
5/9/23 BLT	X						
5/17/23 Fac Mtg	X						
5/24/23 BLT		X					
5/26/23 BLT			X				
5/30/23				X			
6/2/23						X	
6/9/23							X
6/12/23							X
6/13/23							X
6/16/23							X
6/18/23							X
6/22/23							X
6/23/23							X

Our Team's Process

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

We utilized the student interviews to provide guidance when writing our commitments. Including student voice is an important part of student success both academically and behaviorally.

1. Students stated that they felt setting goals was helpful. The plan expanded on student goal setting in all subject areas as well as attendance.
2. Students stated that “sometimes we get to talk about what we are learning”. The plan includes a specific focus for students to engage in academic discourse.

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.