



New York State
EDUCATION DEPARTMENT

Knowledge > Skill > Opportunity

School Comprehensive Education Plan 2023-24

| District | School Name | Grades Served |
|--------------------|-------------------|----------------|
| Utica City Schools | Albany Elementary | Kindergarten-6 |

Collaboratively Developed By:

The Albany Elementary SCEP Development Team

| | |
|---------------------------|-----------------------------|
| Brent Dodge | Dina Fernalld |
| Teresa Lynch | Elizabeth Schachtler |
| Jaime Cavallo-Volz | Heather Chiffy |
| Josie Oliver | Shannon Ciccone |
| Melissa Savicki | Carissa Asaro |

And in partnership with the staff, students, and families of Albany Elementary School

Guidance for Teams

Template

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

Commitments

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

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

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

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

Success Criteria and Benchmark Targets

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

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

Strategies

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

Resources for Team

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

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

Guidance for Teams

- **Analyze:** [Tenet 1 Systems and Structures Inventory](#)
- **Listen:** [Interviewing Students](#)
- **Putting it all Together:** [SCEP Planning Document](#)
- **SCEP Sample:** [Cohesive, Relevant Curriculum](#)
- **SCEP Sample:** [Deepening Connections](#)
- **SCEP Sample:** [Graduation Through Relationships](#)
- **SCEP Sample:** [Graduation and Success Beyond HS](#)

COMMITMENT I

Our Commitment

| | |
|---|--|
| <p>What is one Commitment we will promote for 2023-24?</p> | <p>We are committed to fostering a positive and supportive learning environment focused on social emotional learning and The Positivity Project.</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>This commitment aligns to the Albany School Mission to provide a safe and respectful environment so that all students can achieve their full potential.</p> <p>Due to the COVID 19 pandemic, we are still seeing gaps in students' social-emotional skills. Having transitioned back into in person learning over the past two years there is a heightened awareness of the impact on student social emotional well-being, ability to cope with emotions, manage stress, and engage in positive peer relations. This is evidenced in observation, disciplinary referrals, and student interviews.</p> <p>The need for an increased focus on social emotional learning is also supported by data collected from student interviews conducted and the Parent Engagement Survey conducted in October 2022. As evidenced in the Parent Engagement Survey 52.3% strongly agree out of the 86 parents responding indicated that the school provides a safe environment for staff and students. According to the 2023-2024 student interviews 60% students feel safe in school.</p> <p>According to "How Learning Happens Messaging Framework," in order for learners to find success academically, we must acknowledge and support that "relationships play a central role in a child's development; having a web of sustained and supportive human connections is crucial to every young person's well-being, learning, and sense of belonging," and "feeling safe and respected enhances our ability to learn." As evidenced by student interviews, students expressed that they can be "themselves" and feel safe in the school environment.</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 | Office Discipline Referrals | Decrease in Office Discipline Referrals by 5% in the 2023-2024 school year. | |

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 | <ul style="list-style-type: none"> • My teachers care about me. • Our school has clear rules. • Our school does not allow bullying. | 90 percent agree or strongly agree. | |
| Staff Survey | <ul style="list-style-type: none"> • We have an effective system for developing and building student social emotional health. • Our students have people to “go to” for discussing problems and concerns. • As a school, we proactively reach out to students who may be having difficulties, socially, emotionally and academically. • Our students have access to counselors. • Procedures are in place to prevent and deal with bullying. • School rules are posted, reviewed and understood. • Our students accept corrective feedback. • Our school purposefully encourages student/family/teacher relationships. • Student behavior does not interfere with instruction. | 90 percent agree or strongly agree. | |

Commitment 1

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| | <ul style="list-style-type: none"> ● As a school, we talk about and reinforce the role of productive teacher/student/family cooperative relationships. ● Our staff works together to support student social emotional well-being. ● Our Student Services Team (guidance, social workers, psychologist, etc.) provides key supports to our students. ● We have components of our curriculum that ensure conversations about safe and healthy living. ● Non-instructional staff (cafeteria, aides, transportation, etc.) understands and assists in building a safe and nurturing environment for our students. ● Our school has a positive and upbeat school culture. ● As a school, we track and monitor student behaviors so that improvements may be made. ● Our school has definitive procedures in place for students who are chronic offenders and/or experiencing ongoing difficulties. ● We have support groups for students. ● As a school, we report out and celebrate gains from the student database. ● Our school has sufficient clubs, activities and events to help | | |
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Commitment 1

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| | students become engaged and connected to school. | | |
| Family Survey | <ul style="list-style-type: none"> • Our school leader(s) help families to become partners in the education of their children • Our school leader(s) follow-up promptly when I have a question or concern. • School rules are clear to students and families. • Our school has clubs, activities and events to help students engage and connect to school. Our school provides a safe environment for staff and students. • As a parent/family member, I feel connected to our school. | 90 percent agree or strongly 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) | Office Discipline Referrals | Decrease in Office Discipline Referrals by 2% in the 2023-2024 school year. | |

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 | Office Discipline Referrals | Reduction in Office Discipline Referrals. | |

Commitment 1

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|---|--|---|--|
| Adult/Schoolwide Behaviors and Practices | Classroom participation in The Positivity Project and Student of the Month Assemblies. | School-wide commitment to The Positivity Project and Student of the Month Assemblies. | |
| Student Behaviors and Practices | Student participation in The Positivity Project and Student of the Month Assemblies | School-wide student commitment to The Positivity Project and Student of the Month Assemblies. | |

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? |
| Participate in building-wide professional development focused on social emotional learning, and culturally responsive-sustaining education practices | <ul style="list-style-type: none"> • Bi-monthly extended faculty meetings that focus on social emotional learning and best practices • Book study professional development • Collaborative grade level planning periods • Work with Safe School Mohawk Valley to assist throughout the year. | Title I funding - Professional Development |
| Continue to implement the building-wide social emotional learning focus through the work of the Albany School “The Social Emotional” Committee | <ul style="list-style-type: none"> • Focus on improving the learning environment through promoting responsible decision-making and student accountability • Implementation of disciplinary methods that develop student self-awareness by promoting positive relationships (student to student, student to adult) through daily Positivity Project lessons. | Title I funding - Professional Development |

Commitment 1

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| | <ul style="list-style-type: none"> ● Implementation of disciplinary methods that help students understand the impact of their choices and actions, and help repair the harm caused by poor choices made ● Implementation of monthly building-wide activities and awards as positive reinforcement ● Inclusion of all staff, including lunch monitors, teacher assistants, custodians, and security monitors in the building-wide implementation of The Positivity Project. | |
| Increase opportunities to build a positive school community | <ul style="list-style-type: none"> ● Building Leader - 5th & 6th Grade Student Leadership Advisory After-school activities/clubs ● “One School, One Book” Initiative ● Parent Teacher Organization (PTO) collaboration | <p>Title I funding - Extended Learning Time</p> <p>Funding for “One School, One Book” book purchase (1 per student)</p> |

COMMITMENT 2

Our Commitment

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|---|---|
| <p>What is one Commitment we will promote for 2023-24?</p> | <p>We are committed to increasing student performance in English Language Arts and Mathematics through an increase in student attendance.</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>This commitment aligns to the Albany School Mission to ensure all students achieve their full potential to meet the rigorous curriculum utilizing 21st Century Skills, Next Generation Standards and emerging technology through teacher instruction and student performance to become career and college ready.</p> <p>According to “How Learning Happens Messaging Framework,” research and science confirms, “When the social, emotional, and cognitive dimensions of learning work together, young people are more likely to achieve academic success.” The framework also says, “Brain development is affected by the quality of one’s environment, resources, and relationships.” Therefore our goal at Albany Elementary is to increase attendance to promote student performance. As evidenced by district wide formative and informative assessments.</p> <p>Based on the student interviews 100% of the students acknowledge that attendance is imperative to their learning. According to Albany’s Attendance Percentage Report, 9% of the student population are not attending school on a regular basis.</p> <p>In person learning from the 2021-2023 school years has presented a challenge regarding student attendance. Furthermore the lack of student attendance has greatly had an impact on student academic achievement and retention with a focus on English Language Arts and Mathematics. This is evidenced by district-provided pre- and post-assessments, i-Ready diagnostic assessments, school-based Rally predictor assessments, and teacher formative assessments. We continue to work on closing the academic learning gaps by increasing attendance in 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 (complete at the end of the year) |
|------------------------------|--|--|--|
| End-Of-The-Year Goals | 2023-2024 i-Ready Diagnostic Benchmark growth per classroom/grade level in English Language Arts and Math, in addition to the 2023-2024 Attendance Report. | 95% of students will show growth from i-Ready Diagnostic 1 to Diagnostic 3 in English Language Arts and Math with a direct correlation of improved attendance, as evidenced by the Albany End of Year Attendance Report. | |

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 | <ul style="list-style-type: none"> • We use many different books and reading materials. • We work with partners, or in groups in my class. • My teachers ask questions that make me think. • My teachers check to make sure students understand. • My teachers make learning fun. • My teachers tell us to ask questions. • My teachers believe I can do well and learn. • My teachers give homework that helps me learn. • We use student learning targets/goals ("I can...") in our classes. • My teachers give me extra help when I need it. | 90 percent agree or strongly agree. | |

Commitment 2

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| | <ul style="list-style-type: none"> ● My teachers explain things clearly when I make mistakes in class or on a test. | | |
| Staff Survey | <ul style="list-style-type: none"> ● Our school uses key measurements, such as common assessments, to monitor student progress. ● Our school leaders provide opportunities for staff so that curriculum is appropriately implemented/scaffolded to meet students' diverse needs. ● Our curriculum is well-structured and aligned to standards. ● As a staff, we understand and utilize the College and Career Readiness Anchor Standards. ● As a staff, we have reviewed curriculum standards and continue to do so as a means for improving instruction. ● Our model/template for lesson planning includes all essential components for effective instruction. ● Teachers actively use data to differentiate instruction. ● Our model and guidelines for unit and lesson plans ensure rigorous standards aligned classroom instruction. ● We understand and use data-driven inquiry as a process to support effective instruction. ● We use specific data protocols in grade level/content area team meetings to support our work in reviewing student work. ● Our curriculum is constructed so that students have many opportunities to benefit from the integration of technology in their learning. | 90 percent agree or strongly agree. | |

Commitment 2

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| | <ul style="list-style-type: none"> • Our curriculum offers enrichment opportunities through the arts. • Our grade level/content area teamwork has a positive impact on student outcomes and learning. • We discuss important teaching and learning issues at our grade level/content area team meetings. • We work together across grade levels and content areas in order to provide an integrated approach to student learning. • Teachers are skilled in using formative assessments in their instruction. • As a school, we use and interpret interim benchmark assessments at particular points during the academic year. • As a school, we have created structures so that students are able to reflect on their learning and keep track of their own progress. • Teachers stay current with research and best practices. • Teachers purposefully align daily instruction to explicit student learning targets/goals ("I can..."). | | |
| Family Survey | <ul style="list-style-type: none"> • I receive specific test/assessment information about my child's progress • My child(ren) talks about the student learning targets/goals ("I can...") given to them by their teachers. • I receive notes/calls and other feedback from my child(ren)'s teachers. | 90 percent agree or strongly agree. | |

Commitment 2

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| | <ul style="list-style-type: none"> Teachers use regular assessments/checks” to monitor my child(ren)’s learning. | | |
|--|---|--|--|

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) | 2023-2024 i-Ready Diagnostic Benchmark growth per classroom/grade level in English Language Arts and Math, in addition to the 2023-2024 Attendance Report. | 85 % of students will show growth from i-Ready Diagnostic 1 to Diagnostic 2 in English Language Arts and Math with a direct correlation of improved attendance, as evidenced by the Albany Mid-Year Attendance Report. | |

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

| Early Progress Milestones | What data will we be reviewing? | What do we hope to see when we review that data? <i>(Identify Quantitative Data or Qualitative Descriptors in this space)</i> | What we ended up seeing <i>(complete six to ten weeks into the school year)</i> |
|---|---|---|---|
| Student Data | I- Ready Diagnostic Data for English Language Arts and Math | Increased growth in I-Ready in English Language Arts and Math. | |
| Adult/Schoolwide Behaviors and Practices | Participation in i-Ready. | Increased participation due to the School-Wide incentives. | |

Commitment 2

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| Student Behaviors and Practices | Student progression through i-Ready English Language Arts and Math Lessons | Increased time on task and less on progression. | |
|--|--|---|--|

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? |
| Extended Learning Time Tutoring | <ul style="list-style-type: none"> Determine student groups based on learning gaps with a focus on English Language Arts and Mathematics An extra hour of academic support after school | Title I Funding - Extended Learning Time |
| Horizontal and Vertical Curriculum Alignment | <ul style="list-style-type: none"> Vertical Up/Down Team Meetings Grade level meetings | Building level budget: Instructional Supplies and materials |
| Small group Academic Intervention Support (AIS) and small group Response to Intervention (RTI) | <ul style="list-style-type: none"> Tiered small group instruction focusing on foundational skills support Heggerty Phonemic Awareness Intervention Lessons by Alisa Van Hekken and Marjorie Bottari- Bridge the Gap Strategic implementation of Academic Intervention Support Teacher Assistant services | Building level budget: Instructional Supplies - materials, Heggerty materials and Scholastic magazines. |
| Building Leader Monitoring & Teacher Evaluation | <ul style="list-style-type: none"> Instructional Walks Teacher Observation | District adopted instructional walk form District adopted teacher observation rubric |

Commitment 2

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| Instructional Coaching | <ul style="list-style-type: none"> ● Peer to peer observations when needed ● Grade level meetings with AIS Facilitator | Substitute coverage 6/ Common planning time. |
| Increase student performance with a focus on literacy | <ul style="list-style-type: none"> ● Quick Writes, Think Alouds, and other research based best practices ● Continue school wide practices of daily literacy skills with an emphasis on speaking in complete sentences, RACERS strategy, and journal writing | District adopted instructional walk form District adopted teacher observation rubric |
| Improve student Attendance | <ul style="list-style-type: none"> ● Student recognition with a focus on attendance improvement ● Themed days | "Theme Days" represented on monthly calendar |

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 | Professional Learning Communities |
| We envision that this Evidence-Based Intervention will support the following Commitment(s) | <p>We are committed to fostering a positive and supportive learning environment focused on social emotional learning and The Positivity Project.</p> <p>We are committed to increasing student performance in English Language Arts and Mathematics through an increase in student attendance.</p> |
| How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process? | <p>Research indicates that promoting professional learning communities within our school and district supports instruction and student learning. Collaborations with specific focuses on student learning, increase teacher empowerment and authority in decision making. Grade level teams, Reading, Resource and English Language Learner teachers share common plan times for weekly collaboration. Each group meets monthly with the AIS facilitator to discuss student learning, analyze</p> |

Commitment 3

data and develop solutions for continued growth for teachers and students.

☐ 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:

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

Clearinghouse used and corresponding rating

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

☐ School-Identified

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

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

Commitment 3

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 |
|-----------------------------|------------------------|
| Brent Dodge | Principal |
| Teresa Lynch | AIS Facilitator |
| Jaime Cavallo-Volz | Teacher |
| Josie Oliver | Teacher |
| Melissa Savicki | Teacher |
| Carissa Asaro | Teacher |
| Dina Fernald | Teacher |
| Elizabeth Schachtler | Teacher |
| Shannon Ciccone | Teacher |
| Heather Chiffy | Teacher |
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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 |
|--------------|---|---|--------------------------------|--|---|--|------------------|
| 5/16/23 | X | X | | | | | |
| 5/26/23 | | | | | X | | |
| 6/8/23 | | | X | X | | | |
| 6/12/23 | | | | | | X | |
| 6/14/23 | | | | | | | X |
| 6/16/23 | | | | | | | X |
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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

The 2023-2024 Student Interview process allowed Albany School's Comprehensive Education Team to focus on Social Emotional Learning and Academic Performance in correlation to an increase in attendance. The team highlighted these commitments for the 2023-2024 school year in response to student feedback and the Albany School's commitment to provide a challenging learning environment which empowers the academic, social and emotional growth of all learners to provide them with college and career options. The results of the Student Interview questions revealed that 100% of the students interviewed were aware that missing school negatively affects their learning. Albany School's 2023-2024 School Comprehensive Plan will prioritize the need to increase student attendance to promote academic performance. 60% of students interviewed, expressed they felt safe at school. As part of Albany School's 2023-2024 Academic Plan, we are committed to fostering a positive and supportive learning environment focused on social emotional learning and The Positivity Project. By setting a framework for support and strong relationships, Albany School will continue to develop students' social and emotional skills which allow them to set goals, build relationships, self manage and thrive in and out of school.

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.