New York State
EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

School Comprehensive Education Plan

2023-24

District	School Name	Grades Served
Utica City School District	Watson Williams	K - 6

Collaboratively Developed By:

The Watson Williams SCEP Development Team

NAME	TITLE	SIGNATURE	DATE
Cheryl B. Minor	Principal		
Laura Davis	Kindergarten Teacher		
Deborah Clark	First Grade Teacher		
Lisa Sowich (Rodriguez)	Resource Teacher		

Deborah Miller	Third Grade Teacher		
Anthony Gorea	Fourth Grade Teacher		
Shauna Krantz	Fifth Grade Teacher		
Codi Tarris	Special Education 4/5 Teacher		
DeAnne Dow	Special Education 5/6 Teacher		
Kari Macero	ESL Teacher		
Lisa Hyatt	AIS Facilitator		
Melitta Crowder	Parent		
Laura Yager	Parent		

And in partnership with the staff, students, and families of Watson Williams ES.

Guidance for Teams

Template

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

Commitments

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

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

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

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

Success Criteria and Benchmark Targets

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

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

Strategies

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

Resources for Team

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

- Assembling Your Improvement Planning Team

- **Envision: Exploring Our Vision, Values and Aspirations**

- **Analyze:** Internal and External Data

- **Analyze:** Survey Data

- **Analyze:** Tenet 1 Systems and Structures Inventory

- **Listen**: Interviewing Students

- **Putting it all Together: SCEP Planning Document**

- **SCEP Sample**: Cohesive, Relevant Curriculum

- **SCEP Sample**: Deepening Connections

- **SCEP Sample:** Graduation Through Relationships

- **SCEP Sample:** Graduation and Success Beyond HS

COMMITMENT 1

Our Commitment

What is one Commitment we will promote for 2023-24?	We commit to strengthening our ability to provide a cohesive, relevant curriculum in which every child is engaged in meaningful learning that is relevant to them.
Why are we making this Commitment? *Things to potentially take into consideration when crafting this response:* ● *How does this Commitment fit into what we envision for the school?* ● *How does this Commitment relate to what we heard when listening to others?* ● *How does this Commitment connect to what we observed through analysis?*	The school's vision for the 2023-24 school year is for our students to attain the knowledge, skills, and character necessary for academic, social, and emotional growth and success. We want to make sure that the curriculum reflects the cultural identities of our students and that these experiences will give students the opportunity to become motivated and passionate to learn more and put forth more effort. According to the "How Learning Happens" document, young people are more likely to achieve academic success and enhanced life skills when social, emotional, and cognitive dimensions of learning work together. This is why we believe that strengthening our curriculum to include material that is relevant to students' cultural identities is something we must do moving forward. Engagement will occur if students are given opportunities to interact with material that they are interested in and passionate about. When reading the article "Five Strategies for Creating a High-Growth School" we realized that one practice that high-growth schools and districts use is "planned abandonment" (Drucker, 1974). We regularly identify priorities and data and eliminate those that produce minimal return. When completing the Tenet 1 System and Structures Inventory, we found that as a building, we do facilitate teaching and learning practices that enable individuals to grow as independent learners, think critically, make meaning of new concepts and apply learning to real-world situations. We also strive to incorporate curriculum, texts, content, and assignments that activate student experience and identities. However, we did recognize the need to enhance the curriculum to offer students more opportunities to discover and build deep understanding and connections to what is being covered. This is especially necessary to close the

<table>
<tr><td></td><td>academic gaps, after in person learning was disrupted due to the pandemic. In addition, since we have a district-adopted curriculum in all subject areas, we feel that we are limited in including students as co-designers of the curriculum but that we may be able to provide some opportunities for this wherever we can.

According to the DTSDE Framework and team discussions of the article "Five Strategies for Creating a High Growth Schools" it was recommended that teachers need to implement literacy skills across content areas with the intention in order to increase student learning outcomes. It was also recommended that teachers use effective instructional strategies that promote blended learning, technology, personalized learning, and offer productive modeling opportunities.</td></tr>
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Progress Targets

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

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing *(complete at the end of the year)*
End-Of-The-Year Goals	Walkthrough data	Common strategies are used across classrooms, especially when teaching with the new Reading Series – *Super Kids (K-2), Open Court (3-5), StudySync (6)*	
	Review of curriculum materials	Increases in the racial diversity of the main characters from books in classroom libraries (K-6) by 10%	
	End-of-year iReady ELA and Math data	75% of students performing at or above grade level	

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	The things I am learning about in school are relevant to me. I see people of many races, cultures, religions, and genders represented in the things we use at school. I feel I have the skills I need to be a good learner.	60% agree or strongly agree for all	
Staff Survey	I have the resources to link the strategies, content, and materials from previous grades to the current grade. I have opportunities to learn from a range of colleagues. The feedback I receive connects to the school's priorities.	60% for agree or strongly agree for all	
Family Survey	I feel comfortable supporting my child with math at home. The school values the background and identities of the school community. The school's policies and programs reflect, respect, and value the diversity of the families in the community.	70% agree or strongly agree for all	

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

	What data will we be reviewing?	**What do we hope to see when we review that data?**	**What we ended up seeing** *(complete when reviewing mid-year data***)**
Mid-Year Benchmark(s)	Walkthrough data	Teachers are referencing common strategies, resources, and feeling comfortable with the scope and sequence of the Reading Series during instruction.	
	PLC Survey	The PLC survey (*The School Performance scan for the teachers and The Voice for 3-6 Grade students*) and associated resources from the P2 program will provide helpful feedback. Staff will see positive displays of the Character Traits from the students throughout the year.	
	Mid-year iReady Math data	65% of students performing at or above grade level	

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	Attendance and behavior data		

Adult/Schoolwide Behaviors and Practices	Conversations with parents	When talking with parents, they will report that their child feels more comfortable at the beginning of the school year compared to previous years. Teachers will also utilize Parent Square to increase and consistently communicate with parents.	
	Review of Google Docs, and conversations with teachers	Teachers are connecting with colleagues in the grades below and above them regularly, beginning in September, to share strategies, and resources students have used previously.	
	Conversations with teachers during grade-level team meetings	Teachers gain perspective early in the school year on the books they will read, and how what and whom they read will shape their perspectives and their teaching.	
Student Behaviors and Practices	Student participation in curriculum review	Students are given the opportunity to participate in a review of existing materials and the selection of new materials this fall.	

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?
Hold horizontal and vertical grade level meetings that emphasize sharing common strategies and data trends.	Teachers will meet in Professional Learning Communities (PLCs) weekly to align the curriculum and ensure that everyone is using the same strategies to expand student vocabulary and literacy in all content areas. (RADD, RACERS, CUBES, accountable talk, think aloud, modeling, etc.)	Schedule and time for vertical and horizontal grade-level meetings. Title I Funding

Increase culturally relevant curricular materials written and developed by diverse perspectives and incorporate them with the Super Kids (K-2), Open Court (3-5), and Study Sync (6) curriculum.	During weekly grade-level meetings, teachers will review the themes, curriculum and review materials, articles, research projects, and videos that provide students with diverse perspectives and voices on the same topic. Offer students opportunities to participate in experiences that reflect diversity such as learning about holidays around the world, completing action research projects for in-depth understanding and positive social change, and visiting community-learning sites that tap into the students' existing interests, knowledge, and culture.	Time for teachers to discuss the curriculum and identify resources, websites for books, articles, and videos (SORA, News- ELA, etc.) Funding to purchase materials to enhance the existing curriculum- general funds. Purchase new books for the school and classroom libraries- general funds.
Principal Monitoring	During walkthroughs throughout the year, the principal will look for ways in which teachers are using research-based strategies to decrease the gaps in all content areas. Additionally, the principal will ensure culturally relevant material is being infused within the curriculum. Data will be shared with staff at post conferences and faculty meetings.	Scheduling Time - making sure the principal has time allotted and is not diverted toward other responsibilities (a developed calendar of activities/expected commitments).
Increased emphasis on connecting curriculum to life beyond the walls of the school.	Identify themes and content covered in the core subject areas and with students, brainstorm opportunities for careers, field trips, civic engagement, and/or research projects. Provide students with the opportunity to expand their understanding of current and future world issues. Have students participate in leadership opportunities such as Safety Patrol and	Funding to cover costs associated with experiential learning and field trips- fundraising and general funds.

	Student Council. Additionally, participating in identified community service projects.	
Increase culturally relevant after-school activities and events.	Throughout the school year, students will be engaged in research-based projects that reflect the cultures present in our school.	Time and funding - for materials and staff to organize and lead the after-school activities/event-fundraising, general funds and Title 1 funding.
Increase opportunities to include students as co-designers of curriculum.	Extend unit content at least quarterly to incorporate student- led inquiry-based projects. Allow students opportunities to choose programs for enrichment or remediation.	Time - for collaboration and researching Funding - for materials and technology programs- general funds.

COMMITMENT 2

Our Commitment

What is one Commitment we will promote for 2023-24?	We are committed to helping students build strong, trusting relationships with adults and peers.
Why are we making this Commitment? *Things to potentially take into consideration when crafting this response:* *How does this Commitment fit into what we envision for the school?* *How does this Commitment relate to what we heard when listening to others?* *How does this Commitment connect to what we observed through analysis?*	This commitment continued as a priority during the 2022-2023 school year based on the data collected from the Equity Self-Reflection. We have continually sustained an exemplary practice of providing a welcoming and affirming environment for staff, students, and families, and enhanced our ability to foster and promote close relationships. We believe this is the right commitment to pursue for the 2023-24 school year based on information obtained through student interviews, the team's discussion, and using the Envision: Exploring the Vision, Values, and Aspirations for the schools document. We reached consensus regarding the importance of implementing collaborative learning, sharing common beliefs and values, and the need to review the school's organizational structure. This was also evident in the video "School of the Future Tour." Another rationale for choosing this commitment is because we feel relationships play a central role in helping our students learn and grow. We must empower our students by providing them with supportive human connections that help enable healthy academic and social-emotional development. Strong, trusting connections with school staff and peers are crucial to every student's well-being, learning, and sense of belonging. To address student social emotional needs we will continue to have increased support with additional school counseling, parent liaison, and Safe Schools services. We will also continue our Positive Project (P2) and PBIS initiatives to support character development.

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	Students attendance	During the 2023-24 school year, behavioral issues will be decreased by 10%. Attendance will be increased by 15%. Academic performance will be increased by 10%. 85% of our student population will participate in Project Based Learning groups or extracurricular activities.	
	Instructional Support Team, Secondary Team, and Crisis Team Meeting Discussions	100% of teachers will include cooperative learning and group work in their lesson plans for ELA and Math.	
	The Positivity Project (P2)	100% of the teachers will follow the P2 program with fidelity and incorporate the Character Trait into the scope and sequence of the PBIS activities. 85% of the teachers will participate in academic after-school activities for targeted groups and at-risk learners, for example: Extended Learning Time (ELT), Drama Club, Game Club, etc.	

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

	Survey Question(s) or Statement(s)	Desired response *(e.g., % agree or strongly agree)*	What we ended up seeing *(complete*

			once Spring survey results are available)
Student Survey	I have a trusting relationship with more than one adult at school. I feel connected to my peers at school. Kids like me can help make my school and community a better place. Teachers at this school are interested in my ideas.	85% for all	
Staff Survey	The school makes sure all students can experience success. This school values the work I do to support students beyond the curriculum.	85% for all	
Family Survey	My child feels connected to the school. The staff at this school care about my child.	85% for all	

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

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing *(complete when reviewing mid-year data)*

Mid-Year Benchmark(s)	Students attendance	15% decrease in Chronic absenteeism.	
	Instructional Support Team, Secondary Team, and Crisis Team Meeting Discussions	100% of the teachers will implement intervention protocols to reduce the number of students that are academically at-risk.	
		Implement Crisis Team Meetings per month to generate and develop protocols.	
	The Positivity Project (P2)	The Positivity Project (P2) meets the criteria for a Tier 2 evidence-based intervention under ESSA. Students will show significant improvements in their social-emotional and behavioral issues.	

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	Students attendance	7% decrease in Chronic absenteeism	
Adult/Schoolwide Behaviors and Practices	Instructional Support Team, Secondary Team, and Crisis Team Meeting Discussions	Implement the scope and sequence of the curriculum. Establish dates for monthly meetings for the Crisis Team.	

Student Behaviors and Practices	The Positivity Project (P2)	The Positivity Project (P2) meets the criteria for a Tier 2 evidence-based intervention under ESSA. Students will show improvements in their emotional and behavioral problems. There will be a 5 % decrease in suspensions and discipline referrals.	

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?
Foster opportunities for students to engage with one another in and outside of their classroom.	In the beginning of the year, students will complete an anonymous survey about a past event/activity they found enjoyable and would like to implement this school year. Examples: Project-Based Learning with a focus on art, literature, STEM, gardening, mentoring, etc.	Materials to conduct the survey. Time for staff to review the results and plan for group activities - Title I funding
Targeted efforts to increase participation in Project-Based Learning activities.	Create a school-wide presentation to inform students about all of the Project-Based groups they will be able to join. During Student of the Month/Academic Awards assemblies, Project Based Learning groups will be offered the opportunity to showcase their work.	Staff to organize and lead the groups. Time and space during/after the school day Bus transportation for after school activities, stipends for group advisors. - Title 1 Funding

COMMITMENT 3

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

Our Commitment

What is one Commitment we will promote for 2023-24?	
Why are we making this Commitment? *Things to potentially take into consideration when crafting this response:* • *How does this Commitment fit into what we envision for the school?* • *How does this Commitment relate to what we heard when listening to others?* • *How does this Commitment connect to what we observed through analysis?*	

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			

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			

Staff Survey			
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** *(complete when reviewing mid-year data***)**
Mid-Year Benchmark(s)			

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			
Adult/Schoolwide Behaviors and Practices			
Student Behaviors and Practices			

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?

COMMITMENT 4

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

Our Commitment

What is one Commitment we will promote for 2023-24?	
Why are we making this Commitment? *Things to potentially take into consideration when crafting this response:* *How does this Commitment fit into what we envision for the school?* *How does this Commitment relate to what we heard when listening to others?* *How does this Commitment connect to what we observed through analysis?*	

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			

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			

Staff Survey			
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** *(complete when reviewing mid-year data*)
Mid-Year Benchmark(s)			

We believe we will be on track to meet our Mid-Year Benchmark 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			
Adult/Schoolwide Behaviors and Practices			
Student Behaviors and Practices			

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?

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 and Restorative Justice

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| **We envision that this Evidence-Based Intervention will support the following Commitment(s)** | **Commitment 1**

Research indicates that well-implemented PLCs support improvements in practice along with student learning gains. Our PLCs will have an explicit focus on student learning, increase teacher empowerment and authority in decision making, and promote continuous teacher learning through joint study of research literature.

Our PLCs will consist of learning teams organized by subject, grade level, and/or special interest in which teachers meet weekly to:
● Discuss issues around student learning
● Collect and analyze data
● Develop and try out instructional solutions
● Assess the impact of these solutions

Commitment 2
Restorative justice empowers students to resolve conflicts on their own and in small groups, and it's a growing practice at schools around the country. Essentially, the idea is to bring students together in peer-mediated small groups to talk, ask questions, and air their grievances. It is characterized by non-dominating relationships, where adults and children feel a sense of belonging and connectedness, have a culturally safe place for their voices to be heard, and are able to be self-determining.

Through restorative justice we will:
● Implement a school practice that reduces the use of suspensions and disciplinary actions in response to student misbehavior to eliminate racial inequalities in discipline practices.
● Implement intervention strategies that focus on crisis intervention and decrease chronic absenteeism.
● Adopt graduated social and emotional support systems by including interventions that range from individual and group counseling to mediation.
● Design graduated discipline systems that |

	increase consequences based on the seriousness of student offenses to prevent "zero tolerance" consequences. ● Develop school-wide staff professional development on culture change and restorative justice approaches.
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	The team learned when discussing Envision: exploring the vision, values and aspiration of the school that PLCs benefit mostly when they regularly identify priorities and review data. Then eliminate initiatives that produce minimal return. The team found when discussing restorative justice and listening to students, that relationships play a central role in helping our students learn and grow. We must empower our students by providing them with supportive human connections that help enable healthy academic and social-emotional development. With restorative justice, we feel this can be accomplished effectively and consistently throughout the school year.

☐ Clearinghouse-Identified

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

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

Clearinghouse used and corresponding rating

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

☐ School-Identified

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

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

Link to research study that supports this as an evidence-based intervention (the study must include a description of the research methodology	

Our Team's Process

Background

NYSED requires that the SCEP is developed in consultation with parents and school staff, and in accordance with §100.11 of Commissioner's Regulations. All schools are expected to follow the guidelines outlined in the document "Assembling Your Improvement Planning Team" found at: https://www.nysed.gov/sites/default/files/programs/accountability/assembling-your-improvement-planning-team.pdf.   This section outlines how we worked together to develop our plan.

Team Members

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

Name	Role
Cheryl B. Minor	Principal
Laura Davis	Kindergarten Teacher
Deborah Clark	First Grade Teacher
Lisa Sowich (Rodriguez)	Resource Teacher
Deborah Miller	Third Grade Teacher
Anthony Gorea	Fourth Grade Teacher
Shauna Krantz	Fifth Grade Teacher
Codi Tarris	Special Education 4/5 Teacher
DeAnne Dow	Special Education 5/6 Teacher
Kari Macero	ESL Teacher

Lisa Hyatt	AIS Facilitator
Melitta Crowder	Parent
Laura Yager	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
Example: 4/6/21				*x*	*x*		
3/13/23	x	x					
4/17/23	x	x		x			
5/09/23	x	x	x	x	x	x	x
5/23/23		x	x	x	x	x	x
6/05/23			x			x	x
6/13/23			x				x
6/20/23							x

Learning As A Team

Directions

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

Student Interviews

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

Academic Self-Reflection

Many students were able to articulate that they realized their academic growth over the past year. They were able to express the improvement they have seen in various content areas. One student stated "I've matured a lot over the past year. I am more prepared and feel like everything we do helps me prepare for the future." Some students noted that they feel very proud of their accomplishments and are excited to move on to the next grade.

All students appeared to enjoy school-wide activities and wanted them to continue in future years.

Race and Racism

During the discussions, students discussed the importance of being able to talk about racism in school and how they feel about discussing the topic. Most students noted it was important and some students were not even aware of the topic to be discussed. A few of the findings indicated that students feel comfortable when topics of race are mentioned or discussed. Other students feel that it is important to discuss so that "you don't have to suppress it and at the end of the day, we discuss it in class anyway." Another student quoted "I think it's very important to talk about race and other cultures. There is too much violence and there are so many beautiful traditions in all cultures to learn about. I'm comfortable talking to adults in our building."

We found it is important to include activities that provide students with the opportunity to learn about perspectives beyond their scope.

The School Environment

During the discussions regarding the questionnaire on The School Environment, many students felt good about school, the teachers, and being treated equally. Students enjoy using technology and learning different ways to get answers. Students also noted that they enjoyed their participation in new clubs, such as Drama and Game Club.

When asked what students feel is important that teachers know about them, students responded that "all teachers should know that not all of us have to like each other but we still can't be mean to one another and teacher's should tell that to everyone." Many students also commented that they feel they have a lot more to learn this year and have more pressure on them compared to previous years. The workload appears to be more challenging and they are still trying to bridge foundational level gaps. Test taking anxiety was also voiced by some students.

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.