NYSED.gov New York State
EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

School Comprehensive Education Plan
2023-24

District	School Name	Grades Served
ELMIRA CITY	T.K. BEECHER ELEMENTARY	3-6

Collaboratively Developed By:
The T.K. Beecher Elementary School SCEP Development Team Tina Almy (Special Education Teacher) Kelley Bacalles (Principal) Tina Blaser (Special Education Teacher) Andrew Colucci (Classroom Teacher) Caitlin Cook (Parent) Sonja Jennings (School Counselor) Stacie Martin (Special Education Teacher) Katherine Romeo (Art Teacher) Patti Rossi-Carrier (Classroom Teacher) John Wood (Assistant Principal) Ryan Young (Parent) *And in partnership with the staff, students, and families of T.K. Beecher 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 1

Our Commitment

What is one Commitment we will promote for 2023-24?	We commit to deepening, collaborating, and focusing on adult implicit bias, diversity, equity and belonging in the school to address how it impacts student learning and relationships with students, families, and caregivers.
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?*	We have seen that positive relationships are not "nice to have," they are a "must have." After reviewing our student interview responses our students tell us that they want the teachers to build more connections with them and get to know them. The students tell us that the feeling of belonging, feeling important and relevant helps them learn. Also, when talking to parents, we were reminded of the importance of direct communication with teachers and families. Upon reflection, we make the commitment to provide professional development to our staff to pursue diversity, equity, inclusion, and belonging in the school community. The relationships between educators and students are essential to supporting young people to thrive. The school staff will continue to learn how to consistently promote a positive, student-centered, climate and culture in our school and classrooms with the understanding that these factors will improve outcomes for students.

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)*

Commented [A1]: Add specific data and tie back to the committment

End-Of-The-Year Goals	Contact Logs (CL)	CL-For the end of the year with respect to the contact log, 100% of teachers will maintain and utilize a contact log. Our classroom teachers will have one direct contact per month and non-classroom teachers one indirect contact per month. Our leadership team will provide guidance and structure to this process. Having a consistent system of sharing what is happening in the school and getting to know families, we will help families feel connected to school and helps us get insights on what impacts student learning.	
	Book Studies (BS)	BS-For the end of the year with respect to the Book study, 100% of our staff will participate in the two book studies (Biased and Start Here Start Now) led by the Leadership Team. The topics of the books will help our staff gain awareness for how to make our students feel more connected, represented and understood as they indicated needed improvement in their student surveys.	
	Professional Development (PD)	PD-Professional Development end of year goals include 100% of staff participation in implicit bias workshops and two short cycles of Better Lesson coaching. Through walkthroughs, team meetings, conversations with students and families, our school community will understand each other and won't fill in unknown information with bias or assumptions due to having a	

	Professional Learning Communities (PLC)	more accurate view of challenges. PLC- At the end of the year, we will have 10 PLC meetings on record with agendas to reflect benchmark data as outlined in the SCEP. The PLCs will reinforce the SCEP commitments, making them accessible, usable and understood by all staff. By reviewing our benchmark data, we will have real-time information to help decisions throughout the 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 (% agree or strongly agree)	What we ended up seeing (complete once Spring survey results are available)
Student Survey	**I have a positive connection with at least one adult in my school.** **I feel important, valued, and represented in my school.** **Adults in this school treat students respectfully.** **I know that my teacher and family/caregiver communicate and talk about what is best for me.**	*June 2023 77% Goal: 90%* *June 2023 48% Goal: 80%* *June 2023 52% Goal: 100%* *Insert September 2023 Data*	
Staff Survey	**Our school environment, including classrooms, celebrates our students' cultures and identities.** **I continuously learn about implicit bias, with attention to identifying and challenging my own bias.**	*June 2023 88% Goal: 100%* *June 2023 97% Goal: 100%*	

Commented [A2]: Include survey responses we have from 22-23

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	I feel welcomed, accepted and respected by my colleagues. **I reach out to families early and often to gather insights into their students' cultures, goals, and learning preferences.** **I collaborate with my colleagues to use resources such as book studies and our DEI coach to continue my growth.**	*Insert September 2023 data* *June 2023 73% Goal: 100%* *Insert September 2023 data*	
Family Survey	**I communicate regularly with my child(ren)'s teachers through various means of communication. (e.g., Schoology, in-person, phone, texts, email, Class Dojo, notes).** **I have positive relationships with my child(ren)'s teachers, school leaders and staff.** **I feel welcomed into the school community.** **I set goals with my children toward their future aspirations and collaborate with teachers to make plans about achieving them.**	June 2023 97% Goal: 100% June 2023 65% Goal: 90% June 2023 70% Goal: 100% June 2023 85% Goal: 100%	

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)*

Commented [A3]: Include specific data (implementation data AND impact data) and tie back to the commitment

Mid-Year Benchmark(s)	Contact Logs (CL)	(CL)For Contact logs we hope to see 100% implementation with at least one direct contact to each students' parent/caregiver each month and at least one indirect contact for non-classroom teachers per month. We also hope to see parents/caregivers reaching out often to teachers when they have questions or concerns.	
	Attendance (AT)	(AT)For attendance we hope to see a daily rate of at least 91% and a decrease of tardiness and early dismissals from corresponding months last year.	
	Book Study (BS)	(BS) With respect for the book study, at the midyear 50% of the staff will have completed at least one book study and we are seeing strategies in classrooms that were learned in the book studies.	
	Professional development log (PD- Log)	(PD) 100% teacher and teacher assistants will have completed the fall 1:1 coaching sessions. In walk throughs we will see strategies and techniques staff have studied and discussed with their coaches to make their classrooms culturally responsive.	
	Professional Learning Community (PLC)	(PLC) PLCs continue to meet once per month with the agenda set by the Leadership team and driven by our SCEP strategies and goals. This will help our staff to understand the goals of the SCEP and they will all be able to contribute to meeting the goals outlined in our plan.	

Commitment 1

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	Increased daily student attendance from previous year 2022 September and October.	
	Student Surveys	Students will report having a positive connection with at least one adult in the school in the September student survey.	
Adult/Schoolwide Behaviors and Practices	Contact Log (CL)	(CL) At least one positive direct contact for each student for classroom teachers and indirect for non-classroom teachers. (3 deposits for every withdraw) The Leadership Team will meet to provide guidelines that will explain direct and indirect contact, how to log the communication, and what the monthly theme will be for the building communication with families. This data will be communicated through PLC groups.	
	Book Study (BS)	(BS)Books ordered for staff members and begin scheduling.	
	Professional Development (PD)	(PD) Staff members sign up for first short cycle of coaching.	
	Professional Learning Communities (PLC)	(PLC) Leadership team is trained in running monthly PLCs in the building. PLCs are assigned and meet once per month, taking notes in the notes form.	

Student Behaviors and Practices	Office Referrals	Office Referrals: Student discipline in September and October are 10% lower than September and October of 2022. Our goal is to hear students talking with each other about the connections they have made in September. We also will hear students talking about expectations at Beecher.	

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?
Book studies (BS)	Book Studies (BS): Each staff member will participate in a building wide book study on the book Biased by Jennifer Eberhardt and Start Here Start Now. This will be monitored through the monthly PLCs and led by our leadership team. These books were chosen to guide our staff members through examining their implicit bias and how it affects their actions and decision making within the school community.	Time Books Book study Materials
1:1 Virtual Coaching Sessions (PD)	(PD) Each teacher and teaching assistant will receive 1:1 virtual coaching from a Better Lessons Coach. Beecher has worked with Better Lesson for the last two years. Our staff will continue to meet with a virtual coach with 4 thirty-minute sessions in the fall and 4 more in the winter/spring. These will be monitored by the building administration who will check the dashboard and meet with the Better Lesson implementation team at least once monthly. Teachers will reflect on their strategies in their grade level meetings and take notes in their grade level meeting form.	District PD or Pay Time Communication plan
Contact Log (CL)	(CL)Each teacher will keep a contact log with guidelines set by the Leadership Team.	Contact Log File and Location

Commented [A5]: Tie back to the commitment and also include how it will be monitored

	Teachers will keep track of each time they interact with families/caregivers. The Leadership Team will meet to provide guidelines that will explain direct and indirect contact, how to log the communication, and what the monthly theme will be for the building communication with families. This data will be communicated through PLC groups. Contact logs will help the school community feel more connected to each other and this will be monitored by the building administration.	Implementation Guidelines (data, frequency, review cycle)
Building wide Professional Development Workshops (PD)	The building (teachers and staff) will participate in Implicit Biased Training led by our DEI Coordinator. The goal is to kickoff the work outlined in Commitment 1 for the school year with personal reflection, common language and expectations.	Location Time Presenter
Professional Learning Communities (PLC)	The leadership will be trained to facilitate PLCs throughout the year. We plan to meet monthly and have heterogeneous groups of teachers and aides and may include staff members as well. The topics will be driven by the School Comprehensive Education Plan and notes will be taken in the PLC note form.	Training Time

COMMITMENT 2

Our Commitment

What is one Commitment we will promote for 2023-24?	We commit to an instructional learning environment where high expectations, rigorous instruction and actively engaged students promote increased achievement for all.
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 shows that teachers will plan lessons together to provide scaffolded, differentiated and cross-curricular lessons that deliver not only grade level content with high engagement but also interventions that are continuously monitored. In response to conversations and data review, we will collaboratively plan to meet the needs of the students in our classrooms. Our students told us that they would like to see lessons being fun and engaging, and at a pace where they thought they could be successful. This will create classrooms where instruction, student engagement, and assessments that meet the needs of our students. By planning together and giving common assessments at the same time, students will have the opportunity to engage in grade level content while also having their individual needs met.

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)*

Commitment 2

End-Of-The-Year Goals	Common assessments dates and scores	Common Assessment Data and Dates: All assessments for Tier 1 ELA and Math were administered on a computer and given on the same day, as planned by the grade level during the window given on the Pacing Guide. When we review the tiered assessments for ELA and Math, student data is complete and there is evidence of data-based-decisions in our Reading Protocol for Tiers 2 and 3 as well as Tiers 2 and 3 in Math. By following our multi-tiered system of support, we hope to see student growth in Reading and Math that corresponds to their goals.	
	Grade Level Planning Meeting Notes	Group Planning Notes: 100% of classroom teachers will have met twice per month using our group planning protocol for ELA and MATH lessons, which includes scaffolds for Tier 1 instruction for ELA and Math. Teachers will use the group planning protocol notes to document their meetings.	
	Curriculum Connection Form	Curriculum Connections: By the end of the year, we will have a compilation of cross-curricular lessons showing at least one collaboration at each grade level with all related arts classes.	

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 understand what I am expected to learn by the end of class.	June 2023 62% Goal: 85%	
	My schoolwork is challenging.	June 2023 53% Goal:85%	
	I work with my classmates in partners and groups.	June 2023 63% Goal: 85%	
	I ask questions in class when I do not understand.	June 2023 60% Goal: 85%	
Staff Survey	I develop, implement, and assess student learning targets in my daily lessons.	June 2023 89% Goal: 100%	
	My students know if they have met their learning target.	June 2023 88% Goal: 100%	
	I ensure that the learning target, engagement activities, and success criteria for lessons are aligned.	June 2023 77% Goal: 100%	
	I pre-assess student understanding centered on the student learning target at the beginning of class to clear up student confusion before moving on with my lesson. (Engage student reflection on learning target)	June 2023 85% Goal: 100%	
	I use formative assessment/check for understanding in my classroom before, during, and at the end of lessons.	June 2023 85% Goal: 100%	

Commitment 2

Family Survey	I talk to my child about expectations and what they learn in class. I ask my child(ren) about their schoolwork.	June 2023 97% Goal: 100% June 2023 90% Goal: 100%	

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)	Dates and Scores Common Assessments for Modules	Common Assessment Data and Dates: For tier 1 instruction, grade levels will have administered the assessments at the same time as their grade level colleagues. Students and parents/caregivers will be aware of the testing days. We also hope to see that teachers are using Data Protocols to identify gaps or content that require a reteach. When we review the tiered assessments for ELA and Math, student data is complete and there is evidence of data-based decisions in our Reading Protocol for Tiers 2 and 3 as well as Tiers 2 and 3 in Math.	
	Group Planning Notes Form	Group Planning Notes: 100% of classroom teachers will have met twice per month using our group planning protocol for ELA and MATH lessons, which includes scaffolds for Tier 1 instruction for ELA and Math. Teachers will use the group planning protocol notes to document their meetings.	
	Pacing Guide	Students at all grade levels will be learning lessons that correspond with the pacing guide, which will ensure that all students have interacted with the grade level curriculum before	

	Curriculum Connections Form	promotion at the end of the year. Students will engage in at least two cross-curricular lessons, which means teachers in Art, Technology, Music, PE, or Library collaborate with a designee from each grade level to intentionally incorporate content or a theme from ELA, Math, Science, or Social Studies that was included in their Content-At-A-Glance document.	

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	Assessment Data (for ELA and Math Tiers 1-3)	Students all take grade level assessments on the same day.	
Adult/Schoolwide Behaviors and Practices	Group Planning Notes School Messenger Data	Grade level group planning protocols taking place at two meetings per month and notes are captured in the notes form. One call per week to families/caregivers to let them know what students are learning and what they can ask their students about.	
Student Behaviors and Practices	Student discussions PLC Notes	Students are making curriculum connections and realize that there are links between their content in ELA/SS/Science/Math relate to other areas.	

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?
Common Assessments and Pacing Guide	For Tier 1 Assessments in ELA and Math, grade levels will choose one day within the testing window to administer the computer-based assessments so that the grade level all tests on the same day. This strategy supports the rigorous instruction student engagement because each classroom will be in a similar place in the curriculum. This will be monitored by walk throughs and assessments data (by building admin) as well as discussed in PLCs.	Curriculum Handbook Group Planning
Weekly calls home	The building administration will use auto-dialers and/or video to share with families and caregivers what each grade is learning that week and when important dates are for that grade. This helps families know which questions they can ask their students, so that they are specific to what they are learning.	School Messenger Class Dojo Schoology Data/Curriculum Coordinator
Group Planning Protocol	Grade levels will meet twice per month during their common planning time and utilize the Table Read Protocol for group planning for ELA and Math. This protocol includes reviewing the Teacher manual for ELA and Math, an equity pause, and scaffolds. The meetings will take place during the second special time, when classroom teachers have common planning time. This is helpful for ELA because teachers can share strategies that have used with struggling learning that have been successful in the past. Our Math curriculum is new this year, and group planning will help as questions arise.	Group Planning Table read protocol
Communicating with related arts teachers	Grade levels will share their "At A Glance" document for ELA, Math, Science, and	At a Glance document

Commitment 2

	Social Studies with their related arts teachers so that content may be shared whenever possible. One person will check in with the related arts teachers to answer questions or to give updates. Each grade level will have one lesson where they incorporate a curriculum connection with Art, PE, Technology, Library, and Music.	Identify one teacher per grade level

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?	We commit to a schoolwide tiered intervention system that is embraced and understood by the Beecher Community toward a positive educational experience.
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?*	We continue to work toward developing shared norms and expectations that will improve the Beecher Community. The data shows that many of our students are below academic grade level and struggle interpersonal relationships. In student interviews, it was reported that students desired connections, quieter environments, and more understanding from adults and peers. They are uncomfortable when they perceive disrespect. This is the right commitment to pursue because it is the foundation by which we will build a strong school community for 2023-2024.

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	Decrease in cohort referrals numbers	A 10% decrease per month in cohort referrals from 2022-23 monthly totals, investigated quarterly.	
	Increase in daily attendance rate	A minimum of 91% attendance	

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	Our school does an excellent job of dealing with conflict.	June 2023 34% (changed bullying)	

Commitment 3

		Goal: 85%	
	I feel safe here at Beecher.	June 2023 49% Goal: 100%	
	I know the Beecher behavior expectations.	June 2023 79% Goal: 100%	
	I have been taught the Beecher behavior expectation.	June 2023 77% Goal: 100%	
Staff Survey	I know the Beecher behavior expectations.	June 2023 97% Goal: 100%	
	I teach my students the Beecher behavior expectations.	June 2023 97% Goal: 100%	
Family Survey	I know the Beecher behavior expectations for students.	June 2023 75% Goal: 100%	
	My student/child is safe at Beecher.	June 2023 65% Goal: 100%	

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)	Referral data	A 10% decrease per month in cohort referrals from 2022-23 monthly totals, investigated quarterly.	
	Attendance Data	A minimum of 91% attendance	
	Implementation of Classroom Management Plan & Walk-Through Data	100% of teachers will utilize Classroom Management Plan tool as indicated in Walk-Through Data and in conversations with students.	
	FOUNDATIONS	Our Leadership team will have completed one day of training in the Foundations program.	

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	Discipline referrals	Decrease in overall school wide discipline referrals with a decrease across each cohort.	
	Attendance	Increase in daily attendance to a minimum of 91% of the student body and decrease in late arrivals that impact instructional time.	

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Commitment 3

Adult/Schoolwide Behaviors and Practices	Classroom management plans	Daily implemented Classroom Management Plans that lead to an increase in positive classroom outcomes.	
	Red Flag lists	Creating and reviewing Red Flag lists at each grade level.	
	RTI meeting schedule	Students who remain on red flag list after interventions have been documented with no measurable change will result in a formal RTI meeting.	
Student Behaviors and Practices	Discipline Referrals	A decrease in the total number of discipline referrals resulting from an increase of prosocial behaviors.	
	Attendance	Increase in daily attendance resulting in more instructional time.	
	Early Academic assessments	To identify instructional grouping and needs.	

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?
Champ's Classroom Management Framework	Further training with teachers and aides on the Champs framework, including implementation of classroom management plans. This will be monitored through walk-throughs by building administration, and discussed in PLC Meetings. This helps our building implement a tiered intervention	Champ's Books, Safe and Civil Schools trainers, grade level team meetings

	system that is understood by the Beecher Community.	
Introduction to Foundations	The Leadership team will be trained and turn-key the Foundations training. We have a trainer coming to lead this training. This will be monitored at our monthly Leadership team meetings.	Foundations Book and Safe and Civil Schools Trainers.
Response To Intervention process and procedures	Assembling an RTI team, working with the Data and Curriculum Coordinator to provide staff with training in the process and procedures of RTI. Create and revisit red flag lists for academics, behavior, and attendance concerns at regularly scheduled grade level meetings.	Handouts detailing the process and procedure, school tool access, RTI Edge, Red Flag lists, assessment scores, Grade level team meetings
Attendance	Targeted supports for monitoring and preventing chronic absenteeism (10% or more). This includes frequently monitoring and providing interventions to support students who are chronically absent. This will be monitored by the building administration and school counselor.	Attendance reports Time for meetings

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			

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Commitment 4

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?

Commitment 4

Evidence-Based Intervention

All CSI and TSI schools must implement at least one evidence-based intervention as part of its SCEP. The intervention identified must meet the criteria of a Tier 1, Tier 2, or Tier 3 evidence-based intervention under ESSA. More information can be found at: http://www.nysed.gov/accountability/evidence-based-interventions
Schools may choose **one of three options** for identifying their evidence-based intervention:

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

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

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

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

☒ State-Supported Evidence Based Strategy

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

Evidence-Based Intervention Strategy Identified	Professional Learning Communities
We envision that this Evidence-Based Intervention will support the following Commitment(s)	Commitments 1-3
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	For Commitment 1, we learned that the students learn best when they feel like they belong and feel important. The PLC will promote continuous teacher learning through the book study and the conversations that take place when discussing the impact of the strategies we learn. For Commitment 2, our students told that they work well in a fun, engaging environment. Through our work with PLCs, we will develop and implement Curriculum Connections, providing engaging, cross-curricular lessons. For Commitment 3, our indicated the need for structure and clear behavior expectations. Our PLCs will discuss the CHAMPS framework, including the strategies in classroom management plans.

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☐ 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
Tina Almy	Special Education Teacher
Kelley Bacalles	Principal
Tina Blaser	Special Education Teacher
Andrew Colucci	Classroom Teacher
Caitlin Cook	Parent
Sonja Jennings	School Counselor
Stacie Martin	Special Education Teacher
Katherine Romeo	Art Teacher
Patti Rossi-Carrier	Classroom Teacher
John Wood	Assistant Principal
Ryan Young	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
5/9	X						
5/10		X		X			
5/18		X		X	X		
5/31					X		
6/6					X		
6/8				X		X	
6/13						X	
6/15						X	
6/27							X
6/28		X	X				X
7/7							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
It gave students a voice in the process. It allowed us to reflect on their experiences and inform what we do moving forward. It allowed us to rethink our preconceived notions of what we thought we were doing. We were able to use the data when writing the narratives for each commitment.

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.