



School Comprehensive Education Plan 2023-24

District	School Name	Grades Served
Elmira City School District	Hendy Elementary	3 – 6

Collaboratively Developed By:

The Hendy Elementary School SCEP (School Comprehensive Educational Plan) Development Team

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DCC - TBD

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And in partnership with the staff, students, and families of Hendy 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 to ensure the school teams return to their plan throughout the year and make updates when needed. 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 (New York State Education Department) 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 H](#)

<https://www.nysed.gov/accountability/improvement-planning>

COMMITMENT I

Our Commitment

<p>What is one Commitment we will promote for 2023-24?</p>	<p>Educators at Hendy Elementary School commit and aspire to foster learner-centered classrooms to incorporate impactful literacy learning experiences to ensure all students thrive and contribute in meaningful ways.</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"> • 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? 	<p>As the team reviewed the framework, “How Learning Happens” it became clear that focusing on a learner-centered classroom to address all aspects of literacy was essential. Learning is Multidimensional.</p> <ul style="list-style-type: none"> • Learning is social; the quality of our relationships and social interactions shapes our ability to learn. Socialization needs to be modeled and practiced by teachers and students. There needs to be less teacher talk and more student talk in classrooms. • Learning is cognitive; the ability to think, reason, and solve problems deepens our understanding. Students must be provided with more think time and be provided scaffolded questions to promote critical thinking. • “When the social, emotional, and cognitive dimensions of learning work together, young people are more likely to achieve academic success and enhance life skills such as teamwork and empathy, which help them thrive inside and outside of the classroom.” At Hendy, we aspire for our students to thrive outside the classroom and in our school settings. <p>As a result, we commit to a literacy framework that will include reading, thinking, talking, listening, and writing. We know that meaningful learning where every child is engaged will help them thrive. Intentionally designing instruction to incorporate this model is dire.</p> <p>What we have observed through analysis of classroom observations is that students need to be provided with opportunities to be agents of their own learning.</p>

Progress Targets

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

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

Commitment 1

<p>End-Of-The-Year Goals</p>	<ul style="list-style-type: none"> • Learning Walk Data • Classroom Observation Data • Student Work • Student Interview Data 	<p>More student engagement through discourse and writing for a purpose. An increase in classroom observation data in components 2B, 2B, and 3C. We hope to see a progression of improvement in students' reading abilities, social interactions, and writing abilities.</p>	
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We believe these Spring survey responses will give us helpful feedback about our progress with this Commitment:

	<p>Survey Question(s) or Statement(s)</p>	<p>Desired response <i>(e.g., % agree or strongly agree)</i></p>	<p>What we ended up seeing <i>(complete once Spring survey results are available)</i></p>
<p>Student Survey</p>	<p>Design questions that address classroom learning for students. Examples: My teachers allow us to talk and work with a partner or in small groups to work through questions.</p> <p>We read interesting texts in our daily lessons.</p> <p>We are provided time to think about answers to questions after our teacher asks us.</p> <p>We write about our learning.</p> <p>We use graphic organizers to help us understand what we are reading.</p> <p>We can draw pictures that show the teacher what we have learned.</p>	<p>Fall – 50% Spring – 90%</p> <p>Fall – 50% Spring 90%</p> <p>Fall – 50% Spring – 90%</p> <p>Fall – 50% Spring 90%</p> <p>Fall – 75% Spring – 100%</p> <p>Fall – 50% Spring 100%</p>	
<p>Staff Survey</p>	<p>I use supplemental or ancillary materials to engage my students in worthy texts.</p> <p>I model talking protocols for my students, so they know and understand the expectations.</p>	<p>Fall – 25% Spring – 75%</p> <p>Fall – 50% Spring – 95%</p>	

Commitment 1

	<p>I pre-plan higher-order thinking questions as well as scaffolded questions for my students.</p> <p>I practice wait time/think time for my students to process their learning.</p> <p>I expect some writing from my students weekly.</p>	<p>Fall – 50% Spring 95%</p> <p>Fall – 50% Spring – 90%</p> <p>Fall – 50% Spring – 95%</p>	
Family Survey	<p>I ask my child what they are reading about in school.</p> <p>I ask my child if they worked with a partner or in a group in class.</p> <p>I ask my child to show me any work they do in school.</p> <p>I reach out to my child’s teacher if I want more information about what they are learning.</p> <p>I tell my child my expectations for how they are to engage in their learning in school.</p>	<p>Fall – 20% Spring 80%</p> <p>Fall – 20% Spring – 80%</p> <p>Fall – 20% Spring – 80%</p> <p>Fall – 20% Spring 80%</p> <p>Fall – 20% Spring – 80%</p>	

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)
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Commitment 1

Mid-Year Benchmark(s)	<ul style="list-style-type: none"> • Learning Walk Data • Classroom Observation Data • Student Work • Student Interview Data 	<p>More student engagement through discourse and writing for a purpose.</p> <p>An increase in classroom observation data in components 2B, 2B, and 3C.</p> <p>We hope to see a progression of improvement in students' reading abilities, social interactions, and writing abilities.</p>	
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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>)
Worthy Texts have been selected	The selected texts	Student testimonials	
Pre-Planned higher-level and scaffolded questions	The questions	Students being provided think time in class	
2 agreed upon talking protocols	Learning Walk Data	Students engaging in successful discourse strategies	
1 aligned differentiated writing task	The task alignment	Student work	

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
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Commitment 1

<p>What strategies will we pursue as part of this Commitment?</p>	<p>What does this strategy entail? What will implementation look like in our school?</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Design learning to foster equity and inclusion by engaging all students to help them thrive.</p>	<p>This strategy will include professional learning for action teams to focus on practices for engagement that foster inclusion and equity – this is the foundational work for the second strategy. School admin and teachers will engage in a 4-part, cyclical series.</p> <p>Part 1 will focus on participants experiencing and being able to describe practices for engagement, explain connections between student talk, equity, inclusion, and deeper learning, and explain how the Ripple Effect impacts the cognitive engagement of all learners.</p> <p>Part 2 will focus on the impacts of simultaneous engagement and student talk, teacher talk that fosters student ownership and engagement, and prepare practitioners to apply these strategies and theories.</p> <p>Part 3 will focus on evaluating the impact on cognitive engagement of all learners through a variety of text-based and discussion-based protocols.</p> <p>Part 4 will focus on the application of parts 1-3, specifically how to boost students’ capacity around the three skills for effective classroom discussion and designing lesson plans that reflect alignment between the learning target, the task, and the engagement protocol.</p> <p>The strategy will look like classrooms that have modeled and anchored practices and protocols for simultaneous engagement (total participation techniques).</p> <p>The strategy will sound like teachers being able to explain how the ripple effect (and aligned engagement protocols) impacts the quality of whole class instruction, student willingness to share, and accountability for doing the thinking.</p> <p>The strategy will look like classrooms choosing and using appropriately aligned and pre-planned text-based and discussion-based protocols that impact cognitive engagement.</p>	<p>Schedule – Wednesdays and one additional meeting a month for educators to receive professional learning and time to create, implement, monitor, and adjust the components of the cycle.</p> <p>School and district leaders will conduct uninterrupted informal classroom learning walks to collect evidence of implementation to provide individual feedback.</p> <p>Space – School building/classrooms</p> <p>Money – Hourly pay for teachers as appropriate</p> <p>Processes - a shared folder to be created where resources and artifacts of planning will be saved for school leaders and action teams to access. Action teams will create norms and agreements to follow during work time.</p> <p>Individuals – grade level point people will function as facilitators</p>

Commitment 1

	<p>The strategy will look like classrooms have leveraged engagement protocols to scaffold the development of skills for discussion.</p> <p>The strategy will look like teacher planning that results in lesson plans that reflect alignment between the learning target, the task, and the engagement protocol.</p> <p>The strategy will work in concert with strategy #2.</p>	<p>with support from DCCs and school and district leaders.</p>
<p>Adopt the Read, Think, Talk, Write Cycle</p>	<p>This strategy will entail professional learning for educators to focus on the paradigm shift to learner-centered classrooms.</p> <p>This strategy will entail professional learning with a focus on the Read, Think, Talk, Write Cycle.</p> <p>This strategy will entail chunking the cycle (4 areas of the cycle) to support teachers with a collective understanding and common language.</p> <p>The strategy will entail teachers to identify and utilize existing texts and supplemental texts worthy of setting a purpose for the reading.</p> <p>This strategy will entail providing time for teachers to intentionally plan higher-order thinking questions which are scaffolded to allow students to think about the texts.</p> <p>This strategy will entail supporting and helping students to deepen their understanding of texts through modeled, practiced, and rehearsed discourse protocols and techniques for students.</p> <p>This strategy will entail providing time for teachers to intentionally create differentiated writing tasks. This strategy will also entail students writing to learn and learning to write. Implementation will look like consistent professional learning across all grade levels and special areas.</p> <p>This strategy will look like less teacher talk and more student talk.</p>	<p>Schedule – Wednesdays and one additional meeting a month for educators to receive professional learning and time to create, implement, monitor, and adjust the components of the cycle.</p> <p>School and district leaders will conduct uninterrupted informal classroom learning walks to collect evidence of implementation to provide individual feedback.</p> <p>Space – School building/classrooms</p> <p>Money – Hourly pay for teachers as appropriate</p> <p>Processes - a shared folder to be created where resources and artifacts of planning will be saved for school leaders and action teams to access. Action teams will create norms and agreements to follow during work time.</p>

Commitment 1

		Individuals – grade level point people will function as facilitators with support from DCCs and school and district leaders.
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COMMITMENT 2

Our Commitment

<p>What is one Commitment we will promote for 2023-24?</p>	<p>At Hendy Elementary School we commit to building a school culture where we believe all students have the potential to succeed, we will foster a sense of belonging, and we will recognize that relationships are not ‘nice to have’ they are a ‘must have.’</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>Evidence from the Leadership Team Planning revealed the need to reset the school's culture and community and reinforce student expectations in all school settings. It was agreed upon for teachers and students to use a common language centered around common school-wide expectations. The goal is for students to translate expectations from one school setting to others.</p> <p>Leadership team members recognized the need that all teachers, not just new teachers, need support with daily teaching responsibilities. Teachers indicated they have exhausted their techniques and tools for classroom management, student engagement, and other elements of teaching. Teachers recognized to take advantage of one-on-one support that will be provided to them to support them in meeting their individualized goals that they set based on their identified needs.</p> <p>Relationships play a significant 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.</p> <p>Adults in school settings play a key role in helping young people learn and grow across social, emotional, and cognitive dimensions to properly empower them.</p> <p>Adults’ implicit and explicit beliefs affect their interactions with one another, students, families, parents, and caregivers. Adults in our school will challenge their mindsets.</p> <p>As a result, we envision a school where every child feels like they belong, and we can make an impact every day. Our school is designed and functions so every child feels safe, respected, supported, and has a true sense of belonging.</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	<p>Classroom Discipline referrals broken down by sub-groups</p> <p>Discipline referrals from other settings in the school. These may include but are not limited to bus referrals, cafeteria referrals, playground referrals.</p> <p>All teachers to have met with their one-on-one BetterLesson coach no less than 4 times to try, learn, and measure strategies aligned to their personalized goals.</p>	<p>A 10% decline in referrals from all different settings.</p> <p>All adults in the school reinforcing school-wide expectations.</p> <p>Adults in the school modeling collaborative behavior and disrupting the deficit narrative.</p> <p>Video clips from coaching sessions. Implementation of new strategies or techniques. Data provided by BetterLesson.</p>	

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	<p>There is an adult in the school I trust that I can go to if I have a problem.</p> <p>My teachers understand me and encourage me to do my best.</p> <p>I am accepted and know I belong in school.</p>	<p>Fall – 50% Spring – 100%</p> <p>Fall – 50% Spring – 90%</p> <p>Fall – 50% Spring – 100%</p>	

Commitment 2

	<p>My teachers say positive things to me and my classmates.</p> <p>I understand what is expected of me on the bus, in class, in the hallways, in the cafeteria, and on the playground.</p> <p>I know the consequences when I break the rules.</p>	<p>Fall – 50% Spring – 90%</p> <p>Fall – 50% Spring 90%</p> <p>Fall – 50% Spring – 100%</p>	
Staff Survey	<p>I build relationships with all my students.</p> <p>I take the time to learn how my students learn best.</p> <p>I celebrate differences and diversity in my classroom for all students.</p> <p>I use asset-based language when correcting behaviors.</p> <p>I reinforce how classroom expectations are school expectations in all the different school settings.</p> <p>I am clear and consistent with my students about expectations and rules and what the consequences are.</p>	<p>Fall – 75% Spring – 100%</p> <p>Fall – 75% Spring – 100%</p> <p>Fall – 50% Spring – 100%</p> <p>Fall – 50% Spring – 90%</p> <p>Fall – 75% Spring 100%</p> <p>Fall – 75% Spring 100%</p>	
Family Survey	<p>I ask my child if they understand the rules at school.</p> <p>I know my child has an adult in the school to go to if they have a problem.</p> <p>I talk about what good behavior looks like at school with my child.</p> <p>I know and understand what the consequences are at school when my child breaks the rules.</p>	<p>Fall – 20% Spring – 80%</p> <p>Fall – 20% Spring – 80%</p> <p>Fall – 20% Spring – 80%</p> <p>Fall – 20% Spring 80%</p>	

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

Commitment 2

	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)	<p>Classroom Discipline referrals broken down by sub-groups</p> <p>Discipline referrals from other settings in the school. These may include but are not limited to bus referrals, cafeteria referrals, playground referrals.</p>	<p>A 5% decline in referrals from all different settings.</p> <p>All adults in the school reinforcing school-wide expectations.</p> <p>Adults in the school modeling collaborative behavior and disrupting the deficit narrative.</p>	

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

Early Progress Milestones	What data will we be reviewing?	What do we hope to see when we review that data? (Identify Quantitative Data or Qualitative Descriptors in this space)	What we ended up seeing (complete six to ten weeks into the school year)

Commitment 2

<p>Student Data</p>	<p>Classroom Discipline referrals broken down by sub-groups</p> <p>Discipline referrals from other settings in the school. These may include bus, cafeteria, and playground referrals.</p>	<p>A 5% decline in referrals from all different settings.</p> <p>All adults in the school reinforcing school-wide expectations.</p> <p>Adults in the school modeling collaborative behavior and disrupting the deficit narrative.</p>	
<p>Adult/Schoolwide Behaviors and Practices</p>			

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
<p>What strategies will we pursue as part of this Commitment?</p>	<p>What does this strategy entail? What will implementation look like in our school?</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Unpack CRS (Culturally Responsive Sustaining) & How Learning Happens</p>	<p>The CR-S (Culturally Responsive Sustaining) Framework and How Learning Happens will be reintroduced to faculty.</p>	<p>Schedule -</p> <p>Space -</p> <p>Money -</p> <p>Processes -</p> <p>Individual -</p>
<p>Disrupting the Deficit Narrative</p>		<p>Schedule -</p> <p>Space -</p> <p>Money -</p>

Commitment 2

		Processes - Individual -
Better Lesson Coaching		Schedule - Space - Money - Processes - Individual -

Commitment 3

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

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing (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 3

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? <i>Things to potentially take into consideration when crafting this response:</i> <ul style="list-style-type: none"> • 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 <i>(Complete at the end of the year)</i>
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 <i>(e.g., % agree or strongly agree)</i>	What we ended up seeing <i>(complete once Spring survey results are available)</i>
Student Survey			
Staff Survey			
Family Survey			

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 <i>(complete when reviewing mid-year data)</i>
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? <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			
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 (Comprehensive Support and Improvement) and TSI (Targeted Support and Improvement) (Targeted Support and Improvement) 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 (Every Student Succeeds Act). More information can be found at:

<http://www.nysed.gov/accountability/evidence-based-interventions>

Schools may choose **one of three options** for identifying their evidence-based intervention:

Option 1: Selecting a strategy from the **State-Supported Evidence Based Strategies** located at:

<http://www.nysed.gov/accountability/state-supported-evidence-based-strategies>

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

Option 3: Reviewing research to identify its own evidence-based intervention that meets the criteria for ESSA evidence-based intervention Tier 1, Tier 2, or Tier 3 found at:

<http://www.nysed.gov/accountability/evidence-based-interventions>

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

State-Supported Evidence Based Strategy

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

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

Clearinghouse-Identified

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

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

Clearinghouse used and corresponding rating

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

School-Identified

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

Evidence-Based Intervention Strategy Identified	
We envision that this Evidence-Based Intervention will support the following Commitment(s)	
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

Our Team's Process

Our Team's Steps

Our plan is the result of collaborating to complete several distinct steps:

1. **Envision:** Exploring the Vision, Values and Aspirations for the school
2. **Analyze:** Analyzing Data
3. **Analyze:** Analyzing Survey Data
4. **Analyze:** Completing and Discussing the Tenet 1 Inventory
5. **Listen:** Interviewing Students
6. **Putting it all Together:** Completing the SCEP Planning Document
7. **Writing the Plan**

Meeting Dates

We completed the steps above across multiple meetings. Below is a list of dates we met as a team and what occurred during those meetings.

Meeting Date	Envision: Exploring the Vision, Values and Aspirations for the school	Analyze: Internal and External Data	Analyze: Survey Data	Analyze: Completing and Discussing the Tenet 1 Inventory	Listen: Interviewing Students	Putting it all Together: Completing the SCEP Planning Document	Writing the Plan
<i>Example: 4/6/21</i>				x	x		

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

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 (Additional Targeted Support and Improvement) 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.