School Comprehensive Education Plan

2022-23

District	School Name	Grades Served
Greece Central School District	Craig Hill	3-5

Collaboratively Developed By:

The Craig Hill Guardians of Equity/SCEP Development Team
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And in partnership with the staff, students, and families of Craig Hill Elementary

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

After completing the Student Interviews, discussing the Equity Self-Reflection, and reviewing recent data, including survey data, school teams should discuss what was learned and the review the document "How Learning Happens," particularly page 3. Then the team should ask, "**What should we prioritize to support our students and work toward the school we wish to be?**

The team should take the answers to this question and identify 2 to 4 commitments for the 2022-23 school year. For each commitment, the team will identify strategies that will advance these commitments.

School teams have a lot of flexibility when selecting the commitments that are identified. There is no requirement that commitments must align with specific subject areas, as was required in the past. Any of the full statements that appear on page 3 of the How Learning Happens framework, such as "*Every child can see themselves reflected in teachers, leaders, curriculum, and learning materials*" could serve as a commitment. To be meaningful, it is important that the commitments be informed by the Student Interviews, Equity Self-Reflection, and review of recent data, and the commitments should connect to the school's values and aspirations.

Strategies

After school teams identify their commitments, they should consider strategies that will allow the school to advance that commitment. School teams will need to identify how they will gauge success with this strategy, what the strategy entails, and any resources that are necessary to implement that strategy.

Resources for Team

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

- Requirements for Meaningful Stakeholder Participation SCEP
- Guidance on Interviewing Students in Advance of Developing the SCEP
- Equity Self-Reflection for Identified Schools
- How Learning Happens

- Writing Your SCEP
- Developing Your SCEP -- Month by Month

COMMITMENT 1

Our Commitment

What is one commitment we will promote for 2022-23?	We will accelerate the academic growth of our Black, Hispanic, multi-racial, students with disabilities and ENL students in the areas of reading and writing while at the same time sustaining the growth of our White, Asian, and general education students.
Why are we making this commitment? *Things to potentially take into consideration when crafting this response:* ● *How does this commitment fit into the school's vision?* ● *Why did this emerge as something to commit to?* ● *In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?* ● *What makes this the right commitment to pursue?* ● *How does this fit into other commitments and the school's long-term plans?*	After reviewing ouri-Ready and common formative assessment(CFA) data from the 2021-2022 school year and collecting information from staff, it was determined that this commitment is needed because we understand that the ability to read and write fluently and understand what you have read is fundamental to school and personal life success. We want to set students up to reach their full potential. In addition, the entire teaching staff can support this goal- it provides a common goal, which allows us to think creatively and strategically about common instructional practices that we can utilize to support student growth in reading and writing. After further conversation and a root cause analysis, the team has determined that writing continues to be an area of growth for our students. We believe this is the case because there has been an implementation of a consistent writing protocol across grade level however our students still struggle. We believe that more development around student self-reflection and self assessment of their writing is necessary. After reflecting on the responses from our students who participated in the focus groups, we learned that students are still finding writing challenging even with the support their teachers provided. In addition, during the equity self-reflection process, we learned that focusing on interventions during the WIN block to support reading and writing was crucial and needed to continue. Lastly, this commitment is measurable; we can measure student growth throughout the year through diagnostic assessments and grade level CFA's and then utilize the state exam as the final indicator of our success toward the commitment and where we need to go next.

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	What specifically will we look for during the year to know that this strategy is having the desired impact? (This could include qualitative or quantitative data.)	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Staff will be familiar with the SCEP and this particular commitment in detail in order to ensure we are working on a common goal.	Using staff meetings to review the SCEP and the action plan as a whole team. To be "on the same page" regarding what our common goals are and our approach for working toward them.	Staff will be able to reflect on the commitment and recall the strategies listed in the SCEP and then work collaboratively at monthly team meetings throughout the year to create action items around the goal. Staff will be surveyed frequently at different staff meetings throughout the year to determine their understanding of this SCEP commitment.	Monthly Tuesday meetings where the SCEP goals are revisited and discussion and action items toward progress are being discussed.
Professional development provided to staff around instructional strategies	Using Tuesday morning staff meetings to provide staff with PD around engagement, questioning, formative assessment, feedback, culturally responsive education and differentiation. Providing staff with additional PD opportunities outside of the school day to	Staff will be able to describe via the observation process how they implement the staff learning into a lesson plan. Consistent and frequent classroom visits.	Tuesday morning meeting calendar that supports professional development. Funding to pay staff for additional professional development outside of the school day.

	further develop instructional skills/strategies.		
2- Point Rubric and Staff response to Survey regarding rubric	Utilizing instructional time with students to explicitly expose and teach students how to read, interact, and self assess writing pieces (including their own) against the rubric. Providing staff with an opportunity to anchor into the 2 point rubric to ensure alignment in understanding and instructional approaches.	Students will be able to respond to writing prompts with appropriate details and structures. Staff will use district CFA's to assess students progress, this occurs 4 times a year.	Tuesday morning meeting calendar that allows an opportunity for staff to anchor into the 2 point writing rubric and assess a writing piece. Funds to pay for building substitutes to release teachers during the day to review student CFA data OR funds to pay teachers to review CFA data outside of the school day.
Staff will provide students with enrichment, reteaching, and tier 3 support around reading and writing during WIN block.	Staff working collaboratively to assess students progress in writing, group students based on needs, and provide intentional intervention based on their needs. Interventions will last 6-8 weeks before staff reviews progress and adjust student grouping as needed. Staff will also work collaboratively to discuss intervention instructional supports that they will implement across grade levels to ensure consistency.	Using team time, every 6-8 weeks, staff will assess student growth and then revisit student grouping as needed to determine who needs enrichment, reteaching, and tier 3 intervention. Staff will utilize L@SW protocol to determine student progress and next steps.	Teams will need access to i-ready and IRLA supports and materials. Teams will need team meetings as time to reflect on student progress and grade CFAs within two weeks. Teams will need a WIN block expectation and timeline to guide decisions.

Staff will utilize 30 minutes for writing daily.	Ensuring writing block is built into classroom teachers' schedules and that teaching staff commits to writing block daily. Ensuring that the writing block is used for explicit teaching around writing and the 2 point rubric. Utilizing the time to ensure cognitive engagement, student questioning of the process and student assessment of their writing. Grade-level exemplars will be identified at each of the three levels of the rubric, as will the "know and be able to do," by professional learning community members and interventionists.	Students will be able to explain their writing process utilizing the 2 point rubric as the standard and be able to explain how they utilize their time during the writing block. Classroom observations during writing time. Increase in the number of students moving up one or more levels on the 2 point rubric by Spring and then June. District common formative assessments and New York State released questions will be analyzed by an ad hoc committee to identify those that have short-response questions (2-point) embedded within them as possible pre- and post- assessments for the School Comprehensive Education Plan. Completed through 70-70-70-70 release time during the year.	Team time for staff to think about how they can utilize the writing block using the 2-point rubric and other research based writing instructional strategies. Grade level exemplars of writing that reaches the highest level of the 2 point rubric. Funding for building substitutes to release teachers to grade CFAs.
Extended School Day for students who fall in the tier 3 and high tier 2 range in reading/writing	Students who are identified as tier 3 or high tier 2 will be invited to an extended day program- 2 days a week for 45 minutes each session- for intervention support in the area of reading/writing. This will happen twice in the year, once in the 1st semester and a 2nd time in the spring semester for 8 weeks each.	Review student i-ready reading assessment results and checks for growth via i-ready.	Funds to pay for teachers to participate in the extended day program.

Commitment 1

End-of-the-Year Desired Outcomes

Schools teams are invited to consider if the belief statements shared below connect to this commitment. Since each commitment is unique, school teams should decide how progress about this commitment might be noted. If the team's answer to a "we believe" prompt is no, that section should be left blank.

We believe these survey responses will give us good feedback about our progress with this commitment:

	Survey Question(s) or Statement(s)	Desired response (e.g. % agree or strongly agree)
Student Survey	I feel confident in my writing skills and believe that I can express myself in writing in a manner that gets my thoughts across in a clear, detailed way.	75% or more agree
Staff Survey	My students are able to use the 2-point writing rubric to self-assess their work and make the appropriate changes to improve the quality of their writing	75% or more agree
Family Survey	My child feels confident in their writing skills, can express their thoughts clearly in writing.	75% or more agree

We believe having the following occur will give us good feedback about our progress with this commitment:

Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2022-23 school year.

Reading i-Ready	21-22 Tier 3 Percentage	22-23 Spring Tier 3 Target
3rd Grade	Black- 33% Hispanic- 21% ENL- 38% SWD- 50%	Black- 26% Hispanic- 14% ENL- 31% SWD- One Grade level of growth
4th Grade	Black- 31% Multi-Racial- 36% ENL- 40%	Black- 24% Multi-Racial- 29% ENL- 33%

	SWD-83%	SWD- One grade level of growth
5th Grade	Black- 23% Multi-Racial- 25% SWD- 53%	Black- 16% Multi-Racial- 18% SWD- One grade level of growth

COMMITMENT 2

Our Commitment

What is one commitment we will promote for 2022-23?	We will accelerate the academic growth of our Black, Hispanic, multi-racial, and students with disabilities in mathematics while at the same time sustaining the growth of our White, Asian, ENL, and general education students.
Why are we making this commitment? *Things to potentially take into consideration when crafting this response:* ● *How does this commitment fit into the school's vision?* ● *Why did this emerge as something to commit to?* ● *In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?* ● *What makes this the right commitment to pursue?* ● *How does this fit into other commitments and the school's long-term plans?*	After reviewing our i-Ready achievement data from the 21-22 school year and collecting information from staff it was determined that this commitment is needed because we understand that the ability to perform mathematically is fundamental to school and personal life success. We want to set students up to reach their full potential. In addition, the entire teaching staff can support this goal- it provides a common goal, which allows us to think creatively and strategically about common instructional practices that we can utilize to support student growth in math. The Ready Math curriculum has provided a consistent strategy for students to use when solving a word problem, however, this is still an area of growth for our students. In addition, we overly scaffold for students which prevents productive struggle and rigor. After reflecting on the comments made from students who participated in the focus groups, we realize there is a disconnect between how students perceive their math skills and the quality of their work. Students interviewed noted feeling confident being able to solve word problems but the amount of students struggling in math is still high. In addition, during the equity self-reflection process the team noted how the WIN block allowed for interventions to provide additional support to students at the tier 3 level in math and we want to continue that process and progress. As a result, the team felt this commitment was necessary. Lastly, this commitment is measurable, we can measure student growth throughout the year through diagnostic assessments and then utilize Spring i-ready diagnostic data and the state exam as the final indicator of our success toward the commitment and where we need to go next.

Commitment 2

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	What specifically will we look for during the year to know that this strategy is having the desired impact? (This could include qualitative or quantitative data.)	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Staff will become familiar with SCEP and this particular commitment in detail in order to ensure we are working on a common goal.	Using staff meetings to review the SCEP and the action plan as a whole team. To be "on the same page" regarding what our common goals are and our approach for working toward them.	Staff will be able to reflect on the goal and recall the strategies listed in the SCEP and then work collaboratively at monthly team and PLC meetings throughout the year to create action items around the goal. Staff will be surveyed frequently at different staff meetings throughout the year to determine their understanding of this SCEP commitment.	Monthly Tuesday meetings where the SCEP goals are revisited and discussion and action items toward progress are being discussed.
Professional development provided to staff around instructional strategies	Using Tuesday morning staff meetings to provide staff with PD around engagement, questioning, formative assessment, feedback, culturally responsive education and differentiation. Providing staff with additional PD opportunities outside of the school day to	Staff will be able to describe via the observation process how they implement the staff learning into a lesson plan. Consistent and frequent classroom visits.	Tuesday morning meeting calendar that supports professional development. -Funding to pay staff for additional professional. development outside of the school day.

	further develop instructional skills/strategies.		
Staff will continue to implement the Ready Math curriculum with fidelity and consistency in order to ensure quality tier 1 instruction for all students.	Staff having a clear understanding of the Ready math curriculum. Staff working with building math interventionist and district math specialist to think about differentiation and culturally responsive approaches via the Ready math curriculum.	Classroom observation during the math block and WIN block to ensure use of the ready math curriculum is being implemented with fidelity and providing feedback either generally or specifically to support improvement. Using time to anchor in on ready math curriculum/essential standards with math coach to promote alignment.	Training in Ready math curriculum and resources. Continuous access to building and district math interventionist to provide coaching support around Ready Math curriculum and state standards.
Staff will provide students with enrichment, reteaching, and tier 3 support around math/word problems during WIN block.	Staff working collaboratively to assess students progress in solving word problems, group students based on needs, and provide intentional intervention based on their needs. Interventions will last 6-8 weeks before staff reviews progress and adjust student grouping as needed. Staff will also work collaboratively to discuss intervention instructional supports that they will implement across grade levels to ensure consistency. Teams will use iReady math during WIN block daily for 30 minutes, teams will be striving for 70% pass rate on lessons completed.	Using team time, every 6-8 weeks, staff will assess student growth via i-ready and then revisit student grouping as needed to determine who needs enrichment, reteaching, and tier 3 intervention. Staff will utilize L@SW protocol to determine student progress and next steps.	Teams will need access to i-ready supports and materials. Teams will need team meetings as time to reflect on student progress. Teams will need a WIN block expectation and timeline to guide decisions.
Extended School Day for students who fall in the tier 3 and high tier 2 range in math	-Students who are identified as tier 3 or high tier 2 will be invited to an extended day program- 2 days a week for 45 minutes each session- for intervention support in the area	-Review student i-ready math assessment results and check for growth.	-Funds to pay for teachers to participate in the extended day program.

	of math. This will happen twice in the year, once in the 1st semester and a 2nd time in the spring semester for 8 weeks each.		

End-of-the-Year Desired Outcomes

Schools teams are invited to consider if the belief statements shared below connect to this commitment. Since each commitment is unique, school teams should decide how progress about this commitment might be noted. If the team's answer to a "we believe" prompt is no, that section should be left blank.

We believe these survey responses will give us good feedback about our progress with this commitment:

	Survey Question(s) or Statement(s)	Desired response *(e.g. % agree or strongly agree)*
Student Survey	When presented with a math word problem, I have confidence in my skills to read it, determine what they are asking, and attempt to solve it independently.	75% or more agree
Staff Survey	My students are able to use [a process] to read, question, and solve a math word problem with minimal assistance from an adult.	75% or more agree
Family Survey	My child has the confidence and skill set to attempt a math word problem without support from an adult.	75% or more agree

We believe having the following occur will give us good feedback about our progress with this commitment:

Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2022-23 school year.

Math i-Ready	21-22 Tier 3 Percentage	22-23 Spring Tier 3 Target
3rd Grade	Black- 20% Hispanic-15% SWD- 83%	Black-13% HIspanic-8% SWD- One grade level of growth

4th Grade	Black- 25% Multi-Racial- 36% SWD-75%	Black- 18% Multi-Racial- 29% SWD- One grade level of growth
5th Grade	Black- 31% Multi-Racial- 13% SWD- 35%	Black- 24% Multi-Racial- 6% SWD- One grade level of growth

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 2022-23?	Attendance: Our students with disabilities will come to school at the same rate as their general education colleagues.
Why are we making this commitment? *Things to potentially take into consideration when crafting this response:* ● *How does this commitment fit into the school's vision?* ● *Why did this emerge as something to commit to?* ● *In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?* ● *What makes this the right commitment to pursue?* ● *How does this fit into other commitments and the school's long-term plans?*	After reviewing 21-22 attendance data, we noticed that our students with disabilities had a higher rate of absenteeism than any other subgroup at Craig Hill. At Craig Hill we realize that strong attendance in elementary school has strong implications for students in secondary school and beyond. If students miss school at the elementary level, then they are missing the instructional and social-emotional foundation that is needed at the secondary level and beyond. Poor attendance at the elementary level can lead to frustration, poor behavior, dropping out and more. At Craig Hill we are committed to helping students find appreciation for education and in order to do that, they need to be present. As a result of the COVID-19 pandemic and the procedures/policies around COVID-19, chronic absenteeism was high. We hope that as COVID-19 decreases in intensity and protocols/procedures relax students will have more time in school than not. During the student focus groups, some students stated that they do not feel like they belong at Craig Hill. If we want students to attend school, they must feel as though they belong here. In addition, during the equity self-reflection process, the team noted the importance of connecting with families and getting them into the building more frequently to see what is happening and feel connected. We are hopeful that stronger relationships with students and families will improve student attendance. Lastly, this commitment is measurable. We can monitor students' attendance throughout the year and develop/use systems to support our students and families.

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Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	What specifically will we look for during the year to know that this strategy is having the desired impact? (This could include qualitative or quantitative data.)	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
School will review and revise our school wide attendance protocol to both track and support student attendance efforts	Administration, school counselor, and the School Management Team (SMT) working together to review and revise our attendance system so that staff can utilize it to ensure students who are absent are identified and supported. Process will be reviewed with staff. And staff will need to follow with fidelity in order to ensure that students who are missing school are identified.	Increase in family communication by teachers, mental health staff, and administration. Part of the attendance protocol will require teachers to call home and document after 3 absences. Admin will remind staff of the communication log in IC and strongly recommend that it be used by all in order for the attendance team to track as needed. More students being identified for attendance concerns at MTSS meetings. Increase student attendance.	Time for admin, mental health team, and SMT to review and revise the process

Students who are identified as chronically absent or moving in that direction will be brought to the MTSS process.	Weekly MTSS meetings where students with attendance concerns are identified and discussed/problem solved for. Review attendance records to determine who has been absent frequently and try to troubleshoot (using the new attendance protocol) how to support these students.	More students being identified for attendance concerns at MTSS meetings. Increase student attendance	Bi-weekly MTSS meetings needs to be established and placed on a building level calendar District office representation will need to be at the meeting to offer supports and intervention ideas
Staff will work to develop relationships with all students but especially students with disabilities	Utilizing the SEL time to make connections via restorative approaches such as (but not limited to) circles. This could include SEL groups with the counselor for tier 2 and 3 attendance students. Utilizing the "Leader in Me" process to promote student engagement in their personal development and find value in themselves as people and learners. Utilizing "Leader in Me"/Culture and Climate Committee to allow for celebrations and connections to the building for students who attend school regularly.	Increase in student attendance. Increase in students self reporting that they have connections and feel valued in school. Increase in students feeling empowered to do well in school as evident by their responses in perception data.	training and support in restorative practices for staff. Time and space for teachers to implement the "Leader in Me" process with fidelity. Funds to pay for "Leader in Me" Lighthouse/Coordinat-ors meeting.
School will collaborate with PTA to find ways to	Partnership with school and PTA.	Increase participation in PTA meetings and school	School leadership will initiate monthly

engage families with the school	Establishing a common mission with PTA and problem solving how PTA can support parents of students with disabilities. Using the PTA to find what families of students with disabilities need.	wide events throughout the year.	meetings with PTA officers.

End-of-the-Year Desired Outcomes

Schools teams are invited to consider if the belief statements shared below connect to this commitment. Since each commitment is unique, school teams should decide how progress about this commitment might be noted. If the team's answer to a "we believe" prompt is no, that section should be left blank.

We believe these survey responses will give us good feedback about our progress with this commitment:

	Survey Question(s) or Statement(s)	Desired response (e.g. % agree or strongly agree)
Student Survey	"When I am at school, I feel like I belong"	4.5-5 average for students (up from 3.8-4.2 in 21-22)
Staff Survey	"I feel like I belong"	95% will answer positively (up from 92.6% in 21-22)
Family Survey	"At this school, my child feels like they belong."	90% will answer positively (up from 86% in 21-22)

We believe having the following occur will give us good feedback about our progress with this commitment:

Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2022-23 school year.
The rate of chronic absenteeism for students with disabilities at the end of the 22-23 school year will be equivalent to or within 5 percentage points of general education students.

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 2022-23?	Discipline: We will eliminate the racial disproportionality discrepancy between our students who are Black, Latinx,and Multi-Racial compared to their White and Asian counterparts when it comes to the amount of referrals students receive.
Why are we making this commitment? *Things to potentially take into consideration when crafting this response:* ● *How does this commitment fit into the school's vision?* ● *Why did this emerge as something to commit to?* ● *In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?* ● *What makes this the right commitment to pursue?* ● *How does this fit into other commitments and the school's long-term plans?*	SWIS behavior data from the 21-22 school year shows a discrepancy in the amount of Black, Latinx, and Multi-Racial students receiving discipline referrals compared to their White and Asian counterparts. We believe this discrepancy exists due to: ● a lack of appropriate interventions to address recidivism and teach skills for students who present with challenging behaviors. ● a lack of consistency when it comes to the referral process, such as when and how to write a behavior referral. ● not aware/checking our implicit biases. During the student focus groups, students stated that some students do not treat others kindly and that they get away with it. After hearing those students the team felt it was important to commit to supporting students behavior and our discipline/intervention approaches. In addition, during the equity self-reflection process, the team stated that the intervention approaches that we are just being introduced to are useful and we need to continue that work as it provides students with challenging behaviors a chance to develop skills in the areas they are lagging. We felt a commitment around discipline and supporting positive behaviors was necessary. Lastly, we have chosen this commitment because when student concerns are around discipline they often spend more time outside of the classroom, which impacts their academic growth. If we want to accelerate the academic growth

	of our Black, Latinx, and Mult-racial students then we must ensure they have maximum time in the classroom.

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	What specifically will we look for during the year to know that this strategy is having the desired impact? (This could include qualitative or quantitative data.)	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Collaborative and Proactive Solutions (CPS) Support	Continued staff professional development on the CPS model. Modifying the MTSS process to align with belief and language of the CPS process.	Review SWIS data results bi-weekly to review referral risk ratio data and individual student referral data.	Tuesday morning professional development at staff meetings. Continued additional professional development for staff outside of the school day, which would be paid.
Utilizing MTSS	Reviewing SWIS data bi-weekly to identify students with repeat offenses and bring them to MTSS for problem solving/development of intervention plan	Review individual student data via SWIS, bi-weekly, to determine if interventions are working	An MTSS scheduled weekly meeting. Substitutes to release teachers to attend the MTSS meeting during the day.
Professional development around referral writing, Code	Utilizing Tuesday morning staff meetings and Superintendent's Conference day to provide foundational information on	Administration review written referrals and calibrate on how referral	Tuesday morning professional

of Conduct, Implicit Biases	referral writing, code of conduct and implicit bias. Provide outside of the school day PD to reinforce/practice/dive deeper into the concepts at mandatory staff PD (Tuesday meetings).	was written and necessity of the referral Review SWIS data results bi-weekly to review referral risk ratio data and individual student referral data.	development at staff meetings. Continued additional professional development for staff outside of the school day, which would be paid.
Culture and Climate committee (celebrations/acknowledgements)	Continue with tier 1 SEL lessons for students. Culture and Climate Lighthouse and Action Teams (Leader in Me) developing systems and supports to encourage, acknowledge and celebrate positive behaviors decisions made by students.	Reduction of referrals as reported by SWIS.	-Culture and Climate committee needing time to meet, review data, and problem solving approaches to support students at the tier 1 level.

End-of-the-Year Desired Outcomes

Schools teams are invited to consider if the belief statements shared below connect to this commitment. Since each commitment is unique, school teams should decide how progress about this commitment might be noted. If the team's answer to a "we believe" prompt is no, that section should be left blank.

We believe these survey responses will give us good feedback about our progress with this commitment:

	Survey Question(s) or Statement(s)	Desired response (e.g. % agree or strongly agree)
Student Survey	"Students are treated fairly by teachers."	Average score will fall between a 4 and a 5 (agree/strongly agree)
Student Survey	"Students are treated fairly by the principal."	Average score will fall between a 4 and a 5 (agree/strongly agree)
Staff Survey	"School rules are applied equally to all students."	90% (instructional and non-instructional staff combined) respond positively.
Family Survey	"School rules are applied equally to all students."	80%

We believe having the following occur will give us good feedback about our progress with this commitment:

Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2022-23 school year.

At the end of the 21-22 school year, Black, Latinx, and multi-racial students had referral risk ratio's higher than 1.0.
- Multi-racial- 2.03
- Black 1.47
- Latinx- 1.05
- Every other group 1.0 or below

Our goal for 22-23: Black, Latinx and Multi-racial students will have a referral risk ratio of 1.0 or below, which is similar to students from other racial sub groups.

Evidence-Based Intervention

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

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

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

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

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

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

X State-Supported Evidence Based Strategy

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

Evidence-Based Intervention Strategy Identified	Professional Learning Communities
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	Commitment 1 (ELA-Writing), Commitment 2 (Math Word Problems) and Commitment 4 We have built into our PD calendar learning opportunities for staff to dive into. During this time, staff will be able to explore instructional strategies and the Collaborative and Proactive Solutions approach that are aligned to our SCEP and create action items on how these instructional approaches can be implemented into the classroom.

Evidence-Based Intervention

☐ 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) as follows	

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) as follows	

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 "Requirements for Meaningful Stakeholder Participation" found at: http://www.nysed.gov/common/nysed/files/programs/accountability/scep-requirements-stakeholder-participation.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
Brandin Jones	Principal
Daniel Kielon	Assistant Principal
Monica Wagner	Parent
Valorie Jonas	Parent Coordinator
Megan Card	Counselor
Renee Frazee	Special Education Teacher
Robert Hopkins	Classroom Teacher
Tina Zoccali	Classroom Teacher
Bonnie Polhemus	Classroom Teacher
Catherine Howe	Classroom Teacher
Kathryn Colling	Classroom Teacher
Susan Sullivan	Librarian

Our Team's Steps

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

1. Interviewing Students
2. Completing the Equity Self-Reflection for Identified Schools
3. Reviewing Multiple Sources of Data and Feedback
4. Clarifying Priorities and Considering How They Connect to School Values
5. Writing the Plan
6. Completing the "Leveraging Resources" document (OPTIONAL)

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	Interviewing Students	Completing the Equity Self-Reflection for Identified Schools	Reviewing Multiple Sources of Data and Feedback	Clarifying Priorities and Considering How They Connect to School Values	Writing the Plan	OPTIONAL: Completing the "Leveraging Resources" document
5/19/22	X					
5/10/22		X				
5/23/22, 6/7/22			X			
6/13/22, 6/22/22				X		
6/22/22, 7/11/22					X	

Learning As A Team

Directions

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

Student Interviews

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

After listening to the students, we realize that we must continue our focus on writing, reading, and math. Students shared confidence in their skills but also stated that the work is often challenging. As a result, the team decided to continue with commitments 1 and 2 from the 21-22 school year. Of course, the commitments were reviewed and revised to ensure the strategies and gauges of success were appropriate after data was reviewed.

In addition, students shared that they want to feel connected and welcomed by their teachers and be in an environment that is free of bullying/negative behaviors by other students. As a result, we decided to continue with commitment 4 and really focus on providing interventions to our students who present challenging behaviors so that they can develop skills to replace the negative behaviors with positive ones. Hearing the students also reinforced the idea of the need for tier 1 SEL time in the classrooms and that has been included in our plan.

Equity Self-Reflection

Describe how the Equity Self-Reflection informed the team's plan

After the equity self-reflection was complete, it was decided that we needed to continue staff learning around instructional strategies and SEL interventions to support student growth academically and behaviorally. We believe that using staff meetings to learn/focus on instruction and SEL supports will help with alignment and consistency amongst staff, which will ultimately help students grow.

In addition, through the equity self-reflection process we discussed the need to get more parents involved in the school community. We believe that if families feel welcomed and affirmed then attendance may improve. We are looking for ways to have parents support in larger numbers our PTA and volunteer within the school, as well as, participating in school wide events such as back to school bashed, CH parent-2-parent exchange and open house.

Next Steps

Next Steps

1. **Sharing the Plan:**
   a. **CSI Schools:** 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 August 1, 2022.
   b. **TSI Schools:** 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 2022-23 school year.
   c. **All Schools:** Ensure that the local Board of Education has 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 make adjustments 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.