New York State EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

School Comprehensive Education Plan
2023-24

District	School Name	Grades Served
Cheektowaga Central School District	Cheektowaga Central Middle School	5-8

Collaboratively Developed By:
Delete the red text upon completion.   **The Cheektowaga Central Middle School SCEP Development Team**   **Maureen George**   **Chris Salinas, Ed.D.**   **Katie Daniels, Ed.D.**   **Jill Orlowsky**   **Rebecca Haines**   **Candice Schneegold**   **Courtney Gandy**   **Felicia Smith**   **Katherine Lambert**   **Brenda Christopher**   **Staci Sass**   **Kara Colvin**   *And in partnership with the staff, students, and families of Cheektowaga Central Middle 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

- **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?	Increase student achievement for all students while decreasing performance gaps. This commitment encompasses our efforts to promote schoolwide academic growth, including targeted support for high-need student groups. Through explicit and systematic instruction students from all sub-groups, including English Learners and students with disabilities, we will meet our 2023-24 desired outcomes in ELA proficiency, math proficiency, science proficiency, and ELL progress. We will increase the percentage of our students meeting and surpassing State learning standards.
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 developed this commitment in alignment with our envisioning statements. *We envision a school where we at CCMS strive to build proficient readers and writers across all curriculum areas in order to set students up for success both inside and outside of the classroom and we envision a school where teachers can focus on academic success.* The actions and metrics included in this goal will support us in monitoring and improving academic outcomes for all students and student groups at our school. For math, ELA, and science assessments, comparing student group outcomes to whole school outcomes is particularly useful in identifying and correcting gaps in learning outcomes. Our district mission is to inspire a high level of learning for all students. This commitment is in complete alignment with this mission. Our district priorities are to improve student learning, the whole child, and create opportunities for our students that incorporate 21st Century skills. These are the driving forces that guide our students to reach their full potential. We commit to improving student outcomes through instructional practices that align with our school's mission to nurturing our students to become positive contributors to society. Our goal is to provide exceptional services and programming in an academically rich and nurturing environment in which everyone is encouraged to learn and grow. In prioritizing academic excellence, it is important that teachers are clear on the learning intentions, and are able to provide support to students who may need additional support. Students must also have clarity in learning intentions to

	ensure that they can self advocate for support and challenge themselves as well.

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	EOY ELA STAR Test Scores	Improvement of students scoring level 2 from level 1 up 50%	
	EOY Math STAR Test Scores	Improvement of students scoring level 3 from level 2 up 50%	

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 feel challenged at school.	75%	
	I feel prepared to do well on class assignments.	75%	
	My school sets high learning standards.	75%	
Staff Survey	High standards are set for all students in my school.	90%	
	I am given the instructional support I need to teach my students.	90%	
Family Survey	My child receives support that addresses his or her individual needs.	80%	
	Teachers tailor instruction to my child's strengths.	80%	

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)	Benchmark assessments in ELA and math Midterm assessments in science and social studies	50% of students at each grade performing at or above GL 50% of students at each grade performing at or above GL	

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	IXL performance at every 5 weeks MP report card data Benchmark assessment data	75% growth for Tier 1, 2, and 3 students <10% course failures each MP Average growth of 25% for all Tiers of students following each benchmark assessment	
Adult/Schoolwide Behaviors and Practices	Model classroom expectations	Teachers utilizing 5 non-negotiable expectations in daily lesson plan delivery and design	
Student Behaviors and Practices	Participation rates in IXL Use of school resources and academic logs	Whole school participation rates in IXL >85% >80% student participation with academic logs	

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?
Student learning will be maximized by creating and sustaining a classroom focused on the Core Components of Reading Instruction by building decoding skills, providing purposeful fluency-building activities, routinely using comprehension -building practices and opportunities to practice stretch texts	Classroom teachers will utilize explicit and systematic instructional practices to build student reading skills in all content areas. This will be reviewed through the plan books teachers submit to their curriculum leader which are reviewed in collaboration with the building administrative team on a monthly schedule.	APPR implementation and Wednesday PD sessions
IXL Progress Monitoring	Classroom teachers and grade level teams will monitor student growth in IXL performance with a focus on Tier 2 and Tier 3 students while planning and implementing appropriate interventions. Teachers will be trained on and use the IXL progress monitoring report included within the program: https://www.ixl.com/membership/IXL-RTI.pdf	**Student chromebooks and requisite IXL licenses**
Benchmark Assessments	Ten benchmark assessments will be administered in ELA and math in all grades with the corresponding data analyzed by teachers to make adjustments as needed Five benchmark assessments will be administered in social studies and science	**Summer curriculum project writing time, collaboration with BOCES PD specialists and access to the shared drive**
Instruction Aligned with the Science of Reading	Teachers will utilize practices to build student skills in science based reading skills including orthography, phonics, phonemic awareness, grammar, and spelling	Wednesday PD sessions and additional BOCES PD as need
Grade Level Book Read	At each grade level, ELA classes will Integrate whole class book reads into ELA curriculum	Two books purchased for classrooms to

		provide to students at each grade
Provide access to student learning data	Share local growth data and related student progress reports to all parents. Staff members will have conversations with students regarding their STAR results and benchmark assessment results.	Access to COGNOS level 1 data and RIC data for teachers
Implement Professional Development based on Instructional Practices	During staff meetings, the administrative team will continue to provide seminars, workshops, and conferences to advance a pedagogy that supports students with dyslexia, ENL students, automaticity in mathematics, and knowledge based learning.	Wednesday PD sessions
Implement Core Knowledge curriculum in social studies	Grades will follow and utilize the teacher guide and student reader of CK series in social studies classes.	Printing materials to print out requisite materials for classroom use
Expose students to rich domain-specific vocabulary and general academic vocabulary.	Each core subject at each grade will present, teach, and assess domain-specific and general academic vocabulary for all students. Vocabulary will be assessed bi-weekly in four core subject areas. Teachers will be trained in the use of Beck, McKeown, and Kucan's (2002) Three Tiers of Vocabulary	Time for teacher collaboration and resources for presenting identified vocabulary terms
Enhance the master schedule to provide more learning and contact time for students	Include the addition of double blocks to support equity in ELA and math while also ensuring common planning time for grade level teams	

COMMITMENT 2

Our Commitment

What is one Commitment we will promote for 2023-24?	Provide a Safe and Secure Environment for all Staff and Students
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 envision a school where positive friendships occur when students have support navigating peer relationships and negotiating conflict. The commitment is intended to focus our actions towards this end. We must maximize our time and engagement while students are in our presence to cultivate relationships that highlight strengths, empower students to identify and address needs as well as utilize their voice to make the most of their journey in this building. Due to our schools' strong belief in providing a safe, supportive learning environment, the SCEP Development team believes that implementing schoolwide routines, behavioral expectations, and classroom procedures will greatly enhance our school culture. Consistent attendance is critical to the overall development of our students. Many of our families are affected by a multitude of variables including but not limited to: ● Lack of parent awareness of impact attendance has on instructional time and acquisition of knowledge ● Health/illness of student and/or family member(s) ● Transportation issues that stem from homelessness ● Inconsistent application of systems and structures accounting for attendance ● Lack of parent awareness of absence rate for their child(ren) ● Incidents of caregiver neglect for example, students forced to care for siblings during school hours ● Lack of parent awareness of impact of tardiness on attendance rate

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	Student code of conduct violations broken down within Tiered violations - Tier I, II, III Chronic absenteeism data	<15% Tier I violations for each grade <12% Tier II violations for each grade <10% Tier III violations for each grade <5% rate of chronic absenteeism	

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	My school sets high learning standards. My teachers care about me. I feel welcomed and part of my school.	≥ 75% ≥ 75% ≥ 75%	
Staff Survey	High standards are set for all students in my school. Our students have people to "go to" for discussing problems and concerns. Establish an inclusive space that encourages cultural identity development through affirming race, class, gender, sexual orientation, language, ability level, and any other differentiator. Emerging - Integrating - Sustaining	> 90% > 90% > 90%	
Family Survey	If my child(ren) has a problem, people are there to help.	≥ 75%	

	School leaders, teachers, families, and community partners demonstrate trusting relationships. SA, A, N, D, SD	> 75%	

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)	MP report card data Student attendance data	<10% student F's and D's Attendance rate is >92%	

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	eSchool and dashboard data	Leading indicators that will meet our mid-year benchmarks as listed above	
Adult/Schoolwide Behaviors and Practices	Dashboard data	Staff attendance rates is >98%	
Student Behaviors and Practices	Attendance data	Total days absent will be 50% less from 2022-2023 school year for the first six months of the school year	

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?
Targeted efforts to increase student attendance	SDT and grade level teams reestablish increased attendance recognition. Recognition will occur via Midway and postcards to be mailed to families.	Budget for postcards and time for midway team to put together information
Daily Attendance Updates on eSchool	Educators will take daily attendance by class period within the first 8 minutes. Attendance Aide will reconcile the attendance on eSchool within a 24 hour period	**Weekly reminders and follow up**
Comprehensive Student Handbook Defining School Procedures and Tiered Behavioral Consequence System	Students, staff and parents will learn of the components of the handbook during the first two weeks of school and the school procedures and actions will be aligned to the handbook developed by the Shared Decision Making Team	**Access to the shared drive**
Student Check Ins	The attendance committee will conduct its bi-weekly meeting weekly and cover four (4) standing areas: 1) review attendance data for September and identify students who have missed two or three days of school. Members of the attendance committee will contact families of these students to discuss the importance of regular school attendance and identify any barriers. 2) identify students that have missed more than three days of school. The attendance committee will develop individualized plans for October for each student to address barriers to school attendance. 3). Review the attendance of those students receiving Tier 2 support. Consider moving any student in Tier 2 to Tier 3 supports. 4) review the attendance of those receiving Tier 3 support. Schedule a meeting with the mentor assigned to any student in this group that has missed more than 2 days of school to determine if additional support is needed. Teachers will send a letter to parents when a student has missed three (3) consecutive	Space to hold meetings and requisite supplies for follow up letters

	days of school. There will be a system of school engagement regarding students attendance. 3 Consecutive Days---Letter from a Teacher 4 Days---Letter from Attendance Aide 6 Days---Meeting with member of Attendance Committee 8 Days---Meeting with CCMS Administration Teachers will generate a one-page informational sheet for each student that identifies in a bar graph: 1) number of days absent the child has been absent 2) average number of days children at the school has been absent. This sheet will also contain a brief message about the positive impacts of attendance and will be mailed home to all families.	
Strengthening Building Connections	Staff mentors will meet weekly with student mentors receiving Tier 3 support to check-in and encourage regular school attendance. Mentors will share any information about barriers to school attendance with the attendance committee and school counselor. The Principal will emphasize the importance of regular school attendance in a monthly parent newsletter. The CCMS Student Support Services Department in collaboration with PTA will host Parent/Family Workshops address Attendance, Advocacy, Engagement, and Resources. Workshops such as New Parent Orientations, MLL/ENL Orientations, Title 1 Informational Sessions, Parents Rights, What all parents need to know about Special Education, Fatherhood Initiative, Resources for College Costs/Financial Planning, Parent Chat & Chews, etc.	Time for members of attendance team to meet with students
Administer eSchool dashboard diagnostics and	Administer diagnostics three times throughout the school year (Fall, Winter,	Training on Guruboard and time for teams of

utilize data to provide supports to students in need.	Spring). A team will analyze data from each of the three diagnostics to determine patterns and identify students in need. Structures and systems will be developed to reach students who have been identified as needing additional support.	teachers to review and analyze Guruboard
Enhance leadership personnel	Add an assistant principal on special assignment position to the middle school leadership structure	Funding for position
Character education and character development	Support a project positive committee and team to support character development initiatives in support of student development	Funding for team, supplies, and character development activities

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?	Increase Parent and Community Involvement
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?*	Many families do not feel they are contacted regularly by teachers to discuss the progress and behavior of their child. While using the online gradebook, at times, grades are not entered until later in the quarter, and students do not have an accurate indication of their running quarterly average. Our recent surveys indicate that continuation of fostering close relationships with students and families inclusive of working in partnership with families to gather insight into students' cultures, goals and learning preferences would be beneficial in nurturing trusting relationships. Surveys reflected, parents and guardians would like to continue to strengthen relationships with School leaders, teachers, families, and community partners demonstrate trusting relationships.

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 will review our survey data	We hope to achieve a response rate in the affirmative >75% for parents surveyed and responding	
	Guruboard	≥ 55% students with parent portal activity	

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	My teachers are available to meet or talk for extra help.	≥ 75%	
	My teachers care about me.	≥ 75%	
	I feel welcomed and part of my school.	≥ 75%	
	I feel that I am heard and have a voice in decision making at CCMS.	≥ 75%	
	I am valued and respected by my teachers at CCMS.	≥ 75%	
Staff Survey	This school partners with the community to positively impact student learning.	> 90%	
	I am provided with opportunities to help shape the culture/climate of CCMS in a positive direction.	> 90%	
Family Survey	Teachers regularly inform me about how my child is doing academically.	≥ 80%	
	I am satisfied with the communication I receive from my child's school	≥ 80%	
	I feel that there are positive open lines of communication at CCMS	≥ 80%	

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)

		>75% participation in Class Dojo messaging system	
Mid-Year Benchmark(s)	Parent involvement and participation in outreach messages	>75% participation in Class Dojo messaging system	

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	Academic performance	> 90% students on track for meeting grade level academic standards as measured by projected final average	
Adult/Schoolwide Behaviors and Practices	Engagement with eSchool and progress reporting and report card systems	> 90% staff have inputted the requisite number of comments on progress reports and report cards	
Student Behaviors and Practices	Academic performance data	> 50% students will have accessed and used the student portal twice	

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?
Student Management System	At the 5-week mark, pull data from the student information system. By the 5-week mark, teachers will have two comments for student performance.	eSchool
Encourage Parent Involvement	Support the implementation of a Parent University in order to increase parents' understandings of both academic needs of	**Refreshments and access to school**

	children as well as fostering school home partnerships.	**facilities for presentations**
Enhance parent communication efforts	Every teacher will develop a classroom welcome letter that will be sent to parents detailing the course syllabus, grading procedure, behavioral expectations, assessments, and contact information. The letters will also be posted to Class Dojo.	**Paper and messaging tools**
Curriculum Involvement	A curriculum night will be established for each curriculum area in collaboration with the PTA	Presentation software and access to facilities
Provide support for parents	Monthly PTA Meetings will include an opportunity for a Parent Q&A with Building Principal. Remote attendance via Google Meet available for parents that may not be able to make it to an in-person meeting. Identify and provide online resources for parents surrounding topics of Parent Portal, Social Media, Bullying Prevention, etc. to be made available and promoted to parents.	Presentation software
Provide Embedded Opportunities for Enrichment, Remediation, and Character Development	STACK will be offered which stands for success through academics, character, and knowledge	Schedule for weekly instruction time and follow-up with teachers

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)	We envision that this evidence-based intervention will support our first commitment. Central to our efforts to improve academic outcomes for all students is our collaboration as a staff to achieve this end. Our PLC model will bring together our teachers to learn the essential strategies that must be used based on student performance data. Overall, we envision a faculty that learns both through targeted professional development as well as consistent dialogue in structured settings with their professional colleagues.
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	The intervention connects with what the team learned that improvement requires a school-wide, systematic approach across all classrooms. There is a lot of growth necessary for our staff who are very open to learning the most effective methods for supporting student achievement for all students, across all subgroups. The team learned that in order to achieve performance levels for all students, they must work collectively and collaboratively with their colleagues in advancing knowledge, skills, and capacity in a professional learning school culture.

☐ 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
Chris Salinas	Principal
Katie Daniels	Assistant Principal
Maureen George	Director of Learning
Staci Sass	Parent
Karen Colvin	Parent
Courtney Gandy	ELA Teacher & Dept Leader
Rebecca Haines	Reading Teacher
Jill Orlowski	ELA Teacher
Candice Schneegold	Special Education Teacher/Department Leader
Brenda Christopher	Special Education Teacher
Katherine Lambert	Math Teacher/Department Leader
Felicia Smith	ESOL Teacher

Our Team's Steps

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

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

Meeting Dates

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

Meeting Date	Envision: Exploring the Vision, Values and Aspirations for the school	Analyze: Internal and External Data	Analyze: Survey Data	Analyze: Completing and Discussing the Tenet 1 Inventory	Listen: Interviewing Students	Putting it all Together: Completing the SCEP Planning Document	Writing the Plan
Example: 4/6/21				*x*	*x*		
5/11/23	X	X				X	
5/16/23	X	X		X			X	
5/18/23		X		X		X	
5/30/23							X
6/13/23							X
6/20/23							X

Learning As A Team

Directions

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

Student Interviews

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

The student interviews were held with two groups of students, grades 5-8. Students were provided a list of topics to choose from for the focus groups.   The students were interviewed by the School Review team, with a teacher present.

Next Steps

Next Steps

1. **Sharing the Plan:**
   a. **Schools in the CSI model:** As you develop your plan, please feel free to share the plan with your NYSED liaison for input when it would be helpful. When the SCEP team is satisfied with the plan, please indicate to your liaison that the school is ready to share its full plan for approval. Plans should be shared by July 15, 2023.
   b. **Schools in the ATSI model and TSI model:** When your plan is ready for review, please share the plan with your District, which will approve your plan. Plans will need to be approved before the first day of the 2023-24 school year.
   c. **All Schools:** Ensure that the District (Superintendent or designee) and local Board of Education have approved the plan and that the plan is posted on the district website.
2. **Implementing the Plan** (for all schools):
   a. Ensure that the plan is implemented no later than the first day of school.
   b. Monitor implementation closely and adjust as needed.
   c. Ensure that there is professional development provided to support the strategic efforts described within this plan.
   d. Work with the district in developing the 1003 Title I School Improvement Grant application designed to support the implementation of the activities identified in the school and district plan.