



School Comprehensive Education Plan 2023-24

District	School Name	Grades Served
Niagara Falls City School District	Cataract Elementary School	Pre-K 3-6

Collaboratively Developed By:

The Cataract Elementary School SCEP Development Team

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And in partnership with the staff, students, and families of Cataract Elementary School.

Guidance for Teams

Template

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

Commitments

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

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

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

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

Success Criteria and Benchmark Targets

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

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

Strategies

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

Resources for Team

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

- [Assembling Your Improvement Planning Team](#)
- [Envision: Exploring Our Vision, Values and Aspirations](#)
- [Analyze: Internal and External Data](#)
- [Analyze: Survey Data](#)
- [Analyze: Tenet 1 Systems and Structures Inventory](#)

Guidance for Teams

- [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 I

Our Commitment

<p>What is one Commitment we will promote for 2023-24?</p>	<p>We commit to expanding relationships with all stakeholders, while prioritizing equity, inclusion, diversity and social emotional learning.</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>This commitment reinforces and exemplifies the school's vision; making students, staff, and community aware that 'you are important, you are special, you count'. As reflected in our School Performance Survey (100%), our vision is routinely discussed and emphasized. It is important that this vision continues to serve as a building block as we continue to expand relationships with staff, families and the community.</p> <p>As we continue to emphasize the importance of relationships with our Cataract community the following overarching thoughts, consistent in all stakeholder surveys, led us to the following commitment;</p> <p>According to the Family Engagement survey, only 80% felt as though training is provided to families in understanding student performance. Additionally, 71%of families surveyed receive notes, calls, or other feedback from their children’s teachers.</p> <p>‘How Learning Happens’ influenced this commitment by ensuring everyone has strong, trusting relationships with adults and peers. It is critical that all stakeholders, all providers, work together to meet the needs of their child.</p> <p>As we reviewed and revisited our initial Equity Self Reflection Survey results, we noticed many strengths, in particular a ‘Welcoming and Affirming Environment’. Mentoring opportunities, celebration of student successes, inclusive and multi-cultural opportunities were established and will be expanded upon for the upcoming school year. Student interview summaries noted the positive impact the ‘first 15 minutes’ had on setting the tone for the school day. This strategy and actions steps will be expanded upon for the upcoming school year with the expansion of the Student Champion Team (UB Trauma Informed practices), 6th grade Leadership Pathways/Mentoring opportunities, strategic multi-cultural events, and expansion of inclusive learning opportunities.</p> <p>The committee also discussed opportunities for growth in relation to our Equity Self Reflection results; specifically, ongoing professional learning and support as well as expanded SEL and diversity training for students. District level training for Trauma Informed Care and Diversity training have been established. Support from our ongoing partnerships will expand our student diversity awareness programs as well.</p>

Commitment 1

	<p>This is the right commitment because learning happens all the time, everywhere, not just in school. The quality of our relationships with staff, families and the Cataract community shapes the student's ability to learn. While due to unforeseen circumstances, challenges have arisen in recent years, a solid foundation was established last year and will be expanded upon for the upcoming school year.</p> <p>As a committee, strengths, weaknesses and opportunities have been identified. Utilizing the electronic data wall highlighted in commitment #2, along with expanding the established check and connect strategy, appropriate interventions and supports will be utilized using objective and subjective data to meet the needs of students.</p>
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Progress Targets

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

60%of students and staff will respond to the SCEP created survey that they feel they are treated with respect. 70 % of parents will respond to the SCEP created survey that they feel they are treated with respect.	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	SCEP created Survey results.	Incremental growth towards the end of year goal for the 2023-204 school year.	

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

	Survey Question(s) or Statement(s)	Desired response <i>(e.g., % agree or strongly agree)</i>	What we ended up seeing <i>(complete once Spring survey results are available)</i>
Student Survey	RC12- Students treat each other with respect-41.7%	60%	
Staff Survey	RC12- Students treat each other with respect- 40.5%	60%	
Family Survey	RC12- Students treat each other with respect-61.3%	70%	

Commitment 1

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

<p>55%of students and staff will respond to the SCEP created survey that they feel they are treated with respect. 66 % of parents will respond to the SCEP created survey that they feel they are treated with respect.</p>	<p>What data will we be reviewing?</p>	<p>What do we hope to see when we review that data?</p>	<p>What we ended up seeing (complete when reviewing mid-year data)</p>
<p>Mid-Year Benchmark(s)</p>	<p>SCEP created Survey results.</p>	<p>Incremental growth towards the end of year goal for the 2023-204 school year.</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:

<p>Early Progress Milestones</p>	<p>What data will we be reviewing?</p>	<p>What do we hope to see when we review that data? (Identify Quantitative Data or Qualitative Descriptors in this space)</p>	<p>What we ended up seeing (complete six to ten weeks into the school year)</p>
<p>Student Data</p>	<p>SCEP created survey results</p>	<p>50% students/staff responding that students treat each other with respect. 63% Parents responding that students treat each other with respect.</p>	
<p>Adult/Schoolwide Behaviors and Practices</p>	<p>Walkthrough Data</p>	<p>Walkthrough data will indicate, through formative data, positive interactions between students and between students and staff.</p>	
<p>Student Behaviors and Practices</p>	<p>Discipline Data</p>	<p>There will be at least a 5% decrease in disrespect-based write-ups from the 2022-2023 school year.</p>	

Key Strategies and Resources

<p>STRATEGY</p>	<p>METHODS</p>	<p>RESOURCES</p>
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Commitment 1

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?
Check and Connect	<p>Staff members will continue to offer a daily Social Emotional Check In to establish an understanding of student’s social emotional wellness throughout the day.</p> <p>For students that have a pattern of concerning responses, will be recommended to a member of the START TEAM for a daily Check and Connect. To expand this strategy, a formalized plan will be established by a point person of the social emotional team utilizing the Total Behavior Plan tools available within the BASC-3 BESS screening software, ensuring fidelity and progress.</p> <p>Student information communications protocols will be established. Specifically, when significant trauma, or an incident occurs, an appropriate protocol will be established as to how information will be shared with designated staff members (i.e.: McKinney Vento, CPS involvement, Custody arrangements). Additionally, the protocol will address where these alerts can be found on the data wall and who the contact person would be to get more specific details about the situation.</p>	<p>Professional Development for teachers in creating goals for students and progress monitoring utilizing the Total Behavior tools.</p> <p>Creating and implementing Alert System protocol</p>
Social Contracts	<p>Classroom created contract to be displayed in each classroom. This will be created by asking students to respond to the following questions:</p> <ul style="list-style-type: none"> • How do you want to be treated? • How will you treat others? • How will you treat your teacher? • How do we treat others in times of conflict? <p>Based on the collective of student responses, the students and teacher will craft the Social Contract together, outlining the expectations of classroom behaviors.</p>	<p>Building PD to model how to create Social Contract and explain the roots of this in restorative practices.</p>
Family and Community Engagement	<p>Family engagement activities are aligned with student, staff, family and school needs as indicated in the Family, Student and School Performance Scan results. Family Engagement activities currently take place and have been recently extended into community centers as a pilot but will be expanded upon for this school</p>	<p>Effective communication will happen via Facebook, school website, Text system. School newsletter expanded to include 2 staff biographies each month. Focus will be on</p>

Commitment 1

	<p>year based upon the success of the pilot program. Events planned will be based upon the results of the student surveys that indicated a student desire for more family activities such as movie nights, talent shows, math and ELA in movement programs, fall dances, etc. These activities will be scheduled and communicated to parents through the school calendar, monthly newsletter, social media, and text alert systems.</p> <p>To build upon both cultural and trauma informed understanding of students, teachers will start the year with a bus tour of the typical areas that students live and end with a community lunch at the Packard Court Community Center.</p>	<p>leveraging resources; (celebratory and need).</p> <p>Additional support and training for teachers on effects of trauma on learning. Funding sources and scheduling of the bus and catering for the lunch.</p>
<p>Leadership Pathways</p>	<p>An opportunity for students to apply for ‘jobs’ or areas of interest. In correlation, restorative practices will be emphasized with a focus on three areas of success; grades, attendance, behavior.</p> <p>Each trimester, students will have the opportunity to apply for new jobs and discuss their experiences or leadership opportunities with their peers in a Town Hall setting.</p> <p>6th grade students will continue the cross-age tutoring plan based upon the successful results of the pilot program last school year. The plan is aligned with the social emotional or academic needs of the 6th grade student. 6th grade student then practices, or addresses area of need as part of mentoring program.</p>	<p>Communication with staff members involved with leadership positions.</p> <p>Collaboration between grade level teachers and 6th grade mentoring team. Communication between teachers as to absences, discontinuation of a student’s services, pluses and minuses of the program, etc. need to be shared on a weekly/trimester basis.</p>
<p>Professional Learning Community</p>	<p>Collaborative Learning Walk; collaborative opportunities to discuss student engagement/differentiation strategies, social emotional strategies and behavioral plans to meet the needs of students.</p> <p>Mentoring opportunities; formally through Teacher Resource Center or informally through networking in school building to support proficiency and social engagement between teachers.</p> <p>Book Studies focusing on Culturally appropriate instruction (i.e.: “For All Y’all White People Who Teach in the Hood”; “Poor Students, Rich Teaching”)</p>	<p>Professional Development and support for lead teacher. Teacher led professional development</p> <p>Support from the NFCSD Teacher Resource Center</p> <p>Building Base sub coverage, or coverage for staff members.</p> <p>Utilization of co-teachers to support collaborative walk.</p>

Commitment 1

		TRC support for books study resources and staff to “host” the book studies.
Restorative Practices and expanded Tier 1 SEL Programing	Expand implementation of Tier 1 SEL programming to impact student abilities to make healthy choices and increase coping skills. This will include daily implementation of the district selected character education program, “Move This World” as well as daily restorative circles to check in on students and build relationships between both student/student and student/adults. Additional programs such as FBI Cyberbullying/ Resource Officers will be utilized throughout the year to reinforce the Tier 1 skills learned in class.	<p>Training on “Move This World” implementation</p> <p>Continued training and support with restorative circles and daily check in.</p> <p>Restorative curriculum supplemental resources.</p>

COMMITMENT 2

Our Commitment

<p>What is one Commitment we will promote for 2023-24?</p>	<p>We commit to fostering a data driven instructional learning environment for students by providing a differentiated, collaborative, communicative and engaging learning environment to increase achievement and ownership of learning for all students and staff.</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>Recognizing and supporting different learning styles supports the school vision; ‘You are important, You are special, You count’.</p> <p>We recognize the need to provide appropriate academic support for students, teachers were provided with flexible scheduling and intentional interventions to support the needs of students. As we expand upon this commitment, data driven decisions will take place by utilizing an electronic data wall to make informed decisions to increase achievement for all students. Additionally, we will provide additional support and professional development opportunities for teachers in utilizing the data provided to make instructional decisions. As noted in the student exit surveys, students enjoyed learning from multiple teachers, now as staff, we must ensure instructional delivery via multiple learning styles, or differentiated instruction takes place for all students and teachers have deeper knowledge in how to plan for student needs based upon the data provided.</p> <p>As highlighted in “How Learning Happens”, meaningful learning is crucial in the cognitive development of students. We are committed to ensuring that students have the ability to think, reason, and solve problems at an appropriate level to deepen their understanding using student centered goals (Differentiated Instruction).</p> <p>As a committee, we discussed how our Self Reflection Equity survey revealed a need and desire to expand upon Instructional Looks Fors (foundational five). Students noted opportunities to work with a partner or groups within their classroom (79% of students). Acknowledging the increase in engagement opportunities from last year, teachers noted in the Equity and Self Reflection survey a desire to increase project-based learning and student ownership of learning. As a result, we commit to focusing on data driven differentiated instruction, expanded student engagement and collaborative opportunities to increase achievement for all students through a focus on growth mindset.</p> <p>We feel this is the right commitment because intentional scheduling and intentional interventions have been established to provide teachers with the opportunity to extensively differentiate instruction for students. Data driven decisions must occur to ensure</p>

Commitment 2

	<p>appropriate instructional practices are utilized to meet the diverse needs of our students.</p> <p>This fits into other commitments as we strive to meet the whole child approach to student learning. Commitment #1 focuses on social emotional learning (relationships) and Commitment #2 focuses on academic learning, together the whole child is being addressed.</p>
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Progress Targets

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

60% of students in Math and 63% of students in ELA will meet their Spring NWEA Growth Target	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	NWEA Fall to Spring Projected Growth Report	Student progress that meets their projected growth target for the 2023-24 school year.	

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

	Survey Question(s) or Statement(s)	Desired response <i>(e.g., % agree or strongly agree)</i>	What we ended up seeing <i>(complete once Spring survey results are available)</i>
Student Survey	T14- My Teachers Make Learning Fun- 57.6%	61.6%	
Staff Survey	T49- Teachers understand and consistently apply differentiation strategies so that both reteaching and rigor are present. 84.4%	89.4%	
Family Survey	C18- I receive specific test/assessment information about my child(ren's) progress. 82.8%	87.8%	

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

55% of students in Math and 58% of students in ELA will meet their Winter NWEA Growth Target	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)	NWEA Fall to Winter Projected Growth Report	Student progress that meets their projected growth target for the Fall to Winter assessment period.	

Commitment 2

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>)
Student Data	Fall NWEA Scores	Scores at least equal to Spring 2023 administration.	
Adult/Schoolwide Behaviors and Practices	Teacher plan books/ Walk Through Data	90% of teachers utilizing data to plan for and conduct differentiated groups in ELA and Math. 90% of teachers planning for and utilizing student engagement strategies.	
Student Behaviors and Practices	Formative data from walk throughs observations, class room artifacts and data walls.	Students setting goals/ reflecting on their learning. Students participating in activities/ groups utilizing engagement strategies. Students engaging in small group activities based on their instructional goals.	

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?
Increased Utilization and communication of Data Wall	Professional development will be provided for staff members to understand the Microsoft Excel spreadsheet and how to utilize the data included to inform instruction. Electronic Data Wall will be posted on Microsoft Teams whereas all staff members can access. Effective communication between Data Team, Interventionist and classroom teachers will occur regularly (Share minutes).	PD Support for utilization of Data Wall Information. Grade Level meetings/Dept. meetings with coaching support to address how to interpret and utilize the collected data included on the chart. Intentional scheduling of data team to consistently collaborate and review classroom and individual student data.

Commitment 2

	<p>Reading Recovery (2 interventionist), Math AIS (40 min blocks), and PEP to provide expanded support services with varied interventions.</p> <p>Co-Teaching-expansion as teachers plan and work together to provide differentiated classroom support to students.</p> <p>Professional Learning Communities expand to allow teachers opportunity to grow proficiencies.</p>	<p>Utilization of the 6 co-teaching strategies to be provided for general education and special education teachers.</p> <p>Teacher collaboration (Learning collaborative walk or common planning time)</p>
<p>Increased Utilization of Foundational Five Strategies, Specifically Differentiation and Student Engagement strategies.</p>	<p>Strategic sharing of instructional resources (foundational five) based upon classroom walk through individual feedback.</p> <p>Data driven decision making for Tier 1 support. Professional development will be determined by objective data collected during Walk-Throughs and Noticing/Wonders.</p> <p>Commitment to managing and supporting staff by sharing best practices. Commitment to sharing visual representations of best practice utilized by staff members.</p>	<p>PLC to provide professional development for staff members (Foundational Five).</p> <p>Instructional coaches to provide training and support for teachers individually and during grade level/Department Meetings.</p>
<p>Increased Focus on Foundational Skills</p>	<p>Increased focus on and support for teaching Foundations with Fidelity in grades K-2</p> <p>Utilization of Foundations Double Dose when needed in grades K-3</p> <p>Spelling Bee/ Sight Word Bee to support fluency in a fun way</p> <p>Math fact fluency competitions in grades K-2 to support fact fluency in a fun way</p> <p>Incorporation of Mathletes in after school programming for grades 3-6</p>	<p>Instructional coaches to provide training and support for teachers individually based on Foundations Walk through data.</p> <p>Sight Word Bee/ Spelling Bee committee for planning and implementation.</p> <p>Math Fact Fluency committee for planning and implementation.</p> <p>Teacher interested in hosting Mathletes club during after school program. Curriculum resources for mathletes club.</p>
<p>Growth mindset and Student Goals Setting</p>	<p>Student ownership of goals through utilization of self-tracking goal sheets provided in NWEA reports. These should be complete by trimester, after each NWEA administration.</p>	<p>Coaches to provide support in utilizing goal setting and tracking sheets.</p>

Commitment 2

	<p>School-wide display of percentage of students at each grade level meeting their projected growth goals. Grade levels with highest percentages would get a grade level celebration.</p>	<p>Printed goal sheets (by grade level)</p> <p>Bulletin Board showing results of projected growth target percentages met.</p> <p>Funding for grade level celebration.</p>
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COMMITMENT 3

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

Our Commitment

What is one Commitment we will promote for 2023-24?	
Why are we making this Commitment? <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 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 <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(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>
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"> • <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> 	

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

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

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

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

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

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

State-Supported Evidence Based Strategy

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

Evidence-Based Intervention Strategy Identified	
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	Check and Connect
We envision that this Evidence-Based Intervention will support the following Commitment(s)	<p>Commitment 1- We commit to expanding relationships with all stakeholders, while prioritizing equity, inclusion, diversity and social emotional learning.</p> <p>Commitment 2- We commit to fostering a data driven instructional learning environment for students by providing a differentiated, collaborative, communicative and engaging learning environment to increase achievement and ownership of learning for all students and staff.</p>
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	<p>The Check and Connect strategy is focused on students at risk because of attendance and academic achievement deficits through building positive relationships through mentoring. The team learned through the Envision/ Analyze/ Listen process that many of our students were suffering from different social emotional issues that had a significant effect on their attendance and academic achievement. Our first commitment was focused upon prioritizing social emotional learning and expanding relationships with all stakeholders. The connection between our school findings that showed a social emotional need and the check and connect program that focused on the issues related to social emotional deficits fits both of our commitments. This program would allow our mentors to build the relationships necessary to address the social emotional needs of the student which would, in turn, have a positive affect on their academic performance as well as their attendance. This connection is the rationale for our choice in implementation of this strategy.</p>

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
Stan Wojton	Principal
Leah Baldassarre	Assistant Principal
Kate Barto	Teacher
Phil Mohr	Teacher
Allison Jaworski	Teacher
Haleigh Bianco	School Counselor
Susie Strangis	School Counselor
Katharine Sirianni Morock	Social Worker
Dr. Amy Benjamin	Teacher
Sunnie Ventry	Teacher
Kristopher Melson	Teacher
Dianne Havens	Teacher
Sara Strangio	Teacher
Raque Satarian	Parent

Our Team's Steps

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

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

Meeting Dates

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

Meeting Date	Envision: Exploring the Vision, Values and Aspirations for the school	Analyze: Internal and External Data	Analyze: Survey Data	Analyze: Completing and Discussing the Tenet 1 Inventory	Listen: Interviewing Students	Putting it all Together: Completing the SCEP Planning Document	Writing the Plan
<i>Example:</i> 4/6/21				x	x		
5/25/23	x						
5/30/23		x					
6/9/23					x		
6/20/23			x	x			
6/29/23			x			x	
7/10/23						x	x
7/12/23						x	x
7/19/23							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 interview process was instrumental in providing insight into the views of the school culture and academic practices. The student surveys gave a strong indication for how students view learning in our school and how they would like to learn. The discrepancy between the teacher and student lens showed the need to incorporate a strong emphasis on differentiation and student engagement strategies into our academic commitment. Additionally, the students expressed their interest in non-academic programs such as after-school clubs and family engagement events. The student emphasis on these activities showed a need to expand our culturally responsive practices and community events. We utilized this information in crafting commitment 1.

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.