



School Comprehensive Education Plan 2023-24

| District | School Name | Grades Served |
|-----------------------------|--------------------|---------------|
| Elmira City School District | Elmira High School | 10-12 |

Collaboratively Developed By:

The Elmira High School SCEP Development Team

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And in partnership with the staff, students, and families of Elmira High 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

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| <p>What is one Commitment we will promote for 2023-24?</p> | <p>We commit and aspire to foster learner-centered classrooms which incorporate impactful learning experiences to ensure all students thrive and contribute in meaningful ways.</p> |
| <p>Why are we making this Commitment?</p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <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>The Envision: Exploring Our Vision Values, and Aspirations activity was assigned to EHS PLCs as part of their work. In the Linking Teaching and Learning category, some PLC members noted that teachers were using direct instruction instead of focusing on student-centered learning. One teacher mentioned that “from what the students say, many teachers split the class in half, and do half lecture, and half time to do their work on their own.” This approach was seen as a waste of class time, leading to boredom among students who finished their work early, often poorly. Other members also noted that there was “too much teacher talk” and “little to no student engagement.”</p> <p>According to the SCEP team's student interviews, many students mentioned the lack of engagement strategies in their classes. Per the spring student survey for the 2022-2023 SCEP, 35.5% of students disagreed/strongly disagreed with the statement that “classes are interesting and keep [their] attention.” Additionally, students are divided on whether “teachers provide time for students to discuss topics and learn from each other.” The responses to the question “What are teachers in the classrooms you are successful in do differently from those you are not successful in?” provided valuable insights:</p> <ul style="list-style-type: none"> • “They have more things to do, things and games to interact with.” • “Make us participate and are more engaged with the students.” <p>More student-centered instruction is necessary at EHS, particularly with the planned implementation of the 2022 Danielson Framework for Teaching for teacher evaluation and its emphasis on student-centered instruction. Here are some ways that EHS can improve its student-centered instruction:</p> <p>Provide professional development: EHS can offer professional development opportunities for teachers to learn about student-centered instruction and how to implement it effectively. This can include workshops, conferences, and coaching sessions.</p> <p>Use the Danielson Framework: The Danielson Framework for Teaching can serve as a guide for teachers to develop and implement student-centered instruction. The framework includes specific criteria for student-centered instruction, such as creating a</p> |

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| | positive learning environment and providing opportunities for student choice and collaboration. |
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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> |
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| 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> |
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| Student Survey | I make decisions about what I learn in the classroom. | | |
| | I make decisions about where I learn in the classroom. | | |
| | I reflect on my work, the actions I take, and my progress. | | |
| | I have a choice in the activities I use to learn. | | |
| | I work with my teacher to determine goals for my learning. | | |
| | What classroom activities do you find most engaging and impactful? | | |
| | Do you feel that you have a voice in the classroom and that your opinions are valued? How often do you feel like you are in control of your own learning? Do you feel like your teachers are interested in your individual learning needs? | | |

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| | <p>Do you feel like you have opportunities to work on projects that are meaningful to you?</p> <p>Do you feel like you have opportunities to collaborate with other students on learning activities?</p> <p>Do you feel like you are challenged academically, but not overwhelmed?</p> <p>Do you feel like you are supported by your teachers and classmates?</p> <p>Do you feel like you are prepared for college or the workforce?</p> <p>What are one or two things that your teachers could do to make your learning experience more learner-centered?</p> | | |
| <p>Staff Survey</p> | <p>I allow students to make decisions about what they learn in the classroom.</p> <p>I allow students to make decisions about where they learn in the classroom.</p> <p>I encourage students to reflect on their work, the actions they take, and their progress.</p> <p>I allow students to have a choice in the activities they use to learn.</p> <p>I work with students to determine goals for their learning.</p> | | |
| <p>Family Survey</p> | | | |

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

| | <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> |
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| Mid-Year Benchmark(s) | Mid-Semester Course Passing Rates | Increase in building course passing rate to 80% and increase in co-taught passing rate to 80%. | |
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We believe we will be on track to meet our Mid-Year Benchmark(s) if six to ten weeks into the school year, we are able to reach the following Early Progress Milestones:

| Early Progress Milestones | What data will we be reviewing? | What do we hope to see when we review that data? (<i>Identify Quantitative Data or Qualitative Descriptors in this space</i>) | What we ended up seeing (<i>complete six to ten weeks into the school year</i>) |
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| Student Data | “Man on the street” student interviews | Increase in positive student engagement responses. | |
| Adult/Schoolwide Behaviors and Practices | Walk-through data | Student-centered approach using UDL and blended learning to give students agency in their classrooms. | |
| | Teacher observation data | An increase in teachers receiving proficient and distinguished ratings on the Danielson rubric. | |
| Student Behaviors and Practices | Course passing rate data | Increase in building and co-taught passing rates. | |
| | Course attendance data | Increase in course attendance data. | |

Key Strategies and Resources

| STRATEGY | METHODS | RESOURCES |
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| 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? |
| Professional Development Focused on Student-Led Instruction | Professional development will be provided to the staff on five of the eight shifts from the book <i>The Shift to Student-Led</i> by Catlin Tucker and Katie Novack. This book examines ten student-led workflows that can help students develop self-awareness, internal motivation, and self-regulation skills, which are critical to | Scheduled time for professional learning for school leaders and teachers. Money for teacher stipends for attendance at professional learning |

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| | <p>becoming expert learners. The book takes apart traditional teacher-led workflows, examining the problems it presents teachers and students, what the research says versus what the reality in the classroom is, and how UDL and blended learning can free teachers from the “sage on the stage” role and place students at the center of their learning. The reimagined student-led workflows can help students develop the following skills:</p> <ul style="list-style-type: none"> • Self-awareness • Internal motivation • Self-regulation <p>These skills are critical to turn students into expert learners. The book provides specific strategies, templates, and resources that teachers can use to implement these workflows in their classrooms.</p> <p>The five shifts the SCEP Team chose are: Shift #1 From Transfer of Information to Student Discovery Shift #2: From Whole-Group Teacher-Led to Small-Group Student-Led Discussion Shift #4: From an Audience of One to an Authentic Audience Shift #6: From Formative Assessment as Teacher Tool to Metacognitive Tool for Learners Shift #7: From Feedback on Finished Products to Feedback during the Process</p> <p>This professional development will be the anchor of building professional development and PLC work for the 2023-2024 school year. It will address specific needs of teachers and staff and provide a foundation for continuous improvement and sustained success.</p> | <p>sessions. Materials and resources to include books and outside consultants.</p> |
| <p>Read-Think-Talk-Write Protocol</p> | <p>Staff from PLC Associates will provide Admin/DCC training over the summer. Teachers will receive "turn-key" training in Building PDP sessions at the beginning of the school year, specifically in September and October.</p> | <p>Professional development time (first Wednesday)</p> <p>Money to pay facilitator</p> |
| <p>BetterLesson Coaching</p> | <p>In the upcoming school year, EHS teachers will have the opportunity to participate in</p> | <p>Time</p> |

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| | <p>BetterLesson coaching once again. This program will continue the work that was done during the 2022-2023 school year. While participation is optional, it is strongly encouraged. BetterLesson provides personalized professional development to support every educator with the tools and resources they need to help all students succeed. The coaching sessions are led by expert educators who bring practical, live experiences to every session. Teachers will work with their coach to learn new strategies that they can immediately implement in their classroom. The program is designed to end with clear next steps for educators to take, and every learning experience is tied to a measurable outcome that gives educators actionable goals and a clear way to measure progress. Teachers need personalized, ongoing guidance and support to achieve meaningful professional learning outcomes, and BetterLesson coaching provides that.</p> | <p>Money to pay participants</p> |
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COMMITMENT 2

Our Commitment

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| <p>What is one Commitment we will promote for 2023-24?</p> | <p>We commit to prioritizing social-emotional learning for staff and students as research shows SEL has led to improved classroom behavior, better stress management, and gains in academics which will prepare our students for success in career and life.</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 fits into what we envision for the school because Social-emotional learning is an important part of a well-rounded education, and research shows that it is linked to academic achievement. A safe, welcoming school culture that fosters SEL can create favorable conditions for student learning.</p> <p>Social-emotional learning (SEL) describes the mindsets, skills, attitudes, feelings that help students succeed in school, career, and life. At its core, SEL focuses on students' fundamental needs for motivation, social connectedness, and self-regulation as prerequisites for learning. Educators may also refer to SEL as “non-</p> |

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| | <p>cognitive skills," "interpersonal skills," "soft skills," "21st century skills," "character strengths," and "whole child development."</p> <p>According to students interviewed, staff/student relationships are at various levels throughout the building. Some teachers have gone above and beyond to establish rapport, but many are still "scared of their students" and "are unhappy and don't like [students]."</p> <p>Students are appreciative of 'questions of the day' and other SEL-adjacent activities as well as teachers who call home when students are absent/tardy.</p> <p>This commitment connects to what we observed through analysis as ____% of EHS students were chronically absent the 22-23 school year. Also, there were a total of ____ behavioral referrals for the 22-23 school year.</p> |
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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 | Student referral rates | Lower number of referrals during the year | |
| | Student attendance rates | Increase in daily attendance by our students | |
| | Student crisis and hotline calls | | |

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 | Our school deals effectively with conflict resolution. | | |
| | I feel welcomed and part of my school. | | |
| | Our school has clubs, activities and events that interest students. | | |
| | I feel safe in my school. | | |

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| | <p><i>Other possible questions:</i></p> <p><i>Do you feel like you can talk to your teachers and other adults at school if you are having problems?</i></p> <p><i>Do you feel like your school is a fair and just environment?</i></p> <p><i>Do you feel like you are treated with respect by your teachers and other adults at school?</i></p> <p><i>Do you feel like you are part of the school community?</i></p> <p><i>Do you feel like you have opportunities to get involved in school activities?</i></p> <p><i>Do you feel like your school is a welcoming place for all students?</i></p> <p><i>Do you feel like your school is a place where you can learn and grow?</i></p> <p><i>What are one or two things that your school could do to improve its school climate?</i></p> | | |
| Staff Survey | | | |
| Family Survey | | | |

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) | Semester 1 attendance rates | Increase in daily student attendance | |
| | Semester 1 referral numbers | Decrease in behavior referrals | |

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:

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| 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 | Student referrals to counseling | | |
| Adult/Schoolwide Behaviors and Practices | School Tool discipline referrals | | |
| Student Behaviors and Practices | | | |

Key Strategies and Resources

| STRATEGY | METHODS | RESOURCES |
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| 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? |
| MTSS for SEL | <p>EHS will create a team to address SEL with our students. The team will:</p> <ul style="list-style-type: none"> • Receive PD on Panorama Education platform for SEL/MTSS • Create a universal SEL screener through Panorama Education for students. • Explore data from universal screener. • Define what Tier 1, Tier 2, and Tier 3 needs for SEL in EHS students are based on EHS attendance and referral data and SEL screener. • Explore strategies for SEL interventions for Tier 1, Tier 2, and Tier 3 to be used by all staff. • Formalize a plan to disseminate to staff. | <p>Schedule – create a monthly schedule for meeting.</p> <p>Space – determine a location for the team to meet.</p> <p>Individuals – Admin, Counselors, Social Workers, Students</p> <p>Money – Panorama Education platform expenses</p> <p>Process –</p> |
| Portrait of a Graduate | EHS will create a team of students to create a profile of what skills are necessary for post-graduation success in career and college. | Schedule – a schedule for the student team to meet. |

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| | <ul style="list-style-type: none"> In September and October the student team will meet with a panel of local business leaders, college professor(s), and recent graduates to interview what skills are necessary for success beyond graduation. The student team will analyze examples of Portrait of Graduate from different districts and information gained from the panel to create a draft of the EHS Portrait of a Graduate. The student team will present to the SCEP team for review in November/December. <p>The student team will work on any revisions and present to EHS for implementation beginning of second semester of 23-24 school year.</p> | <p>Space – secure a meeting location for the team.</p> <p>Individuals – students, administrators, local business leaders, local college professors and recent graduates.</p> |
| EHS Behavior Management Flow Chart | EHS admin and teachers will adopt a behavior flow chart outlining different teacher and office managed behaviors. | |
| Counseling Groups | School counselors will create groups based upon SEL need. | |
| System for Students Needs to be met | System in place for signing up for counseling appointments in a more efficient way. | |

COMMITMENT 3

Our Commitment

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| <p>What is one Commitment we will promote for 2023-24?</p> | <p>We commit to establishing a strong educational team that encourages, facilitates, and sustains high-impact best practices and strategies that focus on improving leadership skills, classroom instruction, and building a school that reflects the intellectual and developmental needs and characteristics of the students it serves.</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> | <p>This commitment fits into what we envision for the school because our Elmira High School vision is: “We are committed to establishing a school culture which understands there are no limits to the achievement and success of all students.” By ensuring that we have processes in place to collaborate, monitor and reflect on educational practices using student data, we can help to improve instruction to meet the needs of all learners.</p> |

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| <ul style="list-style-type: none"> • <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 relates to what we heard when listening to others:</p> <ul style="list-style-type: none"> • “More opportunities to work together with our department teams.” • “Meet as a whole school and work collaboratively.” • “More time to work with our own department to build curriculum and collaborate.” • “PLCs based on department or curriculum.” <p>This commitment connects to what we observed through analysis:</p> <ul style="list-style-type: none"> • Administrators will continue to implement walk throughs to gather data about both instructional and SEL practices to use to plan professional development and PLC topics. This is a continued need for our building as 50% of the staff reported either “No Opinion” or “Disagree” that “Our school leaders frequently visit our classrooms conducting informal walkthroughs.” • Overall course passing rate for Semester 1 was 78.35% and 66.3% for cotaught courses. Overall passing rate for Semester 2 was 82.89% and 68% for cotaught courses. |
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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 | Course Passing Rates Teacher Retention Rate | Increase in overall passing rate and cotaught passing rate. | |

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 | Our school leaders walk around our school and visit classrooms. | | |
| Staff Survey | Our school leaders are visible in and out of the classrooms. | | |

Commitment 3

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| | <p>Teachers receive helpful instructional feedback and guidance from our school leaders.</p> <p>Our school leaders actively support data-driven inquiry as a school-wide practice.</p> <p>Our school leaders require staff to utilize specific data for the purposes of instructional planning and measuring student progress.</p> <p>Our school leaders allow staff flexibility and support decisions in the best interest of students.</p> | | |
| Family Survey | | | |

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 | Student passing rates | Increase in students earning credit for courses as teachers are collaborating both departmentally and school-wide. | |
| Adult/Schoolwide Behaviors and Practices | Walkthrough data PLC responses | Student centered and restorative practice increase | |
| Student Behaviors and Practices | Attendance rates of students | Increase in student attendance rate | |

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? |
| Enhancing Principal Leadership Program | <p>The high school principal will engage in a two-year program consisting of 8 on-site coaching sessions. These sessions will provide personalized support in developing leadership skills that lead to success, well-being, and high academic outcomes for all students.</p> <p>Regional Cohort meeting three times a year will focus on:</p> <ul style="list-style-type: none"> • Time management and distributive leadership • Instructional leadership • Staff/student culture • Additional leadership resources | Time – scheduled meetings with building principal. |
| Lead Evaluator Training | The high school admin team will engage in professional learning focused on reviewing the 2022 Framework for Teaching. | Time – scheduled (bi)monthly meeting times |
| Continued implementation of faculty team PLCs | <p>Faculty Team PLCs will engage in biweekly data teams focused on applying the critical components and actions of professional learning communities. The first meeting will be a departmentalized PLC focused on shifting to student centered learning and data, while the second will be a school-wide based PLC focused on SEL practices.</p> <p>Continued implementation from 2022-23 focused on:</p> <p>Applying the Professional Learning Community Framework:</p> <ul style="list-style-type: none"> • Setting the purpose • Preparing to learn as a group • Standards, Data, Protocol, and Inquiry | <p>Time – PLC Teams are scheduled to meet biweekly (T, W, or Th)</p> <p>Space – reserve a space in the school for each team to meet</p> <p>Individuals – outside consultant support</p> |

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| | <ul style="list-style-type: none"> • Clarifying the work to focus on setting next steps <p>Applying Data Driven Protocol Processes that:</p> <ul style="list-style-type: none"> • Measures and monitors- Current State versus Desired State • Collects and acts upon metrics: Baseline, Goal Setting and Progress Monitoring • Cross-walks of student results with learning walk data • Is delivered, modeled, and supported in teacher teams. | |
| <p>Continued implementation of a high-impact Instructional Learning Walk Process</p> | <p>The SCEP team will use the “Equitable Classroom Practices Observation Checklist” to identify best-practice strategies that support Tier 1 Instruction and SEL to become the learning walk “look-fors” tool.</p> <p>The admin team will create and follow a weekly schedule for consistent in classroom visits and learning walks.</p> <p>Data will be collected and formatted for review and sharing through the use of Microsoft Forms. Sharing will occur during bi-monthly PLC meetings.</p> <p>The admin team will review collected data and determine if goals and practices are on schedule.</p> | <p>Time – walk through schedule for admin team.</p> <p>Space – reserve a space in the school for the admin team to meet.</p> |
| <p>Monitor the integrity of SCEP</p> | <p>SCEP Team will meet monthly to:</p> <ul style="list-style-type: none"> • Perform checks on progress of plan to determine if strategies are on schedule or not on schedule. • Address strategies or changes in strategies and identify supports and additional training to course correct. • Review sustainability of current plan. • Forecast for next year’s plan. <p>Based on progress checks, the SCEP</p> | <p>Time – schedule monthly meeting for SCEP Team</p> <p>Space – reserve a space in the school for the SCEP Team to meet</p> <p>Money – to voucher teachers</p> |

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| | Team will redirect for obstacles and challenges to ensure progress is made towards goal completion and intentions. | |
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Commitment 4

Evidence-Based Intervention

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

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

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

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

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

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

State-Supported Evidence Based Strategy

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

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|---|-------------------------------|
| Evidence-Based Intervention Strategy Identified | Instructional Coaching |
| 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 | PLC |
| We envision that this Evidence-Based Intervention will support the following Commitment(s) | Commitment 1 Commitment 3 |
| How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process? | The whole school is a PLC. The educators in the school recognize and understand that they all share common goals. These goals center around both commitments; strengthening relationships with students and the home, designing student-centered instruction, and supporting student success to graduate and have post-graduation plans. Professional Learning Communities support both commitments in the PLCS (Professional Learning Community) function as an action-research community to explore common ways to make learning meaningful and to support students’ sense of belonging so they can see themselves in their learning. |

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? | |

Evidence-Based Intervention

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 |
|--|---|
| Christopher Reger | Principal |
| Heather Eden | Assistant Principal |
| Gary Mosher | Assistant Principal |
| Shelley Bailey | Business Teacher |
| Gina Beirne, Data & Curriculum Coordinator | Data & Curriculum Coordinator |
| Margaret Coseo | Social Worker |
| Molly Duffy | School Counselor |
| Dianna Jones | Family & Community Outreach Coordinator |
| Jessica LiBrizzi | Music Teacher |
| Shannon McCormick | Social Studies Teacher |
| Marci Murdock | Math Teacher |
| Allison Newkirk | Art Teacher |
| Hollie Taylor | Special Education Teacher |
| Kenneth Taylor | Social Studies Teacher |
| | |
| | |
| | |
| | |

Our Team's Process

Our Team's Steps

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

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

Meeting Dates

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

| Meeting Date | Envision: Exploring the Vision, Values and Aspirations for the school | Analyze: Internal and External Data | Analyze: Survey Data | Analyze: Completing and Discussing the Tenet 1 Inventory | Listen: Interviewing Students | Putting it all Together: Completing the SCEP Planning Document | Writing the Plan |
|---------------|--|--|-------------------------|---|----------------------------------|---|------------------|
| 6/1/2023 | X | | X | | | | |
| 6/2-6/13/2023 | | | | | X | | |
| | | | | | | | |
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Learning As A Team

Directions

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

Student Interviews

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

Next Steps

Next Steps

1. **Sharing the Plan:**
 - a. **Schools in the CSI model:** As you develop your plan, please feel free to share the plan with your NYSED liaison for input when it would be helpful. When the SCEP team is satisfied with the plan, please indicate to your liaison that the school is ready to share its full plan for approval. Plans should be shared by July 15, 2023.
 - b. **Schools in the ATSI 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.