



School Comprehensive Education Plan 2023-24

District	School Name	Grades Served
Washingtonville CSD	Round Hill Elementary School	PreK through 5

Collaboratively Developed By:

**The Round Hill Elementary School SCEP Development Team:
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And in partnership with the staff, students, and families of Round Hill 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](#)
- [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

What is one Commitment we will promote for 2023-24?	We commit to the development and celebration of our diverse population of students in order to promote a more positive and inclusive school climate.
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>	We are making this commitment because we envision a student-centered classroom wherein students work in conjunction with the teachers to set goals and to develop a plan in which to achieve those goals. We believe in a strong sense of community and creating warm, genuine, and positive connections with students, inside and outside of the classroom. We believe that our students and our faculty wish to engage in more meaningful interactions with one another, that incorporate academic goals with purposeful mindfulness and the support of social-emotional learning goals, as well. We want students to feel seen and heard within the school; through carefully constructed initiatives and activities, we want them to cultivate their unique voices and perspectives to inform the overall tone and climate of the school building, thus, creating a safe space for all.

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 Climate and Culture Survey	We hope to increase the percentage of students surveyed who respond that they “feel positive/happy about coming to school.” Our goal is to increase the number of students who agree with the statement: “Overall, I have had a positive school year, or at the mid-year benchmark: “Overall, I enjoy school and have had a positive experience this year.” We will increase the percentage of students who respond with “agree” from 52.7% to 60%. Conversely, we hope to see that the students who respond with “disagree/not sure” to the statement, will decrease from 47.3% to 40% by the end of the year.	

Commitment 1

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	How strongly do you disagree or agree with the following statement: "Students do not bully each other in this school."	Currently, 56% of students disagree with this statement. We would like the percentage of responses for "disagree" to decrease from 56% to 40% by the end of the year.	
Staff Survey	How strongly do you disagree or agree with the following statement: "Students do not threaten and/or bully each other in this school."	Currently, 38% of staff surveyed disagreed with this statement. We would like the percentage of responses for "disagree" to decrease from 38% to 25%.	
Family Survey	How strongly do you disagree or agree with the following statement: "Students do not threaten and/or bully each other in this school."	Currently, 44% of parents surveyed agreed with this statement. By the end of the year, we would like to increase the percentage of those who "agree" with this statement to 55%.	

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:

	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)	Student Climate and Culture Survey: "At this point in the year, do you enjoy/feel positive about coming to school?"	By December 2023, we will increase the number of students who "agree" with the statement by 3.5% and decrease the amount of students who respond with "disagree/not sure" by 3.5%.	

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	Targeted anecdotal Google form to students in Grades 3 through 5.	Students will be asked the question: "At this point in the year, do you enjoy/feel positive about coming to school?" Students will also be asked to quantify their responses with further explanation/reasons for why they responded to the questions as such.	

Commitment 1

<p>Adult/Schoolwide Behaviors and Practices</p>		<ol style="list-style-type: none"> 1) Schools/clubs will be more inclusive; celebrate cultures, diversity, and languages 2) Incorporate more project-based learning and speakers who exemplify these characteristics 3) Have systems in place to incorporate a more intentional “buddy system”, and expand on current systems already in place (developing more peer-to-peer relationships within the building) 	
<p>Student Behaviors and Practices</p>		<ol style="list-style-type: none"> 1) Incorporate a “sub-committee” for Student Council 2) Integrate more opportunities for students and parents to enhance its partnership/collaboration with the school (PARP, International Night, PTA-sponsored events, etc.) 	

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
<p>What strategies will we pursue as part of this Commitment?</p>	<p>What does this strategy entail? What will implementation look like in our school?</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Schools/clubs will be more inclusive; celebrate cultures, diversity, and languages</p>	<p>We will survey the students to generate input as to possible options for schools and/or clubs that may be offered that enhance/improve the inclusivity embedded within the school. We will incorporate the work of the pre-existing CEE committee (Cultural Equity Education Committee) to provide additional input into possible offerings and experiences that may be provided to students.</p>	<p>CEE Committee; Round Hill Student Council; survey to students, and PTA-supported events.</p>
<p>Incorporate more project-based learning and speakers who exemplify these characteristics</p>	<p>Building-level assemblies and/or events that support classroom projects or building-wide SEL and cultural competence initiatives.</p>	<p>CEE Committee; Round Hill Student Council; survey to students, and PTA-supported events.</p>
<p>Have systems in place to incorporate a more intentional “buddy system”, and expand on current systems already in place (developing more</p>	<p>Build upon pre-existing program that pairs upper elementary students with primary and intermediate students within different educational environments (i.e. classroom, lunch, and various specials)</p>	<p>Round Hill Attendance and Wellness Committees, as well as the ongoing work of the SCEP committee and</p>

Commitment 1

<p>peer-to-peer relationships within the building)</p>		<p>collaboration with the RH PTA and WCSD CEE Committee.</p>
<p>Incorporate a “sub-committee” for Student Council</p>	<p>Students can elect to participate in a committee to further promote cultural responsiveness with the building and inform instructional decisions therein.</p>	<p>Student Council and SCEP committee</p>
<p>Integrate more opportunities for students and parents to enhance its partnership/collaboration with the school (PARP, International Night, PTA-sponsored events, etc.)</p>	<p>RH PTA Board Members work in conjunction with the school administration and SCEP committee to plan and provide more culturally responsive activities, events, and opportunities to the students and their families throughout the year.</p>	<p>RH PTA Board Members, SCEP Committee, and CEE Committee members</p>

COMMITMENT 2

Our Commitment

<p>What is one Commitment we will promote for 2023-24?</p>	<p>We commit to creating a welcoming and affirming school environment in which students feel safe and comfortable to continue coming to school with consistency, and to decrease the rate of chronic absenteeism within the building, as well.</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>We envision a school environment where students feel welcomed and valued, they exhibit strong interpersonal relationships, see themselves represented within the curriculum, in their learning experiences, and in the resources that they have access to on a daily basis.</p> <p>In incorporating these aspects into the climate and culture within the building, we hope to increase the individual student’s connection with their school-based supports, to increase their engagement and connection to the curriculum, and to help maximize the positive tone within the building, as well. It is our hope that by incorporating more support for students, and by increasing the connections students have with one another, and with their teachers, as well as other school-based support staff, we will effectively increase the percentage of students who attend school on a regular basis.</p>

Progress Targets

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

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing <i>(complete at the end of the year)</i>
<p>End-Of-The-Year Goals</p>	<p>Attendance Data (as per SchoolTool), as well as anecdotal data from teachers, and school-based support team.</p>	<p>By the end of the year, we will have increased (and maintained) the overall attendance rate of the school to 95%.</p>	

Commitment 2

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	Students are given the following two question prompts from the school survey: "I like coming to school every day" and "I feel welcome at school" and are given the choices of "yes," "no," or "sometimes."	Currently, students selected the choice, "sometimes" 66.7% of the total responses. We would hope to decrease this number by 10% and conversely, increase the percentage of those who responded with "yes" from 26.4% to 36.4%.	
Staff Survey	Staff responded to the following prompt: "In this school, students meet behavioral expectations."	Only 60% of staff "strongly agreed" or "agreed" with this statement, while 36% "disagreed" or "strongly disagreed" with this statement. We hope to decrease the percentage of those who responded with "disagree" or	

Commitment 2

		<p>“strongly disagree” by at least 10%. Conversely, we hope to increase the percentage of those who “agreed” or “strongly agreed” by at least the same margin of 10 %.</p>	
<p>Family Survey</p>	<p>Families are given the following prompt: “My child works hard, even in the face of major challenges or crises.”</p>	<p>Currently, 13% of our families responded that they disagreed, strongly disagreed, or stated “I don’t know” to this prompt. We hope to decrease this number by at least 5%, and conversely, increase the number who respond with “strongly agree” or “agree” by at least that 5% margin.</p>	

Commitment 2

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)	Attendance Data, Attendance Team (anecdotal and spreadsheet targeting interventions of high-risk/need students)	By December of 2023, we hope to increase our overall attendance rate to 95%.	

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	Attendance Data (as per SchoolTool); student surveys; RTI data meetings; teacher anecdotal and progress reports.	We will review attendance data of high-risk/need students from the 2022-2023 school year and target interventions to those students at the beginning of the year. We will also regularly review the data as part of our RTI and Attendance Intervention Teams in order to send out targeted letters and phone calls to families as soon as an attendance issue is identified.	
Adult/Schoolwide Behaviors and Practices		<ol style="list-style-type: none"> 1) Attendance Team 2) RTI Team 3) Wellness Committee 4) "Champion" Team 5) Student Buddy (Peer-to-Peer) Systems 	
Student Behaviors and Practices		<ol style="list-style-type: none"> 1) "Champion" Team 2) Student Buddy (Peer-to-Peer) Systems 3) Student Council 4) Wizard of the Month 5) Attendance All-Star of the Week/Month 	

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
<p>What strategies will we pursue as part of this Commitment?</p>	<p>What does this strategy entail? What will implementation look like in our school?</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Attendance Team</p>	<p>The Attendance Team will meet on a monthly basis to review and analyze attendance data, to implement interventions, and to develop initiatives, as needed.</p>	<p>Regular meeting space and team members will provide ideas/support to report back to the main Faculty and staff.</p>
<p>RTI Team</p>	<p>The RTI team will meet on a monthly basis to develop goals and targeted strategies to support struggling students, as well as to provide additional interventions to students within the program who have a low-attendance rate, which may impact the effectiveness of the classroom interventions provided to them through the RTI process and the subsequent implementation within the classroom.</p>	<p>Regular meeting space and team members will provide ideas/support to report back to the main Faculty and staff.</p>
<p>Wellness Committee</p>	<p>The Wellness Team will meet on a quarterly basis to review and analyze various academic, behavior, and attendance data, which will serve to inform interventions, and to develop initiatives, as needed.</p>	<p>Regular meeting space and team members will provide ideas/support to report back to the main Faculty and staff.</p>

Commitment 2

<p>“Champion” Team</p>	<p>Goal: To provide students with a sponsor that will connect with them, hold them accountable, cheer them on, and be their “go to” person when they are stuck in a safe, calm and caring environment.</p> <p>Purpose: The why behind this: Students more now than ever are in need of extra time and support. We are just rebounding from the loss of social connections from the pandemic and many students are floundering, feeling unsupported and disconnected. We need to reconnect and support those students.</p> <p>Teachers will be given a group of 1-3 students. They will set up a schedule of group and/or individual sessions. These could be small multi-age groups so younger students can have mentors. (ex: during lunch duty, first thing in the morning, end of the day.) It could be a quick check in or longer depending on the needs of the student. Start with high risk students, as programs grow make it a school wide initiative. The champion sticks with that student for as long as they are in that building (ex K-5, 6th-8th, Freshman to Senior).</p>	<p>Choose willing educators to work with students that need/want extra support or a champion in their corner. Sponsors will be matched up with students to provide support in study habits, reflection of behavior, grades, future plans and their role in school. The Attendance Team will monitor attendance data, provide opportunities for collaboration with teachers, and update the list of targeted students as the year progresses.</p>
<p>Student Buddy (Peer-to-Peer) Systems</p>	<p>Build upon pre-existing program that pairs upper elementary students with primary and intermediate students within different educational environments (i.e. classroom, lunch, and various specials)</p>	<p>Student volunteers and faculty/staff support (advisors), as needed.</p>

Commitment 2

COMMITMENT 3

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

Our Commitment

<p>What is one Commitment we will promote for 2023-24?</p>	<p>We commit to the academic improvement of our students in both their reading and math outcomes by the end of the 2023-2024 school year.</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>We envision improving our RTI system for student support through clear guidelines for student referrals, and clarity with regard to academic benchmarks per grade level that define these targeted goals for students. We understand that the resources we use to inform our RTI and AIS systems for interventions must be research-based and used with fidelity in order to support students' specific needs and areas of growth. We know that multiple points of current data must be used in a timely manner to inform instructional decisions, both within the classroom, as well as in the creation of building-wide student support initiatives. We commit to increasing the use of targeted small group instruction, knowing that students learn best with more one-on-one and small group situations, and in conjunction with educators using clear and concise student learning goals, measured using actionable data to inform progress. Additionally, this information should be regularly discussed in and among grade teams, student support teams, as well as within the school improvement team in order to monitor the progress in attaining these goals, and to inform updating goals for students, as needed, as well.</p>

Progress Targets

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

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing <i>(complete at the end of the year)</i>
End-Of-The-Year Goals	We will review regular iReady diagnostic data, and will analyze the percentage growth for all students within the school.	By the end of the 2023-2024 school year, our students at or above grade level will increase by 10%.	

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	“My teacher knows my strengths and where I have a hard time.”	Currently 22% of students disagreed or strongly disagreed with this statement. Given in a survey benchmark in the fall and spring, we would hope to decrease this total percentage by at least 10%.	
Staff Survey	“Student progress is monitored with formative evaluations” (prompt 1) and	For these prompts, currently, the	

Commitment 3

	<p>“Student progress is monitored with summative evaluations.” (prompt 2)</p>	<p>instructional staff responded with “disagree” 7% and 2% for each of the prompts, respectively. Our hope is that we would decrease these percentages by at least 3% for prompt 1 and by 2% for prompt 2.</p>	
<p>Family Survey</p>	<p>“My child's grades are a good indicator of his or her progress in school.”</p>	<p>19% of families responded that they “disagreed” with this statement. The hope is that this percentage would decrease by at least 5% and highlight the alignment of the formative and summative assessment to student grades that reflect student growth and progress.</p>	

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 will review regular iReady diagnostic data, and will analyze the percentage growth for all students within the school.	By January 2024, students who are at or above grade level will increase by 5%.	

Commitment 3

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	We will review regular iReady diagnostic data, and will analyze the percentage growth for all students within the school.	We will be able to monitor our progress towards achieving the mid-year benchmark by utilizing the baseline diagnostic data to determine our students' reading and math grade levels.	
Adult/Schoolwide Behaviors and Practices	We will regularly review RTI and AIS progress monitoring data; we will meet to review this data and determine ongoing eligibility within these programs.	We hope to be able to monitor the implementation of these interventions and the extent to which they are implemented <i>with fidelity</i> in the process of facilitating Tier 1 and Tier 2 strategies and instructional support. We will also review the assessment data to glean the effectiveness of utilizing these particular strategies with the students, or if new interventions must be put into practice to better meet student needs.	

Commitment 3

<p>Student Behaviors and Practices</p>	<p>Students can determine and set progress monitoring goals, using iReady to help determine these goals, as aligned with their specific skills and areas to improve. This would be in collaboration with the teacher, who would then guide and help students monitor their progress in attaining their goals.</p>	<p>In conjunction with the goal setting that will take place within the classroom and in alignment with assessment data, the student goals created will be reviewed and analyzed within grade team and/or RTI meetings in order to qualify and quantify the achievement of student goals, as well as to align teachers to the best way in which to support the student, while giving accountability to the students as they work to achieve the goal(s) they helped to create for themselves.</p>	
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Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
<p>What strategies will we pursue as part of this Commitment?</p>	<p>What does this strategy entail? What will implementation look like in our school?</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Leveraging more Professional Development and support around the implementation of Tier 1 strategies within the classroom.</p>	<p>These strategies will entail the use and support from instructional coaches, the continued opportunities given for teacher professional development through the WCSD Teacher Center, and the monthly RTI</p>	<p>Professional development through WCSD Teacher Center, instructional coaches, tech coaches, and RTI committee meetings.</p>

Commitment 3

	meetings that serve to develop and help to inform the implementation of student-support strategies within the classroom.	
Leveraging small group instruction and strategy groups to target student interventions.	We will leverage the work of our instructional coaches, as well as regular walkthroughs to assess the use/effectiveness of small group instruction within classrooms.	Administrative teams, instructional coaches, and professional development offered to teachers in support of planning for and effectively implementing small group instruction within classrooms.
Leveraging student-created goals, based on iReady data and other teacher assessments within the classroom.	We will use our pre-existing data collections systems to develop and maintain student-created goals. These goals will be created in collaboration and with the guidance of the classroom teacher (and in some cases with other teachers/specialists that may support the students in other capacities). The goal-setting process will serve to increase student accountability in analyzing their strengths and areas to improve, and to develop targeted benchmarks and strategies to help support student goals.	iReady data, iReady diagnostic data, RTI team, instructional coaches, and professional development offered to teachers through the WCSD Teacher Center, as well as through targeted PD given within faculty and staff meetings.

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	Fountas & Pinnell; LLI; Wilson Reading; Just Words, and Foundations; Choose Love
We envision that this Evidence-Based Intervention will support the following Commitment(s)	Commitment 1, 2, & 3
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	We envision a school environment where students feel welcomed and valued, they exhibit strong interpersonal relationships, see themselves represented within the curriculum, in their learning experiences, and in the resources that they have access to on a daily basis.

Evidence-Based Intervention

In incorporating these aspects into the climate and culture within the building, we hope to increase the individual student's connection with their school-based supports, to increase their engagement and connection to the curriculum, and to help maximize the positive tone within the building, as well. It is our hope that by incorporating more support for students, and by increasing the connections students have with one another, and with their teachers, as well as other school-based support staff, we will effectively increase the percentage of students who attend school on a regular basis. We envision a school environment where students feel welcomed and valued, they exhibit strong interpersonal relationships, see themselves represented within the curriculum, in their learning experiences, and in the resources that they have access to on a daily basis.

In incorporating these aspects into the climate and culture within the building, we hope to increase the individual student's connection with their school-based supports, to increase their engagement and connection to the curriculum, and to help maximize the positive tone within the building, as well. It is our hope that by incorporating more support for students, and by increasing the connections students have with one another, and with their teachers, as well as other school-based support staff, we will effectively increase the percentage of students who attend school on a regular basis.

Evidence-Based Intervention

We envision improving our RTI system for student support through clear guidelines for student referrals, and clarity with regard to academic benchmarks per grade level that define these targeted goals for students. We understand that the resources we use to inform our RTI and AIS systems for interventions must be research-based and used with fidelity in order to support students' specific needs and areas of growth. We know that multiple points of current data must be used in a timely manner to inform instructional decisions, both within the classroom, as well as in the creation of building-wide student support initiatives. We commit to increasing the use of targeted small group instruction, knowing that students learn best with more one-on-one and small group situations, and in conjunction with educators using clear and concise student learning goals, measured using actionable data to inform progress. Additionally, this information should be regularly discussed in and among grade teams, student support teams, as well as within the school improvement team in order to monitor the progress in attaining these goals, and to inform updating goals for students, as needed, as well.

Clearinghouse-Identified [N/A]

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
Kristin Shaw	Principal
William Rund	Assistant Principal
Barbara Quinn	Assistant Superintendent of Curriculum & Instruction
Meghan Graf	Teacher
Kiersten Knapp	Teacher
Tamara Moskowitz	AIS Reading Teacher
Sandra Huntz	AIS Reading Teacher
Jayson Escalera	AIS Math Teacher
Suzanne Bloise	Parent Representative
Eliana Garry	Parent Representative
Allison Goodge	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
10/20/22	Initial team meeting; Faculty and Staff Building Data/School Improvement Team; BOE Presentation						
2/6/23	Equity Self-Reflections; Faculty and Staff Building Data/School Improvement Team						
3/15/23	Discuss new SCEP Team Process and Protocols; define status and implications to SCEP Committee Work						
4/19/23	Faculty Meeting: Overview of TSI and Next Steps						
4/20/23	X						
5/3/23	X	X		X			
5/25/23		X		X			
5/31/23	Parent Informational Meeting: Overview of TSI and Next Steps						
6/12/23		X		X	X		
6/26/23					X	X	X

Our Team's Process

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

In our initial meetings, we had reviewed several points of data, some of which included student survey data given in the Nov/Dec 2022 that focused on student culture and climate feedback. Using these initial prompts, and juxtaposing the information with the more current end-of-year student culture and climate feedback, we reviewed the Listen protocols, as structured by NYSED, as well as our prior meeting data centered on our priorities, the development of our commitments, and where we wanted to glean the most anecdotal information from our students.

At our June 12th meeting, we focused on answering these questions:

Who will be selected?

How will we inform parents?

What will we ask and why?

When will we conduct interviews?

How will we organize the interview teams?

How will the information be collected and organized?

What else do we need to consider based on the "Listen" guidance for the team?

Between the June 12th and June 26th meetings, we used the question prompts that we had created during our planning session, and conducted our student interviews. Students were selected to represent a diverse sample of our school demographics; students who demonstrated a wide range of academic levels, fell within a wide range of behavioral and social emotional levels were asked the series of questions developed by the SCEP committee.

Parents were informed via letter the nature of the survey, the scope of the committee's work (in conjunction with recent Parent Informational meeting that was hosted by the Principal and Assistant Superintendent of Curriculum and Instruction to share an overview of the team's work and progress with developing its SCEP plan for the 2023-2024 school year), and included the questions that they

could then review with their child prior to the student interview to be conducted by a member of the SCEP committee. These documents are included below:

[W School Improvement Committee Letter to Parents 2023 \(Student Interviews\).docx](#)

[W School Improvement Committee \(Student Interview Questions\).docx](#)

These questions were carefully curated to reflect the focus of the team's work and direct the information gleaned from the student responses to better develop our final goals as a committee. We organized the interviews according to the teachers' availability following the June 12th meeting, and created a Google document where the information was added as per the schedule outlined by the team, and as the student responses were collected. The deadline was determined by the last full day of school in which to reasonably facilitate the interviews with enough time to meet with each student, which was approximately 30-45 minutes allotted in order to conduct each individual interview.

At the final SCEP meeting on June 26th, these questions, as well as the student responses, were carefully analyzed and discussed among the team members during the first portion of the meeting. Among many items considered, these questions were asked:

What patterns do we see among the student responses?

What were the key takeaways from the interviews?

What were our areas of greatest strength? How can we build on these strengths as a school?

What were the areas in greatest need of improvement? How do these trends differ from information and/or feedback that we have gleaned from past surveys or anecdotal data gathered in the past?

How does this information inform our next steps?

Why are these next steps necessary to the improvement of our school?

After breaking into small groups to discuss, we came together as a whole to outline our goals and priorities for the 2023-2024 school year, based on the culmination of the information presented.

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.