New York State
EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

School Comprehensive Education Plan
2023-24

District	School Name	Grades Served
Hempstead School District	Joseph A. McNeil	1-6

Collaboratively Developed By:
The Joseph A. McNeil SCEP Development Team Veronique Bailey, Dr. Juanita Winfield, Christine Strachan, Gail Battle, Anita Williams, Candie Russell, Robin Branch, Lenique Bligen, Mercy Pacheco, Celeste Henderson *And in partnership with the staff, scholars, and families of Joseph A. McNeil.*

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 scholars 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 Scholars

- **Putting it all Together: SCEP Planning Document**

- **SCEP Sample**: Cohesive, Relevant Curriculum

- **SCEP Sample**: Deepening Connections

- **SCEP Sample:** Graduation Through Relationships

- **SCEP Sample:** Graduation and Success Beyond HS

COMMITMENT 1

Our Commitment

What is one Commitment we will promote for 2023-24?	We are committed to supporting students in grade 3-5 to demonstrate a 10-percentage point increase from 43% to 53% in ELA and Math proficiency as measured by the New York State ELA and Math assessments administered in Spring 2024 by ensuring scholars take advantage of high yield learning strategies.
Why are we making this Commitment? *Things to potentially take into consideration when crafting this response:* *How does this Commitment fit into what we envision for the school?* *How does this Commitment relate to what we heard when listening to others?* *How does this Commitment connect to what we observed through analysis?*	- This commitment fits into what we envision for Joseph A. McNeil because we envision a school where scholars are processing information, reflecting, and making sense of the world using various perspectives, higher-order thinking, working together to solve real world problems, learning at or above grade level, and have an equal opportunity to do so. - We observed through analysis of the Math and ELA state data that student proficiency levels were below 50% and there is over a 25% decrease from multiple choice responses to constructive responses. - The commitment connects to what we observed through analysis because scholars responded in their student interview that they desired more opportunities to work collaboratively and to demonstrate their understanding through projects. The state data indicated that scholars had a lower proficiency level on constructive response questions and questions that utilized academic language.

Progress Targets

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

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing *(Complete at the end of the year)*
End-Of-The-Year Goals	IReady end of the year assessment, Classroom Formative Assessment, Lexia, NWEA, and Measurable Results Assessment survey	We hope to see Growth and a 10% increase in ELA and Math proficiency from 43% to 53% by ensuring that scholars take advantage of high-yield strategies and development of constructive responses.	

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

	Survey Question(s) or Statement(s)	Desired response (e.g., % agree or strongly agree)	What we ended up seeing (complete once Spring survey results are available)
Student Survey	1. Have you had the chance to give your classmates feedback on their work? 2. Have you had the chance to grade and then improve your own work? 3. Have you had the chance to teach others in your class something you learned?	80% agree or strongly agree 80% agree or strongly agree 80% agree or strongly agree Student responses in 80% or more agreement with these survey questions indicate scholars participating in opportunities to practice high yield strategies that will increase student proficiency in Math and ELA on the State assessments	
Staff Survey	Question from MRA 1. I provide opportunities for scholars to self-assess and make plans to improve. 2. I provide opportunities for scholars to solve problems and find answers with their peers. 3. I provide opportunities for scholars to choose how they demonstrate their learning.	80% agree or strongly agree This survey question will demonstrate teacher's use of high yielding strategies that will support student proficiency in Math and ELA. 80% agree or strongly agree 80% agree or strongly agree	
Family Survey	1. Joseph A. McNeil is preparing him/her to be a critical thinker, collaborative problem solver, and an effective communicator	80% agree or strongly agree This survey questions informs the school community that families and community members believe	

		that scholars are participating in practices that support proficiency in learning in Math and ELA	

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)	IReady progress monitoring, Classroom Formative Assessment, Measurable Assessment survey, and Classroom observations and Learning Walk tools	Individual Student Growth and Building wide 5% increase in proficiency levels from 43% to 48%. We hope to see an increase in use of high yield strategies that support student proficiency in math and ELA.	

We believe we will be on track to meet our Mid-Year Benchmark(s) if six to ten weeks into the school year, we are able to reach the following Early Progress Milestones:

Early Progress Milestones	What data will we be reviewing?	What do we hope to see when we review that data? (*Identify Quantitative Data or Qualitative Descriptors in this space*)	**What we ended up seeing** *(complete six to ten weeks into the school year)*
Student Data Growth	IReady progress monitoring, Rennaissance, Classroom Formative assessment, Report cards, and Lexia	When we review the data, we hope to see growth in the various monitoring tools and a 10 % increase in the Math and ELA assessments.	

Adult/Schoolwide Behaviors and Practices	Goal Monitoring, lesson plans, data meetings around student progress in Math and ELA and utilization of high yield pedagogical strategies	When we review the data, we hope to see the data team meet regularly to make instructional adjustments based on valid and reliable data along with goal setting and reflection. We expect to see the leadership team providing guidance for data teams to ensure representing and summarizing the data in an insightful and clear manner, so the data is interpreted, conclusion drawn about student performance, improvement measures taken, and monitor the measures that were implemented and evaluated in order to determine whether the measures are having the desired effect on student performance. We also hope to see lesson planning and instruction utilizing high yielding learning strategies that support Math and ELA proficiency	
Student Behaviors and Practices	Goal Monitoring Lead Measure analysis. Voice Choice and Agency participation, journal reflections	Scholars working on school projects they are interested in. Scholars tracking their progress as they work to reach their goals. Scholars expressed during their student interviews they would like an opportunity for greater voice choice and agency in their learning as well as more opportunities to collaborate in project-based learning. Scholars write more frequently and fluently to support proficiency in their constructive responses.	

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?
High yield learning strategies	High yield strategies include Differentiation, Scaffolding, Questioning, Inquiry-Based	Professional Learning communities,

	Teaching, developing high expectations, providing clear expectations and learning effective feedback and Consistent "low-stakes" assessments. Inquiry-based learning opportunities that incorporate scholars' voice, choice and agency, critical thinking, and collaborative problem solving to demonstrate and reflect on their learning. Scholars give each other feedback and improve their own work. Reflective teaching allows scholars to teach their class something they learned.	Professional development, and SAVVAS reading program, FRECKLES, Toddle, and PNW BOCES ELA, Lexia Core
Data Analysis Meeting	Using data to inform instruction and plan lessons to meet the differentiated needs of the learners. Reviewing data to make instructional decisions to increase student understanding and ELA and Math proficiency. When we review the data, we hope to see the data team meet regularly to make instructional adjustments based on valid and reliable data along with goal setting and reflection. We expect to see the leadership team providing guidance for data teams to ensure representing and summarizing the data in an insightful and clear manner, so the data is interpreted, conclusion drawn about student performance, improvement measures taken, and monitor the measures that were implemented and evaluated in order to determine whether the measures are having the desired effect on student performance.	Data meetings held during grade level, special education, and non-monolingual education meeting sessions, extended Wednesday, and faculty meetings
IB Professional Development & Support	PLC and professional development that provide teachers with various areas of focus; inquiry-based learning strategies, effective questioning, student engagement, reflections in the classroom and student differentiation. The Toddle platform will be used to plan learning experiences and reflect on units. Which will ensure teachers are provided with high yield strategies that support ELA and Math proficiency	Time allotted in the master schedule for PLCs. Staff Professional development scheduled during Extended Wednesdays.

Specially Designed Instruction Specialist	This specialist will work with our special education teachers and general education teachers to enhance specialized design instruction in the classroom. Specialized design instruction provides differentiated instruction and scaffolds to meet the needs of all learners. Meeting the needs of all learners will increase the Math and ELA proficiency on the State assessments.	Regional Partnership Center CCI at Long Island University
Leader In Me Professional Development & Support	The entire school community will understand and utilize the 7 Habits to develop leadership within members of the school community. This ensures members of the leadership school community will ensure that for ELA and Math, the scholars take ownership and advantage of high yield learning strategies.	Professional learning on the 7 habits. The leader in Me website includes videos, graphic organizers, and documents that support implementation of the 7 habits.
Success Criteria	Scholars will contribute to their learning with the use of success criteria. They will use set goals to reflect on their learning throughout the lesson. Teachers will provide guidelines for the use of success criteria with their scholars. In this way the scholars will take advantage of high yield learning strategies to reach proficiency in ELA and Math.	Professional Development for teacher implementation, charts, technology apps (power point), Toddle for teacher and student reflections
Schoolwide MTSS	Strengthening implementation through analysis, modifications and increased allocation of resources to increase high yield learning strategies in ELA and Math.	DESSA & SESA
Increasing Frequency & Fluency in Writing	Daily journaling to reflect on learning and personal experiences. This strategy will increase frequency and fluency of writing. Increasing frequency and fluency of writing will enhance student responses to critical response questions on the math and ELA state assessments	Every student will have a journal
Common Planning time	Our district priority is to enhance professional learning. Professional learning fosters a culture of collaboration, citizenship, and a respect for learning. Professional learning also enhances growth and proficiency.	Time allotted within master schedule for common planning time for all staff Leader in Me, 7 Mindsets, Professional Learning for aligning

		Culturally Responsive Sustaining Education

COMMITMENT 2

Our Commitment

What is one Commitment we will promote for 2023-24?	We are committed to promoting social emotional wellness and restorative justice practices.
Why are we making this Commitment? *Things to potentially take into consideration when crafting this response:* • *How does this Commitment fit into what we envision for the school?* • *How does this Commitment relate to what we heard when listening to others?* • *How does this Commitment connect to what we observed through analysis?*	• Children who have strong social and emotional skills perform better in school, have more positive relationships with peers and adults, and have more positive emotional adjustment and mental health. Development of these skills begins in the earliest years but continues throughout childhood and adolescence- essential to SEL development. Schools are a major context for social and emotional development. (Jones, Bouffard; Harvard Graduate School of Education, 2012) • During our Envision meeting individuals from our MTSS team and school community shared the importance of supporting our scholars with character development, social emotional wellness, and making good decisions. • During the school year we observed scholars need to reflect and enhance their emotional intelligence. We also reviewed responses from student interviews that indicated student's need to be valued, heard, recognized, and treated with kindness.

Progress Targets

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

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing *(Complete at the end of the year)*
End-Of-The-Year Goals	MRA survey Data Student Data	We expect to see 80% of scholars agree or strongly agree which indicates student positive social emotional attributes and responsible decision making.	

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

	Survey Question(s) or Statement(s)	Desired response *(e.g., % agree or strongly agree)*	What we ended up seeing *(complete once Spring survey results are available)*

Student Survey	1. Can I present evidence of my academic strengths, challenges, and growth academically? 2. My teachers believe I can succeed 3. My teachers motivate me to work hard and improve.	80% or more 80% or more 80% or more which indicates student positive social emotional attributes and responsible decision making.	
Staff Survey	1. I have the resources, strategies, content, and materials to help guide my scholars to be independent lifelong learners. 2. Our school leaders promote continuous improvement/growth mindset for all.	80% or more 80% or more which indicates student positive social emotional attributes and responsible decision making.	
Family Survey	1. Teachers support children's emotional needs, increasing their confidence in learning. 2. My child has opportunities to choose projects that interest them, giving them voice, choice and agency. 3. I am satisfied with the way this school: cares about my child's wellbeing.	80% or more 80% or more which indicates student positive social emotional attributes and responsible decision making.	

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)	MRA Survey	70% or more scholars agree or strongly agree which indicates student positive social emotional attributes and responsible decision making.	

We believe we will be on track to meet our Mid-Year Benchmark(s) if six to ten weeks into the school year, we are able to reach the following Early Progress Milestones:

Early Progress Milestones	What data will we be reviewing?	What do we hope to see when we review that data? (*Identify Quantitative Data or Qualitative Descriptors in this space*)	What we ended up seeing (*complete six to ten weeks into the school year*)
Student Data	Student Reflections	Qualitative data- scholars identifying strengths which indicate student positive social emotional attributes and responsible decision making.	
Adult/Schoolwide Behaviors and Practices	Check-in and Check-out	Qualitative data, Adults acknowledging student's work and promoting growth mindsets	
Student Behaviors and Practices	Social Emotional Learning and Culturally Responsive Education	Alternatives to Suspension, Developing Relationships, and Responses to Early Warning Indicators. Learners will be goal oriented and the culture of the building will be success for all. Scholars' behaviors and practices result in scholars talking to someone about how they are feeling during check in and reflecting in journal. Scholars following the plans, they made to reach their goals. Student setting goals. Student planning to reach Their 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?
IB Program and Support	IB program supports principled learners. Principled learners act with integrity and honesty, with a strong sense of fairness,	Transdisciplinary Themes. IB Portfolio for

	justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them for Weekly PLCs. Monthly IB Profile Recognition assemblies. We celebrate our scholars which enhances their self-esteem, character development, decision-making skills, end of the year Exhibition and Scholar led conferences. This support will promote student positive social emotional attributes and responsible decision making.	each scholar. IB Learner Profile traits.
Leader in Me	*Leader in Me* is an evidence-based, comprehensive model that builds leadership and life skills in scholars, creates a high-trust school culture, and lays the foundation for sustained academic achievement. Build a partnership with staff, community and families which allows our scholars to make good choices. Collaborative planning and reflection for the school community boosts leadership development with proven teaching methods, classroom techniques, and social emotional learning systems. This program student positive social emotional attributes and responsible decision making.	**7 Habits of an Effective Leader**
Modeling	Being polite. Having mentors to model for scholars. Staff speaking/addressing scholars in a calm tone. Daily positive affirmations. Modeling positive behavior encourages scholars to be good citizens and positive role models. Modeling promotes positive social emotional attributes and responsible decision making.	**PD's. Outside agencies. Leadership Team**
Mindfulness Activities	Meditation techniques, Yoga, Calming Room. SEL Mindful activities reduce stress, increase focus, reduce anxiety and improve mental concentration and improve mental clarity.	Quiet space. Computer availability throughout the day, any related materials. IST Team,
Using Common Language	Empowering conversations. Caught being good. Good Choices. IB Attributes. Positive Communication. Positive communication builds good global citizens.	Restorative Practice. Leader in Me

Executive Functioning Skills	Setting goals and planning, organization, time management, maintaining focus despite interruptions, flexibility, stress tolerance to ensure scholars wellness	Social worker The Leader in Me

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?	We are committed to effective, informative, and engaging connections with families, community, and school partnerships.
Why are we making this Commitment? *Things to potentially take into consideration when crafting this response:* • *How does this Commitment fit into what we envision for the school?* • *How does this Commitment relate to what we heard when listening to others?* • *How does this Commitment connect to what we observed through analysis?*	• As a school we envision more enhanced, involved, and consistent communication and support of the academic experience of the scholars by developing an inclusive school environment with families and parents. • This commitment relates to what we heard when listening to others and as seen in the parent and community survey. Parents and community members voiced that Joseph A. McNeil does not respond to phone calls, emails, and messages in a timely manner and does not do a good job of communicating with families. • This commitment connects to what we observed through our analysis of the parent and community survey because parents' and community perspective and expectations of Joseph A. McNeil school is that the school should be timelier and more consistent with the parents and community member in all aspects of the schools' communications.

Progress Targets

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

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing *(Complete at the end of the year)*
End-Of-The-Year Goals	Questions from MRA surveys. Parent and community attendance to school community events and PTO activities. Frequency of Newsletters Social Media updates	We hope to see when we review the data at least 40% of parent and community participation. This will ensure stronger connections with families, school community, and school partnerships. 50% increase in frequency of newsletters. 100% increase of social media updates.	

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

	Survey Question(s) or Statement(s)	Desired response *(e.g., % agree or strongly agree)*	What we ended up seeing *(complete once Spring survey results are available)*
Student Survey	1. I look forward to school and PTO activities. 2. Works to make your family feel welcomed, valued, loved and trusted? The PTO is the parent and teacher organization that works to support family and school engagement. This supports family and school engagement and communication.	80% or more agree 80% or more agree These survey responses will indicate a positive engagement experience between families, school community and school partners.	
Staff Survey	1. Parents trust that I have a good relationship with their child. 2. I consistently communicate with my parents and community about all aspects of the school. 3. I communicate with my parents by email, class dojo, and returning messages within a 24–48-hour period.	80% or more agree 80% or more agree 80% or more agree Positive responses to these survey questions will indicate family/community and school communication.	
Family Survey	1. I look forward to going to school community events 2. My child schools make. me feel welcome. 3. My child's school responds to my phone calls, messages, or emails	80% or more agree 80% or more agree 80% or more agree These survey questions will demonstrate better communication and engagement between families and school communities	

consider potential consequences before making a big decision?

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)	Questions from MRA surveys. Attendance by parents, community school events, PTO activities.	We hope to see when we review the data at least 40% improvement of parent and community participation. This will ensure stronger connections with families, communities, and school partnerships.	

We believe we will be on track to meet our Mid-Year Benchmark(s) if six to ten weeks into the school year, we are able to reach the following Early Progress Milestones:

Early Progress Milestones	What data will we be reviewing?	What do we hope to see when we review that data? (*Identify Quantitative Data or Qualitative Descriptors in this space*)	What we ended up seeing *(complete six to ten weeks into the school year)*
Student Data	MRA survey Branching Minds Data	We hope to see when we review the data scholars have opportunities to engage with members of the community to have stronger connections with families, community, and school partnerships.	
Adult/Schoolwide Behaviors and Practices	Attendance and participation at school community events Regular communication about important issues and events to families and school community partners.	We hope to see when we review the data that it shares positive updates about our families having stronger connections with community and school partnerships.	

Student Behaviors and Practices	Scholars participating in school community events. Scholars collaborating to develop community events.	We hope to see when we review the data that it shares positive updates about our scholars having stronger connections with families, community, and school partnerships.	

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?
Developing social media	Website, Twitter, Facebook page and Instagram. Monthly Digital Newsletter that helps make stronger connections with families, our community, and school partnerships.	Communication Team
Newsletter	Submissions every month from all scholars and staff members to create stronger connections with families, community, and school partnerships.	Staff and Scholars
District and School calendar	Digital virtual bookbags, Digital Staff, student code of conduct posted on the school website to have stronger connections with families, community, and school partnerships.	Student Technology Team, Communication Team members responsible for updates
Parent University and Community Workshop	Each month PTO and schoolwide parent university and community workshops to strengthen the connections with families, community, and school partnerships.	Staff, Outside Community Resources 21st Century parent and Community partnership, Mental wellness & Health partnership (T. Williams)
Bookings App	Parents will be able to schedule an appointment on the school website to see and speak with staff to support their scholar.	Bookings App Resource QR Code

	To build a stronger connection with families, community, and school partnerships.	

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?	Not Applicable
Why are we making this Commitment? *Things to potentially take into consideration when crafting this response:* • *How does this Commitment fit into what we envision for the school?* • *How does this Commitment relate to what we heard when listening to others?* • *How does this Commitment connect to what we observed through analysis?*	

Progress Targets

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

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing *(complete at the end of the year)*
End-Of-The-Year Goals			

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

	Survey Question(s) or Statement(s)	Desired response *(e.g., % agree or strongly agree)*	What we ended up seeing *(complete once Spring survey results are available)*
Student Survey			
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)			

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? (*Identify Quantitative Data or Qualitative Descriptors in this space*)	What we ended up seeing *(complete six to ten weeks into the school year)*
Student Data			
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.

X State-Supported Evidence Based Strategy

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

Evidence-Based Intervention Strategy Identified	PLC
We envision that this Evidence-Based Intervention will support the following Commitment(s)	Commitment 1
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	During the envision process and the analysis meeting the SCEP team discussed increasing student proficiency and the current state of Math and ELA data. The team learned that PLCs support improvements in practice along with student learning gains. The PLCs would help staff identify and create the support structures needed through professional learning to meet student needs academically in ELA and Math. The most successful PLCs have an explicit focus on student learning, increase teacher empowerment and authority in decision-making, and promote continuous teacher learning through joint study of research literature. Through using PLC evidence-based strategy the school community will improve practices to support student learning gains.

☐ Clearinghouse-Identified

If "X' is marked above, provide responses to the prompts below to identify the strategy, the Commitment(s) it will support, the Clearinghouse that supports this as an evidence-based intervention, and the rating that Clearinghouse gave that intervention:

Evidence-Based Intervention Strategy Identified	
We envision that this Evidence-Based Intervention will support the following Commitment(s)	
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	

Clearinghouse used and corresponding rating

- ☐ **What Works Clearinghouse**
  - ☐ Rating: Meets WWC Standards Without Reservations
  - ☐ Rating: Meets WWC Standards With Reservations
- ☐ **Social Programs That Work**
  - ☐ Rating: Top Tier
  - ☐ Rating: Near Top Tier
- ☐ **Blueprints for Healthy Youth Development**
  - ☐ Rating: Model Plus
  - ☐ Rating: Model
  - ☐ Rating: Promising

☐ School-Identified

If "X" is marked above, complete the prompts below to identify the strategy, the Commitment(s) it will support, and the research that supports this as an evidence-based intervention.

Evidence-Based Intervention Strategy Identified	
We envision that this Evidence-Based Intervention will support the following Commitment(s)	
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	
Link to research study that supports this as an evidence-based intervention (the study must include a description of the research methodology	

Our Team's Process

Background

NYSED requires that the SCEP is developed in consultation with parents and school staff, and in accordance with §100.11 of Commissioner's Regulations. All schools are expected to follow the guidelines outlined in the document "Assembling Your Improvement Planning Team" found at: https://www.nysed.gov/sites/default/files/programs/accountability/assembling-your-improvement-planning-team.pdf.   This section outlines how we worked together to develop our plan.

Team Members

Use the space below to identify the members of the SCEP team and their role (e.g., teacher, assistant principal, parent).

Name	Role
Veronique Bailey	Principal
Dr. Juanita Winfield	Assistant Principal
Lenique Bligen	Social Worker
Robin Branch	IB Instructional Coach
Anita Williams	Teaching Assistant
Christine Strachan	Teacher
Gail Battle	Teacher
Candie Russell	Teacher
Celeste Henderson	Parent
Mercy Pacheco	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 Scholars
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 Scholars	Putting it all Together: Completing the SCEP Planning Document	Writing the Plan
Example: 4/6/21				*x*	*x*		
6/5					x		
6/26	x						
6/27	x						
6/28		x	x	x			x
7/3		x	x	x			x
7/5	x	x	x	x		x	x
7/6	x	x	x	x		x	x
7/11	x	x	x			x	x
7/12	x	x	x			x	x
7/13	x	x	x			x	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 informed the team's plan because we noticed that many students shared a need to be heard, supported, treated with kindness, and learn using voice, choice, agency, and collaborative opportunities to participate in inquiry-based learning. Scholars expressed during their student interviews they would like an opportunity for greater voice choice and agency in their learning as well as more opportunities to collaborate in project-based learning. As a result, the plan includes opportunities for more student voice, choice, agency and collaborative project-based learning.

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.