



School Comprehensive Education Plan 2022-23

District	School Name	Grades Served
Newburgh Enlarged City School District	Heritage Middle School	6-8

Collaboratively Developed By:

The Heritage Middle School SCEP Development Team

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And in partnership with the staff, students, and families of Heritage Middle School.

Guidance for Teams

Template

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

Commitments

After completing the Student Interviews, discussing the Equity Self-Reflection, and reviewing recent data, including survey data, school teams should discuss what was learned in the review the document “[How Learning Happens](#),” particularly page 3. Then the team should ask, “**What should we prioritize to support our students and work toward the school we wish to be?**”

The team should take the answers to this question and identify 2 to 4 commitments for the 2022-23 school year. For each commitment, the team will identify strategies that will advance these commitments.

School teams have a lot of flexibility when selecting the commitments that are identified. There is no requirement that commitments must align with specific subject areas, as was required in the past. Any of the full statements that appear on page 3 of the [How Learning Happens](#) framework, such as “*Every child can see themselves reflected in teachers, leaders, curriculum, and learning materials*” could serve as a commitment. To be meaningful, it is important that the commitments be informed by the Student Interviews, Equity Self-Reflection, and review of recent data, and the commitments should connect to the school’s values and aspirations.

Strategies

After school teams identify their commitments, they should consider strategies that will allow the school to advance that commitment. School teams will need to identify how they will gauge success with this strategy, what the strategy entails, and any resources that are necessary to implement that strategy.

Resources for Team

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

- [Requirements for Meaningful Stakeholder Participation SCEP](#)
- [Guidance on Interviewing Students in Advance of Developing the SCEP](#)
- [Equity Self-Reflection for Identified Schools](#)
- [How Learning Happens](#)
- [Writing Your SCEP](#)
- [Developing Your SCEP -- Month by Month](#)

COMMITMENT I

Our Commitment

<p>What is one commitment we will promote for 2022-23?</p>	<p>We will create smaller learning communities as a structure for nurturing student belonging and identity.</p>
<p>Why are we making this commitment? <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 the school's vision?</i> ● <i>Why did this emerge as something to commit to?</i> ● <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i> ● <i>What makes this the right commitment to pursue?</i> ● <i>How does this fit into other commitments and the school's long-term plans?</i> 	<p>We believe and agree with the <i>How Learning Happens</i> framework that "our experiences, relationships, environments, and agency drive how we learn and who we become." Further, we understand and concur with the DTSDE framework that holding and communicating a common vision, purpose, and expectations for our school unites our school community in developing equitable and relevant learning environments for our young people. We also believe that a guiding team of assorted stakeholders provides voice and guidance to our school community as we collaboratively set priorities for growth and regularly monitor, communicate, and adjust our progress.</p> <p>As a School Leadership Team (SLT), we have set a vision of becoming a middle school that reflects the "Essential Elements of a Standards Focused Middle Level Program" as well as strategies in the "How Learning Happens" framework to foster belonging, identity, relationships and agency. Therefore, the SLT reviewed the data from the May 2022 School Review report, equity survey, student surveys, and teacher/student anecdotal experiences. More specifically, three particular findings from the school review report related to the environment of the school drive this commitment:</p> <ul style="list-style-type: none"> ● "Although the school is called a "middle school" and has co-located students and teachers of grades 6, 7, and 8, few of the staff use research-based and developmentally responsive practices for middle-level students." ● "Survey data, interview statements, and classroom observations all suggest that the school staff do not consistently offer a welcoming, affirming, and developmentally responsive environment where all people are treated with respect and dignity. Many adults demonstrated a priority for compliance and obedience, while few examples were observed or reported where teachers and security staff validated, affirmed, or demonstrated appreciation for the assets that each of the students brings to the culture of the school." ● "While the support staff and administrators have focused on individual students, the school does not have an articulated vision, strategic plan, consistent approach or school-wide practices for supporting students' social-emotional needs. This has contributed to chaotic scenarios in the common areas of the school and an overly punitive

Commitment 1

climate between many adults and students. Managing this has demanded significant amounts of time and intervention by school leaders and support personnel”.

To move our middle school forward in developing a “...web of sustained and supportive human connections” we will begin by using strategic, school-wide efforts to ensure that each of our students feels known, respected, and supported in our school. Our SLT will regularly monitor this goal and adjust our actions as we make progress. As we accomplish this commitment, we will expand the foundation of belonging and identity to grow student agency and partnerships in collaborative decision making across the school, as we then move to a focus on Commitment 4.

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this commitment?</p>	<p>What does this strategy entail?</p>	<p>What specifically will we look for during the year to know that this strategy is having the desired impact? (This could include qualitative or quantitative data.)</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Establish smaller learning community team identity</p>	<p>In existing teams, teachers will organize a student contest to establish the team mascot, logo, mantra.</p>	<p>At SCEP monitoring times:</p> <ul style="list-style-type: none"> • A short student survey will be conducted in each ELA class to collect information about students' knowledge of their mascot, logo, and team mantra. 	<p>Poster maker/printer (industrial or cricut machine)</p> <p>Awards/Rewards</p> <p>Supplies/materials</p>
<p>Each student has a trusted adult "champion"</p>	<p>The team of teachers will match each student on the team with an adult that works with the team of students. Throughout the year, the adults will conduct actions/activities to check in with and support their assigned students. (attendance monitoring, student check-ins, family chats, meet and greets)</p>	<p>At SCEP monitoring times:</p> <ul style="list-style-type: none"> • Each team will review each student name and submit a report of activities with each student. • A short student survey will be conducted in each ELA class to collect information about their activities/check in with the trusted adult 	<p>List of potential activities for adults to use</p> <p>Time (may include release time or coverage)</p> <p>Student Survey to assess and monitor progress</p>

Commitment 1

Team activities	Each quarter, teams will conduct at least 1 team wide activity with the students in their smaller learning community. Teachers will plan these with student voice and choice during team planning time. (i.e. Book Reading competition; on time for class competition- no lateness)	# of activities completed	Time for the activity Supplies and materials for the activities
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End-of-the-Year Desired Outcomes

Schools teams are invited to consider if the belief statements shared below connect to this commitment. Since each commitment is unique, school teams should decide how progress about this commitment might be noted. If the team’s answer to a “we believe” prompt is no, that section should be left blank.

We believe these survey responses will give us good feedback about our progress with this commitment:

	Survey Question(s) or Statement(s)	Desired response <i>(e.g. % agree or strongly agree)</i>
Student Survey	BOY: 1. Does your team have a mascot? 2. Do you have an adult mentor, a trusted adult to go to? MOY: 1. What is your team mascot? 2. Who is your mentor/trusted adult?	BOY: 1. 75% Yes 2. 75% Yes MOY: 3. 95% Yes 4. 95% Yes
Staff Survey	1. What is your team mascot? 2. Has each student on your team been assigned a trusted adult? 3. Has each student met with their trusted adult? 4. Have you communicated with your mentee’s family letting them know you are there to support.	1. 85% Staff know mascot 2. 95% Yes 3. 95% Yes 4. 95% Yes
Family Survey	-----	-----

Commitment 1

We believe having the following occur will give us good feedback about our progress with this commitment:

Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2022-23 school year.

By November 15, 2022:

- Students have designed a team mascot and/or mantra. (Collection of mascot from team leaders)
- Each student is assigned to a trusted adult (Collection of assignment list from team leaders).
- A system has been created that will monitor and red-flag students who show regular absences. (Guidance will run an attendance report and provide it to teachers on a weekly basis).

By Feb. 15, 2023:

- Students know which team they are on and know their team mascot.
- Students can identify a trusted adult and each adult has met with their trusted adult 2 times. (Checklist)
- A data wall has been created for students to see team attendance-related data (competition).

By June 15, 2023:

- Students can identify an adult in the building who has had a positive impact on their school year. (Survey and checklist)
- Overall quarterly attendance records increase by 5% (Attendance records)

COMMITMENT 2

Our Commitment

<p>What is one commitment we will promote for 2022-23?</p>	<p>Each adult in the school will know and implement their assigned role to ensure that the school’s instructional expectations are accomplished in every class. This includes improving learning environments so each child can see themselves reflected in teachers, leaders, curriculum, and learning materials.</p>
<p>Why are we making this commitment? <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 the school’s vision?</i> ● <i>Why did this emerge as something to commit to?</i> ● <i>In what ways is this commitment influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?</i> ● <i>What makes this the right commitment to pursue?</i> ● <i>How does this fit into other commitments and the school’s long-term plans?</i> 	<p>Similar to the rationale of commitment 1, the SLT reviewed the data from the school review, equity survey, teacher and student experiences to confirm that we need and want to be a middle school that uses the strategies in the “How Learning Happens” framework and the “Essential Elements of a Standards Focused Middle Level Program.</p> <p>In May 2022, our school review report included several findings related to the instructional environment and overall collaboration of adults in the school. More specifically, four particular findings drive this commitment:</p> <ul style="list-style-type: none"> ● “Many classes had multiple adults providing instruction and support where the roles were unclear and inefficient, and in some cases not collegial. This does not provide value for students that have been prescribed interventions or specialized instructional plans.” ● “Teachers deliver lessons that are often highly controlled, teacher-centered, rote, and transactional. Most classes offer little opportunity for movement, academic discourse, collaboration, or student-led inquiry. Students are rarely challenged to consider alternate perspectives, justify their thinking, discuss ideas with their peers, or reflect on their learning.” ● “Team meetings should be repurposed and organized with structured protocols for monitoring student achievement and social-emotional data and recommend regular interventions, collaboratively study and implement instructional strategies, plan and assess the success of team building activities. ● “While the written maps are formally available, in practice most classes did not fully operationalize the maps, as most did not: <ul style="list-style-type: none"> ○ explicitly build on prior learning ○ assist students in understanding what and why they would be learning in the observed lesson ○ support students in being active participants in their own learning and/or collaborating with their peers ○ support students with higher-level thinking activities or delving deeply into

Commitment 2

content

- assisting students with connecting their experience to other cultural backgrounds.”

With universal clarity around how the adults in the school should work together and how classroom instruction should be structured, we can expand later into additional skill building and enhancements in the quality of instruction. When the SLT confirms and clarifies these expectations and regularly monitors the progress of implementation, the whole school community will see their voice reflected, and an opportunity for all stakeholders to contribute.

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this commitment?</p>	<p>What does this strategy entail?</p>	<p>What specifically will we look for during the year to know that this strategy is having the desired impact? (This could include qualitative or quantitative data.)</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Define the roles of adults in the school.</p>	<ul style="list-style-type: none"> • The SLT will collaboratively confirm the roles of each adult in the school. • The SLT will communicate these expectations, at faculty and team meetings. • The school administration will regularly monitor and discuss the implementation of these roles with the school staff, and provide information to the SLT. 	<p>At SCEP monitoring times:</p> <ul style="list-style-type: none"> • The school administration will provide aggregated information to the SLT about the implementation of adult roles • A short staff survey will be conducted in the Nov., Feb., and June faculty meeting about implementation of the adult roles • During faculty and team meetings, the SLT will review the aggregated information with the school staff and reflect on the findings. 	<ul style="list-style-type: none"> • Professional development and support from RBERN • Professional development and support from BOCES • Funding may be needed for access to PD • Collaboration and support of NECSD Directors
<p>Publish and monitor the instructional expectations of the school.</p>	<ul style="list-style-type: none"> • The SLT will collaboratively confirm the instructional expectations for the school. <i>(ie: Learning Targets (derived from the district curriculum maps) will be posted for each class; students will experience an</i> 	<p>At SCEP monitoring times:</p> <ul style="list-style-type: none"> • The school administration will provide aggregated information to the SLT about the implementation 	<ul style="list-style-type: none"> • Supplies/materials to print and publish information • Google Drive to archive the

Commitment 2

	<p><i>engaging learning activity in every class; students will reflect on their learning in each class; teachers will check for student understanding of the learning targets in every class)</i></p> <ul style="list-style-type: none"> • The SLT will communicate these expectations at faculty and team meetings. • The school administration will regularly monitor and discuss the implementation of these expectations with the staff, and provide information to the SLT. 	<p>of the instructional expectations across the school.</p> <ul style="list-style-type: none"> • During faculty and team meetings, the SLT will review the aggregated information with the school staff and reflect on the findings. 	<p>documents as well as resources</p> <ul style="list-style-type: none"> • Meeting time scheduled to monitor and track progress
Professional Learning for instructional staff	<p>Best Practices in:</p> <ul style="list-style-type: none"> • Co-Teaching (PD/planning with consultant or specialists) • Pedagogy for ELLs (PD planning with RBERN) • Middle Level Teaching and Learning (ie: school visitations) 	<ul style="list-style-type: none"> • Strategies from PD are implemented • Evidence of strategies being used in class lessons • Evidence of co-planning can be seen in lesson plans 	<ul style="list-style-type: none"> • Registration fees • Travel/compensation • Consultant fees • Materials/supplies
Transform teams in PLCs	<ul style="list-style-type: none"> • Establish and implement clear protocols for best practices in PLC • SLT develops and communicates standing agenda that includes regular analysis of student and school-wide instructional data • SLT collects and analyzes team meeting minutes from across the school 	<ul style="list-style-type: none"> • Agenda and meeting minutes (staff/faculty conferences; SLT meetings; PLC's) demonstrate that clear protocols are in place and contain data used to carry out, monitor and adapt the goals of the commitment 	<ul style="list-style-type: none"> • Materials/supplies • PD stipends

End-of-the-Year Desired Outcomes

Schools teams are invited to consider if the belief statements shared below connect to this commitment. Since each commitment is unique, school teams should decide how progress about this commitment might be noted. If the team's answer to a "we believe" prompt is no, that section should be left blank.

I'm We believe these survey responses will give us good feedback about our progress with this commitment:

	Survey Question(s) or Statement(s)	Desired response <i>(e.g. % agree or strongly agree)</i>
Student Survey	<ol style="list-style-type: none"> 1. Are all adults in the classroom helping you to be successful? 2. Are the learning objectives posted daily in your classrooms? 	<ol style="list-style-type: none"> 1. 85% Yes 2. 85% Yes
Staff Survey	<p>What are the questions you will ask the staff to pull out information about this commitment?</p> <ol style="list-style-type: none"> 1. Do you know your role and responsibility in the classroom? 2. Do you post your learning objectives daily in your classes? 3. Have you discussed your roles/responsibilities in the classroom with your team? 	<ol style="list-style-type: none"> 1. 85% Yes 2. 85% Yes 3. 85% Yes
Family Survey	<ol style="list-style-type: none"> 1. Are all of the adults in your child's classrooms helping him/her to be successful? 2. Does your child report seeing the learning objectives displayed daily? 	<ol style="list-style-type: none"> 1. 85% Yes 2. 85% Yes

We believe having the following occur will give us good feedback about our progress with this commitment:

Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2022-23 school year.

Commitment 2

By November 15, 2022:

- Staff survey will indicate that:
 - Survey above will be at 35%.
- Faculty meeting and team meeting agendas (and presentation artifacts) indicate that the roles of all adults and instructional outline were articulated and discussed;
- Information provided by the administration indicated that 75% of classrooms were visited.
- Information provided by the administration indicated that 75% of staff had a conversation with at least 1 administrator about the instructional expectations.
- Instructional staff have registered for PD.
- Standing agenda template is completed and communicated to all teams. SLT members provide clarification as needed.
- Meeting minutes are being contributed to shared folder.

By Feb. 15, 2023:

- Staff survey will indicate that:
 - Survey above will be at 50%.
- Faculty meeting and team meeting agendas (and presentation artifacts) indicate that the roles of all adults and instructional outline were articulated and discussed and that implementation data has been reviewed and discussed with the entire staff.
- Information provided by the administration indicated that 100% of classrooms were visited.
- Information provided by the administration indicated that 100% of staff had a conversation with at least 1 administrator about the instructional expectations
- 75% of instructional staff have attended co-teach PD
- 50% of instructional staff have attended PD for ELL pedagogy
- Standing agendas are being used by 75% of teams.
- Meeting minutes indicate that teams are regularly analyzing:
 - attendance data
 - instructional data

By June 15, 2023:

- Staff survey will indicate that:
 - Survey above will be at 85%.
- Faculty meeting and team meeting agendas (and presentation artifacts) indicate that the roles of all adults and instructional outline were articulated and discussed and that implementation data has been reviewed and discussed with the entire staff.
- Information provided by the administration indicated that 100% of classrooms were visited.
- Information provided by the administration indicated that 100% of staff had a conversation with at least 1 administrator about the instructional expectations
- Student surveys indicate:
 - 85% of students respond Yes to survey questions above.

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 2022-23?</p>	<p>All school administrators will partake in professional development and/or coaching sessions to increase their ability to support instruction and pedagogy.</p>
<p>Why are we making this commitment? <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 the school's vision?</i> ● <i>Why did this emerge as something to commit to?</i> ● <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i> ● <i>What makes this the right commitment to pursue?</i> ● <i>How does this fit into other commitments and the school's long-term plans?</i> 	<p>How does this commitment fit into the school's vision?</p> <ul style="list-style-type: none"> ● Increasing administration's ability to lead teachers instructionally will assist them with creating classrooms and lessons where students will be successful. This begins at the administrative level ("Through the work of all we achieve inclusive excellence"). <p>Why did this emerge as something to commit to?</p> <ul style="list-style-type: none"> ● This emerges as a result of anecdotal observations and informal conversations within the administrative team which was confirmed by the school review report in May 2022. More specifically, the school review report highlighted that: <ul style="list-style-type: none"> ○ "Teachers deliver lessons that are often highly controlled, teacher-centered, rote, and transactional. Most classes offer little opportunity for movement, academic discourse, collaboration, or student-led inquiry. Students are rarely challenged to consider alternate perspectives, justify their thinking, discuss ideas with their peers, or reflect on their learning." ○ "School leaders and co-teachers do not have regular opportunities to proactively review instructional plans, or provide guidance and support in advance of a lesson, since written evidence of planning is not systematically available in the school." ○ "Some leaders stated that they lack confidence and knowledge of how to be instructional leaders or increase access to equitable experiences for the students." ○ "School leaders expressed intensive obstacles and restrictions from providing formative feedback to teachers about the teaching and learning they see in the school. This hinders the leaders in providing growth-producing feedback for teachers and the teacher's role to receive and implement feedback for improvement."

Commitment 3

In what ways is this commitment influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?

- The “How Learning Happens” document emphasizes some of the ideas/concepts that we learned about and conversed with our various stakeholders in regards to attendance and active engagement. Students that are engaged in lessons that are tailored to their academic and behavioral needs will be more successful. This idea resonated in the “Equity Self-Reflection” document as well as in our student interviews and school review that was conducted at the end of the year.

What makes this the right commitment to pursue?

- School leaders need to ensure that each and every student has a high quality, equitable learning experience in every class, every day. The instructional leaders need to systematically expect, teach, monitor, and support clear focus and implementation of developmentally appropriate instructional strategies in all classes.

How does this fit into other commitments and the school’s long-term plans?

This commitment is the foundation that will have the school administration become more knowledgeable about what is occurring in classrooms. lead by example. This will allow us to ensure instructional improvement is realized and our students’ learning environment is impacted in a positive way.

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this commitment?</p>	<p>What does this strategy entail?</p>	<p>What specifically will we look for during the year to know that this strategy is having the desired impact? (This could include qualitative or quantitative data.)</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Coaching</p>	<ul style="list-style-type: none"> ● identify areas the administration team would like assistance with ● research and select a coach to work on these areas ● conference with coach and identify key skill sets ● calendar coaching sessions 	<ul style="list-style-type: none"> ● agendas from admin meetings ● calendar items ● notes from coach meetings ● peer feedback ● self reflections 	<ul style="list-style-type: none"> ● personnel-coach ● possible SIG funds if coach is out of district
<p>Professional Development for Admin Team</p>	<ul style="list-style-type: none"> ● Seek out and attend PD related to becoming instructional leaders ● research PDs that admin might attend 	<ul style="list-style-type: none"> ● List of PDs attended ● Narrative on what was learned and how practices will change as a result of the PD. 	<ul style="list-style-type: none"> ● Money for attendance fees

End-of-the-Year Desired Outcomes

Schools teams are invited to consider if the belief statements shared below connect to this commitment. Since each commitment is unique, school teams should decide how progress about this commitment might be noted. If the team’s answer to a “we believe” prompt is no, that section should be left blank.

We believe these survey responses will give us good feedback about our progress with this commitment:

	Survey Question(s) or Statement(s)	Desired response <i>(e.g. % agree or strongly agree)</i>
Student Survey		
Staff Survey		
Family Survey		

We believe having the following occur will give us good feedback about our progress with this commitment:

Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2022-23 school year.

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	Principal Leadership Development
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	Commitment 3

Evidence-Based Intervention

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) as follows	

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) as follows	

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

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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 "Requirements for Meaningful Stakeholder Participation" found at: <http://www.nysed.gov/common/nysed/files/programs/accountability/scep-requirements-stakeholder-participation.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
Jessica Layne	Principal
Shaneequa Cameron	Assistant Principal
Carlos Santiago	Assistant Principal
Dervorgilla Bailey-Sloan	Teacher
Bryan Graham	Teacher
Tara Lapiere	Teacher
Chris Marino	Teacher
Zeeba Pavri	Teacher
Stephanie Randall	Teacher
Juan Urena	Teacher
Susan Warren	Teacher
Ashley Wellington	Teacher

Our Team's Steps

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

1. Interviewing Students
2. Completing the Equity Self-Reflection for Identified Schools
3. Reviewing Multiple Sources of Data and Feedback
4. Clarifying Priorities and Considering How They Connect to School Values
5. Writing the Plan
6. Completing the "Leveraging Resources" document (OPTIONAL)

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	Interviewing Students	Completing the Equity Self-Reflection for Identified Schools	Reviewing Multiple Sources of Data and Feedback	Clarifying Priorities and Considering How They Connect to School Values	Writing the Plan	OPTIONAL: Completing the "Leveraging Resources" document
7/6 - 7/17/22	X					
		X				
7/18/22			X	X		
7/21/22			X	X		
8/1/22			X	X		
8/2/22				X		
8/23/22					X	
8/26/22					X	

Learning As A Team

Directions

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

Student Interviews

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

Responses from student interviews were documented and used by the School Leadership Team to gain a deeper understanding of how we could better support students academically, as well as socio-emotionally. This information was used in conjunction with data from staff and family surveys as well as the reviewing team's final report to help identify areas of improvement, develop commitments included on the SCEP and create a plan of action for the school.

Equity Self-Reflection

Describe how the Equity Self-Reflection informed the team's plan

Data and information from the Equity Self-Reflection document was combined with surveys and interviews (families, students, and staff) as well as the reviewing team's final report to identify areas of improvement, develop commitments included on the SCEP and create a plan of action for the school.

Next Steps

Next Steps

1. **Sharing the Plan:**
 - a. **CSI Schools:** 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 August 1, 2022.
 - b. **TSI Schools:** 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 2022-23 school year.
 - c. **All Schools:** Ensure that the local Board of Education has 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 make adjustments 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.