



# School Comprehensive Education Plan 2022-23

District	School Name	Grades Served
Patchogue-Medford	Eagle Elementary School	K-5

**Collaboratively Developed By:**

**The Eagle Elementary School SCEP Development Team**  
**(SCEP Team Members: Katie Buonomo, Damerelis Cruz, Kerryn Fries, Sandra Kaiser, Jessica Kelley, Colleen McEwen, Jessica Mistretta, Erin Skahill, Stephanie Whitehead, Susan Wiederman, and in partnership with the staff, students, and families of Eagle Elementary School.**

*And in partnership with the staff, students, and families of Eagle 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

After completing the Student Interviews, discussing the Equity Self-Reflection, and reviewing recent data, including survey data, school teams should discuss what was learned and then 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><b>What is one commitment we will promote for 2022-23?</b></p>	<p>We are committed to deepening student connections by deepening our journey in becoming a Restorative School.</p>
<p><b>Why are we making this commitment?</b>  <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>• <i>How does this commitment fit into the school's vision?</i></li> <li>• <i>Why did this emerge as something to commit to?</i></li> <li>• <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i></li> <li>• <i>What makes this the right commitment to pursue?</i></li> <li>• <i>How does this fit into other commitments and the school's long-term plans?</i></li> </ul>	<p>Our focus has been on relationship centered learning using practical techniques designed to strengthen support, and sustain relationships. In order to accomplish this we have used a connection plan in our classrooms which include activities such as 60 second relate breaks, 2-minute connections and the treatment agreement. Based upon the student surveys, students indicated that the practice of restorative conversations helped repair the relationships among students. Based upon the staff survey, they agreed these conversations were helpful and think we should take the next step in the journey of becoming a restorative school. Both students and staff felt these small daily connections were a positive part of their day. Teachers have recognized that when students demonstrate negative behavior, it's not about fixing the student but being able to repair the relationship and in order to repair a relationship, you have to have a relationship. We are committed to deepening our relationships with students because students will buy into the teacher before they buy into the learning.</p>

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><b>Appoint a Restorative Practice Team (team of 3 liaisons; K-1, 2-3, 4-5) to assist with restorative practices.</b></p>	<ul style="list-style-type: none"> <li>• The team will attend 2 full-day trainings on Restorative Practices, August 17<sup>th</sup> and August 18<sup>th</sup> 2022.</li> <li>• The team will facilitate staff training and reinforcing the building wide PBIS system. A welcome back assembly for all students will be held on Friday, September 9, 2022. A presentation on our behavioral supports will be shared with students. (S.O.A.R) How to be Safe, Open-Minded, Accountable, and Respectful.</li> <li>• The team will train teachers with regards to restorative practices and relationship building (Sept 22- June 23). The teams will meet bi-weekly each month during PDP periods, starting in September 2022 and ending in June 2023.</li> </ul>	<p>Student, teacher and family surveys (winter &amp; spring) Student interviews (Spring '23)</p>	<p>Funds allocated for the position and night time workshops. Instructional resources for classroom push-ins. Professional development to train team on restorative practices.</p>

Commitment 1

	<ul style="list-style-type: none"> <li>The team will work with parents via workshops and small groups to discuss restorative practices at home (Nov 2022, February 2023 and May 2023). Invitations will be sent to the community in October 2022, January 2023, and April 2023.</li> </ul>		
<b>Principal will present restorative practices/ SEL programs to the community</b>	<ul style="list-style-type: none"> <li>The principal will explain the school’s approach to support behavior through restorative practices to the community at the September 2022 PTA meeting.</li> </ul>	<p>Student and family surveys (winter &amp; spring)            Student interviews (Spring ‘23)</p>	<p>Funding for restorative team to create presentations for the community outside of the school day</p>
<b>Utilize a Social Skills for Eagle Scholars Coach to assist with parent training</b>	<ul style="list-style-type: none"> <li>Social Skills for Eagle Scholars Coach will host small group meetings in the evenings to support parents at home with behaviors particularly as it pertains to students with disabilities and students impacted by trauma. Meetings will be held in October 2022, January 2023, and April 2023. Invitations to the community will be sent in September 2022, December 2022, and March 2023.</li> </ul>	<p>Student and family surveys (winter &amp; spring)            Student interviews (Spring ‘23)</p>	<p>Funding for position            Funding for materials            Funding for on-going PD            Utilize “Forms Site” to schedule and sign up participants</p>
<b>1 school 1 book approach</b>	<ul style="list-style-type: none"> <li>Starting in October 2022 and concluding in January 2023, 1 copy of the book <u>Better Than Carrots and Sticks</u> will be purchased for staff. Each week the principal will post a “Question of</li> </ul>	<p>Teacher survey Spring ‘23</p>	<p>Funding to purchase books.</p>

Commitment 1

	<p>The Week” online for staff to respond to and create professional discussion centered around the book. Professional Development sessions will be held on Monday and Wednesday mornings from 8:30am-9:10am starting in September 2022. Calendar invites will be sent to all teachers in August 2022.</p> <ul style="list-style-type: none"> <li>• For the second half of the school year, beginning in February 2023, 1 copy of <u>Circle Forward</u> will be purchased for every teacher. This text will be read, reviewed and discussed during PDP periods. Professional Development sessions will be held on Monday and Wednesday mornings from 8:30am-9:10am starting in January 2023. Calendar invites will be sent to all teachers in December 2022.</li> </ul>		
<p><b>Outside consult</b></p>	<ul style="list-style-type: none"> <li>• An outside consultant will be hired to visit the school to give feedback, hands on modeling, etc. Meetings will take place on Mondays and Wednesdays 8:30am-9:10am. These meeting will be a combination of in-person and virtual.</li> </ul>	<p>3 visits; Fall '22, Winter '23, and Spring '23</p>	<p>Funding for visits.</p>

Commitment 1

## 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>	
		Spring 2022 Survey Results	
<b>Student Survey</b>	I feel like my teacher knows the real me.	91%	95%
	I can really be myself at school.	86%	90%
	I can make new friends at school.	87%	90%
	The school has helped me navigate my feelings.	80%	85%
<b>Staff Survey</b>	I have opportunities to grow and learn Restorative Practices.	95%	100%
	The school values the work I do to support student success.	91%	100%
<b>Family Survey</b>	My child receives the support they need for their social emotional success at school.	64.7%	80%
	The staff at school care about my child.	89%	95%

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 1

- 100% of teachers will receive training in restorative practices, conscious discipline and enhanced SEL on Monday's and Wednesday's during PDP periods starting in September 2022 through June 2023.
- 100% of students will receive enhanced SEL curriculum provided by the District.
- Parents will be offered a home school connection through presentations of restorative practices and SEL curriculum at meetings taking place in Nov 2022, February 2023 and May 2023.
- Parents will be provided with small group support through the Social Skills for Eagle Scholars Coach in October 2022, January 2023, and April 2023.

## COMMITMENT 2

### Our Commitment

<p><b>What is one commitment we will promote for 2022-23?</b></p>	<p>We are committed to building a more culturally responsive school family.</p>	
<p><b>Why are we making this commitment?</b>  <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>• <i>How does this commitment fit into the school's vision?</i></li> <li>• <i>Why did this emerge as something to commit to?</i></li> <li>• <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i></li> <li>• <i>What makes this the right commitment to pursue?</i></li> <li>• <i>How does this fit into other commitments and the school's long-term plans?</i></li> </ul>	<p>In Patchogue Medford we believe in educating the Whole Child. We believe culturally responsive teaching is a rich, intentional approach woven into every aspect of student learning. It focuses on the asset's students bring to the classroom rather than what students can't do. It raises expectations and makes learning relevant for all students. We also believe that all children can learn regardless of race, gender, socio-economic status or disability. At Eagle we continue to support that vision by increasing our cultural competency. We see this as an opportunity to celebrate our differences and unique cultural beauty. Furthermore, when the staff and parents participated in the Equity Self-Reflection, it was revealed that the curriculum can be improved to provide more opportunities to celebrate culture and to fortify the curriculum with culturally responsive practices and materials. Thus, it is a commitment for this coming school year to include such instructional practices, enhance our curriculum, and celebrate our school's diversity.</p>	



Commitment 2

	<p>be conducted starting in October 2022.</p> <ul style="list-style-type: none"> <li>• The CRT (Cultural Responsiveness Team) will coordinate a multicultural night for families.</li> <li>• Eagle classes will host the Hall of Fame and present research, information and aspects of different cultures at a showcase for families in Spring 2023.</li> </ul>		
<p><b>Provide Professional Development to Teachers and Staff</b></p>	<ul style="list-style-type: none"> <li>• The principal will work with the Cultural Responsiveness Team to assist with planning and delivering professional development to teachers regarding culturally competent instruction. The PD sessions will occur on Monday and Wednesday mornings from 8:30am-9:10am. A calendar invite will be sent to all teachers.</li> </ul>	<p>Teacher surveys (winter &amp; spring '23) Spring '23 Equity Self Reflection</p>	<p>Funding for materials</p>

## 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>	
		Spring 2022 Survey Results	
<b>Student Survey</b>	I learn about the achievements of people who look like me.	86%	90%
	My race, culture, gender is celebrated in the work we do at school.	87%	90%
	I have access to books about people who look like me.	77%	80%
<b>Staff Survey</b>	I have diverse materials to teach the curriculum in a culturally responsive way.	93%	100%
	I have opportunities to grow and learn more about cultural responsiveness.	91%	100%
	The school makes sure all students can experience success.	96%	100%
<b>Family Survey</b>	The school values the backgrounds and identities of all students.	84%	90%
	My child feels connected to the school.	63%	75%
	The schools’ programs reflect, respect, and value the diversity of the community.	67%	75%

## Commitment 2

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.

- 100% of students will participate in assemblies regarding cultural diversity.
- 100% of students will participate in a multi-cultural event, showcasing a project surrounding diversity.
- 100% of teachers will participate in professional development regarding cultural competency.
- Increase the racial diversity of the main characters from books and materials in classrooms by 10%.

## COMMITMENT 3

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

### Our Commitment

<p><b>What is one commitment we will promote for 2022-23?</b></p>	<p>We are committed to the whole child by utilizing Data Driven PLCs to evaluate the social, emotional, and academic development of our students by preparing, supporting, and creating a rich environment.</p>
<p><b>Why are we making this commitment?</b>  <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>• <i>How does this commitment fit into the school's vision?</i></li> <li>• <i>Why did this emerge as something to commit to?</i></li> <li>• <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i></li> <li>• <i>What makes this the right commitment to pursue?</i></li> <li>• <i>How does this fit into other commitments and the school's long-term plans?</i></li> </ul>	<p>Linda Darling-Hammond wrote, "Teachers need to know about curriculum resources and technologies to connect their students with sources of information and knowledge that allow them to explore ideas, acquire and synthesize information, and frame and solve problems. And teachers need to know about collaboration: how to structure interactions among students, how to collaborate with other teachers, and how to work with parents to shape supportive experiences at school and home. Acquiring this sophisticated knowledge and developing a practice that is different from what teachers themselves experienced as students requires learning opportunities for teachers that are more powerful than simply reading and talking about new pedagogical ideas. (Ball and Cohen, in press.) Teachers learn best by studying, doing, and reflecting; by collaborating with other teachers; by looking closely at students and their work; and by sharing what they see."</p> <p>By strengthening established PLCs at Eagle, the teachers can increase students that are below, at or above grade level by first capitalizing on student strengths and then serving as a forum for teachers to explore and implement instructional strategies that will speak to our students' diverse learning needs. Through distributive leadership, the principal will be more visible in the classrooms and during PLC meetings and teachers and other adults can assume their part in realizing the school's vision.</p>

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><b>Appoint a Building Community Liaison</b></p>	<ul style="list-style-type: none"> <li>• The Building Community Liaison will work directly with the principal to help oversee the building vision and goals of the SCEP.</li> <li>• Work in conjunction with and meet bi weekly with the building principal, Restorative Practice Team, Social Skills for Eagle Scholars Coach, and Cultural Responsiveness Team to assess the effectiveness of implemented strategies. Meetings will be scheduled on Thursday mornings every 2<sup>nd</sup> and fourth Thursday of the month. A calendar invite will be sent in August 2022.</li> <li>• Building community Liaison will interact with students using restorative practices on a daily basis.</li> </ul>	<p>Student and family surveys (winter &amp; spring) Student interviews (Spring '23)</p>	<p>Funding for Building Community Liaison stipend.</p>



Commitment 3

	<ul style="list-style-type: none"> <li>Building Community Liaison will develop trimester newsletters and host parent workshops, starting in September 2022.</li> </ul>		
<p><b>Teachers will receive training in effective PLC inquiry team practices and protocols</b></p>	<ul style="list-style-type: none"> <li>Principal will provide teachers with data protocols at September 2022 Faculty Meeting.</li> <li>Principal and Building Community Liaison will provide teachers with differentiated PD on PLCs and data analysis. Principal will create structures and infra structures so grade-level teams can meet to utilize protocols. Meetings will take place 10/3, 12/6, 1/3, 3/7, 5/2.</li> <li>Beginning in November 2022, teachers will use iReady and classroom data to develop a plan to support students.</li> </ul>	<p>iReady Diagnostic results (Winter &amp; Spring '23) Teacher Surveys (Winter &amp; Spring)</p>	<p>Dedicate time for PD regarding PLCs (Lead teachers and Building Community Liaison to create PD calendar)</p> <p>Funding for consultant</p>
<p><b>Data analysis</b></p>	<ul style="list-style-type: none"> <li>Appoint grade level leaders to support PLC's and to improve instruction. PLC Leaders will meet with outside consultant for professional development. Half day consultations will be held in September 2022, November 2022, January 2023, and March 2023. 1</li> </ul>	<p>I-Ready Diagnostic results (Winter &amp; Spring '23) Teacher Surveys (Winter &amp; Spring)</p>	<p>Funding for Lead teacher stipends</p>

Commitment 3

	<p>full day of professional development will be provided to leaders by consultant in June 2023 to discuss effectiveness and next steps.</p> <ul style="list-style-type: none"> <li>• Principal will meet with consultant for 3 days in August 2022 to plan for upcoming professional development sessions.</li> <li>• Grade levels will review diagnostic data, observation results, and information from parent survey to triangulate the data and determine students' individual learning needs and levels. Meeting will take place 1xmonthly during common planning prep.</li> <li>• Principal will meet individually with each teacher 3 times a year to support their understanding of student data and the importance of the triangulation of the data to inform instructional planning and intervention. Meetings will take place in October 2022, January 2023, and March 2023. Calendar invitations will be sent in August 2022.</li> <li>• Teachers will meet on an ongoing basis with the lead teacher to</li> </ul>	<p>I-Ready Diagnostic results (Winter &amp; Spring '23) Teacher Surveys (Winter &amp; Spring)</p>	<p>Grade level teams will need to dedicate time to implement data protocols. Protocols and structures to support PLC's</p>
--	---	---	--

Commitment 3

	analyze I-Ready and student writing data to create data driven decisions surrounding instruction. Meetings will be held bi-weekly on Fridays 8:30am-9:10am.		
<b>Level Up Club</b>	<ul style="list-style-type: none"> <li>A club will convene that provides K-5 students (as per I-Ready) more time to access material and work with an educator in a small group on a rotating basis, after school. Club will begin in November 2022 and conclude June 2023. Club will run after school on Tuesday and Thursday afternoons 3:40pm-4:10pm.</li> </ul>	I-Ready Diagnostic results (Winter & Spring '23)	Funding for stipend for club advisors Funding for teachers to conduct small group work.

## 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>	
<b>Student Survey</b>		Spring 2022 Survey Results	
	I feel connected to our school	91.6%	95%
	My school challenges me in what we are learning.	81%	90%
	The things I am learning about in school are relevant to me.	84%	90%
<b>Staff Survey</b>	I have the resources to engage in relevant and rigorous teaching.	63.6%	75%
	The school makes sure all students experience success.	82.6%	85%
<b>Family Survey</b>	My child feels successful at school.	94.7%	97%
	I am frequently informed about my child’s progress in school.	70%	75%
	My child receives academically rigorous instruction.	68.4%	75%

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 3

In June 2022 K-5 students scored as follows in Reading:

23% mid or above grade level

25% early on grade level

37% one grade level below

11% two or more grade levels below

4% three or more grade levels below

By spring 2023 60% of students K-5 will be on grade level in reading.

In June 2022 K-5 students scored as follows in Math:

20% mid or above grade level

19% early on grade level

50% one grade level below

9% two or more grade levels below

2% three or more grade levels below

By spring 2023 55% of students K-5 will be on grade level in Math.

## COMMITMENT 4

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

### Our Commitment

<b>What is one commitment we will promote for 2022-23?</b>	
<b>Why are we making this commitment?</b> <i>Things to potentially take into consideration when crafting this response:</i> <ul style="list-style-type: none"><li>• <i>How does this commitment fit into the school's vision?</i></li><li>• <i>Why did this emerge as something to commit to?</i></li><li>• <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i></li><li>• <i>What makes this the right commitment to pursue?</i></li><li>• <i>How does this fit into other commitments and the school's long-term plans?</i></li></ul>	

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	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.)	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?

## 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>
<b>Student Survey</b>		
<b>Staff Survey</b>		
<b>Family Survey</b>		

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.



### 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	Use of I-Ready	
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	We will use I-Ready to provide a depiction of student performance in math and ELA in grades K-5 to meet them where they are. The data will be used to have transparent conversations with teachers and families, and it allows students to take ownership of their learning and progress.	

## 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:

<b>Evidence-Based Intervention Strategy Identified</b>	
<b>We envision that this Evidence-Based Intervention will support the following commitment(s) as follows</b>	

#### 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.

<b>Evidence-Based Intervention Strategy Identified</b>	
<b>We envision that this Evidence-Based Intervention will support the following commitment(s) as follows</b>	
<b>Link to research study that supports this as an evidence-based intervention (the study must include a description of the research methodology)</b>	

## 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
Erin Skahill	Principal
Katie Buonomo	Classroom Teacher
Kerryn Fries	Instructional Coach
Sandra Kaiser	Classroom Teacher
Colleen McEwen	ENL Teacher
Demaralis Cruz	Dual Language Teacher
Susan Wiederman	Reading Teacher
Stephanie Whitehead	Special Education Teacher
Jessica Kelley	Parent
Jessica Mistretta	Parent

## 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
<i>Example: 4/6/21</i>			x	x		
4/5/22			X			
4/11/22		X		X		
4/12/22		X		X		
4/25/22		X	X	X		
5/18/22	X					
5/23/22	X		X			
6/28/22-6/30/22					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**

**While conducting student interviews, students explained that they feel connected, welcomed, and safe at school. Our “whole child” culture also reflects our dedication to the personal and social needs of our children. We will continue to focus on forming meaningful connections with students, leveraging restorative strategies and training our teachers in ways to support social and emotional learning through daily practices. This will take on several forms, including adding “circles” into our daily connection’s practices.**

#### Equity Self-Reflection

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

**When the staff and parents participated in the Equity Self-Reflection, it was revealed that the team was not very diverse or representative of our total school population. We recognized the immediate need to reach out to our culturally diverse families and ask for more participation. This year we added a Spanish Speaking Outreach Liaison to the Board. We also recognized how the curriculum can be improved to provide more opportunities to celebrate culture and to fortify the curriculum with culturally responsive practices and materials. Thus, it is a commitment for this coming school year to include such instructional practices, enhance our curriculum, and celebrate our school’s diversity.**

## 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.