



School Comprehensive Education Plan 2023-24

District	School Name	Grades Served
Hyde Park Central School District	Haviland Middle School	6-8

Collaboratively Developed By:

The Haviland Middle School SCEP Development Team

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And in partnership with the staff, students, and families of Haviland 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

Prior to working on this document, school teams should be sure to complete the following activities:

- **Envision:** Explore its vision, values, and aspirations
- **Analyze:** Review and analyze internal and external data, including survey data, and reflect on systems and structures
- **Listen:** Conducting student interviews

Following those activities, school teams should complete the SCEP Planning Document to make connections between the activities above and consider potential next steps to prioritize in the upcoming year as the team considers **“What should we prioritize to support our students and work toward the school we wish to be?”**

The team should identify 2 to 4 Commitments for the 2023-24 school year. For each Commitment, the team will identify strategies that will advance these Commitments and benchmarks to determine if the school is on track with its implementation. **School teams will need to ensure that at least one commitment is aligned to teaching and learning.**

Success Criteria and Benchmark Targets

After school teams identify their Commitments, they should consider success criteria and benchmarks that will help them determine if they are making sufficient progress toward their Commitment throughout the year. Each Commitment will have at least one end-of-the-year goal, a mid-year benchmark, strategies that will allow the school to reach those goals and benchmarks, early progress milestones, and spring survey targets.

The plan template is designed with the intention the school teams will return to their plan throughout the year and make updates when necessary. As part of the Success Criteria for each Commitment, there is a section for the team to update during the year and input the data they ended up seeing next to the target they originally identified. Teams should keep this section blank when writing the plan and anticipate bringing the team back together throughout the upcoming year to gauge the success of the plan.

Strategies

In conjunction with identifying benchmarks, teams should consider strategies that will allow the school to reach these benchmarks and advance that commitment.

Resources for Team

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

- [Assembling Your Improvement Planning Team](#)
- [Envision: Exploring Our Vision, Values and Aspirations](#)
- [Analyze: Internal and External Data](#)
- [Analyze: Survey Data](#)

Guidance for Teams

- **Analyze:** [Tenet 1 Systems and Structures Inventory](#)
- **Listen:** [Interviewing Students](#)
- **Putting it all Together:** [SCEP Planning Document](#)
- **SCEP Sample:** [Cohesive, Relevant Curriculum](#)
- **SCEP Sample:** [Deepening Connections](#)
- **SCEP Sample:** [Graduation Through Relationships](#)
- **SCEP Sample:** [Graduation and Success Beyond HS](#)

COMMITMENT I

Our Commitment

<p>What is one Commitment we will promote for 2023-24?</p>	<p>We are committed to fostering an environment where every student has equitable access to current, culturally relevant, rigorous instruction that aligns with grade-level standards in all classrooms.</p>
<p>Why are we making this Commitment?</p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this Commitment fit into what we envision for the school?</i> • <i>How does this Commitment relate to what we heard when listening to others?</i> • <i>How does this Commitment connect to what we observed through analysis?</i> 	<p>Our commitment to fostering an environment where every student has equitable access to current, culturally relevant, rigorous instruction that aligns with grade-level standards in all classrooms fits with our school's vision by allowing students to engage with the world around them to create meaningful connections to our world and school community. At this time, our school's vision is to empower our community to strive for excellence and embrace the opportunities for a globally connected world.</p> <p>This commitment emerged as a result of staff surveys that indicated that we need consistency around instructional equity. Parents and students also voice concerns about the educational experiences in our building being more equitable. Many students feel as though the classroom instruction could be more challenging, allowing them to push their own levels of comfort. Our survey data indicates that students would benefit from more choice and decision-making regarding what they are learning. Some parents feel that our school could prepare students better for their future work and our school could perform better overall. This information allows us to provide meaningful learning experiences, which will ensure that we can improve our school's performance and prepare our students for a post-graduate experience.</p> <p>This commitment is influenced by evidence gleaned from "How Learning Happens." Evidence shows that achievement happens when students engage in meaningful and relevant learning experiences. When students have a voice and choice in the topics and/or style of learning activities, they will feel a better sense of belonging. This sense of belonging, in turn, leads to engagement and success. When students receive high-level instruction with meaningful engagement using their own voices, they are more likely to be present at school and strive for excellence.</p>

Progress Targets

By the end of the year, we will look to 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	<ul style="list-style-type: none"> • NYSED/NWEA Assessments • Reading Plus assessments • WITsi • MTSS/RTI data • Parent Square • Infinite Campus Contact Log • Surveys • HMS Building Google Calendar 	<ul style="list-style-type: none"> • Increase student attendance • Student growth on NWEA assessment • Student growth on ELA/Math NY State assessments • Student growth within the Reading Plus program and Math MAP accelerator • Consistent utilization of content-area department & team time in regard to strategies of focus • Consistent use of WITsi writing strategies in student work • Increased communications 	

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	I have some choices in the topics and/or projects that I work on in classes.	80%	
	The work I do in class makes me think.	85%	
	I have a sense of belonging and connection with my peers in the building.	85%	
	I have a sense of belonging and connection with adults in the building.	85%	
	I am challenged by the work my teachers ask me to do	75%	
		80%	

Commitment 1

	I have a sense of belonging and connection to my classes and the materials		
Staff Survey	I feel that students can increase achievement when they have voice and choice in classroom activities or lessons Students have voice and choice in their classroom activities or lessons.	75%	
	Quality work is expected of all students.	75%	
	The school provides an atmosphere where every student can succeed	80%	
Family Survey	The school expects quality work of the students	85%	
	Overall, the school performs well academically.	80%	
	The school succeeds at preparing children for future work	80%	

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)	NWEA Assessment	- Increase in student achievement and growth as measured on NWEA	

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	Fall MAPS	-An increase in RIT scores	
	Reading Plus	-An increase in Reading Plus scores	
	BOY/EOY Benchmark Data	-An increase in MAP Accelerator placements o	
	MAP accelerator		

Commitment 1

Adult/Schoolwide Behaviors and Practices	<p>Qualitative observations of schoolwide practices</p> <p>Perceptual data: staff survey at October staff meeting (beginning of year) and following up at mid-year and end-of-year</p> <p>- Increasing consistent school-wide communication through the use of school provided avenues (IE: distribution lists, IC Student contact log- i.e. team shares info with encore teachers)</p> <p>Increase use of Google Calendar</p>	<p>-Increase in positive feedback school-wide engagement/ investment</p> <p>- Increase in school-wide support of programs</p>	
Student Behaviors and Practices	<p>Increased student participation in schoolwide practices (Reading Plus, MAPS accelerator)</p> <p>Qualitative student engagement data through attendance and observation</p>	<p>- Identified “developing” students early in the process and use MTSS to increase student engagement/participation in the use of schoolwide tools such as Reading Plus and MAPS accelerator</p> <p>-Increase the number of students at each grade level who complete 80 or more Reading Plus lessons</p> <p>- Encourage/ support high levels of student engagement</p>	

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
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Commitment 1

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?
<p>Learn and implement Year 1 strategies of the “Writing Is Thinking” through strategic inquiry (WITsi)</p> <ul style="list-style-type: none"> - “WIT strategies provide a way for teachers to effectively and efficiently develop strong academic literacies for <i>all</i> students.” 	<ul style="list-style-type: none"> - Professional learning of WITsi strategies for teachers (rotational teacher training, each teacher trains on one day in each month) (scheduled with vertical alignment in mind) <ul style="list-style-type: none"> -October 3, 4, 5 -November 1, 2, 3 -December 11, 12, 13 - Opportunities for collaboration with teams/departments to implement WITsi strategies - Share writing exemplars at the beginning of department and faculty meetings -Teachers will increase the use of writing in all content areas, applying sentence and paragraph writing strategies learned in WITsi training - Literacy gaps for students will close due to direct explicit instruction in the writing of sentences and paragraphs across all content areas - Teachers will increase the use of writing in all content areas, applying sentence and paragraph writing strategies learned in WITsi training to close writing gaps 	<ul style="list-style-type: none"> - WITsi facilitator - Scheduled PDs - Peer-to-peer collaboration/observation -SPL 10/27 - follow up for WITsi training #1, 12/8- follow up for WITsi training #2, 2/02-follow up for WITsi training #3, 4/19 - Money for any needed resources <p>-Use of resources at NYSED for ELL population.</p>
<p>Implementation of Data Teams under MTSS (Multi-Tiered System of Supports) structure supporting a deeper understanding of the tiered levels of support.</p>	<ul style="list-style-type: none"> ● Counseling Department shares roles and responsibilities of the department with the entire faculty ● Identify standing MTSS team (counselor, admin, referring teacher, Special Ed, AIS provider) ● MTSS Team supports teachers with strategies for MTSS, including behavioral, attendance, and academic data. ● Create a referral document for support ● Review of student performance data during Department time. 	<ul style="list-style-type: none"> ● Staff to coordinate the work ● MTSS Standing Meeting schedule (opening day roll out) ● September 18 Faculty Meeting- Lisa Macklin overview of guidance department roles and responsibilities ● -PBIS progress monitoring, RTI

COMMITMENT 2

Our Commitment

<p>What is one Commitment we will promote for 2023-24?</p>	<p>We are committed to fostering an environment that builds and strengthens relationships among students, staff, and families where everyone feels safe, respected, supported, and has a true sense of belonging.</p>
<p>Why are we making this Commitment?</p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this Commitment fit into what we envision for the school?</i> • <i>How does this Commitment relate to what we heard when listening to others?</i> • <i>How does this Commitment connect to what we observed through analysis?</i> 	<p>Our school's vision is to empower our community to strive for excellence and embrace the opportunities for a globally connected world. This commitment fits with our school's vision as it will empower students to foster relationships between peers, school staff, and the community, connecting students within the school but also to the world around them. This commitment incorporates best practices used when working with ELL students. While these best practices will greatly assist this targeted subgroup, they will also benefit the rest of the school's population. By building foundational skills through extracurricular activities, community outreach, PBIS, and SEL programming, students will begin their journey into the globally connected world with confidence, agency, and a sense of belonging.</p> <p>This development of community between the school and its stakeholders is the foundational tenet in ensuring success for ELL/multilingual learners.</p> <p>This commitment emerged as data from various stakeholders, parents, students, and staff indicated an increased need for thorough communication in this rapidly changing climate of our global community. Students also stated that they would like to foster improved relationships within the student population and with the teachers and staff of HMS. This commitment was also designed to increase consistent student attendance.</p> <p>This commitment is influenced by How Learning Happens in that there is evidence that learning happens when students feel a sense of belonging and feel safe, respected, and supported within the school community. By intentionally programming experiences that allow students the opportunity to practice and build social, emotional, and cognitive skills, we are building their capacity for meaningful engagement and successful learning. This continues to be the right commitment for the school to pursue in the 2023-2024 school year because we have identified that strengthening the relationships with our students, staff, families, and community is a commitment that will greatly improve many aspects of our school's performance. According to NYSED, "Empowering parents is essential in the academic, emotional, and personal advancement of all students, however, it is especially critical for students who are English Language Learners (ELLs). This pivotal ingredient in student support, identified in the NYS Blueprint for English Language Learner/Multilingual Learner Success, will guide the creation and coordination of learning opportunities for our families". Those relationships will help students, families, and community stakeholders feel a sense of belonging and have an investment in Haviland Middle School. Students will feel empowered to attend school and feel a sense of belonging in their learning environment, contributing to their overall feelings of safety and security.</p>

Progress Targets

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

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing <i>(complete at the end of the year)</i>
End-Of-The-Year Goals	Discipline Data	A decrease in discipline referrals detailing violent pugilistic happenings from the 22-23 school year to the 23-24 school year.	
	Extra-Curricular Attendance/Participation Data	Increased student participation throughout the entire year.	
	Student Attendance Data	An increase in student attendance from the 22-23 school year to the 23-24 school year.	
	ELA/Math Assessment Data (growth in data)	Growth in student achievement in ELA and Math NYS assessments.	
	CICO Data <ul style="list-style-type: none"> - attendance - discipline - GPA - Google Forms 	Improved attendance, fewer discipline referrals, and a higher GPA from the beginning of the 23-24 SY, to the end of the 23-24 SY.	
	NYSESLAT scores		

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	What we ended up seeing <i>(complete</i>
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Commitment 2

		<i>(e.g., % agree or strongly agree)</i>	<i>once Spring survey results are available)</i>
Student Survey	I belong	85%	
	I like this school	85%	
	This school is good	80%	
Staff Survey	I feel I am recognized for good work	80%	
	I feel like I belong at this school	85%	
Family Survey	The school meets the social needs of the students.	80%	
	I feel welcome at my child's school.	80%	
	I feel connected to the school.	80%	

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

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing <i>(complete when reviewing mid-year data)</i>
Mid-Year Benchmark(s)	Student Attendance Data	We hope to see that students are attending school on a more consistent basis. Better attendance relates to students feeling more included /connected at school.	

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

Early Progress Milestones	What data will we be reviewing?	What do we hope to see when we review that data? <i>(Identify Quantitative Data or Qualitative Descriptors in this space)</i>	What we ended up seeing <i>(complete six to ten weeks into the school year)</i>

Commitment 2

Student Data	Student Attendance Data	We hope to see that students are coming to school consistently.	
	CICO data		
	Survey Data	We hope to see that students are coming to school and appropriately engaging in the lessons	
Adult/Schoolwide Behaviors and Practices	PBIS data	We hope to see that coaches have been chosen for this committee. We hope to see that teachers are engaging with PBIS and the redesigned social-emotional homeroom activities.	
	Survey Data		
Student Behaviors and Practices	Student Discipline Data	We hope to see a decrease in discipline referrals, with a specific focus on referrals that are of a violent/pugilistic nature.	
	Survey Data		

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?
Building connections between families and school through Learning opportunities for ELL families	<p>Have an evening for families around needs for ELL families.</p> <ul style="list-style-type: none"> Community Night ENL opportunities- Gardening sharing, (possible sign up for CPR/First aid for siblings/families) with translators Efforts to celebrate and learn about one another's cultures. IE- 1st and 2nd generation map of the world. Gardening Club (focus on diversity and communication) Few nights of learning Spanish for English-speaking staff, and English for Spanish-speaking parents (involve students in this process) Support and outreach during our HMS Community Night 	<ul style="list-style-type: none"> Money for a speaker at our gardening sharing event. Garden club stipend Display materials used to create a visual representation demonstrating our community's global connectedness Identify Spanish/English Instructors for evening adult program (possible

Commitment 2

		<p>COSER w/ BOCES)</p> <ul style="list-style-type: none"> ● childcare services for evening events ● transportation services for evening events <p>Use of ELL parent/family resource</p>
Full Implementation of Second Step and Social Emotional Learning.	<ul style="list-style-type: none"> ● Adjusted bell schedule. We will have a 15-minute social-emotional homeroom embedded into our schedule. ● Working through extension activities with Second Step. ● Redevelopment of a Second Step committee that will chart out extension activities throughout the year for students to engage in during our social-emotional homeroom time. ● Creation of a bank of different team-building activities that teachers can use during social-emotional/advisory HR. 	<ul style="list-style-type: none"> ● Planning day for Second Step Committee. ● A Pacing Guide to be developed for teachers to have as a resource throughout the year. ● Time for teachers to develop and create team-building activities
Reconnect our students with HMS PBIS	<ul style="list-style-type: none"> ● Pushing out a Google Form during homeroom time that identifies and describes past PBIS events that have taken place at our school. Students then vote on what events they want to see this year. ● Finding PBIS coaches ● Check in Check Out(CICO)- more efficient, more effective. Start the rollout immediately. ● Basic Card- Open Ended (for CICO) ● PBIS scholarship 	<ul style="list-style-type: none"> ● Stipends for PBIS coaches ● Find and identify PBIS coaches ● Development of a classroom in IC of CICO kids where teachers can access data.
Targeted extra-curricular activities with an audit of clubs and activities.	<ul style="list-style-type: none"> ● Development of a group document where advisors list the times that their clubs take place. ● Explore the possibility of morning clubs. Morning program ● Development of Club-coordinator- <ul style="list-style-type: none"> ○ keep a master schedule, account for attendance, ensure safety on the buses after school. 	<ul style="list-style-type: none"> ● Building Admin support of school clubs ● Outline for club meeting times and expectations ● A committee to discuss the idea of exploring possibilities surrounding morning clubs/

Commitment 2

		morning programs. <ul style="list-style-type: none">• Club Summary Form• End of Club Advisor Form

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	Continued Development of Professional Learning Communities
We envision that this Evidence-Based Intervention will support the following Commitment(s)	This will support the work in Commitment #1 as build deeper our understanding and support of teachers as part of the MTSS process with standing committees at each grade level as well as in department time.
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	We have identified that both our teachers and students need a defined avenue to receive deeper Tier 1 support as well as access to greater Tier 2 and Tier 3 Strategies.

☐ 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
Zuley Lozada	ENL Studnet
Azul Lozada	ENL Student
Andrea McKeivitt	SE Teacher
Anthony Bettina	English Teacher
Bella Yao	ENL Teacher
Catherine Lang	OrchestraTeacher
Christen Chamberlain	Science Teacher
Christine Mance	ENL Teacher
Dillon Shillieto	6th Grade ELA Teacher
Erin Daniels	6th Grade Math Teacher
Karin Armstrong	6th Grade ELA Teacher
Roseann Davison	Teaching Assistant
Teresa Hein	Administrative Assistant
Arisa King	SE Teacher
Josefine Wilber	Assistant Principal
Jennifer Criser-Eighmy	Director of Humanities
Walton-Henry, Tiffany	Assistant Principal
Eric shaw	Principal

Our Team's Steps

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

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

Meeting Dates

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

Meeting Date	Envision: Exploring the Vision, Values and Aspirations for the school	Analyze: Internal and External Data	Analyze: Survey Data	Analyze: Completing and Discussing the Tenet 1 Inventory	Listen: Interviewing Students	Putting it all Together: Completing the SCEP Planning Document	Writing the Plan
<i>Example:</i> 4/6/21				x	x		
3/17/23			X				
4/10/23	X						
4/19/23	X	X					
5/3/23		X					
5/10/23		X		X			
5/24/23				X	X		
6/6/23					X	X	
7/17/23						X	X
7/18/23						X	X
8/8/23							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

Listening to students is a critical step and the foundation of our SCEP planning for the past few years. Utilizing a comprehensive student interview processes, we are able to gather student voice and choice which assists in the development of each of our commitments.

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.