



School Comprehensive Education Plan 2022-23

District	School Name	Grades Served
Greenville CSD	Scott M. Ellis Elementary School	PK-5

Collaboratively Developed By:	
The Greenville Elementary School SCEP Development Team	
Aileen Rauf	Teacher
Aliza Sher	Teacher
Amy Latham	Teacher
Brian Hostash	Teacher
Carrie Caputi	Teacher
Diane Carl	Teacher
Gina Blenis	Parent

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Peter Mahan	Principal
Sue Evans	Teaching Assistant
Matt Berkshite	PK-12 Admin

And in partnership with the staff, students, and families of Scott M. Ellis 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 1

Our Commitment

<p>What is one commitment we will promote for 2022-23?</p>	<p>Curriculum: All students will engage in relevant and challenging learning that will motivate them to be collaborative, creative, and inquisitive.</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 and District goals?</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> ● <i>What data was reviewed in determining this commitment?</i> 	<p>The Scott M. Ellis Elementary community believes that students thrive academically and emotionally when learning expectations are clearly developed, consistently implemented, and well communicated to all stakeholders. As noted in "How Learning Happens," learning is cognitive, social, and relational. Our commitment to strengthening phonics curriculum and the use of data is an example of the problem solving that happens as we "tell our story" and enhance student learning.</p> <p>iReady data tells us that primary students have demonstrated increased growth as readers since we began emphasizing students' learning and mastery in the area of phonics. Therefore, we will refine and implement consistent phonics instruction at Tier I, and phonics based interventions for students in Tiers II, III, and special education programs.</p> <p>We will also increase students' learning by attending to specific school-wide and classroom data. We will use Intervention Compass to better communicate iReady, Words Their Way, Fountas & Pinnell, and classroom data, so teachers can identify themes and needs that emerge across measures (intentionality).</p> <p>Since Learning is contextual, we will explicitly encourage all students to maintain a "growth mindset" toward their learning; so that they are empowered to see challenges as upcoming successes.</p>

Key Strategies and Resources

PROBLEM STATEMENT & ROOT CAUSE	STRATEGY 1	METHODS	GAUGING SUCCESS	RESOURCES
<p>What problem statement and root cause will this strategy address?</p>	<p>What strategies will we pursue as part of this commitment?</p>	<p>What does this strategy entail?</p> <ul style="list-style-type: none"> ● <i>Include specific steps.</i> 	<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>Problem Statement: Students are not achieving sufficient rates of proficiency or mastery on iReady/SED measures of reading.</p> <p>Root Causes:</p> <p>Inconsistent phonics instruction</p> <p>Lack of time reading outside of school and/or availability of books</p> <p>Curriculum has not been fully aligned horizontally and vertically.</p> <p>Instructional practices have not been aligned</p>	<p>Phonics Instruction</p>	<ul style="list-style-type: none"> ● Faculty meeting time for K-2 teachers to continue implementation of <i>Phonics Units of Study</i> ● Provide K-2 teachers PD regarding key vocabulary/strategies used within Really Great Reading (RGR) <hr/> <ul style="list-style-type: none"> ● Purchase teacher requested tools: HD Word (RGR) program with professional development to support whole class phonics instruction in grades 3-5 ● Provide 3-5 teachers professional development regarding effective use of HD Word (RGR) resources 	<p>Teachers will use strategies (and vocabulary) from RGR with at-risk readers.</p> <p>Students will use strategies, and demonstrate increased performance on ESGI and iReady phonics/vocabulary measures</p> <p>Students with Intervention/CSE services will demonstrate accelerated growth on District selected measures</p> <p>Teachers will implement HD Word within grade 3-5 classrooms</p> <p>Students will demonstrate increases in performance on HD Word/RGR measures: Reading Playground and Diagnostic Decoding Survey</p>	<p>Time for collaborative and individual planning via faculty meetings, SCD, and release time</p> <p>Support via Interventionists and Instructional Coaches</p> <p>Funds for purchase of HD Word tools</p> <p>Time for collaborative and individual planning via faculty meetings, SCD, and release time</p>

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			<p>Students will use strategies, and demonstrate increased performance on HD Word and iReady phonics/vocabulary measures</p>	<p>Interventionist and Instructional Coaches.</p>
		<ul style="list-style-type: none"> ● Support Special Education and Intervention teachers as they continue implementation of <i>RGR</i> 	<p>An increased number of students who receive Tier II, III, and SCR services will demonstrate skills within one grade level of their current grade (gr. 3-5)</p>	<p>Time for collaborative and individual planning via faculty meetings, SCD, and release time</p> <p>Support via Instructional Coaches</p>
		<ul style="list-style-type: none"> ● Continue To provide embedded professional development via instructional coaches and Questar III ELA and Special Education Specialists. 	<p>Teachers will participate in repeated cycles of PD with District and Questar Coaches and implement strategies in their classrooms/programs</p> <p>Teachers will use strategies that are embedded and explicit within <i>RGR</i></p>	<p>Support via Instructional Coaches</p> <p>Allocation of time with Questar Coaches</p>

PROBLEM STATEMENT & ROOT CAUSE	STRATEGY 2	METHODS	GAUGING SUCCESS	RESOURCES
<p>What problem statement and root cause will this strategy address?</p>	<p>What strategies will we pursue as part of this commitment?</p>	<p>What does this strategy entail?</p> <ul style="list-style-type: none"> ● <i>Include specific steps.</i> 	<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>Problem Statement: Students are not achieving sufficient rates of proficiency or mastery on iReady/SED measures of reading and math.</p> <p>Root Cause(s):</p> <p>Curriculum has not been fully aligned horizontally and vertically.</p> <p>Instructional practices have not been aligned</p> <p>Inconsistent practice/intervention practices</p>	<p>Build Capacity to Support the Use of Data</p>	<ul style="list-style-type: none"> ● Communicate the important understandings that were discovered/discussed during summer data work (<i>and why these understandings matter for students</i>) ● Provide access to building data ● Provide teachers' student specific data (ex: iReady and SED testing) ● Use data to adjust classroom level curriculum and instructional plans via faculty meeting ● Create, distribute, and consistently use administration protocol for iReady 	<p>Teachers will understand data trends from student data</p> <p>Teachers will use iReady, ESGI, WTW and F&P data in real time (individually, team meetings, and RTI)</p> <p>Teachers will be able to access their student data via <i>Intervention Compass</i></p> <p>Teachers will use classroom (formative) data to revise instructions and plan spiral review.</p> <p>Provide access to student learning data via <i>Intervention Compass</i></p> <p>iReady will be administered in a more consistent manner</p>	<p>Data Profiles Fall Faculty Meeting</p> <p>Teachers need support in use of <i>Intervention Compass</i></p> <p>Time at fall Faculty Meetings and Team meetings</p> <p>Data entry via RtI Coordinator</p> <p>Support via Instructional Coaches at Faculty Meeting times</p> <p>Written administration guides via RtI Coordinator and Instructional Coaches</p>

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		<ul style="list-style-type: none"> ● Encourage teachers to implement iReady testing early in each assessment window (<i>to create time between measures</i>) 		<p>Reinforce administration needs during faculty meeting (prior to administration)</p>
		<ul style="list-style-type: none"> ● Provide a “growth mindset” inservice for K-12 teachers ● Reinforce a “growth mindset” and personal, student goal-setting 	<p>Teachers will use/share “growth mindset” materials and discuss classroom impact.</p> <p>Teachers will learn and use growth mindset strategies during student data conversations (<i>nurture relevance and motivation</i>)</p>	<p>Provide “growth mindset” inservice (book study)</p> <p>Embed professional learning about “growth mindset” via student data conversations</p>
		<ul style="list-style-type: none"> ● Create, distribute, and use data prompts to support teachers’ individual and collaborative analysis and use of student data (to inform differentiated instruction) ● Provide ongoing professional development regarding effective use of data prompts and protocols 	<p>Teachers will use data prompts in individual/team meetings</p> <p>Implement data practices that inform spiral review and revise instruction</p>	<p>Repeated opportunities to collaborate at faculty meetings</p> <p>Support from Instructional Coaches</p>
		<ul style="list-style-type: none"> ● Reinforce the consistent use, administration, and scoring of grade level summative assessments. 	<p>Create, distribute, and use administration guides, which will allow for effective use of student data</p> <p>Teachers will discuss summative assessments and identify curricular adjustments.</p>	<p>Provide time to create and use administration guides</p> <p>Support from Instructional Coaches</p> <p>Faculty meeting, SCD, release time</p>

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		<ul style="list-style-type: none"> Record all intervention supports (in-school, after-school, summer school) in Intervention Compass 	Intervention Compass entries	Data entry time for RtI Coordinator
		<ul style="list-style-type: none"> Recognize students for academic growth 	Finalize and use grade specific benchmarks for recognition and implement recognition programs for students.	Time for Teams/Team Leaders to collaborate

End-of-the-Year Desired Outcomes

School 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 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.

Phonics Instruction: & Use of Data to Guide Instruction:

Kindergarten students will demonstrate 90% correct responses on ESGI items concerning lower case letter sounds.

(In the Spring of 2022, the previous Kindergarten achieved 86%, Spring of 2021 cohort achieved 79%)

Kindergarten students will demonstrate 85% correct responses on ESGI items concerning phoneme blending.

(In the Spring of 2022, the previous Kindergarten achieved 83%; Spring of 2021 cohort achieved 67%)

Grade 1, 60% of students will demonstrate grade level/above grade level skills as measured by iReady phonics domain.

(In the Spring of 2022, the previous Grade 1 achieved 54%, were early/on grade level, and the previous cohort achieved 47% early/on grade level.)

Grade 2, 60-65% of students will demonstrate grade level/above grade level skills as measured by iReady phonics domain.

(In the Spring of 2022, 55% of these students (while in grade 1) achieved early/on grade level on the iReady phonics domain.)

Grade 3, 60-65% of students will demonstrate grade level/above grade level skills as measured by iReady phonics domain.

(In the Spring of 2022, 55 % of these students (while in grade 2) achieved early/on grade level on the iReady phonics domain.)

Grade 4, 60-65% of students will demonstrate grade level/above grade level skills as measured by iReady phonics domain.

(In the Spring of 2022, 56% of these students (while in grade 3) achieved early/on grade level on the iReady phonics domain.)

Grade 5, 90% of students will demonstrate grade level/above grade level skills as measured by iReady phonics domain.

(In the Spring of 2022, 85% of these students (while in grade 4) achieved early/on grade level on the iReady phonics domain.)

COMMITMENT 2

Our Commitment

<p>What is one commitment we will promote for 2022-23?</p>	<p>Culture: All students, staff and families will be provided a welcoming, safe, secure, supportive, and engaging school environment where all students thrive.</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 and District goals?</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> • <i>What data was reviewed in determining this commitment?</i> 	<p>Scott M. Ellis Elementary values positive relationships between students, and between students and adults. We understand that students thrive academically and emotionally when they feel safe and connected to adults and peers.</p> <p>"How Learning Happens" reminds us of our values; that "students benefit from intentional opportunities to practice and build social, emotional, and cognitive skills." Therefore Ellis teachers are recommitting to the principles and practices of <i>Responsive Classroom</i>.</p> <p>We will increase our efforts to make students feel welcome, and connected to their classmates and school staff. Teachers will use Morning Meeting strategies (greeting, share, activity, and message) to strengthen classroom communities and to reinforce that the adults at school care for them and will assist them when they feel the environment is less safe.</p> <p>Teachers will be encouraged to expand students' desire to learn, and self-confidence by nurturing a "growth mindset."</p> <p>Progress will be monitored via student surveys, attendance data, responses to interventions, and participation in enrichment programs.</p> <p>The elementary school is recognized as a "No Place for Hate School", and has a long-term goal to become recognized as a National School of Character.</p>

Key Strategies and Resources

PROBLEM STATEMENT & ROOT CAUSE	STRATEGY 1	METHODS	GAUGING SUCCESS	RESOURCES
<p>What problem statement and root cause will this strategy address?</p>	<p>What strategies will we pursue as part of this commitment?</p>	<p>What does this strategy entail?</p> <ul style="list-style-type: none"> ● <i>Include specific steps.</i> 	<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>Problem Statement: Rates of Chronic absenteeism across the district have increased over time.</p> <p>There are also concerns that the school culture should include growth in demonstrations of respectful behavior and belonging.</p> <p>Root Causes:</p> <ul style="list-style-type: none"> ● Lack of positive adult relationships (perception data) ● Existence of bullying, harassment, teasing ● Students lack of connections with peers 	<p>Enhance relationships through developmental practices and clear expectations</p>	<ul style="list-style-type: none"> ● Relaunch Morning Meetings (4-5 times per week): Greeting, Share, Activity & Message ● Plan professional development that supports Responsive Classroom Principles and Practices ● Teach games that can be used at recess (via PE classes) ● Identify key adults for each child to connect with for support ● Provide professional development and collaboration time for aide/monitors 	<p>Decrease in the percentage of students who are chronically absent as compared to the 2018-2019 school year</p> <p>Decrease in the number of behavior referrals, as compared on a month by month basis</p> <p>Decrease referrals among high needs students</p>	<p>Time to include Morning Meetings in classroom schedule</p> <p>Identify training providers and budget for ongoing professional development</p> <p>Request assistance from PE teachers</p> <p>Establish schedules that allow collaboration for aide/monitors</p>
		<ul style="list-style-type: none"> ● Offer professional development on executive functioning (SCD) ● Create building-wide map of grade level executive functioning lessons and strategies 	<p>Teachers will discuss and use strategies in classrooms</p>	<p>Funding for Sarah Ward Professional Development “360 Thinking: Breakthrough Strategies to Develop</p>

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<ul style="list-style-type: none"> ● Executive function deficits compound over time, create deficits, and then students fall behind academically and become overwhelmed ● Lack of consistency in understanding building-wide behavioral expectations 				<p>Independent Executive Function Skills”</p>
		<ul style="list-style-type: none"> ● Align school practices with <i>“National School of Character 11 Principles”</i> 	<p>Self Reflection on 11 Principles implementation (External Mock Audit)</p>	<p>Annual Membership to Character.org Cost of Mock Audit</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>
Student Survey	I belong (4.5 in 5/2022, 3.96 in 5/2021, 4.07 in 4/2019)	4.6 for 5/2023
	I have choices in what I learn (3.1 in 5/2022, 3.26 in 5/2021, 2.97 in 4/2019)	3.3 for 5/2023
	I am challenged by the work my teacher asks me to do (3.59 in 5/2022, 3.41 in 5/2021, 3.39 in 4/2019)	3.65 for 5/2023
	Students at my school treat me with respect 3/3 (3.76 in 5/2022, 3.7 in 5/2021, 3.67 in 4/2019)	3.85 for 5/2023
Staff Survey	(there is no respect question for teachers/staff)	
Family Survey	Students show respect for other students. (3.66 in 5/2022, 3.64 in 5/2021, 3.58 in 4/2019)	3.75 for 5/2023

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.

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- The NYS target for Scott M. Ellis is to reduce chronic absenteeism to below 13.8%
(from 29.8% in 2021-2022)
- Decreased rates of referrals for high needs students (students with more than three referrals to the office)
(During 2021-22 __% of students had 3 or more referrals for behavioral needs) - data being analyzed for baseline
- Students will respond more positively (3.85 for 5/23) to “Students at my school treat me with respect.”
(3.76 in 5/2022, 3.7 in 5/2021, 3.67 in 4/2019)

COMMITMENT 3

Our Commitment

<p>What is one commitment we will promote for 2022-23?</p>	<p>Community: Greenville Central School will partner with families and the larger community to improve student learning and well being.</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 and District goals?</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> • <i>What data was reviewed in determining this commitment?</i> 	<p>As a District, we survey parents about what processes work well, and what areas need improvements. Results from our parent survey indicated that communication between parents and teachers is (both) a strength and an area to improve.</p> <p>GCS D has a long-term goal to strengthen our partnership with families, and we believe that students and parents will benefit from communications that are organized, timely, and readable.</p> <p>We will use written communications to update parents about upcoming events, important classroom learning, and opportunities to support learning at home.</p>

Key Strategies and Resources

PROBLEM STATEMENT & ROOT CAUSE	STRATEGY 1	METHODS	GAUGING SUCCESS	RESOURCES
<p>What problem statement and root cause will this strategy address?</p>	<p>What strategies will we pursue as part of this commitment?</p>	<p>What does this strategy entail?</p> <ul style="list-style-type: none"> ● <i>Include specific steps.</i> 	<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>Problem Statement: Parent Perception Survey data indicated that parents feel there is inconsistent communication between school and home.</p> <p>Root Causes: Although many staff members communicate with families, communication practices are inconsistent and/or presented in formats that are difficult for families to access.</p>	<p>Home-School Communication (Teacher to Home)</p>	<ul style="list-style-type: none"> ● Establish SeeSaw as the common tool for communication between teachers and home ● Classroom teams will communicate with families twice per month via SeeSaw ● Develop templates for teachers to use in creating team/teacher messages for parents 	<p>Classroom teachers will use SeeSaw at least twice per month to inform parents about important classroom learning, and opportunities to support learning at home.</p> <p>Teachers may use the templates that are provided or create their own structures.</p>	<p>Faculty meeting time will be provided for teachers to create communication documents</p> <p>Support from Communications Specialist</p> <p>Principal’s time</p>
		<ul style="list-style-type: none"> ● Principal will send parents an electronic “Letter from the Principal” twice per month. ● Communication from the Principal will include special area programs. ● Principal will make the morning message accessible to parents for general daily updates. 	<p>The Principal will send the “Letter from the Principal” via email twice per month.</p> <p>The principal will share the Morning Message with families as an opportunity to engage in “smaller moments” within children’s school day.</p>	

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		<ul style="list-style-type: none">● Provide teachers support regarding the effective use of SeeSaw via SeeSaw ambassadors	Teachers will use SeeSaw in a consistent manner	Team time, Faculty Meeting time / Superintendent's Day SeeSaw Ambassadors & Principal
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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	Communication questions are not present in the student survey?	
Staff Survey	Teachers in this school communicate with each other to make learning consistent across grades. (3.68 in 5/2022, 3.7 in 5/2021, 3.68 in 4/2019)	3.75 for 5/2023
Family Survey	I am informed about my child’s progress (4.05 in 5/2022, 3.92 in 5/2021, 4.05 in 4/2019)	4.1 for 5/2023
	I know how well my child is progressing in school. (4.06 in 5/2022, 3.95 in 5/2021, 4.01 in 4/2019)	4.15 for 5/2023
	My child’s teacher helps me help my child learn at home (4.09 in 5/2022, 4.03 in 5/2021, 4.05 in 4/2019)	4.15 for 5/2023

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.

During the 2022-2023 school year:

- Ellis Classroom Teachers/classroom teams will send 20 messages to parents about classroom learning, classroom activities/celebrations, learning goals, community events, etc...
- Ellis Principal will send 20 "Letters from the Principal" to parents about school-wide programs, important updates to routines and procedures, coming events, etc...
- 90% of Ellis parents will be registered for SeeSaw use.

Parents will respond positively to survey questions about information about their child's progress

- Goal of __ % positive response for "I am informed about my child's progress"
(2021-2022 = --% positive; 2020-2021 = ___% positive)
- Goal of __ % positive response for "I know how well my child is progressing in school."
(2021-2022 = --% positive; 2020-2021 = ___% positive)

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
Aileen Rauf	Teacher
Aliza Sher	Teacher
Amy Latham	Teacher
Brian Hostash	Teacher
Carrie Caputi	Teacher
Diane Carl	Teacher
Gina Blenis	Parent
Peter Mahan	Principal
Sue Evans	Teaching Assistant
Matt Berkshite	PK-12 Admin

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	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
Jul 6, 2022	X	X	X	X
Jul 7, 2022	X	X	X	X
August 24, 2022		X	X	
September 22, 2022		X	X	