



School Comprehensive Education Plan 2021-22

District	School Name	Grades Served
Greenville Central School District	Greenville Middle School	6-8

Collaboratively Developed By:

The Greenville Middle School SCEP Development Team

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And in partnership with the staff, students, and families of Greenville 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 and Strategies

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 2021-22 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.

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 the Team

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

- [Using Your SCEP to Pursue Your School’s Aspirations and Values \(video tutorial\)](#)
- [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](#)
- [Staying Connected with the School Community Throughout the Development of the SCEP](#)
- [Sample SCEP: Cohesive, Relevant Curriculum](#)
- [Sample SCEP: Deepening Connections](#)
- [Sample SCEP: Graduation and Success Beyond HS](#)
- [Sample SCEP: Graduation through Relationships](#)

COMMITMENT I

Our Commitment

<p>What is one commitment we will promote for 2021-22?</p>	<p>We commit to strengthening our ability to provide relevant, consistent, and rigorous instruction that is aligned with Grades 6-8.</p>
<p>Why are we making this commitment? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> ● <i>How does this commitment fit into the school's vision?</i> ● <i>Why did this emerge as something to commit to?</i> ● <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i> ● <i>What makes this the right commitment to pursue?</i> ● <i>How does this fit into other commitments and the school's long-term plans?</i> 	<p>Greenville Middle School is a Targeted Support and Improvement (TSI) school for the sub-group of special education students. The MS Building Level Team, along with our faculty and staff, believe that the commitment and strategies we identified will be sustained long term and will benefit all students in Greenville Middle School.</p> <p>This commitment is aligned to Greenville's vision. Specifically the vision includes the component of engaging instruction. Engaging instruction is student-centered with real-world applications. In addition, vision for assessment includes a component for student self-assessment and reflection which incorporates student feedback on the relevance of projects/assessments.</p> <p>After viewing student perception data, it was determined that students do not perceive courses as being relevant to real life. Research indicates that when students feel that coursework is relevant to their lives, there is greater student engagement and achievement. According to the document "How Learning Happens", the importance of meaningful learning was identified as an element that would help foster a positive learning environment and experience. It was stated "Every child is engaged in meaningful learning that is relevant to them" resulting in greater learning.</p> <p>The GCS Vision document also offers guidance concerning a relevant and rigorous plan for curriculum. This element will be addressed as we seek to align curriculum and increase student engagement and achievement.</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>How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Create a standards-based, systematic process for writing in ELA classes</p>	<p>Administrative Team, Questar Specialists and Teachers will:</p> <ul style="list-style-type: none"> ● Come to consensus on a framework for a standards-based, systematic process for writing in ELA classes ● Draft and finalize a standards-based systematic process for writing in ELA to be used grades 6-8 ● Incorporate the standards-based systematic process for writing in ELA into grade level curriculum maps ● Create a presentation of the new standards-based writing practices to present to the faculty at a faculty meeting 	<ul style="list-style-type: none"> ● Students' iReady data in ELA will increase from their June 2021 scores ● Standards-based systematic process for writing will be created and will be revised in ELA Curriculum Maps ● Presentations of standards-based writing practices were presented to the faculty 	<ul style="list-style-type: none"> ● Paid Curriculum work ● Faculty and team meeting time to analyze iReady data, presentations, and collaboration time ● Time during Superintendent Conference Days ● Questar Specialists ● Instructional Coaches

Commitment 1

<p>Align ELA critical concepts to improve standards-based literacy skills</p>	<p>Administrative Team, Questar Specialists and Teachers will:</p> <ul style="list-style-type: none"> ● Review ELA critical concepts and come to a consensus with standards-based literacy skills that should be taught in grades 6-8 and how they will consistently build grade level to grade level ● Incorporate the standards-based literacy skills in ELA into grade-level curriculum maps ● Create a presentation of the standards-based literacy skills to present to the faculty at a faculty meeting 	<ul style="list-style-type: none"> ● Students' iReady data in ELA will increase from their June 2021 scores ● ELA curriculum maps will include standards-based literacy skills for each grade level 	<ul style="list-style-type: none"> ● Paid Curriculum work ● Time during Superintendent Conference Days ● Faculty & Team Meetings ● Questar Specialists ● Instructional Coaches
<p>Support researched-based strategies in teaching reading for ELA, ELA lab, and SpEd teachers</p>	<p>Administrative Team and Questar Specialists will:</p> <ul style="list-style-type: none"> ● Offer professional development to ELA, ELA lab, and special education teachers on the science of reading and research-based strategies. ● Utilize Really Great Reading in reading classes. <p>MS Principal and K-12 Principal will:</p> <ul style="list-style-type: none"> ● Work with ELA/SPED teachers to develop/integrate reading 	<ul style="list-style-type: none"> ● Professional development sessions are held ● Meetings are held and Tiers 1 and 2 reading strategies are developed and implemented 	<ul style="list-style-type: none"> ● Professional development for teaching reading ● Time for meetings

Commitment 1

	strategies at Tier 1 and 2 in a regular class, resource room, and lab class.		
Increase student proficiency of academic vocabulary	<p>Faculty and Staff will:</p> <ul style="list-style-type: none"> Continue to implement the WOW program throughout MS (including pre-test at the start of the school year). 	<ul style="list-style-type: none"> Increase in proficiency with the post-test year to year: Grade 6 - 10% Grade 7 - 10% Grade 8 - 5% 	<ul style="list-style-type: none"> Class time at each grade level.
Leverage skills taught in ELA and Math to support instruction in other content areas	<p>Team Leaders will:</p> <ul style="list-style-type: none"> Prior to each Math and ELA Unit, team leaders will provide time during grade-level team meetings for the Math/ELA teacher to review upcoming units and brainstorm how upcoming units can be used to reinforce needed skills in other content areas. 	<ul style="list-style-type: none"> Team Leader agendas. 	<ul style="list-style-type: none"> Time at team meetings.
Increase collaboration regarding content and instructional strategies between content area teachers, SPED teachers, and TAs	<p>Administrative team and Questar Specialists will:</p> <ul style="list-style-type: none"> Provide professional development to discuss research-based instructional strategies, including specially designed instruction, that should be used on a regular basis in the classroom for special education students. <p>Building Principal and Team Leaders will:</p> <ul style="list-style-type: none"> Plan meetings between teaching 	<ul style="list-style-type: none"> Completion of professional development During administrative walkthroughs and APPR evaluations, administrators will see research-based instructional strategies and specially designed 	<ul style="list-style-type: none"> Time for meetings

Commitment 1

	assistants and content area teachers to allow for teaching assistants to provide insights and feedback gained from working with the same students in different classes and the same content across different grade levels.	instruction in classrooms for special education students <ul style="list-style-type: none"> ● Stronger team understanding of students they work with from all faculty who are a part of each student's learning 	
Improve student Math fluency skills	Administrative team and teachers will: <ul style="list-style-type: none"> ● Implement Reflex Math Program for all students in Grade 6 and special education students 6-8. 	<ul style="list-style-type: none"> ● Students' iReady data in math will increase from their June 2021 scores ● Improve Reflex scores in Grade 6 from June 2021 to June 2022 by 25% ● Lab and Special Education students in grades 7-8 will improve Reflex scores from September 2021- 2022 by 25% 	<ul style="list-style-type: none"> ● Professional development for understanding how to use the Reflex math program.
Create a consistent and targeted approach to the structure of RtI ELA/Math labs to improve individual skills	Building Principal and K-12 Principal will: <ul style="list-style-type: none"> ● Hold meetings with ELA lab teachers to develop a consensus on the structure of ELA lab classes. 	<ul style="list-style-type: none"> ● Meetings held ● ELA Lab and Math Lab structures are developed and implemented 	<ul style="list-style-type: none"> ● Time for meetings

Commitment 1

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| | <ul style="list-style-type: none">● Hold meetings with Math lab teachers to develop a consensus on the structure of Math lab classes | | |
|--|--|--|--|

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 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 have choices in what I learn.	Increase from 2.95 to 3.1 on a 5 point scale.
	“I have fun learning.”	Increase from 3.33 to 3.5 on a 5 point scale.
	“The work I do in class makes me think.”	Increase from 3.88 to 4.07 on a 5 point scale.

Curriculum Mapping Data

Building	# Created	# Not Yet Created	Of those created:	
			% Developed or well developed	Target % Developed or well developed
MS	20	16	25%	50%

Qualitative Measures:

See items listed in “Gauging Success” Column

Commitment 1

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

Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2021-22 school year.		
Subgroup	Previous Data	2021-22 End-of-the-Year Goal
All - 6-8	<p>The percentage of students entering grades 6-8 in Fall of 2021 who made typical growth on the iReady Reading Assessment in the fall of 2020 to the spring of 2021 was 57% (139 out of 246 students).</p> <p>The percentage of students entering grades 6-8 in Fall of 2021 who made typical growth on the iReady Math Assessment in the fall of 2020 to the spring of 2021 was 63% (155 out of 247 students).</p>	<p>The percentage of students who will make typical growth on the iReady Reading Assessment from the fall of 2021 to the spring of 2022 will be 62 % (163 out of 261 students).</p> <p>The percentage of students who will make typical growth on the iReady Math Assessment from the fall of 2021 to the spring of 2022 will be 68% (178 out of 261 students).</p>
Special Education 6-8	<p>The percentage of special education students entering grades 6-8 in Fall of 2021 who made typical growth on the iReady Reading Assessment in the fall of 2020 to the spring of 2021 was 66% (23 out of 35 students).</p> <p>The percentage of special education students entering grades 6-8 in Fall of 2021 who made typical growth on the iReady Math Assessment in the fall of 2020 to the spring of 2021 was 69 % (24 out of 35 students).</p>	<p>The percentage of special education students who will make typical growth on the iReady Reading Assessment from the fall of 2021 to the spring of 2022 will be 71% (25 out of 35 students).</p> <p>The percentage of special education students who will make typical growth on the iReady Math Assessment from the fall of 2021 to the spring of 2022 will be 74% (26 out of 35 students).</p>

COMMITMENT 2

Our Commitment

What is one commitment we will promote for 2021-22?	We commit to providing a welcoming, safe, secure, supportive, and engaging school environment where all students thrive.
Why are we making this commitment? <i>Things to potentially take into consideration when crafting this response:</i> <ul style="list-style-type: none">• <i>How does this commitment fit into the school's vision?</i>• <i>Why did this emerge as something to commit to?</i>• <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i>• <i>What makes this the right commitment to pursue?</i>• <i>How does this fit into other commitments and the school's long-term plans?</i>	<p>Greenville Middle School is a Targeted Support and Improvement (TSI) school for the sub-group of special education students. The MS Building Level Team, along with our faculty and staff, believe that the commitment and strategies we identified will be sustained long term and will benefit all students in Greenville Middle School.</p> <p>GCS's vision emphasizes the importance of an aligned curriculum and a nurturing school environment.</p> <p>An aligned SEL curriculum will be developed as a tool that supports a robust SEL/character education program.</p> <p>A nurturing school environment is where everyone is engaged in the importance and relevance of learning, will be reflective, and will be supported when challenging themselves and will enjoy their learning process.</p> <p>According to the document "How Learning Happens", the importance of relationships was identified as an element that would help foster a nurturing school environment. It was stated "Every child has strong, trusting relationships with adults and peers" resulting in greater learning.</p>

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Implement Social Emotional Learning	Administrative team, faculty and staff will: <ul style="list-style-type: none"> ● (PPS department) Complete and share a scope and sequence document for SEL competencies. ● At Faculty Meeting, share results of student focus groups and brainstorm possible responses ● Teachers will start to incorporate and / or build upon the use of SEL strategies in class ● Grade level teams review and revise the SEL Benchmarks Table (grade 6-8) 	<ul style="list-style-type: none"> ● SEL Scope and Sequence is completed ● Student focus group data shared at a faculty meeting ● Grade level teams review / revise SEL Benchmarks Table (Grades 6-8) by June 2022 	<ul style="list-style-type: none"> ● Paid Curriculum work ● Time at faculty and team meetings
Increase student motivation when completing i-Ready and NYS assessments	Administrative team, faculty and staff will: <ul style="list-style-type: none"> ● Review, discuss and set i-Ready goals with students (including what iReady data means for them as an individual student) ● Share i-Ready goals with families ● Discuss i-Ready results with students ● Conduct 3rd i-Ready testing before Memorial Day 	<ul style="list-style-type: none"> ● Faculty meeting discussion about iReady talks with students ● Goals created and shared as described ● 3rd i-Ready testing held prior to Memorial Day. ● District newsletter articles as described 	<ul style="list-style-type: none"> ● Class time at each grade level

	<ul style="list-style-type: none"> ● District newsletter articles prior to each i-Ready testing session reviewing the purpose of the i-Ready test, previous results and goals 		
Reduce Chronic Absenteeism	<p>Administrative team, faculty and staff will:</p> <ul style="list-style-type: none"> ● Continue RtI Tier 3 mentoring program to reduce chronic absenteeism ● Finalize document on consistent use of SchoolTool attendance and district procedures for absent students 	<ul style="list-style-type: none"> ● Decreased rates of chronic absenteeism ● Procedures are reviewed and modified as needed 	<ul style="list-style-type: none"> ● Volunteer time during u-prep periods, study halls, lunches, etc. ● Time afterschool
Create a welcoming atmosphere as students return to school in-person	<p>Administrative team, faculty and staff will:</p> <ul style="list-style-type: none"> ● Offer a chance for fully remote students to come into the building and meet with the principal prior to the start of the school year ● Create welcoming signs on lockers ● Encourage Team Leaders and teams to develop grade-level welcome back activities 	<ul style="list-style-type: none"> ● Meetings held with fully remote students ● Signs on lockers 	<ul style="list-style-type: none"> ● Faculty and Staff time for Open House ● Signs created to be displayed in the building
Increase opportunities for students to provide feedback/suggestions to teachers about curriculum and instruction	<p>Administrative team and faculty will:</p> <ul style="list-style-type: none"> ● Discuss and brainstorm ways to gather student input/feedback (ie., "Is there something specific that Mr. Hutchins can do to help you with learning in Science?") 	<ul style="list-style-type: none"> ● Session held during faculty meeting ● Increase in teachers soliciting feedback from students ● Increase in students' perception survey results 	<ul style="list-style-type: none"> ● Faculty Meeting time

<p>Increase the number of students that feel connected to the school</p>	<p>Administrators and faculty will:</p> <ul style="list-style-type: none"> ● Survey students to identify those who do not feel a connection to an adult and assign them a volunteer mentor ● Create a single list of extracurricular opportunities for middle school students and families 	<ul style="list-style-type: none"> ● Survey completed and mentors assigned as appropriate ● Increased rate of students reporting a connection to an adult in school ● List is created, shared and publicized 	<ul style="list-style-type: none"> ● Class time at each grade level
<p>Provide opportunities for all staff to receive training on topics related to diversity, equity, and inclusion (i.e., critical self-reflection, disproportionality, anti-bias, developing racial literacy, combating racism, and microaggressions, etc.)</p>	<p>Administrative team and faculty will:</p> <ul style="list-style-type: none"> ● Share article(s) on diversity, equity and inclusion and lead discussion at faculty meeting(s) ● Schedule outside presenters at faculty meetings on topics related to diversity, equity and inclusion (like unconscious bias) ● Schedule presentation “Gender Unicorn” at a faculty meeting 	<ul style="list-style-type: none"> ● Faculty meeting agendas ● Professional development held at faculty meetings or Superintendent’s Day Conferences 	<ul style="list-style-type: none"> ● Time at faculty meetings ● Outside presenters

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 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 have choices in what I learn.	Increase from 2.95 to 3.1 on a 5 point scale.
	“I have fun learning.”	Increase from 3.33 to 3.5 on a 5 point scale.
	“The work I do in class makes me think.”	Increase from 3.88 to 4.07 on a 5 point scale.

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 2021-22 school year.				
Chronic Absenteeism - % of students chronically absent				
Building	20-21 Actual	21-22 School MIP (Measure of Interim Progress)	21-22 State MIP	21-22 Long Term Goal
Middle School	8.0%	10.4%	13.3%	12.8%

Qualitative Measures:

See items listed in “Gauging Success” Column

COMMITMENT 3

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

Our Commitment

<p>What is one commitment we will promote for 2021-22?</p>	<p>We commit to partnering with families 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?</i> ● <i>Why did this emerge as something to commit to?</i> ● <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i> ● <i>What makes this the right commitment to pursue?</i> ● <i>How does this fit into other commitments and the school's long-term plans?</i> 	<p>Greenville Middle School is a Targeted Support and Improvement (TSI) school for the sub-group of special education students. The MS Building Level Team, along with our faculty and staff, believe that the commitment and strategies we identified will be sustained long term and will benefit all students in Greenville Middle School.</p> <p>We recognize that effective communication between all stakeholders is essential for students' success; improving access to accurate, timely, and focused information will support the partnerships between families and school personnel.</p> <p>According to the document "How Learning Happens" a shift needs to be from thinking that learning only happens in schools to knowing that learning happens everywhere and all the time. The District strives to provide resources to parents/families that allow all students to be successful.</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>How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Increase parent/guardian/caregiver’s awareness of i-Ready instructional lessons and assessments</p>	<p>Administrative Team and Faculty will:</p> <ul style="list-style-type: none"> ● Communicate with parents/caregivers how to use i-Ready and the benefits of the individual instruction lessons for their child to complete outside of the classroom ● Encourage teams to discuss i-Ready assessments and use at home at parent/caregiver-teacher conferences. ● Create “cheat sheet”/FAQ/informational sheet on i-Ready to include in mailings (duplicate information on District Newsletter) ● Mail home i-Ready results for each student after Fall, Winter and Spring administration of assessment (and use this communication to reiterate students doing individualized i-Ready work at home) 	<ul style="list-style-type: none"> ● Information about i-Ready utility and results communicated with parents/caregivers as described. ● Teams include information about i-Ready in parent/caregiver-teacher conferences ● i-Ready “Cheat sheet” created and mailed ● Article on i-Ready included in the District Newsletter ● i-Ready results mailed home as described 	<ul style="list-style-type: none"> ● Postage for mailings ● Supply money for envelopes

Commitment 3

<p>Increase parent/guardian/caregiver’s ability to help students at home</p>	<p>Administrative Team and Grade Level Teams will:</p> <ul style="list-style-type: none"> ● Fully implement grade-level homework toolboxes ● Fully implement “Guidelines on Use of SchoolTool and Google Classroom- Attribute Codes” ● Increase parent/caregiver awareness of GCS Family Tech Help website (adding to Homework Toolboxes, Open House Nights, parent/teacher conferences, email signatures) ● Update GCS Family Tech Help website (SchoolTool) including adding videos 	<ul style="list-style-type: none"> ● Increased survey responses ● Homework Toolboxes implemented as described ● Guidelines on SchoolTool Attribute Codes implemented as described ● GCS Family Tech Help website updated and promoted as described 	
<p>Use multiple modes of communication with parents / guardians / caregivers</p>	<p>Administrative Team and Faculty will:</p> <ul style="list-style-type: none"> ● Set default option for parent/caregiver communication to “mail” ● Teachers use some form of a communication log ● Encourage grade-level teams to follow up with phone calls when parents/caregivers do not respond to emails 	<ul style="list-style-type: none"> ● Teacher use of communication logs as described ● At a team-leader meeting, Principal discusses follow-up on parent/caregiver emails as described 	

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 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>
Family Survey	“Teachers help me know how to support my child’s learning at home.”	Increase from 3.60 to 3.78 on a 5 point scale.
	“I know how well my child is progressing in school.	Increase from 3.82 to 4.01 on a 5 point scale.

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 2021-22 school year.
Qualitative Measures: See items listed in “Gauging Success” Column

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	
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	

Clearinghouse-Identified

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

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

Clearinghouse used and corresponding rating

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

School-Identified

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

Evidence-Based Intervention Strategy Identified	Establish an Early Warning Intervention and Monitoring System
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	We will continue to refine our practices with our current RTI process as it mirrors many strategies of the Early Warning intervention and Monitoring System. The seven step implementation process in the system will give us ideas and

Evidence-Based Intervention

	strategies to crosswalk with our current RTI process. We believe all three of our commitments will be supported by this evidence-based intervention.
Link to research study that supports this as an evidence-based intervention (the study must include a description of the research methodology)	https://files.eric.ed.gov/fulltext/ED573814.pdf

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
Brian Reeve	Principal
James Hutchins	Teacher
Karen Manning	Teacher
Deborah Theiss - Mackey	Nurse
Leona Statham	Teaching Assistant
Kristi Ross	Parent
Nicole Chase	Student

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

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	Completing the "Leveraging Resources" document
May 25, 26, & 27, 2021	X					
June 3, 2021		X				
July 7, 8, 22			X	X		X
July 22 & August 11, 2021				X	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

A high percentage of students expressed concerns about academics for the 2021-2022 school year because of how tough it was learning online in a hybrid model.

A high percentage of students also expressed concerns about how stressful the last school year was during a pandemic.

Equity Self-Reflection

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

The Equity Self-Reflection made us realize that we are just emerging or integrating equity practices and need to move them towards sustaining.

Submission Assurances, Instructions and Next Steps

Submission Assurances

Directions: Place an "X" in the box next to each item prior to submission.

1. X The SCEP has been developed in consultation with parents, school staff, and others in accordance with [the NYSED Requirements for Meaningful Stakeholder Participation](#) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plan before it is approved.
2. X The SCEP will be implemented no later than the beginning of the first day of regular student attendance.
3. X Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.

Submission Instructions

CSI Schools: When your plan is ready for review, please share the plan with your NYSED liaison. Plans should be shared before July 30, 2021.

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 2021-22 school year.

Next Steps

1. In addition to having their plan approved by NYSED, CSI Schools will need to make sure that their plan has been approved by the Superintendent and the Board of Education (in New York City, the Chancellor or the Chancellor's designee) before the first day of the 2021-22 school year.
2. The approved CSI and TSI plans will need to be posted on the District's website.
3. Both CSI and TSI schools will need to complete the **Leveraging Resources to Support the SCEP** document and provide the document to their District. This document will be incorporated into the District's DCIP Planning Document, which will inform the 2021-22 DCIP.
4. Schools should plan to begin implementing their plan by the first day of the 2021-22 school year. Schools should continually monitor their implementation and make adjustments to their plans when appropriate.