



# School Comprehensive Education Plan 2021-22

District	School Name	Grades Served
Greenville Central School District	Scott M. Ellis Elementary School	K-5

### Collaboratively Developed By:

The Scott M. Ellis Elementary School SCEP Development Team

- Gina Blenis - Parent
- Christine Carey - Teacher
- Brian Hostash - Teacher
- Kobie Jackson - Parent
- Denise Mulholland - Teacher
- Peter Mahan - Principal
- Audrey Mattot - Staff Member
- Aileen Rauf - teacher

*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 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><b>What is one commitment we will promote for 2021-22?</b></p>	<p>We commit to strengthening our ability to provide consistent and rigorous instruction that is aligned from K-5.</p>
<p><b>Why are we making this commitment?</b>  <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>● <i>How does this commitment fit into the school's vision?</i></li> <li>● <i>Why did this emerge as something to commit to?</i></li> <li>● <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i></li> <li>● <i>What makes this the right commitment to pursue?</i></li> <li>● <i>How does this fit into other commitments and the school's long-term plans?</i></li> </ul>	<p>Greenville's vision prioritizes the use of curricula that are tightly aligned within and across grade levels; further, research requires that instructional practices are rigorous, aligned, and relevant. This level of intentionality related to the use of curriculum and instruction is supported by the document, "How Learning Happens."</p> <p>An analysis of elementary practices and student data indicates that elementary students would benefit from curricular plans and instructional practices being more tightly aligned.</p> <p>Teachers have expressed a desire to increase clarity within curriculum and instructional plans and practices by developing explicit guidance documents that support consistency of pacing, the scope of instruction, and instructional methods.</p> <p>The actions noted below are expected to generate increased student learning. The actions are also expected to increase collaboration between teachers and the staff that support classroom learning.</p>

## Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this commitment?</p>	<p>What does this strategy entail?</p>	<p>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>Develop Instructional pacing guides for ELA and mathematics for grades K-5</p>	<ul style="list-style-type: none"> <li>● Teachers will be provided time to develop pacing guides</li> <li>● Teachers will discuss how to use pacing guides and attached resources during faculty meetings and superintendent conference days</li> <li>● Teachers will provide feedback for revisions and consistently use the guides to pace instruction and select strategies</li> <li>● Teachers will be provided ongoing professional development via instructional coaching in literacy and mathematics example areas: explicit mini lessons, guided practice, independent practice, feedback opportunities</li> <li>● BLT will assist in developing a written list of “ways to success” at Ellis - for new teachers “Ellis teachers...”</li> </ul>	<ul style="list-style-type: none"> <li>● Teachers will review pacing guides with grade level team leaders (including feedback) by Nov, March and May</li> <li>● Teachers will use the pacing guides in a consistent manner as evident in classroom observations, walkthroughs, and posting of student work</li> </ul>	<ul style="list-style-type: none"> <li>● Time and financial support for the development of pacing guides</li> <li>● Time during team meetings and Superintendent Conference Days</li> <li>● Instructional Coaches/Questar-II</li> </ul>

Commitment 1

<p>Intervention practices will be modified to more accurately address skill deficits</p>	<ul style="list-style-type: none"> <li>● Principal, RTI coordinator, instructional coaches, and BLT members will collaborate to improve intervention services via: embedded RTI support, frequent progress monitoring in literacy, and communication with classroom teachers and parents</li> <li>● RTI teachers will receive professional development regarding the use of research based tools to support reading decoding (Tiers II, III)</li> </ul>	<ul style="list-style-type: none"> <li>● Reading Intervention teachers and RTI Coordinator will review (literacy) formative assessment data every two weeks</li> <li>● Math Intervention teacher and RTI coordinator will review formative assessment data monthly</li> </ul>	<ul style="list-style-type: none"> <li>● Intervention teachers will need “data review” time to monitor progress</li> <li>● Time for intervention teachers to collaborate with classroom teachers</li> </ul>
<p>Teachers will increase attention to phonemic instruction</p>	<ul style="list-style-type: none"> <li>● All Elementary teachers will receive professional development about prioritizing phonemic instruction and prompting</li> <li>● K-2 teachers will fully implement F&amp;P phonics lessons</li> <li>● All elementary teachers will use Words-Their-Way spelling assessments in September and February to create focused skill lessons</li> </ul>	<ul style="list-style-type: none"> <li>● Teachers will interpret WTW assessments by October</li> <li>● Students will learn phonics skills as evident in classroom observations, and walkthroughs</li> <li>● Students will demonstrate growth as measured by WTW assessment</li> <li>● Teachers will measure growth in phonics based on ESGI kindergarten and grade 1 data.</li> </ul>	<ul style="list-style-type: none"> <li>● Faculty meeting time will be provided for scoring WTW assessments</li> </ul>
<p>Teachers will use consistent resources for math problem</p>	<ul style="list-style-type: none"> <li>● Teachers will assure that students practice fact fluency 3-5 times per</li> </ul>	<ul style="list-style-type: none"> <li>● Student growth will be measured by scores on Reflex math; progress</li> </ul>	<ul style="list-style-type: none"> <li>● Teachers will implement with existing resources</li> </ul>

Commitment 1

<p>solving and fact fluency</p>	<p>week until grade specific mastery is achieved</p> <ul style="list-style-type: none"> <li>● Students will be provided recognition for fact mastery</li> <li>● Students who are diligent, but unable to achieve fact mastery will be rewarded as “Super Improvers”</li> <li>● Teachers will be provided support from the Math Coach regarding the effective use of “Tangy Tuesday” and “Wordy Wednesday” resources</li> <li>● Students will use “Tangy Tuesday” and “Wordy Wednesday” resources weekly</li> </ul>	<p>monitored by November, January March, and May</p> <ul style="list-style-type: none"> <li>● Student proficiency in problem solving will be evident in classroom observations, walkthroughs, and posting of student work</li> <li>● Student performance will be monitored via iReady results (Winter and Spring)</li> </ul>	<ul style="list-style-type: none"> <li>● Teachers will be provided master sets of all needed curriculum tools (“Tangy Tues.,” “Wordy Wed.”)</li> </ul>
<p>Secure a Social and Emotional Learning (SEL) curriculum that is aligned with NYS standards and District priorities</p>	<ul style="list-style-type: none"> <li>● PPS staff will collaborate and research curriculum resources that align with NYS SEL standards, and existing research based practices that are in use at Scott M. Ellis (Responsive Classroom, Zones of Regulation, and Apple-A-Day)</li> <li>● PPS staff will collaborate with District partners to identify a timeline for professional development and implementation</li> </ul>	<ul style="list-style-type: none"> <li>● Staff will offer recommendations for selection, purchase, and professional development</li> </ul>	<ul style="list-style-type: none"> <li>● PPS members will collaborate</li> <li>● District resources will be needed to select materials</li> <li>● PSS members and teachers will need to collaborate to refine timelines of implementation</li> </ul>

## 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 2021-22 school year.

### iReady Data - Percentage of Students Performing On Grade Level (Cohort data)

Grade	Topic	June 21 Actual	June 22 Target	Topic	June 21 Actual	June 22 Target
2	Math	48	58	Reading	41	51
3	Math	53	63	Reading	47	57
4	Math	51	61	Reading	60	70
5	Math	41	51	Reading	40	50

#### Other Quantitative Measures:

- 70% of students in Kindergarten will achieve phonemic proficiency as measured by WTW, scoring at the “Middle Letter Name - Alphabetic” level
- 70% of students in grade 1 will achieve phonemic proficiency as measured by WTW, scoring at the “Early Within Word Pattern” level
- Reflex Math

#### Qualitative Measures:

- See items listed in “Gauging Success” Column

## COMMITMENT 2

### Our Commitment

<p><b>What is one commitment we will promote for 2021-22?</b></p>	<p>We commit to deepening connections among students, staff, and community partners.</p>
<p><b>Why are we making this commitment?</b>  <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>● <i>How does this commitment fit into the school's vision?</i></li> <li>● <i>Why did this emerge as something to commit to?</i></li> <li>● <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i></li> <li>● <i>What makes this the right commitment to pursue?</i></li> <li>● <i>How does this fit into other commitments and the school's long-term plans?</i></li> </ul>	<p>Greenville's vision values that students have positive relationships with school adults; where everyone offers and receives respect and care as we work toward high expectations.</p> <p>According to the document, "How Learning Happens," educators are not "fixers," but partners for young people who are learning how to make good decisions for themselves and others.</p> <p>Staff at Scott M. Ellis Elementary continuously seeks to improve our school culture in ways that increase our understanding of students' needs, prosocial behavior, and student choice across school settings.</p> <p>GCS wants all students, staff, and families to feel safe, welcoming, and supported.</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 connections between children and aide/monitor staff/principal &amp; teachers</p>	<ul style="list-style-type: none"> <li>● The principal will assign staff to work with fewer students for longer periods of time (reducing risk of communication problems)</li> <li>● The principal will increase professional development cycle for support staff</li> <li>● Implement school-wide recognition opportunities for students (fun opportunities too)</li> <li>● School wide incentive- example- dunk, pie in face, etc.</li> </ul>	<ul style="list-style-type: none"> <li>● Survey staff, students, and teachers about the relationships that develop based on new scheduling model</li> <li>● Survey staff about professional development needs and evaluate the offerings to see if they addressed these staff needs</li> </ul>	<ul style="list-style-type: none"> <li>● Zones training for ALL school employees with resources distributed</li> <li>● Faculty Meeting training</li> </ul>
<p>Increase anti-bullying protocols</p>	<ul style="list-style-type: none"> <li>● Develop automatic interventions for students who are referred to the office for behavioral issues</li> <li>● The principal will collaborate with transportation staff to enhance student specific interventions</li> </ul>	<ul style="list-style-type: none"> <li>● Decrease in office referrals from classroom teachers/recess aide monitors</li> </ul>	<ul style="list-style-type: none"> <li>● Time to develop these interventions/ benchmarks</li> </ul>

Commitment 2

	<ul style="list-style-type: none"> <li>● The Director of Transportation will explore specific professional development needs based on the requests of bus drivers</li> <li>● Director of Transportation to communicate about needs observed via drivers (task force idea )</li> </ul>	<ul style="list-style-type: none"> <li>● HS role models during recess time</li> <li>● Mascot visit during assemblies- help teach about Spartan Strong</li> </ul>	
<p>Create a sense of welcome as students return to school from 2020-2021 (remote and in person)</p>	<ul style="list-style-type: none"> <li>● Create a new “Ellis Hallway Walk” to allow students and parents to see the inside of the school</li> <li>● Encourage students to make posters for peers as part of the “welcome back” celebration</li> <li>● Provide teachers the names of students who were on remote instruction, new to the school, returning from home instruction</li> <li>● Expand fall safety assembly series to include a “Welcome back” celebration</li> <li>● Arrange a fall spirit week</li> <li>● Provide all students Spartan Spirit shirts to increase school spirit</li> <li>● Regular recognition for academic and social growth - super improvers</li> </ul>	<ul style="list-style-type: none"> <li>● Examine levels of participation from “Ellis Hallway Walk”</li> <li>● Survey students about about the appearance of school as a welcoming place (affect, pride, work) (what they see.. what they would like)survey ½ way through the year and at the end</li> <li>● Interview intermediate students about recognition ideas</li> </ul>	
<p>Explore becoming a National School of Character (by 2024)</p>	<ul style="list-style-type: none"> <li>● Continue NPPF program</li> <li>● Character ed PLC explore national School of Character</li> </ul>	<ul style="list-style-type: none"> <li>● Assemblies built around understanding the 11 Principles of Char</li> </ul>	<ul style="list-style-type: none"> <li>● Training for School of Character</li> <li>● Explanation to ALL staff to build a</li> </ul>

Commitment 2

		Ed--Kids need to have FUN!!	strong Ellis Char Ed team ● Pilot programs
<p>Increase parents' awareness of the opportunities and successes of our school and enhance partnerships with parents</p>	<ul style="list-style-type: none"> <li>● The principal will send a school-wide letter every two weeks</li> <li>● Teachers will communicate (be specific) in writing with parents every two weeks</li> <li>● Teachers will write a one paragraph announcement that celebrate a team/department event (once per year) for District newsletters or local newspaper (ex: bragging about our accomplishments- No School for Hate, Grade celebrations like Immigration Day, Hyuck, assembly topics)</li> <li>● The principal will encourage parents to have every student in grades 4 and 5 to participate in at least one non-classroom club/activity (band, chorus, afterschool)</li> <li>● OM</li> <li>● Develop a list of available parent volunteers (linked to specific curriculum areas)</li> </ul>	<ul style="list-style-type: none"> <li>● Increase percent of parents connected to SeeSaw</li> </ul>	

Commitment 2

	<ul style="list-style-type: none"> <li>● Teachers will identify a Communication Officer to attend PTA</li> </ul>		
Increase opportunities where students have choices during their day	<ul style="list-style-type: none"> <li>● Provide a review of Responsive Classroom Principles &amp; Practices</li> <li>● Offer professional development on Academic Choice</li> <li>● Engage student leaders in brainstorming and decision making (develop small team of student representatives)</li> </ul>	<ul style="list-style-type: none"> <li>● Student surveys will indicate increased noticings about opportunities for “choice” in their school day</li> </ul>	<ul style="list-style-type: none"> <li>● Time for PD</li> </ul>

## 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>
<b>Student Survey</b>	“I have choices in what I learn.”	Increase from 3.26 to 3.42
	“I am recognized for good work”	increase from 3.83 to 4.02
	“The work I do in class makes me think.”	increase from 4.00 to 4.20
<b>Staff Survey</b>	“My administrators treat me with respect.”	Increase from 3.84 to 4.03
	“My Administrators support me in my work with students.”	increase from 3.85 to 4.04
	“My administrators support shared decision making.”	increase from 3.52 to 3.70
<b>Family Survey</b>	“The school meets the social needs of students.”	Increase from 3.78 to 3.97

**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

## COMMITMENT 3

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

### Our Commitment

<p><b>What is one commitment we will promote for 2021-22?</b></p>	<p>We commit to creating automatic support for students experiencing difficulties with Attendance, Behavior, and Course performance (ABC).</p>
<p><b>Why are we making this commitment?</b>  <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>● <i>How does this commitment fit into the school's vision?</i></li> <li>● <i>Why did this emerge as something to commit to?</i></li> <li>● <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i></li> <li>● <i>What makes this the right commitment to pursue?</i></li> <li>● <i>How does this fit into other commitments and the school's long-term plans?</i></li> </ul>	<p>Scott M. Ellis provides support for all students who need assistance as they grow socially, emotionally, and academically. Our goal is to help all students achieve at the highest levels possible.</p> <p>According to the document, "How Learning Happens," we are reminded that learning is multidimensional, and the ability to think, reason, and solve problems is based on overall skill development.</p> <p>Faculty members reviewed student data and confirmed that some elementary students experience challenges relating to attendance, behavior, or academic growth. If ALL students are to thrive, our ongoing task is to develop interventions to mitigate the full range of student needs as early as possible.</p> <p>"How Learning Happens" encourages us to consider interventions that increase students' view of learning as meaningful to themselves; therefore we will adjust our actions in ways that increase students' connections with content and classmates.</p> <p>This commitment links to values that support the academic and social/emotional growth of ALL students.</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>Develop attendance interventions that alter early patterns of absenteeism</p>	<ul style="list-style-type: none"> <li>● Refine building processes to identify early patterns of chronic absenteeism</li> <li>● Communicate with parents when children first demonstrate patterns that would lead to being identified as “chronically absent”</li> <li>● Provide classroom teachers specific interventions that can be used/progress monitored for 2-4 weeks</li> <li>● Use RTI supports for students who require ongoing intervention</li> </ul>	<ul style="list-style-type: none"> <li>● Student attendance (rates) will be reviewed every two weeks</li> <li>● Student intervention data (responses to the intervention) will be reviewed every two weeks</li> </ul>	<ul style="list-style-type: none"> <li>● Schedule biweekly meetings for attendance and RTI progress monitoring (PPS/Admin)</li> </ul>
<p>Develop behavior intervention plans that are implemented as soon as children are found to demonstrate a pattern of concerns</p>	<ul style="list-style-type: none"> <li>● Administrators will train faculty members how to use School Tool as an additional record keeping tool regarding student behavior needs</li> <li>● Administrators will record students’ office visits via School Tool</li> </ul>	<ul style="list-style-type: none"> <li>● Student intervention data (responses to the intervention) will be reviewed every two weeks</li> </ul>	<ul style="list-style-type: none"> <li>● Schedule biweekly meetings for attendance and RTI progress monitoring (PPS/Admin)</li> </ul>

Commitment 3

	<ul style="list-style-type: none"> <li>● Consider how to include SPED and PPS team</li> <li>● Students who receive three referrals will be automatically considered for RTI interventions related to SEL</li> <li>● PPS staff will assist in data collection and analysis (progress monitoring)</li> </ul>		
Refine literacy and math intervention processes for all students who are not yet demonstrating grade level skills	<ul style="list-style-type: none"> <li>● Collaborate with Questar-III staff to provide explicit, skill based intervention in every classroom</li> <li>● Assign Reading Intervention teachers to grade level teams to increase connections with specific student/teacher groups</li> <li>● Select and implement consistent skill based, phonemic interventions K-5</li> <li>● Provide teaches Instructional coaching in Literacy and Mathematics to assure growth that will support student learning</li> <li>● Use student learning data to address professional development and intervention needs</li> <li>● Increase parent communication regarding the progress and needs of individual students (engage parents as partners)</li> </ul>	<ul style="list-style-type: none"> <li>● Use iReady, ESGI, WTW, F&amp;P, and and classroom data to develop and refine skill based interventions</li> <li>● Develop regular collaborations that allow literacy and math interventionists to process data and review data</li> <li>● Adjust skill focus frequently based on progress monitoring</li> </ul>	<ul style="list-style-type: none"> <li>● Time to analyze student data</li> <li>● Time to collaborate to effectively share results between classroom teachers, and intervention teachers</li> <li>● Time to complete regular updates so parents can support learning from home</li> </ul>
Look at the data and the cross between ABC	<ul style="list-style-type: none"> <li>● A PLC will be developed to review student data, to determine if there are intersections or patterns that</li> </ul>	<ul style="list-style-type: none"> <li>● A summary of data will be shared with administrators,</li> </ul>	<ul style="list-style-type: none"> <li>● Software that will assist in detailed analysis of student data</li> </ul>

Commitment 3

	<p>relate to attendance, behavior, and course performance</p> <ul style="list-style-type: none"><li>● A summary of findings will be used to further refine intervention practices and identify antecedents that could become the focus of early intervention efforts</li></ul>	<p>teacher leaders, and BLT members</p>	<ul style="list-style-type: none"><li>● Time for administrators and teachers to review data and patterns</li></ul>
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## 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>
<b>Family Survey</b>	“My child’s teacher helps me to help my child at home.” “I know how well my child is progressing in school.”	Increase from 4.03 to 4.23 Increase from 3.95 to 4.15

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.				
Staff at Scott M. Ellis will evaluate progress as follows:				
<b>Chronic Absenteeism - % of students chronically absent by building</b>				
Building	20-21 Actual	21-22 School MIP	21-22 State MIP	21-22 Long Term Goal
Elementary School	17.9%	9.9%	13.8%	12.8%
<ul style="list-style-type: none"> <li>● Rates of effective social and emotional functioning will improve as measured by individual data from Individualized Behavior support plans</li> <li>● Student achievement data - see Commitment 2 measures.</li> <li>● See items listed in “Gauging Success” Column</li> </ul>				

## 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	
Gina Blenis - Parent	Peter Mahan - Principal
Christine Carey - Teacher	Audrey Mattot - Staff Member
Brian Hostash - Teacher	Aileen Rauf - teacher
Kobie Jackson - Parent	
Denise Mulholland - Teacher	

## Our Team's Steps

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

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

## 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
			X	X		X
7/17/21			X	X	X	
8/18/21				X	X	
9/23/21					X	
10/7/21					X	

## 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 adjustment to their plans when appropriate.