



# School Comprehensive Education Plan 2022-23

District	School Name	Grades Served
Baldwinsville	Elden Elementary School	PK-5

### Collaboratively Developed By:

**The Elden Elementary SCEP Development Team**

**Thomas Coughlin, Joelle Fiorini, Jen Medwid, Tim James, Dan Hyland, Veronica Connors, Theresa Stowell (parent), Jessica Dapson (parent)**

*And in partnership with the staff, students, and families of Elden Elementary School*

## Guidance for Teams

### Template

Any part of the plan can be collapsed or expanded by clicking on the triangle next to the blue headings. You can also move through the sections of the plan by accessing the Navigation Pane in Microsoft Word.

### Commitments

After completing the Student Interviews, discussing the Equity Self-Reflection, and reviewing recent data, including survey data, school teams should discuss what was learned and then review the document “[How Learning Happens](#),” particularly page 3. Then the team should ask, “**What should we prioritize to support our students and work toward the school we wish to be?**”

The team should take the answers to this question and identify 2 to 4 commitments for the 2022-23 school year. For each commitment, the team will identify strategies that will advance these commitments.

School teams have a lot of flexibility when selecting the commitments that are identified. There is no requirement that commitments must align with specific subject areas, as was required in the past. Any of the full statements that appear on page 3 of the [How Learning Happens](#) framework, such as “*Every child can see themselves reflected in teachers, leaders, curriculum, and learning materials*” could serve as a commitment. To be meaningful, it is important that the commitments be informed by the Student Interviews, Equity Self-Reflection, and review of recent data, and the commitments should connect to the school’s values and aspirations.

### Strategies

After school teams identify their commitments, they should consider strategies that will allow the school to advance that commitment. School teams will need to identify how they will gauge success with this strategy, what the strategy entails, and any resources that are necessary to implement that strategy.

### Resources for Team

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

- [Requirements for Meaningful Stakeholder Participation SCEP](#)
- [Guidance on Interviewing Students in Advance of Developing the SCEP](#)
- [Equity Self-Reflection for Identified Schools](#)
- [How Learning Happens](#)
- [Writing Your SCEP](#)
- [Developing Your SCEP -- Month by Month](#)

# COMMITMENT I

## Our Commitment

<p><b>What is one commitment we will promote for 2022-23?</b></p>	<p><b>We commit to every child being supported and engaged in meaningful learning that is relevant to them.</b></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>At the Baldwinsville Central School District, we desire to create an environment which inspires a desire for life-long learning and empowers all individuals to reach their full potential. Providing engaging and relevant learning experiences for Elden Elementary students is an essential part of making this vision a reality.</p> <p>Our student climate survey indicated 43% of 3-5th graders didn't find their learning to be interesting or relevant. When we followed up on this topic during student interviews, our students discussed flexible grouping, hands-on learning experiences, review games, and choice activities to be instructional practices that they felt more engaged in. When we discussed relevance, students said they were most motivated to learn when they understand the usefulness of the skill in the future or if the topic is something that they're interested in. In addition to our interviews, One of our opportunities for growth in our equity self-reflection was to include more real-world situations in our lessons and to give students an opportunity to make meaning of their learning in multiple ways. To be engaged in learning, all students must see themselves reflected in the curriculum. Culture, such as age, language, ethnicity, socio-economic status, and gender, needs to be considered in how we plan student learning experiences.</p> <p>As we work to increase relevance in order to encourage more student engagement, we also must look at the support our students are getting in the learning process in the classrooms and in our support programs. Our current benchmarking data reflects a need to reorganize some of our multi-tiered systems of support in order to provide interventions to increasing numbers of students who need it.</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?	What specifically will we look for during the year to know that this strategy is having the desired impact? (This could include qualitative or quantitative data.)	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
<b>Use of relevant, research-based instructional strategies that increase student engagement</b>	<p>Elden staff will be given opportunities for professional development and coaching including but not limited to:</p> <ul style="list-style-type: none"> <li>- adding elements of voice and choice into existing lessons + Universal Design for Learning framework (UDL)</li> <li>- Social-Emotional Learning strategies</li> <li>- Culturally and linguistically relevant teaching (Dr. Hollie)</li> </ul>	<p>Teacher and student feedback about relevant instruction will be collected building wide at least 1 time during the school year.</p> <p>Increased PD opportunities/attendance for teachers.</p> <p>Increases in student achievement data using edoctrina, aimsWeb, STAR and other measures.</p> <p>Utilization of learning coaches to improve classroom engagement.</p> <p>6-10 teachers will participate in CLR training with Dr. Hollie. These</p>	<p>Time and funding (including sub coverage) for professional development opportunities, including time to collaborate with grade level teams at Elden and across the district.</p> <p>Learning Coach support for job-embedded professional development.</p>

Commitment 1

		<p>teachers will be given opportunities to share their learning with others in the building.</p>	
<p><b>Evaluate and restructure MTSS practices to better support all students</b></p>	<p>Benchmarking on aimsWeb and STAR for reading and math proficiency, Fall and Spring benchmarking using BIMAS for behavior support.</p> <p>Regular data meetings to discuss multiple data points to inform intervention strategies.</p> <p>Use of additional reading and math assessments, including CBM measures in STAR to better inform goal setting for progress monitoring of students receiving intervention.</p> <p>Increased frequency of PLC meetings and regular communication between Rtl staff and classroom teachers</p>	<p>Increase year to year percentage from last year's measure of 53.7% of students who are at or below the 25th percentile who are receiving response to intervention support in addition to their tier one instruction.</p> <p>Benchmarking and progress monitoring data will demonstrate student growth in math and reading.</p> <p>Data meetings will be pre-scheduled and subs provided.</p>	<p>Training for teachers on other means of collecting data/benchmarking as needed.</p> <p>Scheduling: Maximize PLC time within contractual hours.</p> <p>Sub coverage (funding) and schedule for at least 3 data meetings during the year.</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>
<b>Student Survey</b>	My teachers expect me to do my best work every day My teachers give me work that is interesting to me The things I learn in school are important My teachers notice if I have trouble learning something I get to make choices about... [what I learn, how I learn things, how I show what I've learned, who I work with] I see people like me in my lessons	75% agree/strongly agree for all
<b>Staff Survey</b>	The school makes sure all students can experience success. I have opportunities to learn from a range of colleagues I have been trained in culturally responsive teaching I use culturally responsive teaching strategies often in my classroom I adjust my lessons often to reflect the needs and culture of my students I include current events in my lessons when age appropriate	75% for all
<b>Family Survey</b>	My student feels challenged in their coursework My student is engaged in their learning My student receives the support that they need in order to maximize their learning	75% for all

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 2022-23 school year.

District goal - 80% of students will perform at or above grade level as measured by the District's Universal Screening assessments (AIMSweb, STAR, and BIMAS). Targeted support and intervention will be provided for students not performing at grade level expectations.

Elden goal - Increased benchmark scores (at or above 40th percentile) from fall to spring by at least 5% in math and 10% in reading in grades K-5. Improved scores on student and family surveys based on curriculum (Fall to spring).

## COMMITMENT 2

### Our Commitment

<p><b>What is one commitment we will promote for 2022-23?</b></p>	<p><b>We commit to ensuring every child has strong, trusting relationships with adults and peers by providing intentional opportunities to build social and emotional skills</b></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>At BSCD, we want to create an environment which fosters mutual respect and empowers all individuals to reach their full potential. According to "How Learning Happens", "learning is social; the quality of our relationships and social interactions shape our ability to learn". While the vast majority of Elden students reported having friends and knowing caring adults at this school, 45% of students in 3-5 disagreed with the prompt "students in this school treat each other with kindness".</p> <p>Educators at Elden have observed what appears to be a developmental delay in social skills due to the pandemic. Mask policies, proximity regulations, etc. changed the way our students have interacted with each other since 2020. Many students returned to in-person learning during the 2021-22 school year after being fully remote for 1.25 years. During this time, it was difficult to gauge the amount of peer to peer social interactions students were getting. During the 2021-22 school year, as COVID regulations were lifted, this delay in social development became even more pronounced.</p> <p>Our BIMAS data reflects this delay. 100 students or 23% fell into the concern level of functioning for social skills in the fall. This number increased to 102 in the spring of 2022. 81 students were in the high risk category in SEL score in the fall. This increased to 89 in the spring. 17% of students in the building were identified as high risk in relationship skills, a number that remained steady throughout the year.</p> <p>In our interviews, students discussed the importance of building connections with other students and teachers and its positive impact on their learning experience. We believe that this commitment will encourage staff to continue to embed social-emotional learning into their curriculum and intentionally model and provide opportunities to students to build positive social interactions.</p>



Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this commitment?</p>	<p>What does this strategy entail?</p>	<p>What specifically will we look for during the year to know that this strategy is having the desired impact? (This could include qualitative or quantitative data.)</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p><b>Social-emotional skill instruction and increased opportunities for student interaction (with peers and adults) throughout the school day</b></p>	<p>Professional development opportunities for teachers for teachers on SEL skill instruction, including but not limited to:</p> <ul style="list-style-type: none"> <li>- Second step resources</li> <li>- CASEL resources</li> <li>- Positivity Project</li> <li>- Inclusive practices</li> <li>- Book Study in SEL topics</li> <li>- Restorative Practices</li> </ul> <p>Training on and use of calm down stations in the classroom</p> <p>Encouraging frequent positive calls/emails home</p> <p>Increase in inclusive practices: Push-in services when appropriate</p>	<p>BIMAS end of year data will demonstrate improvement in SEL categories</p> <p>3-5th grade students will be surveyed at least once a year about school climate (see questions below)</p> <p>Decreased discipline referrals</p> <p>Attendance numbers for staff development</p>	<p>Staffing - SEL learning coach; social worker; counselor; promise zone</p> <p>Money and time for additional training</p> <p>Funding for calm down kit materials as needed (replacing damaged items, adding to kits, etc)</p>

Commitment 2

<p><b>Use of multi-tiered systems of support for behavior intervention</b></p>	<p>Cooperation between classroom instructional staff, school counselor, school social worker, and outside supports (Promise Zone, Liberty Resources, ACCESS) to provide appropriate interventions</p> <p>Use of BIMAS data and classroom teacher input to identify students in need of tier 2 support, and providing supports such as:</p> <ul style="list-style-type: none"> <li>- small group targeted intervention</li> <li>- continued use of check-in, check out practices to connect identified students with a supportive adult in the building</li> </ul> <p>Use of restorative practices (see next commitment)</p>	<p>BIMAS end of year data will demonstrate improvement, especially for students identified as high risk</p> <p>Decreased discipline referrals</p>	<p>Staffing - counselor (3 days a week), social worker, promise zone, liberty resources</p> <p>Space in building for small groups</p> <p>Schedule/time for meetings of support staff</p>
<p><b>Restore Baker High School Mentor program</b></p>	<p>New contract and guidelines will be written by August 2022; Program restart in October 2022</p> <p>Baker High School students will be placed with teachers/selected students to help support students academically and socially during the school day</p>	<p>At least 10 volunteers will be working in the building by October; the number will increase during the year</p> <p>Decreased discipline referrals</p> <p>Staff survey will be sent out to monitor efficacy of the program</p>	<p>time/schedule to coordinate between Elden and Baker</p> <p>Access to attendance records at Baker to confirm absences</p> <p>Permission forms for students at Elden and Baker</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>
<b>Student Survey</b>	Students in this school treat each other with kindness I have friends at this school The adults in this building care about me At this school there is an adult I can go to for help if I need it  I have been called names, teased, or made fun of more than once at school	80% agree/strongly agree  75% disagree/strongly disagree
<b>Staff Survey</b>	This school values the work I do to support students beyond the curriculum. I feel supported in meeting the social, emotional, and cognitive needs of my students I give my students intentional opportunities to develop positive relationships with their peers I feel connected to my students The Baker/Elden mentor program helps support student social, emotional, and cognitive learning	75% agree or strongly agree for all
<b>Family Survey</b>	My student has positive relationships with the adults at school My student has positive relationships with their peers at school My student	75% agree or strongly agree for all

Commitment 2

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

Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2022-23 school year.

District goal - 80% of students will perform at or above grade level as measured by the District's Universal Screening assessments (AIMSweb, STAR, and BIMAS). Targeted support and intervention will be provided for students not performing at grade level expectations.

Elden goal - Grow the green in BIMAS (Fall to spring).

## COMMITMENT 3

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

### Our Commitment

<p><b>What is one commitment we will promote for 2022-23?</b></p>	<p><b>We commit to providing an environment where every child feels safe, respected, supported, and a true sense of belonging</b></p>
<p><b>Why are we making this commitment?</b></p> <p><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>The majority of Elden students are engaged in school activities and state that they feel welcome at school, but our committee felt that we can continue to improve to ensure that every child feels safe, respected, and supported. "Emotions are essential to learning; they help us connect to what we are learning and make meaning. Feeling safe and respected enhances our ability to learn" (How Learning Happens). The Adults in the building play a key role in creating an equitable, empathetic environment for our students.</p> <p>When we surveyed students, we noticed that almost half of students reported feeling unsafe in the bathrooms and the hallways. While they state that they know the 3 Bees (building rules), they are inconsistent in their ability to follow them. This commitment goes hand in hand with the second commitment, and it will help remind all members of the school community to be more consistent in holding each other accountable for making Elden feel safe for all of our students.</p> <p>Creating a safe environment for learning includes being welcoming of all students and other stakeholders. Our equity self reflection also played a role in selecting this commitment. We recognized a need to build closer relationships with our families and learn more about the cultures of the students in our building. At Elden, our differences make us stronger as a community. The continued work of our DEI committee will help support us as we work to be more culturally responsive.</p> <p>Lastly, our student interviews helped us to understand that students want more opportunities to discuss with the staff what is going on in the building and how it makes them feel. Providing students with these opportunities makes them feel like respected members of the school community and leads to increased engagement overall.</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?	What specifically will we look for during the year to know that this strategy is having the desired impact? (This could include qualitative or quantitative data.)	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
<b>Build consistency in expectations, routines, and procedures (3 Bees)</b>	<p>direct classroom instruction in the 3 Bees</p> <p>Teacher/staff consistency in holding students accountable for following the 3 Bees</p> <p>Increased safety and supervision in the hallways, bathrooms, and playgrounds</p> <p>Collaborative creation of videos to play on daily announcements that provide concrete examples of behavior expectations</p>	<p>See survey questions</p> <p>Reduced referrals for violations related to 3 Bees</p>	<p>Time to produce videos</p> <p>Copies of 3 Bees for every teacher</p> <p>Staff meeting reminders</p>
<b>Use of Restorative Practices building-wide</b>	<p>Building leader and team training over summer of 2022; regular meetings with building team to monitor progress</p> <p>Turn key training of restorative practices in September, November, and March of 2022</p>	<p>Reduction in overall referral rate</p> <p>BIMAS measures</p> <p>Frequency of Restorative Practice team meetings, formative review of progress</p>	<p>BOCES specialist training (Summer 2022)</p> <p>Time/schedule/plan to turn key train to full staff (throughout the year)</p> <p>Staff meeting refreshers on RP expectations.</p>

Commitment 3

	<p>Use of restorative practices/strategies throughout the building, which may include:</p> <ul style="list-style-type: none"> <li>- Community Building Circles</li> <li>- Restorative language</li> <li>- Affective statements/questions</li> <li>- Peer mediation</li> </ul>	<p>Measure of staff understanding and support of restorative practices (# participating in training + Survey questions)</p> <p>Student survey results (more welcoming environment)</p>	
<p><b>Build stronger relationships with our families and stakeholder groups</b></p>	<p>Evaluate current communication systems and tools to determine successful solutions to parents contact</p> <p>Restore PTA and other school social events to pre-covid levels, including but not limited to:</p> <ul style="list-style-type: none"> <li>- in-person ice cream social</li> <li>- in-person open house</li> <li>- Riverknoll nights</li> </ul>	<p>Parent survey completed at beginning of the year during open house</p> <p>Monitor number of events and participants</p>	<p>Time for team to develop parent survey</p> <p>Support for PTA (representation at meetings from staff/administration)</p> <p>Funding to pay teachers to do programming at Riverknoll and other locations in the evening.</p>
<p><b>Continued staff development in Diversity, Equity, and Inclusion and culturally responsive education practices in partnership with our DEI committee.</b></p>	<p>Additional training opportunities from Dr. Hollie on Culturally and Linguistically Responsive teaching</p> <p>Professional Development book study on anti-bias work in the classroom.</p> <p>Regular meetings of Building DEI subcommittee</p>	<p>Monitor attendance at DEI PD, encourage turnkey training with staff.</p>	<p>CLR training (district initiative)</p> <p>Equity audit forms relevant to elementary classrooms.</p> <p>Support of Elden's DEI committee.</p>

Commitment 3

	Equity audits of materials and student data		
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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>
<b>Student Survey</b>	I feel welcome at this school... I feel safe in the hallways I feel safe in the bathrooms I feel safe in my classroom This school has clear expectations for behavior I know the “3 bees” My Teachers know me I like this school I feel like I belong in this school In this school we show respect for our differences	75% agree or strongly agree for all
<b>Staff Survey</b>	This school has a welcoming environment for staff and students This school celebrates our students and their diverse interests and achievements We are consistent in our reinforcement of behavior expectations I understand and have been trained in Restorative Practices I use community building circles regularly I use restorative circles when needed I have seen a decreased amount of student discipline/behavior issues this year.	75% agree or strongly agree for all



Commitment 3

<b>Family Survey</b>	My student feels welcome at Elden I know what's going on at school and in my child's classroom I am satisfied with the communication from this school This school provides multiple opportunities for community building events	75% agree or strongly agree for all
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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.
<ul style="list-style-type: none"><li>- increased percentages of students reporting they feel safe and welcome</li><li>- less discipline referrals</li><li>- Higher attendance rates</li></ul>

## 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	Instructional Coaching
<p><b>We envision that this Evidence-Based Intervention will support the following commitment(s) as follows</b></p>	<ul style="list-style-type: none"> <li>● Instructional: Helps teachers implement effective instructional strategies, new ideas, often by observing a teacher and providing feedback, demonstrating a lesson, or even co-teaching.</li> <li>● Curriculum: Excels at understanding content standards, how components of a curriculum link together, in addition to how to use the content in planning instruction and assessment. These individuals can ensure a consistent curriculum implementation throughout a school.</li> <li>● Data: Leads conversations that assists teachers in analyzing data and then applying the data to strengthen instruction</li> </ul>

### Evidence-Based Intervention

District coaches will:

- facilitate collaborative work with administrators, teachers, students, and families to achieve the goals stated in this plan and to continue improvement efforts over time
- Collect data and facilitate data meetings (and PLC meetings) to support multi-tiered support. Continue to collect data on subgroup populations to work towards eliminating achievement gaps based on demographics.
- provide professional development at teachers' request. Including, but not limited to: UDL, responsive classroom, project based learning, social emotional learning, CR-SE, reading and math district programs
- Collaboration/co-teaching to incorporate more real-world issues and current events into the classroom.
- Facilitate training in CLR
- Lead book studies related to equity and restorative practices
- programming to increase collaboration with stakeholders
- Creation and analysis of survey data - students and parents

Evidence-Based Intervention

Clearinghouse-Identified

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

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

Clearinghouse used and corresponding rating

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

School-Identified

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

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

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**

n/a

## 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
Thomas Coughlin	Building Principal
Jennifer Medwid	TSI Learning Coach
Joelle Fiorini	Building Administrative Intern
Tim James	Teacher
Dan Hyland	Teacher
Veronica Connors	Teacher
Theresa Stowell	Parent
Jessica Dapson	Parent

## Our Team's Steps

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

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

## Meeting Dates

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

Meeting Date	Interviewing Students	Completing the Equity Self-Reflection for Identified Schools	Reviewing Multiple Sources of Data and Feedback	Clarifying Priorities and Considering How They Connect to School Values	Writing the Plan	OPTIONAL: Completing the "Leveraging Resources" document
April 28th	x		x			
May 5th		x	x			
May 9th	x					
May 19th		x	x			
May 26th				x	x	
June 2				x	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**

We began the student interview process by completing a full building climate survey. All students k-5 were involved in this process during their library class the first week of March. After reviewing the trends in the data compiled from these surveys, the SCEP team developed a list of interview questions to ask students. We completed interviews with 4th and 5th grade students together as a team. From that information, we again looked at trends in the student answers. These trends became our guideposts as to what we knew we needed to include in the plans. For example, the students identified issues with consistency in rules and procedures in the hallways and bathrooms. There was a trend about treating others with kindness that we will be looking closely at in the year to come through our SEL and Restorative Practices work. Due to feedback from students, we will be working on helping them build positive connections with each other, developing lessons/units with cultural/personal relevance, and consistently enforcing safety through our hallway and bathroom expectations.

#### Equity Self-Reflection

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

We identified both strengths and areas for growth in our equity self-reflection. We are already showing improvement in having more of an understanding of culturally and linguistically relevant teaching practices and will continue this training throughout the year. We will learn from our staff who are going to do the CLR coaching work with Dr. Hollie. In addition, we are cognizant of adding multiple perspectives to the curriculum and developing more diverse book libraries. We work together with our DEI team to do this work. We determined that we need to grow in building close relationships with all of our students and their families and understanding more about their cultures. In general, our teachers need to feel competent in their ability to recognize their own biases and create more equitable classrooms as well as feel safe to make changes to their content/materials when necessary.



## Next Steps

### Next Steps

1. **Sharing the Plan:**

- a. **CSI Schools:** As you develop your plan, please feel free to share the plan with your NYSED liaison for input when it would be helpful. When the SCEP team is satisfied with the plan, please indicate to your liaison that the school is ready to share its full plan for approval. Plans should be shared by August 1, 2022.
- b. **TSI Schools:** When your plan is ready for review, please share the plan with your District, which will approve your plan. Plans will need to be approved before the first day of the 2022-23 school year.
- c. **All Schools:** Ensure that the local Board of Education has approved the plan and that the plan is posted on the district website.

2. **Implementing the Plan** (for all schools):

- a. Ensure that the plan is implemented no later than the first day of school
- b. Monitor implementation closely and make adjustments as needed
- c. Ensure that there is professional development provided to support the strategic efforts described within this plan.
- d. Work with the district in developing the 1003 Title I School Improvement Grant application designed to support the implementation of the activities identified in the school and district plan.