



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

School Comprehensive Education Plan 2023-24

District	School Name	Grades Served
Oneida City School District	Otto Shortell Middle School	6-8

Collaboratively Developed By:

Delete the red text upon completion.

The Otto Shortell Middle School SCEP Development Team

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Melissa Smith, 12:1 Special Education teacher

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*And in partnership with the staff, students, and families of **Otto Shortell Middle School***

Guidance for Teams

Template

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

Commitments

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

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

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

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

Success Criteria and Benchmark Targets

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

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

Strategies

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

Resources for Team

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

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

Guidance for Teams

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

COMMITMENT I

Our Commitment

What is one Commitment we will promote for 2023-24?	We commit to individual student growth and success while supporting independent learning.
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 what we envision for the school?</i> • <i>How does this Commitment relate to what we heard when listening to others?</i> • <i>How does this Commitment connect to what we observed through analysis?</i> 	<p>A committee was formed to review the results of our SWD data, develop systems, and adopt programs to ensure success and improvement in these areas.</p> <p>Some such measures as outlined above include the following: instructional coaching and curriculum planning to ensure standard alignment, IXL to closely monitor students' success and skill gaps in the areas of ELA and math, STAR assessments, MTSS model to allow for more data driven discussion, and using programs and strategies that incorporate a more inclusive model.</p> <p>Based upon student equity self-reflection feedback, students want to have more involvement in participating in decisions that are made around learning in school.</p>

Progress Targets

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

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing (complete at the end of the year)

Commitment 1

End-Of-The-Year Goals	STAR Data	<p>Presently, the ELA 2022-2023 STAR SGP median growth for students with disabilities shows that 47% achieved at least 35% SGP in reading. Next year, 50% of students with disabilities will increase their SGP in reading by 3%.</p> <p>Presently, the Math 2022-2023 STAR SGP median growth for students with disabilities shows that 66% achieved at least 35% SGP in Math. Next year, 50% of students with disabilities will increase their SGP in Math by 3%.</p>	
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We believe these Spring survey responses will give us helpful feedback about our progress with this Commitment:

	Survey Question(s) or Statement(s)	Desired response <i>(e.g., % agree or strongly agree)</i>	What we ended up seeing <i>(complete once Spring survey results are available)</i>
Student Survey	I understand what I am learning in my classes.	Goal: to increase the feedback to this prompt away from “never” to a more positive response overall. Our goal is to increase the positivity of responses by and overall factor of at least 5%	
Staff Survey	Special education and general education teachers of students with disabilities engage in intentional collaborative lesson planning to meet student’s needs.	Goal: to increase the feedback to this prompt away from “never” to a more positive response overall. Our goal is to increase the positivity of responses by an overall factor of at least 10%.	

Commitment 1

Family Survey	In response to the survey question, "I am satisfied with the programs and resources available at this school to support learning."	Goal: to increase the feedback to this prompt away from "never" to a more positive response overall. Our goal is to increase the positivity of responses by an overall factor of at least 10%.	
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We believe achieving the following Mid-Year Benchmark(s) will give us good insight into our ability to reach our year-end goal:

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing <i>(complete when reviewing mid-year data)</i>
Mid-Year Benchmark(s)	STAR	An increased SGP	

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

Early Progress Milestones	What data will we be reviewing?	What do we hope to see when we review that data? <i>(Identify Quantitative Data or Qualitative Descriptors in this space)</i>	What we ended up seeing <i>(complete six to ten weeks into the school year)</i>
Student Data	IXL and STAR data	IXL and star programs generate growth reports to show if a student is progressing or digressing.	

Commitment 1

<p>Adult/Schoolwide Behaviors and Practices</p>	<p>Math/ELA/AIS teachers will continue the use of the IXL program on a weekly basis and use the data to inform their instruction as they see skill gaps emerging.</p> <p>Study Hall teachers will continue to support the use of IXL. Once deficits are pin-pointed, MTSS will come from working in the recommendations wall to chart overall growth. This is where individualized instruction comes into play where the instructor can work with students on their own skill deficits.</p>	<p>Team collaboration with instructional coaches through Madison Oneida BOCES. Math teachers will collaborate and plan with a focus on math instructional practices aligned to the New York State Learning Standards.</p> <p>Time here will also be dedicated to forming connections in the curriculum and identifying gaps that may need to be filled. This is imperative in order to ensure growth and development for new material at that next grade level.</p>	
<p>Student Behaviors and Practices</p>	<p>Students will also monitor their results in the student reports.</p>		

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Commitment?	What does this strategy entail? What will implementation look like in our school?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Use of IXL	<p>Math/ELA/AIS teachers will continue the use of the IXL program on a weekly basis and use the data to inform their instruction as they see skill gap emerging.</p> <p>Study Hall teachers will continue to support the use of IXL.</p> <p>Ongoing diagnostic arena practice to pin-point skill deficits. Once deficits are pin-pointed, MTSS will come from working in the recommendations area to chart overall growth. This is where individualized instruction comes into play where the instructor can work with students on their own skill deficits.</p> <p>Students will also monitor their results in the student reports.</p>	<p>Renewal of the IXL program</p> <p>Time for teachers to meet and review data</p>
Use STAR data	Universal Screenings occur 3 times a year. The information derived from this data will serve to assist in making recommendations for students' programming while allowing teachers to make individual adjustments within their classrooms. This STAR data works in harmony with the IXL program to pin-point deficits	During the monthly data meetings, once a month, time will be dedicated to inputting students who are at risk into a shared document that will be available to all teachers to add feedback in regards to their

Commitment 1

		<p>performance/behavior. This information will be reviewed in teams. The individual student growth reports generated in the program will help drill down areas of need in instruction. The baseline and growth data will be reviewed at the 3 points in the year when Universal Screenings are implemented.</p> <p>Time for teachers to meet and review data</p>
Curriculum Coaching	<p>Team collaboration with instructional coaches through Madison Oneida BOCES. Math teachers will collaborate and plan with a focus on math instructional practices aligned to the New York State Learning Standards. Time here will also be dedicated to forming connections in the curriculum and identifying gaps that may need to be filled. This is imperative in order to ensure growth and development for new material at that next grade level.</p>	<p>Individual follow-up will occur with instructional coaches and administration to determine additional areas of need, while also highlighting areas of success.</p> <p>On-going support from BOCES personnel to engage in instructional coaching practices with math department</p>

Commitment 1

Extended Instructional Period (EIP)	Provide an additional opportunity outside the normal school hours to provide more individualized supports in order to close gaps in learning related to skill deficits identified on Universal Screeners, diagnostic evaluations and monthly data meetings	Dedicated time beyond the school day, professional staff to support learners, including counselors, teachers and administrators, transportation

COMMITMENT 2

Our Commitment

What is one Commitment we will promote for 2023-24?	<p>The faculty and staff at OSMS will commit to addressing the social emotional needs of our school community by continuing with the implementation of Positivity Project and implementing trauma informed approaches.</p>
<p>Why are we making this Commitment?</p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this Commitment fit into what we envision for the school?</i> • <i>How does this Commitment relate to what we heard when listening to others?</i> • <i>How does this Commitment connect to what we observed through analysis?</i> 	<p>Evidence shows that implementing SEL practices in school improves achievement and increases students' prosocial behaviors.</p> <p>With the recent pandemic and the surge of mental health issues arising, there is an increased need for supportive programming around SEL to teach students ways to navigate their emotions and self-regulate.</p> <p>Families continue to reach out to the school for assistance in dealing with their personal struggles around this topic. The lack of programming outside of school with the different agencies has given rise for more supports necessary in the school setting</p> <p>After reviewing the parent and student survey feedback the TSI committee enacted a plan to implement the Positivity Project.</p>

Progress Targets

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

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing (complete at the end of the year)

Commitment 2

End-Of-The-Year Goals	Student survey results Discipline data	Student survey results can help provide a critical piece of feedback that can give crucial insight into school-specific needs, particularly for measures that can be difficult to measure related to school climate. This data will also reflect an increase in more positive responses overall around topics for social emotional and prosocial skills. Additionally, collecting School Tool data can help to develop effective anti-bullying policies, enabling us to identify where bullying is taking place and spot trends in bullying. This will ultimately assist in decreasing bullying behaviors towards others. Lightspeed will provide teachers an extra layer of support to monitor for students in distress or mental health. Survey results generated from the Positivity Project will show evidence in more reflective, proactive practices with students.	
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We believe these Spring survey responses will give us helpful feedback about our progress with this Commitment:

	Survey Question(s) or Statement(s)	Desired response <i>(e.g., % agree or strongly agree)</i>	What we ended up seeing <i>(complete once Spring survey results are available)</i>
Student Survey	I can bounce back from setbacks and disappointments easily. 89.6% combined total of sometimes and always.	Goal: to increase the feedback to this prompt away from “never” and “unable to respond” to a more positive response overall.	
Staff Survey	Principals provide professional learning opportunities and coaching to meet teachers' learning preferences and growth needs. 45.8% replied “always”.	Goal: to increase the feedback to this prompt away from “never” to a more	

Commitment 2

		positive response overall.	
Family Survey	My student feels a sense of belonging at this school. Currently 36.0% Always.	Goal: to increase the feedback to this prompt away from “never” or “unable to answer” to a more positive response overall.	

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

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing <i>(complete when reviewing mid-year data)</i>
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Commitment 2

<p>Mid-Year Benchmark(s)</p>	<p>Survey results</p>	<p>An increase of positive responses from never to more positive responses overall</p>	<p>Reviewer 9/8/2023 3:37 PM Please provide the clarifying details requested in the previous pages. Within the FS-10, for Code 15 and Code 16, please revise the calculations for the hours, number of staff, and/or projected salaries, since there is a miscalculation in the numbers indicated.</p> <p>Each activity and/or cost indicated on the Use of Funds for the Target District DCIP and/or Use of Funds for the school-level plan should have a corresponding cost in an FS-10 Budget entry. Check any calculations, subtotals, and totals.</p>
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Commitment 2

			<p>Once revisions have been made, update the portal inquiries and upload the updated FS-10, activity chart, and website links with any revised DCIP Planning Document, DCIP, and/or SCEP. DO NOT RESUBMIT. Please send me an email indicating the revised responses and attachments in the portal, so I have an opportunity to look over the revisions. If you have any questions during the revision process, feel free to contact me to schedule a conversation.</p> <p>Thank you, Crystal</p>
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We believe we will be on track to meet our Mid-Year Benchmark(s) if six to ten weeks into the school year, we are able to reach the following Early Progress Milestones:

Early Progress Milestones	What data will we be reviewing?	What do we hope to see when we review that data? <i>(Identify Quantitative Data or Qualitative Descriptors in this space)</i>	What we ended up seeing <i>(complete six to ten weeks into the school year)</i>
Student Data	Survey results, behavioral referrals, attendance data	An increase of positive responses from never to more positive responses overall	

Commitment 2

Adult/Schoolwide Behaviors and Practices	Informal and formal observations, walk-throughs, attendance to professional learning sessions Implementation of strategies using trauma informed practices attendance at parent and SAT meetings	More trauma-informed practices implemented	
Student Behaviors and Practices	Increased attendance, decrease in behaviors of defiance and insubordination		

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Commitment?	What does this strategy entail? What will implementation look like in our school?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
On-going Communication	Daily phone calls to parents, letters sent at various check-points, monthly newsletters, Google Classroom announcements and posts, parent surveys, Parent Square. Monthly meetings with staff to share ideas in how to address this issue	SIRS reports reviewed monthly On-going data reports

Commitment 2

On-going supports and trainings for students and families through a tiered intervention approach	<p>Counseling, outside agency provider referrals, mentoring programs, and virtual meetings to support families who are at higher risk/need. Social Workers develop strategies for students and their families to overcome school related anxieties.</p> <p>EIP teachers and tutors provide support for students to access work and instruction they may have missed.</p>	<p>Increase in involvement and attendance with families who are at higher risk</p> <p>Updated information about supports offered through community agencies</p>

COMMITMENT 3

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

Our Commitment

What is one Commitment we will promote for 2023-24?	We commit to improving student attendance and reducing chronic absenteeism by creating a welcoming school community environment
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 what we envision for the school?</i> • <i>How does this Commitment relate to what we heard when listening to others?</i> • <i>How does this Commitment connect to what we observed through analysis?</i> 	<p>In May of 2023, Otto Shortell's rate of chronic absenteeism for students with disability (SWD) was 38.4%.</p> <p>We recognize that attendance is an issue that is largely out of the control of the building, and at times out of the control of the student.</p> <p>However, by supporting students through alternative means like adjusted school times, days, and locations, we hope to help them increase their attendance as they access school resources in whatever ways they are able.</p> <p>The Oneida City School District has recently developed campaigns to encourage student attendance and parent involvement in school and school related activities. Otto Shortell Middle School will be providing legal excuse forms to help facilitate parental communication.</p> <p>Ongoing communication home when students are absent, letters, and home visits occur to encourage more involvement. Regular outside agency contact, along with referrals to programming outside of school to assist with the growing concern around absenteeism.</p>

Progress Targets

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

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing <i>(complete at the end of the year)</i>
End-Of-The-Year Goals	School Tool data, SIRS reports	The goal at the end of the 2023-2024 school year is to increase attendance by supporting students through alternative means such as an adjusted schedule, EIP extra help, alternate locations, remote locations and tutoring (both in-person and remote).	

Commitment 3

We believe these Spring survey responses will give us helpful feedback about our progress with this Commitment:

	Survey Question(s) or Statement(s)	Desired response (e.g., % agree or strongly agree)	What we ended up seeing (complete once Spring survey results are available)
Student Survey	I understand that going to school everyday is important.	Goal: to increase the feedback to this prompt away from “never” to a more positive response overall.	
Staff Survey	School leaders recognize the connection between attendance and school environment and make efforts to provide a warm, welcoming atmosphere that engages students and families.	Goal to increase the feedback to this prompt away from “never” to a more positive response overall.	
Family Survey	My student understands that it is important to go to school every day Currently	Goal to increase the feedback to this prompt away from “never” to a more positive response overall.	

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

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing (complete when reviewing mid-year data)
Mid-Year Benchmark(s)	School Tool data, SIRS reports	An increase of attendance from 1st marking period, to second	

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

Commitment 3

Early Progress Milestones	What data will we be reviewing?	What do we hope to see when we review that data? (<i>Identify Quantitative Data or Qualitative Descriptors in this space</i>)	What we ended up seeing (<i>complete six to ten weeks into the school year</i>)
Student Data	report cards, School Tool data, and SIRS	An increase in student attendance	
Adult/Schoolwide Behaviors and Practices	on-going efforts to encourage school attendance	An increase in student attendance	
Student Behaviors and Practices	Regular attendance and more academic achievement	An increase in student attendance	

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Commitment?	What does this strategy entail? What will implementation look like in our school?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
On-going Communication	Daily phone calls to parents, letters sent at various check-points, monthly newsletters, Google Classroom announcements and posts, parent surveys, Parent Square. Monthly meetings with staff to share ideas in how to address this issue	SIRS reports reviewed monthly
On-going supports and trainings for students and families through a tiered intervention approach	Counseling, outside agency provider referrals, mentoring programs, and virtual meetings to support families who are at higher risk/need. Social Workers develop strategies for students and their families to overcome school related anxieties. EIP teachers and tutors provide support for students to access work and instruction they may have missed.	Increase in involvement and attendance with families who are at higher risk

Commitment 3

COMMITMENT 4

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

Our Commitment

What is one Commitment we will promote for 2023-24?	We commit to building stronger relationships and connections with families by offering more opportunities to engage in school activities
Why are we making this Commitment? <i>Things to potentially take into consideration when crafting this response:</i> <ul style="list-style-type: none"> • How does this Commitment fit into what we envision for the school? • How does this Commitment relate to what we heard when listening to others? • How does this Commitment connect to what we observed through analysis? 	The May 2021 Survey Results from Syracuse University-- Specifically question "Teachers and staff are accessible and responsive to student and parent needs", and "Teachers and staff regularly provide information and materials on how I can help my student at home"-- indicate a need to foster stronger home-school connections and to invite a more collaborative relationship so families and teachers are partners in students' education. This continues to be an area of growth in the 2022-2023 school year.

Progress Targets

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

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing (complete at the end of the year)
End-Of-The-Year Goals	Survey results	An increase in positive responses to survey questions "Teachers and staff are accessible and responsive to student and parent needs" and "Teachers and staff regularly provide information and materials on how I can help my student at home"	

We believe these Spring survey responses will give us helpful feedback about our progress with this Commitment:

	Survey Question(s) or Statement(s)	Desired response (e.g., % agree or strongly agree)	What we ended up seeing (complete once Spring survey results are available)

Commitment 4

Student Survey	If I am absent, there is a teacher or other adult at school who will notice my absence.	Goal: to increase the feedback to this prompt away from “never” to a more positive response overall.	
Staff Survey	N/A		
Family Survey	I am provided with ample opportunity to voice my opinion or concern in support of my students' needs.	Goal: to increase the feedback to this prompt away from “never” to a more positive response overall.	

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

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing <i>(complete when reviewing mid-year data)</i>
Mid-Year Benchmark(s)	Mid-year survey	An increase of positive statements related to questions “Teachers and staff are accessible and responsive to student and parent needs” and “Teachers and staff regularly provide information and materials on how I can help my student at home”	

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

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

Commitment 4

Student Data	Survey results	An increase in positive responses from students when posing the question “ If I am absent, there is a teacher or other adult at school who will notice my absence.”	
Adult/Schoolwide Behaviors and Practices	Attendance at committee meetings for planning school-related events to include parents, Parent Square communication , Newsletters detailing schoolwide events , Facebook posts highlighting school activities		
Student Behaviors and Practices	More participation in school related activities both curricular and extra-curricular		

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Commitment?	What does this strategy entail? What will implementation look like in our school?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Involvement on various committees	Parents are asked to participate in committees that address events going on in school, and school improvement initiatives	Monitor participation attendance

Commitment 4

On-going communication	New Parent Square system, newsletter, on-going meetings, updates and reminders viaPeachjar	Review data associated with Parent Square to determine level of involvement in program
Parent Advisory Committee (PAC)	Facebook page dedicated to this committee to share pertinent information regarding upcoming events and activities. Attendance on committee meetings	Monitor participation attendance
Fostering parent/family school community involvement	Enlist support for chaperoning events, volunteering for school-related activities	Survey parents asking for feedback
SCEP Planning Committee: Create programs and activities for increased family involvement	Review survey data at monthly shared decision making meetings to create more opportunities in school and programs to include parents and families.	Review of survey data, use of building for parent, family activities

Evidence-Based Intervention

All CSI and TSI schools must implement at least one evidence-based intervention as part of its SCEP. The intervention identified must meet the criteria of a Tier 1, Tier 2, or Tier 3 evidence-based intervention under ESSA. More information can be found at: <http://www.nysed.gov/accountability/evidence-based-interventions>

Schools may choose **one of three options** for identifying their evidence-based intervention:

Option 1: Selecting a strategy from the **State-Supported Evidence Based Strategies** located at: <http://www.nysed.gov/accountability/state-supported-evidence-based-strategies>

Option 2: Selecting an evidence-based intervention **identified in one of three clearinghouses:** What Works Clearinghouse, Social Programs That Work, or Blueprints for Healthy Youth Development

Option 3: Reviewing research to identify its own evidence-based intervention that meets the criteria for ESSA evidence-based intervention Tier 1, Tier 2, or Tier 3 found at: <http://www.nysed.gov/accountability/evidence-based-interventions>

Directions: Place an "X" in the box next to the path the school has chosen for identifying its evidence-based intervention and follow the corresponding directions for that path.

x State-Supported Evidence Based Strategy

If "X" is marked above, provide responses to the prompts below to identify the strategy and the Commitment(s) it will support:

Evidence-Based Intervention Strategy Identified	
We envision that this Evidence-Based Intervention will support the following Commitment(s)	PLCs will work to analyze what additional supports they feel will help them going forward (writing strategies, reading strategies).
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	We will focus on motivational supports that are student centered and will help foster positive parent relations while keeping students engaged and accountable. They will be asked to review and research any PD that they feel they would like to engage in for the upcoming school year. PLCs will review data from STAR 360 reading, and IXL to identify students not making benchmark and discuss further interventions or necessary training.

☐ Clearinghouse-Identified

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

Evidence-Based Intervention Strategy Identified	
We envision that this Evidence-Based Intervention will support the following Commitment(s)	
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	

Clearinghouse used and corresponding rating

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

☐ School-Identified

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

Evidence-Based Intervention Strategy Identified	
We envision that this Evidence-Based Intervention will support the following Commitment(s)	
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	
Link to research study that supports this as an evidence-based intervention (the study must include a description of the research methodology)	

<https://www.nysed.gov/sites/default/files/programs/accountability/assembling-your-improvement-planning-team.pdf>. This section outlines how we worked together to develop our plan.

Use the space below to identify the members of the SCEP team and their role (e.g., teacher, assistant principal, parent).

28

Our Team's Process

Our Team's Steps

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

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

Meeting Dates

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

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

Learning As A Team

Directions

After completing the previous sections, the team should complete the reflective prompt below.

Student Interviews

Describe how the Student Interview process informed the team's plan

Next Steps

Next Steps

1. **Sharing the Plan:**
 - a. **Schools in the CSI model:** As you develop your plan, please feel free to share the plan with your NYSED liaison for input when it would be helpful. When the SCEP team is satisfied with the plan, please indicate to your liaison that the school is ready to share its full plan for approval. Plans should be shared by July 15, 2023.
 - b. **Schools in the ATSI model and TSI model:** When your plan is ready for review, please share the plan with your District, which will approve your plan. Plans will need to be approved before the first day of the 2023-24 school year.
 - c. **All Schools:** Ensure that the District (Superintendent or designee) and local Board of Education have approved the plan and that the plan is posted on the district website.
2. **Implementing the Plan** (for all schools):
 - a. Ensure that the plan is implemented no later than the first day of school.
 - b. Monitor implementation closely and adjust as needed.
 - c. Ensure that there is professional development provided to support the strategic efforts described within this plan.
 - d. Work with the district in developing the 1003 Title I School Improvement Grant application designed to support the implementation of the activities identified in the school and district plan.