



New York State  
EDUCATION DEPARTMENT  
Knowledge > Skill > Opportunity

# School Comprehensive Education Plan 2023-24

District	School Name	Grades Served
Riverhead Central School District	Riverhead Middle School	7th Grade and 8th Grade

## Collaboratively Developed By:

### The Riverhead Middle School SCEP Development Team:

- Shannan Maida - Special Education Teacher
- Anna Quigley - Special Education Teacher
- Amy Doucette - Teacher/Parent
- Cheryl Walsh-Edwards - Teacher
- Joseph Pesqueira - Administrator
- Emmanuel Hernandez - Administrator
- Colleen O'Hara - Administrator
- Amanda Egan - Social Worker
- Amanda Golz - Parent
- Nicole Ward - Parent
- Virginia Troyan - Teacher Assistant
- Linda Mikelinich - Teacher Assistant

*And in partnership with the staff, students, and families of Riverhead 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](#)
- [Analyze: Tenet 1 Systems and Structures Inventory](#)

## Guidance for Teams

- [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

<p><b>What is one Commitment we will promote for 2023-24?</b></p>	<p>We commit to a comprehensive Social-Emotional Learning (SEL) program at Riverhead Middle School with a focus on our Multi-Tiered System of Supports (MTSS)</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 what we envision for the school?</i></li> <li>• <i>How does this Commitment relate to what we heard when listening to others?</i></li> <li>• <i>How does this Commitment connect to what we observed through analysis?</i></li> </ul>	<p>As we continue to navigate the effects of the pandemic, it is evident that our students, as well as our faculty and staff, continue to struggle with their mental health. This school year, our building-wide MTSS committee developed a comprehensive plan aimed at supporting our students. As part of our adopted MTSS plan, the team has created the acronym RMS P.R.I.D.E. which focuses on being <b>P</b>resent, <b>R</b>espectful, <b>I</b>ndependent, <b>D</b>iverse and <b>E</b>mpowered. Our committee believes these are qualities we should expect in our 7th and 8th grade students. During the interview process, students indicated that they would like to see consistency and routine throughout the building, as well as an increase in positive peer interactions.</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>

Commitment 1

<p><b>End-Of-The-Year Goals</b></p>	<p>For this commitment, we will be looking at the following data:</p> <ul style="list-style-type: none"> <li>● Student Celebrations</li> <li>● Student Recognition</li> <li>● Daily Attendance</li> <li>● Period by Period Attendance &amp; Punctuality</li> <li>● Student Engagement</li> <li>● Behavior Referrals</li> <li>● Restorative Circles</li> <li>● MTSS Kick-Off/ Assemblies</li> <li>● Student Leadership Opportunities</li> <li>● Advisory Program</li> <li>● RMS Recreation Nights</li> <li>● Monthly Cultural Celebrations</li> <li>● Bi-Lingual Communication</li> <li>● Student Government</li> <li>● I-Tri (Female Empowerment)</li> <li>● Failure Rate</li> <li>● ReThink Ed. (SEL Program)</li> </ul>	<p>For Commitment I, our committee hopes to observe an increased acceptance, tolerance, and respect of diversity, as well as an increased number of opportunities for student celebrations and recognitions.</p> <p>By promoting and reinforcing the P.R.I.D.E. acronym, the committee expects to observe an increase in daily attendance, a decrease in student behavior referrals, and an improved passing rate.</p> <p>After reviewing the data, the committee anticipates that the planned initiatives will illustrate an increase in student independence and empowerment. Additionally, the initiatives will promote positive peer and adult interactions and relationships.</p>	
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Commitment 1

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>
<b>Student Survey</b>	In my classes there are opportunities for me to actively participate (sharing ideas, group work, discussions, etc.)	80% agree or strongly agree	
	I feel respected and supported at school	80% agree or strongly agree	
	I feel that I am recognized for making positive decisions (student of the month, caught being good, honor roll, etc.)	80% agree or strongly agree	
	I feel that staff members of the school are accepting of student differences (cultural, abilities, gender, etc)	80% agree or strongly agree	
	When I am in need of assistance I know where to go or who to see to get help (guidance, social worker, teacher, nurse, coach, main office, administrator, etc.)	80% agree or strongly agree	
	I follow the cell phone/earbud policy to the best of my ability	80% agree or strongly agree	
<b>Staff Survey</b>	In my classes students are provided with varied opportunities to collaborate with their peers and actively participate (sharing ideas, group work, discussions, etc.)	80% agree or strongly agree	
	I feel respected and supported by my colleagues	80% agree or strongly agree	
	I feel respected and supported by my administration	80% agree or strongly agree	

Commitment 1

	<p>My students show respect within my classroom/office</p> <p>Students are respectful to one another outside of the classroom.</p> <p>Students are respectful to staff outside of the classroom.</p> <p>I feel that the students are recognized for making positive decisions (student of the month, caught being good, honor roll, etc.)</p> <p>I feel that members of the staff are recognized by the administration for their efforts and accomplishments.</p> <p>I feel that staff members of the school are accepting of student differences (cultural, abilities, gender, etc)</p> <p>I feel that our students are accepting of student differences (cultural, abilities, gender, etc)</p> <p>When I am in need of assistance I know where to go or who to see to get help (guidance, social worker, teacher, nurse, coach, main office, administrator, etc.)</p> <p>When our students are in need of assistance I know where to send them or who to send them to for help (guidance, social worker, teacher, nurse, coach, main office, administrator, etc.)</p> <p>I feel that the cell phone/earbud policy has helped to improve the learning environment</p>	<p>80% agree or strongly agree</p> <p>80% agree or strongly agree</p> <p>80% agree or strongly agree</p> <p>80% agree or strongly agree</p> <p>80% agree or strongly agree</p> <p>80% agree or strongly agree</p> <p>80% agree or strongly agree</p> <p>80% agree or strongly agree</p> <p>80% agree or strongly agree</p> <p>80% agree or strongly agree</p>	
<b>Family Survey</b>	<p>There are many opportunities for my child to actively participate in class and other school activities (clubs, sports,</p>	<p>80% agree or strongly agree</p>	

Commitment 1

	<p>extra help, class discussions, group work, etc.)</p> <p>I feel my child is respected and supported at school by their peers</p> <p>I feel my child is respected and supported by staff members at school (teachers, coaches, guidance counselor, social workers, security guards, club advisors, administration, etc)</p> <p>I feel that my child is recognized for making positive decisions (student of the month, caught being good, honor roll, etc.)</p> <p>I feel that staff members of the school are accepting of student differences (cultural, abilities, gender, etc)</p> <p>When my child is in need of assistance I know who to contact or where to send them to receive help (guidance, social worker, teacher, nurse, coach, main office, administrator, etc.)</p> <p>I feel that the cell phone/earbud policy has had a positive impact on my child's quality of education.</p>	<p>80% agree or strongly agree</p> <p>80% agree or strongly agree</p> <p>80% agree or strongly agree</p> <p>80% agree or strongly agree</p> <p>80% agree or strongly agree</p> <p>80% agree or strongly agree</p> <p>80% agree or strongly agree</p>	
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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>
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Commitment 1

<b>Mid-Year Benchmark(s)</b>	Attendance Records	Improved daily attendance
	Lateness Tracking Form	Decrease in lateness to school and individual classes
	Re-Think Ed Data	Increased usage of Re-Think Ed Data
	Mid-Year Survey Results (Students, Staff & Family)	Working towards a 80% success goal "Agree" or "Highly Agree" response
	Behavior Referrals	Decrease in behavioral referrals
	Academic Achievement Results	Increase in overall cumulative GPA
	Calendar Of Events Increased	Increased Number Of Diversity Celebrations
	Roster of students participating in leadership roles	Increasing number of opportunities and students participating in leadership roles
	Restorative Circle Logs	Increased facilitation of restorative circles and decreased behavioral consequences and peer conflict
	Recreation Night Attendance	Ensure students are attending our Rec. Nights

Commitment 1

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	1st Quarter Classroom Performance	Identifying students at risk for failing or in need of additional support	
	Attendance Records	Identify students with chronic absences within the first few weeks of school	
	Lateness Tracking Forms	Identify students with three or more absences to school or individual classes	
	Behavior Referrals	Identify students who are in need of increased interventions (PINS, Restorative Circles, Counseling, etc.)	
	Mid-Quarter Progress Reports	65% of the student population will be passing five weeks into the school year	
Adult/Schoolwide Behaviors and Practices	Utilizing The MTSS Matrix	Faculty and staff are observed using the matrix with fidelity	
	PBIS Language & Reinforcement	Faculty and staff are recognizing students for positive behaviors both inside and outside the classroom	
	Utilization of Re-Think Ed.	PD and implementation of the SEL program in the classroom.	

Commitment 1

<b>Student Behaviors and Practices</b>	1st Quarter Student Of The Month Recipients	Student nominations reflect the diverse population of the school	
	Attendance/ Lateness/ Behavior Tracking	Less than 5% of our student population will receive an attendance, lateness, or behavioral referral within the first five weeks of school.	

## 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?
<b>Implement our P.R.I.D.E. acronym &amp; PBIS</b>	School Wide Kick-off (assembly on PBIS and student expectations)  Visual representation of matrix around the building  Rewards system in place	Matrix PBIS Curriculum Prizes
<b>Recognition of student achievement</b>	Teachers will submit student recognition nominees every quarter. Student nominees will reflect the diverse population and will not be based solely on academics. Students will be recognized for any improvements that the teachers have observed such as citizenship, improved effort, behavior and attendance.	Scheduling of the recognition events  Prizes & certificates
<b>Quarterly Challenges</b>	The PBIS advisor will create quarterly challenges for the students to encourage engagement and create a positive school culture. <u>Example:</u> Attendance Challenge, On Time to School Challenge, Team Food Drive Challenge, ect.	Scheduling and creating quarterly challenges  Prizes & certificates

Commitment 1

<p><b>Restorative Circles</b></p>	<p>The goal of restorative circles is to create harmony in the school community through creating a sense of belonging and connectedness. Students will come together with a facilitator to build, improve and maintain relationships.</p>	<p>PD for staff.  Substitute teachers to cover classes while staff attends PD.  Prompting Card</p>
<p><b>Student Leaders</b></p>	<p>Students will be given opportunities to take on leadership roles and responsibilities within the school to improve and maintain a positive school environment. In addition to modeling appropriate school behavior and expectations, student leaders will provide social, emotional, and academic support to their peers.</p>	<p>Time to plan and participate in scheduled events.</p>
<p><b>Recreation Nights</b></p>	<p>Students who are in good behavioral standing and adhering to the PBIS matrix will be invited to free monthly Riverhead Middle School Recreation Nights to spend time with their peers in a social setting.</p>	<p>Compensation for Recreation Night coordinator and chaperones for the event</p>

## COMMITMENT 2

### Our Commitment

<p><b>What is one Commitment we will promote for 2023-24?</b></p>	<p>We commit to having shared expectations and language within the building to promote academic growth and achievement.</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 what we envision for the school?</i></li> <li>• <i>How does this Commitment relate to what we heard when listening to others?</i></li> <li>• <i>How does this Commitment connect to what we observed through analysis?</i></li> </ul>	<p>As part of our adopted MTSS plan, the team has created the acronym RMS P.R.I.D.E. which focuses on being <b>P</b>resent, <b>R</b>espectful, <b>I</b>ndependent, <b>D</b>iverse and <b>E</b>mpowered. Our committee believes these are qualities we should expect in our 7th and 8th grade students.</p> <p>One focus for the 2023 - 2024 school year is to facilitate articulation meetings between grade levels to discuss and align course content.</p> <p>This commitment will assist with providing the staff the opportunity to develop consistency within each discipline. Staff will establish shared expectations and a common language in order to foster student independence and empowerment.</p> <p>Our goal is to create a learning environment where all students have an understanding of academic expectations and routines in the classroom. Students will develop an awareness of the resources and support systems in place that they can utilize to achieve academic success.</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>
<b>End-Of-The-Year Goals</b>	Classroom Observations	90% of staff will incorporate shared expectations and language into classroom procedures and daily lesson plans.	

Commitment 2

	iReady	95% of our students will progress at least one grade level on both the Math and the ELA iReady assessment over the course of the 2023 - 2024 school year.	
	Quarterlies	75% of our students will display 10% growth over the course of the 2023 - 2024 school year on the quarterly assessments.	
	Observations	90% of our students are following established classroom routines and procedures	

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>
<b>Student Survey</b>	For all of my classes:  I know where to access my homework assignments for each class.	80% agree or strongly agree	
	The daily Objective/AIM is always posted	80% agree or strongly agree	
	I know what the expectation is for each lesson	80% agree or strongly agree	
	I tried my best on the iReady and Quarterly assessments	80% agree or strongly agree	
	My iReady and Quarterly scores were shared with me	80% agree or strongly agree	
	I know my teachers extra help schedules	80% agree or strongly agree	

Commitment 2

<b>Staff Survey</b>	I post my objective and homework daily for the students to view	80% agree or strongly agree	
	I meet with my students after the completion of iReady/Quarterly assessments to share results and progress	80% agree or strongly agree	
	Students are informed of my extra help schedule	80% agree or strongly agree	
	Students are attending my extra help sessions	80% agree or strongly agree	
	I am given the opportunity to collaborate and discuss content, school wide expectations, and routines amongst colleagues.	80% agree or strongly agree	
<b>Family Survey</b>	I know how to access and log into my parent portal to monitor my child's grades	80% agree or strongly agree	
	I am notified about my child's academic progress	80% agree or strongly agree	
	My child has the opportunity to attend extra help.	80% agree or strongly agree	
	I am aware of school wide and classroom expectations, procedures, and rules.	80% agree or strongly agree	
	I am aware of the code of conduct and the behavioral expectations of my child	80% agree or strongly agree	

Commitment 2

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)
<b>Mid-Year Benchmark(s)</b>	iReady (Baseline & Mid-Year) Assessment	Student growth from the baseline to the mid-year assessment	
	Quarterlies	75% of our students will display 5% growth over the course of the 2023 - 2024 school year on the quarterly assessments.	
	Mid-Year Survey (Students, Staff & Family)	Working towards a 80% success goal "Agree" or "Highly Agree" response	
	Observations	90% of the staff are incorporating and posting the daily objective and homework assignments	
	Observations	Improvement in the number of students recording their homework in their agenda on a daily basis.	
	Academic Achievement Results	Increase in overall Cumulative GPA	
	Observations	80% of our students are following established classroom routines and procedures	

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? (Identify Quantitative Data or Qualitative Descriptors in this space)	What we ended up seeing (complete six to ten weeks into the school year)



Commitment 2

<b>Student Data</b>	First Quarter Classroom Performance	Identifying the number of students “At Risk” for failing or in need for additional support	
	iReady Baseline Assessment	Identifying students that are reading “On Grade Level”, “Below Grade Level” and “Significantly Below Grade Level” to drive instruction	
	Mid-Quarter Progress Reports	65% of the student population will be passing five weeks into the school year	
<b>Adult/Schoolwide Behaviors and Practices</b>	Classroom Visits	Continuity amongst all teachers and the posting of classroom objectives and homework	
	Closure Activity	The closure activity measures student mastery of the objective	
<b>Student Behaviors and Practices</b>	Teacher Observations	70% of the student population will use their agenda to record their homework daily	
	Observations	65% of our students are following established classroom routines and procedures	

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?

Commitment 2

<p><b>i-Ready Assessments</b></p>	<p>Students will take i-Ready assessments three times a year (Fall, Winter and Spring). Staff will use assessment data to track growth and areas of need.</p> <p>Students and staff will have access to i-Ready instructional resources.</p>	<p>Time and schedule – Scheduled blocks of time for the students to take the assessment. Common planning periods to review data.</p> <p>iReady – Website access</p> <p>Sharing of results with student/families</p>
<p><b>Articulation Meetings Between Grade Level Departments</b></p>	<p>Quarterly meetings to address and discuss content, gaps, and focus areas of instruction</p>	<p>Schedule - Common planning time and location for articulation meetings</p> <p>Substitute teachers will be provided (when possible) for departments to meet.</p>
<p><b>Developing and Administering Common Rigorous Quarterlies</b></p>	<p>During department meetings and team planning sessions, teams will develop quarterlies using similar rigorous language for questions on assessments, assignments and class discussions.</p>	<p>Schedule – time in grade level team meetings/department meetings</p>
<p><b>Staff Professional Development (Developing Objectives and Formative Assessments)</b></p>	<p>Professional development will be provided during team meetings, faculty meetings, and on conference days</p>	<p>Scheduled times throughout the year</p>
<p><b>Advisory</b></p>	<p>Identifying “At Risk” students and providing them with small group support every other day to help them adjust to middle school and develop executive functioning skills.</p>	<p>Staffing stipend for teachers</p> <p>Curriculum</p>
<p><b>Regents Review</b></p>	<p>Offer review courses for our 8th grade students taking Algebra I and Living Environment to ensure success on their state exams.</p>	<p>Certified Teachers Compensation for Review (10 hours)</p>

## 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:

<b>Evidence-Based Intervention Strategy Identified</b>	Professional Learning Communities
<b>We envision that this Evidence-Based Intervention will support the following Commitment(s)</b>	<p>We commit to developing and utilizing shared expectations and language within the building to promote students growth and achievement.</p> <p>We commit to addressing the social-emotional needs of our students by providing a multi-tiered system of support.</p>
<b>How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?</b>	We have observed that students and staff are struggling with readjusting to a structured school setting and schedule, as well as developing and strengthening basic social skills.

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

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

## 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 "Assembling Your Improvement Planning Team" found at:

<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.

### 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
Joseph Pesqueira	Principal
Shannan Maida	Special Education Teacher
Amanda Egan	Social Worker
Cheryl-Walsh Edwards	Teacher
Amy Doucette	Teacher
Amanda Golz	Parent
Nicole Ward	Parent
Colleen O'Hara	Assistant Principal
Emmanuel Hernandez	Assistant Principal
Ana Quigley	Special Education Teacher
Linda Mikelinich	Teaching Assistant
Virginia Troyan	Teaching Assistant

## 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	<b>Envision:</b> Exploring the Vision, Values and Aspirations for the school	<b>Analyze:</b> Internal and External Data	<b>Analyze:</b> Survey Data	<b>Analyze:</b> Completing and Discussing the Tenet 1 Inventory	<b>Listen:</b> Interviewing Students	<b>Putting it all Together:</b> Completing the SCEP Planning Document	Writing the Plan
<i>Example:</i> 4/6/21				<i>x</i>	<i>x</i>		
3/23/23	X	X			X		
3/30/23	X						
4/27/23	X						
5/25/23		X	X	X			
5/30/23					X		
5/31/23						X	X
6/20/23							X
7/5/23							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**

During the student interviews, it was evident that students felt like their teachers cared for and supported them, but they did note that classroom expectations and procedures varied drastically from class to class. This is what led the team to focus on clarity and consistency amongst teachers on specific classroom systems.

## 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.