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?
Renaissance Star Reading & Star Math	Utilize a school-wide, state-aligned, research-based student growth tool. The local assessment will be administered to all students.	We will use a school-wide, state-aligned, research-based student-growth tool. At three points during the school year, the local assessment will be administered to all students. Quantitative data will be compared from one administration to the next to determine student progress.	Sustained Funding - Renaissance STAR Assessment Tool for ELA and Mathematics Time - Develop test administration schedule
Administrative Council Planning	During a Combined Administrative Council Meeting, discuss strategies to promote elementary student participation on the State Assessments. By the time students are in 6th grade, their parents may have already refused to permit their child to take the test for three years.	Prior to the State Assessments, we will discuss strategies to promote elementary student participation on the State Assessments. By the time students are in 6th grade, their parents may have already refused to permit their child to take the test for three years. The percentage of student participation in State Assessments will be compared from one year's administration to the	Time - add this item to an upcoming Council Meeting agenda

		following year's administration.	
Expand access to outside reading materials	The school will provide supplemental resources for use by the economically-disadvantaged population to use at home to assist with learning. We implement a "Book Share" program, Book Box subscriptions, and Family & Community Engagement (FACE) program. We will explore the creation of a Faculty-Parent book club with the PTA.		

		success will be noted over time.	

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
Student Survey	I feel challenged at school. (Previous year 70%)	75%
	I feel prepared to do well on class assignments. (Previous year 85%)	90%
	My school sets high learning standards. (Previous year 78%)	85%
Staff Survey	This school partners with the community to positively impact student learning. (Previous year 73%)	80%
	High standards are set for all students in my school. (Previous year 79%)	85%
	I am given the instructional support I need to teach my students. (Previous year 93%)	95%
Family Survey		

Commitment 1

The participation rate on both the ELA and Math Assessments will improve.

We will maintain an internal, dated parent communication log which will be used to measure the level of ENL parent engagement.

The building will propose at least one research-based, student-growth tool for District approval and implementation in the Fall of 2022.

The Book Share Program will provide increased access to books for economically-disadvantaged students.

COMMITMENT 2

Our Commitment

What is one commitment we will promote for 2022-23?	We commit to helping students and parents by enhancing communication regarding student attendance and academic progress.
Why are we making this commitment?	

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCC-DS

Commitment 2

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
Student Survey	I feel challenged at school. (Previous year 70%)	75%
Staff Survey	This school partners with the community to positively impact student learning. (Previous year 73%)	80%

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:

Clearinghouse-Identified

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

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

Clearinghouse used and corresponding rating

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

School-Identified

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

Evidence-Based Intervention Strategy Identified	
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	
Link to research study that supports this as an evidence-based intervention (the study must include a description of the research	

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
5/2/22				x		
5/18/22						

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
As part of our district's efforts to be responsive to our students' needs this year, we conducted a survey of all secondary students to ask them what they need to succeed in school. Several students participated in follow-up discussions with school staff to provide us with additional details and ideas regarding their middle school experience. A Google Meet was available to students participating remotely. Their responses were incorporated into the plan and informed district/building decision making. Based upon the student interviews, student engagement and social-emotional support were common areas of concern.

Equity Self-Reflection

Describe how the Equity Self-Reflection informed the team's plan
Based upon the Equity Self-Reflection. the team's plan focused on the following practices: Foster close relationships with students and families, including working with families to gatgsý   hi   ý   d ng   ne

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.