



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

School Comprehensive Education Plan 2023-24

District	School Name	Grades Served
Peekskill CSD	Hillcrest Elementary School	3/4/5

Collaboratively Developed By:

The Hillcrest SCEP Development Team

- Halle Chizmadia (Parent)
- Kristin Jarvis (Parent)
- Vanessa Feinman (Parent)
- Melaine Fuentes-Foster (Parent)
- Meghan Brungard (Parent)
- Daniel Decker (Parent)
- Craig Stillwell (Parent)
- Waikema Walker (Parent)
- Susan Hernandez (Parent)
- Sales (Parent)
- Siddique (Parent)
- Ben Bloom (Parent)

- Joe Tama (Teacher)
- Troy Lepore(Teacher)
- Peggy Owens (Teacher)
- Gloria Salumn (Teacher)
- Tara King (Teacher)
- Barbara Volpe (Teacher)
- Ana Bueno (Social Worker)
- Ashley Peralta (Teacher)
- Heather Macpherson (Teacher)
- Eric Madlonado (AP)
- Crystal Hernandez (Principal)

And in partnership with the staff, students, and families of Hillcrest 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

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

<p>What is one Commitment we will promote for 2023-24?</p>	<p>We commit to providing rigorous and culturally responsive academics and to robust literacy and STEAM opportunities for all scholars.</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"> • 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? 	<ul style="list-style-type: none"> • This commitment links to the Peekskill Promise • This commitment aligns with the vision for our school with respect to accountability. • This commitment is one that we have developed based on the feedback from parents, students, and staff. • This commitment is connected to what we have observed through the analysis of data platforms including but not limited to Aimsweb Plus, SchoolPace, and local assessments.

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>
<p>End-Of-The-Year Goals</p>	<ul style="list-style-type: none"> • Aimsweb PLus • SchoolPace • Trimester Assessments • Writing Assessments 	<ul style="list-style-type: none"> • Growth in student performance in reading, writing, and math. • Closing of the gap between grades 4 & 5 and the national norm. 	

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>
<p>Student Survey</p>	<ul style="list-style-type: none"> • My teacher talks to me about how I am doing in school. • My teacher knows my strengths and where I have a hard time. 	<ul style="list-style-type: none"> • 90% or above • 90% or above 	

Commitment 1

Staff Survey	<ul style="list-style-type: none"> I regularly use data to identify my students' strengths and weaknesses. I am given time to share with and learn from other teachers. 	<ul style="list-style-type: none"> 90% or above 90% or above 	
Family Survey	<ul style="list-style-type: none"> I am satisfied with the quality of my child's math instruction. I am satisfied with the quality of my child's reading and writing instruction. 	<ul style="list-style-type: none"> 90% or above 90% or above 	

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)	<ul style="list-style-type: none"> Aimsweb Plus SchoolPace Trimester Assessments Writing Assessments 	<ul style="list-style-type: none"> Growth in student performance in reading, writing, and math. Closing of the gap between grades 4 & 5 and the national norm. 	

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)
Student Data	<ul style="list-style-type: none"> Aimsweb Plus SchoolPace Trimester Assessments Writing Assessments 	<ul style="list-style-type: none"> Growth in student performance in reading, writing, and math. Closing of the gap between grades 4 & 5 and the national norm. 	

Commitment 1

Adult/Schoolwide Behaviors and Practices			
Student Behaviors and Practices			

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?
Standards and Curriculum Alignment	Curriculum Development and Data Analysis hours for standards and curriculum alignment - 20 people at 15 hours per person per content area (ELA and Math)	<ul style="list-style-type: none"> Funds to compensate teachers and staff for this work. (\$15,000)
Assessment and Grading Alignment and Norming	Assessment and Grading Alignment and Norming - 5 teachers per grade at Hillcrest Elementary School breakdown as follows: 5 teachers - (Grade 4) @ 30 hours each = 150 hours 5 teachers - (Grade 5) @ 30 hours each = 150 hours	<ul style="list-style-type: none"> Funds to compensate teachers and staff for this work. (\$15,000)
School Leadership Team	School Leadership Team - 15 staff for 20 hours each throughout the year	<ul style="list-style-type: none"> Funds to compensate teachers and staff for this work. (\$15,000)
Alignment of AIS Reading with Tier I Curriculum	ARC Libraries will be purchased for the AIS reading teachers.	<ul style="list-style-type: none"> \$ 1,859 for the purchase of toolkit lessons.
Support for Special Education Classes	Special Education Teaching Assistant	<ul style="list-style-type: none"> Funds to pay an instructional TA (\$ 33,340)
Targeted Math Support	IXL - 575 licenses for targeted math supplemental support platform	<ul style="list-style-type: none"> Funds to purchase an electronic platform (\$ 5,060)

Commitment 1

Science Investigation Materials for Hands on Labs	Students will use professional scientific materials to complete their science investigations throughout the school year.	<ul style="list-style-type: none"> ● Funds to purchase materials.(\$6,600)
Explicit Direct Instruction	This is an evidenced based practice that is proven to be effective teaching for all students.	<ul style="list-style-type: none"> ● Copes of the text. ● Time to train teachers.
Small group, differentiated instruction	Teaching lessons in small groups affords students more access to the teacher and affords the teacher the opportunity to plan lessons and scaffolds based on homogeneous groupings.	<ul style="list-style-type: none"> ● Lesson structure ● Time to train teachers
Fidelity to progress monitoring at each scholar's level	In order to determine whether or not the instruction is accomplishing its goal, the school must ensure that students are growing on a regular basis by monitoring progress starting from the entry point of each scholar.	<ul style="list-style-type: none"> ● Progress monitoring schedule
Fidelity to accountable talk/math congress	Oracy is the most important function of language and students must be able to converse with one another and with the teacher in order to facilitate their thinking and writing.	<ul style="list-style-type: none"> ● Time to train teachers
Fidelity to the "why" of instruction	Students are more vested in what they are learning when they know why they are learning what they are learning and the life application.	<ul style="list-style-type: none"> ● Time to train teachers ● Time to check in on classes and lessons
Fidelity to curriculum	Teachers must teach content that reinforces state standards in order to have students achieve those standards.	<ul style="list-style-type: none"> ● Curriculum pacing calendar
Organization in curriculum pacing	There must be a calendarized pacing for each lesson of the school year to ensure fidelity to curriculum.	<ul style="list-style-type: none"> ● Time to compensate teachers for the work
Access to Math tools/manipulatives	Students who need abstract concepts to be represented visually should have access to math manipulatives.	<ul style="list-style-type: none"> ● Funds to purchase manipulatives
Focus on fluency	Reading and math fact fluency are integral parts of students being able to perform at their highest level.	<ul style="list-style-type: none"> ● Fidelity to the 100 book challenge and to Reflex math.

Commitment 1

Clear & Explicit Modeling/Think Alouds	Students need a clear model of instruction to follow in order to produce results of high quality.	<ul style="list-style-type: none"> ● Time to train teachers
Embedded Tech Skills for Assessment (CBT through E-Doctrina)	The use of technological applications used for stat CBT testing will be embedded in daily instruction through the use of the math application problem.	<ul style="list-style-type: none"> ● Time to train teachers
Building of Reading/Writing Stamina	Every class will have a reading/writing stamina chart to keep track of stamina growth throughout the school year. Students will be given opportunities to grow their stamina in both reading and writing throughout the school day.	<ul style="list-style-type: none"> ● Stamina charts
Close Reading Strategies	Students will be taught how to read text using close reading strategies to be able to read with purpose, build comprehension and fluency.	<ul style="list-style-type: none"> ● Time to train teachers
Intentional scheduling of services (AIS, ENL, OT/PT/Speech/etc.)	ENL/AIS services will be scheduled during the WIN block so that students will not miss new instruction while receiving their service. Speech, OT, PT will be scheduled during science/social studies.	<ul style="list-style-type: none"> ● Time for scheduling
MTSS Menu established and PD provided	Tier I, II, and III services/plans/interventions will be clearly articulated for attendance, behavior, and classroom academics.	<ul style="list-style-type: none"> ● Time to train teachers
Clear Workshop Models for Math and Literacy	Staff will be trained on the structure of the literacy workshop and math workshop and will implement this structure with fidelity.	<ul style="list-style-type: none"> ● Time to train teachers
Data Action Plan Google Form	Staff will complete a Google Form in preparation for their data meetings each month which highlights the interventions that they plan to use from the MTSS menu to support striving students.	<ul style="list-style-type: none"> ● Time to create a Google form.
Lesson Structure Consistency	Staff will be trained in a new lesson structure that includes the components of EDI and will use this structure with fidelity.	<ul style="list-style-type: none"> ● Time to train teachers
Monthly Data/Action Planning Meetings	Teachers will meet with the building principal monthly to go over student growth and to create/review action plans.	<ul style="list-style-type: none"> ● Data meeting schedule
Labsites/Intervisitation	Teachers will have monthly opportunities to visit expert teachers in the area of literacy and math.	<ul style="list-style-type: none"> ● Time for teachers to go and see other teachers teach

Commitment 1

Typing Program	Students will be introduced to a new typing program in an effort to prepare them for CBT.	<ul style="list-style-type: none"> ● Purchasing of typing program ● Teacher training
Million Dollar Word Initiative	Each day students will be taught a new vocabulary word and will be asked to use it throughout the day.	<ul style="list-style-type: none"> ● Time to plan slides for words and to train teachers
Formulation of Committees	Each member of the staff will join a committee that will support the school in the following areas: <ul style="list-style-type: none"> ● PBIS ● Enrichment/Field Trips ● Culture ● Events ● Garden 	<ul style="list-style-type: none"> ● Time for committees to meet
Team Scoring for Norming-Levels Confirmation	Teachers will come together to score each trimester exam so that they can norm their teaching and assessment practices.	<ul style="list-style-type: none"> ● Time for scoring
Science Investigations in 4th & 5th	Students will engage in the 4th and 5th grade science investigations that are required for the NYS science exam.	<ul style="list-style-type: none"> ● Planned time for science investigations ● Materials for science investigations - Ward science investigation kits
Putting Models in the Hands of Scholars	Teachers will collaborate to create authentic models of writing and then these models will be copied and provided to students to keep in their writing folders for their reference.	<ul style="list-style-type: none"> ● Time to create models and copy them for students
Just right paragraphs from mentor texts to support objectives.	Teachers will work together throughout the year to select the passages from the mentor text that best exemplify and support the objective.	<ul style="list-style-type: none"> ● Time to meet wit

COMMITMENT 2

Our Commitment

<p>What is one Commitment we will promote for 2023-24?</p>	<p>We commit to growing the whole child and to building strong family and community partnerships.</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"> • 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? 	<ul style="list-style-type: none"> • This commitment aligns with the Peekskill Promise, which is a part of our district’s vision. • This commitment is aligned to the vision of the school with respect to accountability, community, love, trust, and support. • This commitment takes the students' voices into account as the student survey showed the student need to feel more connected to their teachers. Parents and staff also want to see more accountability, community, love, trust, and support within the school. • This commitment addresses the need to increase student attendance. • This commitment also aligns to the behavioral data we have looked at as a team and the need for a “cultivating kindness” initiative.

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>
<p>End-Of-The-Year Goals</p>	<ul style="list-style-type: none"> • Attendance Data • Behavioral Data • Academic Data 	<ul style="list-style-type: none"> • Increase in attendance • Decrease in behavioral referrals. • Increases in academic student performance. 	

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>
<p>Student Survey</p>	<ul style="list-style-type: none"> • My family goes to school events, such as games or plays. 	<ul style="list-style-type: none"> • 90% or above • 90% or above 	

Commitment 2

	<ul style="list-style-type: none"> ● My family asks me about my schoolwork. 		
Staff Survey	<ul style="list-style-type: none"> ● There are strong school-community partnerships at my school. ● I am supported by my students' parents/guardians. 	<ul style="list-style-type: none"> ● 90% or above ● 90% or above 	
Family Survey	<ul style="list-style-type: none"> ● Staff members are open about school issues and decisions that impact my family. ● This school provides a caring environment for my child. 	<ul style="list-style-type: none"> ● 90% or above ● 90% or above 	

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)	<ul style="list-style-type: none"> ● Attendance Data ● Behavioral Data ● Academic Data 	<ul style="list-style-type: none"> ● Increase in attendance ● Decrease in behavioral referrals. ● Increases in academic student performance. 	

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)
Student Data	<ul style="list-style-type: none"> ● Attendance Data ● Behavioral Data ● Academic Data 	<ul style="list-style-type: none"> ● Increase in attendance ● Decrease in behavioral referrals ● Increases in academic student performance 	
Adult/Schoolwide Behaviors and Practices	Clear Tier 1 systems for Attendance and Behavior		

Commitment 2

Student Behaviors and Practices	Students utilizing the PBIS System w/ Fidelity		
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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?
SEL Garden & Restorative Center	Outdoor SEL classroom leveled book system for restorative practices	<ul style="list-style-type: none"> ● Funds to purchase restorative books for the outdoor SEL garden (\$ 3,141)
PBIS Tier 1 System Re-Design (Including School Store)	The PBIS system will be redesigned to align the acronym across schools. The matrix of expectations will also be redesigned in addition to the school store initiative.	<ul style="list-style-type: none"> ● Time for the PBIS committee to meet and plan the new system.
Explicit Direct Instruction in Zones of Regulation	Students will be explicitly taught lessons in how to use the Zones of Regulation during the first two weeks of school.	<ul style="list-style-type: none"> ● Zones of Regulations texts and lessons for use
Character Education/Hawk of the Month- Link Chart	Each month, the school will celebrate the character education theme of the month and teachers will read a book that encompasses this theme to students. One student from each class will be recognized on a monthly basis and will be chosen based on how well they exhibited the qualities of a Peekskill student: Ready, Respectful, Responsible.	<ul style="list-style-type: none"> ● Copies of books that match the character education theme
Bi-Weekly Social Emotional Lessons with Clinicians Across All Classrooms	The school social worker and counselor will conduct push in lessons with students based on social emotional topics that are age appropriate and are related to the character education themes.	<ul style="list-style-type: none"> ● Time to plan lessons and pacing for the school year
TCIS Training for all Staff	Teachers and staff will be trained in the basics of TCIS at the beginning of the school	<ul style="list-style-type: none"> ● Funds to pay a TCIS trainer to

Commitment 2

	year in an effort to norm language and practice.	work with teachers and clinicians throughout the school year. (\$30,000)
Community Meeting Re-Established	Teachers will conduct community meetings with their homerooms each morning and will ask the following questions: <ol style="list-style-type: none"> 1. What color are you? 2. What was something that someone did for you that was kind recently? 3. How can you be kind to someone else today? 	<ul style="list-style-type: none"> ● Time to train teachers
Greetings at the door-school and classroom	All teachers and staff will be asked to be at their classroom doors or their assigned post in the mornings to greet students. Students will be allowed to choose the greeting they want to give the teacher, and the teacher will check in on students before they come into the classroom to ensure that they are ready to learn.	<ul style="list-style-type: none"> ● Signs for students to choose how they want to be greeted
Choice recess activities (rotation first, choice later)	Students will be surveyed regarding the types of activities they would like to play at recess. Students will then be assigned to a rotation of activities, and when they show they are ready, they will be allowed to choose a station.	<ul style="list-style-type: none"> ● Google form
Classroom Jobs- Every student gets a job	In an effort to build responsibility and community in students, every class will have class jobs, and every student will get a job on a rotational basis.	<ul style="list-style-type: none"> ● Class job posters
Kindness Conversation Starters	The Parent Leadership Committee will create a list of kindness conversation starters that will be distributed to all families.	<ul style="list-style-type: none"> ● Once resource is developed, we need to copy and laminate for each student
Parent Volunteer Sign Ups for Events	Parents will be asked to sign up to support different events in the school. One parent from the parent committee will be in charge of managing volunteers.	<ul style="list-style-type: none"> ● Parent volunteer
Reinstatement of Hanging at Hillcrest Events	<ul style="list-style-type: none"> ● September - Welcome Back BBQ (involving Police, Firefighters, DJ) ● October - 'I Am' Poems/ I AM Projects 	<ul style="list-style-type: none"> ● Food services to donate food for BBQ and

Commitment 2

	<ul style="list-style-type: none">● November - Kindness Curriculum Night/Community Wrapping Gifts Night● December - Movie night - think about movies with music, shorter movies.● February - (1) Black History Month.● March - St. Patrick's Day (decorate a kindness shamrock and hand out during Parade)● April - Community Swap (Earth Day - recycle) - Parents will organize● June - Kindness Carnival	<p>snacks/water for events</p> <ul style="list-style-type: none">● Time for planning events
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COMMITMENT 3

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

Our Commitment

<p>What is one Commitment we will promote for 2023-24?</p>	<p>We are Committed to Providing Enrichment Experiences for All Scholars</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"> • 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? 	<ul style="list-style-type: none"> • This commitment fits into our vision for the school because it supports the ideas of accountability, love, trust, support, and community. • This commitment relates to what we have heard from teachers, students, and families with respect to providing more enrichment experiences to students. • This commitment connects to the data analysis that was conducted using student interviews and also survey data.

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>
<p>End-Of-The-Year Goals</p>	<ul style="list-style-type: none"> • Attendance Data • Behavioral Data • Academic Data 	<ul style="list-style-type: none"> • Increase in attendance • Decrease in behavioral referrals. • Increases in academic student performance. 	

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>
<p>Student Survey</p>	<ul style="list-style-type: none"> • I feel challenged at school. • School is fun. 	<ul style="list-style-type: none"> • 90% or above • 90% or above 	

Commitment 3

Staff Survey	<ul style="list-style-type: none"> The variety of activities and courses offered in my school keeps students engaged in learning. High standards are set for all students in my school. 	<ul style="list-style-type: none"> 90% or above 90% or above 	
Family Survey	<ul style="list-style-type: none"> My child is being prepared to do well in the next grade or after graduation. Teachers use creative methods to help my child learn. 	<ul style="list-style-type: none"> 90% or above 90% or above 	

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)	<ul style="list-style-type: none"> Attendance Data Behavioral Data Academic Data 	<ul style="list-style-type: none"> Increase in attendance Decrease in behavioral referrals. Increases in academic student performance. 	

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	<ul style="list-style-type: none"> Attendance Data Behavioral Data Academic Data 	<ul style="list-style-type: none"> Increase in attendance Decrease in behavioral referrals. Increases in academic student performance. 	
Adult/Schoolwide Behaviors and Practices			

Commitment 3

Student Behaviors and Practices			
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Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
<p>What strategies will we pursue as part of this Commitment?</p>	<p>What does this strategy entail? What will implementation look like in our school?</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Provide an enrichment activity/field trip for each unit of study in literacy.</p>	<ul style="list-style-type: none"> ● Unit 1: Literacy Launch Author’s Visits ● Grade 4 Unit 2: Animal Adaptations: Visit from Vet/Bronx Zoo/2 x 2 Zoo ● Grade 4 Unit 3: American Historical Fiction: Visit from a Historian/Philipsburg Manor ● Grade 4: Sports & Society: Visit from a Famous Ball Player (Mariano Rivera) etc./ Trip to a Baseball Game or Another Sport ● Grade 5 Unit 2: Ecosystems: Museum of Natural History & BOCES Class on the Beavers in the Hudson Valley ● Grade 5 Unit 3: Adventure & Survival: Movie In the Garden and Popcorn ● Grade 5 Unit 4: Trip to Planetarium/Visit from a Meteorologist/Liberty Science Center ● Grade 5 NY Philharmonic ● Grade 5 Culminating Trip to Broadway (Hamilton/Lion King) 	<ul style="list-style-type: none"> ● Funding for bussing ● Funding for authors and guests ● Time to research grants and complete paperwork
<p>Writing Celebrations</p>	<p>Parents will be invited to come to their child’s classroom to celebrate the culmination of each unit of study in literacy.</p>	<ul style="list-style-type: none"> ● Time for planning
<p>Cultural Celebrations</p>	<p>Students will have an opportunity to engage in celebrating various cultures represented</p>	<ul style="list-style-type: none"> ● Time for planning

Commitment 3

	in our classrooms throughout the school year.	

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?	N/A
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> 	

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			

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			
Staff Survey			
Family Survey			

Commitment 4

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)			

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>
Student Data			
Adult/Schoolwide Behaviors and Practices			
Student Behaviors and Practices			

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 4

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

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)	

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
Please see attached.	

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:</i> 4/6/21				<i>x</i>	<i>x</i>		
6/14/2023	x						
6/16/2023		x					
6/20/2023			x				
6/21/2023				x	x		
6/22/2023						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.