



New York State  
EDUCATION DEPARTMENT  
Knowledge > Skill > Opportunity

# School Comprehensive Education Plan 2023-24

District	School Name	Grades Serv
Valley Stream District 24	Brooklyn Avenue School	K-6

### Collaboratively Developed By:

**The Brooklyn Avenue School SCEP Development Team**

**Dr. Scott Comis, Principal**

**Dr. Lisa Conte, Assistant Superintendent**

**Dr. Robert Mueller, Director of Pupil Services**

**Kaityln Gillespie, Teacher**

**Amy Rappaport, Teacher**

**Rachel Aiello, Parent**

**Annette Revalo, Parent**

*And in partnership with the staff, students, and families of Brooklyn Avenue 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><b>What is one Commitment we will promote for 2023-24?</b></p>	<p>Provide a nurturing and supportive learning environment that promotes the social, emotional, and behavioral wellness of all students.</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>This aligns with our school and district’s vision and mission statements. We also focus on four pillars which include Diversity, Equity, and Inclusion, Wellness, Student Achievement and Parent Engagement.</p> <p>An analysis of data and feedback provided from the students, staff, and parent surveys, and meetings indicated the importance of providing a nurturing and supportive learning environment that promotes the social, emotional, and behavioral wellness of all students. This was also observed through the Equity Self-Reflection form which provided insight from staff, students and parents that this continues to be necessary.</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>
<p><b>End-Of-The-Year Goals</b></p>	<p>Student Surveys Staff Surveys Parent Surveys</p>	<p>We hope to see that 75-100% of the results support this commitment.</p>	

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><b>Student Survey</b></p>	<p>-I feel that my social and emotional needs are proactively addressed by this school. -I am able to identify how I am feeling and what makes me feel that way.</p>	<p>75% or greater agree or strongly agree</p>	

Commitment 1

	<ul style="list-style-type: none"> <li>-I understand what behaviors are expected of me in school.</li> <li>-If I get into a conflict with someone, I understand what steps I can take to resolve that conflict.</li> </ul>		
<b>Staff Survey</b>	<ul style="list-style-type: none"> <li>-Teachers and staff welcome and encourage students to be engaged in their education.</li> <li>-Teachers and staff proactively address student behavior.</li> <li>-Teachers and staff take steps to motivate children to demonstrate socially appropriate behaviors and respect toward others.</li> </ul>	75% or greater agree or strongly agree.	
<b>Family Survey</b>	<ul style="list-style-type: none"> <li>-My child’s social and emotional needs and skills are proactively addressed by this school.</li> <li>-This school proactively addresses the behavior of my child and other children.</li> <li>-This school takes steps to motivate children to demonstrate socially appropriate behavior and respect toward others.</li> </ul>	75% or greater agree or strongly agree.	

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)

Commitment 1

<p><b>Mid-Year Benchmark(s)</b></p>	<p>Observation data from walkthroughs, providing training to staff in the RULER SEL program, and providing a behavior consultant to work with teachers to develop and enhance proactive strategies and reviewing disciplinary data.</p>	<p>We want to observe nurturing and supportive classroom environments where students feel comfortable to achieve and prosper as observed through one or more observations and walk-through visits.</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:

<p><b>Early Progress Milestones</b></p>	<p><b>What data will we be reviewing?</b></p>	<p><b>What do we hope to see when we review that data? (<i>Identify Quantitative Data or Qualitative Descriptors in this space</i>)</b></p>	<p><b>What we ended up seeing (<i>complete six to ten weeks into the school year</i>)</b></p>
<p><b>Student Data</b></p>	<p>-At-risk students receiving Tier 2 supports (e.g., social skills, Check-In Check-Out, etc.).</p>	<p>Consistency with use of Tier 2 supports across the building for at-risk students.</p>	

Commitment 1

<p><b>Adult/Schoolwide Behaviors and Practices</b></p>	<p>Use of the RULER Program anchors; class charter and behavioral expectations written and posted; use of Mood Meter and check-ins; implementation of CICO and other behavioral supports;</p>	<p>The use of the RULER anchors in all of the classrooms through walk-through visits and observations.</p>	
<p><b>Student Behaviors and Practices</b></p>	<p>Knowledge of Mood Meter and emotional vocabulary; knowledge of class charter and behavioral expectations; prosocial behaviors among students</p>	<p>The use of the RULER anchors in all of the classrooms through walk-through visits and observations.</p>	

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><b>Behavioral consultation for teachers to implement SEL and best practices in class-wide behavior support</b></p>	<p>This strategy will involve professional development and consultation focusing on effective teaching strategies to increase the teachers' ability to teach students using multi-tier systems of support focusing on social emotional strategies and behavioral</p>	<p>Time and funding will be needed for the costs associated with the consultants for the professional</p>

Commitment 1

	wellness to create nurturing and supportive learning environments.	development and coaching
<b>Online RULER training and in-person workshops to assist in implementing SEL</b>	Teachers will participate in professional development to implement the four anchors of RULER focusing on SEL in the classroom.	No costs needed because this is a continuation from 2022-2023. However, time is needed for teachers to complete online workshops.



## COMMITMENT 2

### Our Commitment

<p><b>What is one Commitment we will promote for 2023-24?</b></p>	<p>Provide instruction, activities, lessons, and classroom settings that are differentiated to each student’s unique learning needs and ability levels with students, as well as, enhance instruction in English Language Arts and Math.</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>The school’s vision and the district’s vision correlates with this commitment by focusing on student achievement and growth, differentiation to meet all student’s unique needs and enhancing instruction.</p> <p>Data analysis and feedback results provided from the students, staff, and parents, indicated the need for continued differentiation strategies and enhancing instruction to meet the student’s learning needs and ability levels. In addition, feedback was provided to continue with enhancing English Language Arts and Math strategies through staff and parent meetings.</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>
<p><b>End-Of-The-Year Goals</b></p>	<p>-NWEA Math and Reading growth data for students with disabilities</p>	<p>Increase fall to spring growth in ELA with greater than 77% of students with disabilities showing adequate growth (above 40th percentile) and in Math with greater than 85% of students with disabilities showing adequate growth (above 40th percentile) in the Brooklyn Avenue School.</p>	

Commitment 2

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>	-My teachers understand how I learn. -During projects and assignments, I have opportunities to include information about myself, my culture, and my background.	75% or greater agree or strongly agree	
<b>Staff Survey</b>	-The programs and resources at this school are appropriate to support students with special needs or disabilities. -This school provides resources/support to help families assist their children with reading and writing skills. -This school sets high expectations for student’s academic success. -Teachers and staff differentiate instruction to adequately address each student’s unique and individual needs.	75% or greater agree or strongly agree	
<b>Family Survey</b>	-This school provides resources/support to help parents assist their children with reading and writing skills. -This school sets high expectations for my child’s academic success. -My child’s unique and individual needs are addressed by this school. -This school provides instructional materials that reflect students’ cultural background, ethnicity, and identity.	75% or greater agree or strongly agree	

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>

Commitment 2

<b>Mid-Year Benchmark(s)</b>	NWEA Math and Reading growth data	Increase in student growth from fall to winter with more than 62.5% of the classrooms at the Brooklyn Avenue School showing growth.	
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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:

<b>Early Progress Milestones</b>	<b>What data will we be reviewing?</b>	<b>What do we hope to see when we review that data? (Identify Quantitative Data or Qualitative Descriptors in this space)</b>	<b>What we ended up seeing (complete six to ten weeks into the school year)</b>
<b>Student Data</b>	NWEA results for ELA and Math	Show student growth in ELA and Math based on NWEA	
<b>Adult/Schoolwide Behaviors and Practices</b>	-Classroom observations and walk-through visit data	-Application of differentiated instructional practices in classrooms with SWDs. -Application of ICT instructional models (e.g., stations, parallel groups, etc.). -Application of multi-sensory reading strategies in classrooms with SWDs.	
<b>Student Behaviors and Practices</b>	Classroom Observations and walk-through visit data	-Classes with SWDs learning through the use of differentiated instructional practices in ELA and Math.	

Key Strategies and Resources

<b>STRATEGY</b>	<b>METHODS</b>	<b>RESOURCES</b>
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>Professional development for teachers in the area of</b>	Special education teachers will participate in professional development workshops focusing on teaching students early literacy	Time and funding will be needed for the costs associated with the

Commitment 2

<p><b>multi-sensory reading strategies.</b></p>	<p>skills (e.g., decoding, blending, encoding, etc.) using multi-sensory reading approaches.</p>	<p>professional development.</p>
<p><b>Professional development and coaching for teachers in the area of ICT models and differentiated instruction.</b></p>	<p>General education and special education teachers will participate in workshops and coaching that focus on differentiated instruction and the application of ICT instructional models (e.g., parallel groups, stations, etc.). Data analysis and feedback from surveys and meetings have indicated the need for continuation of this previously implemented strategy.</p>	<p>Time and funding will be needed for the costs associated with the professional development and coaching.</p>

## COMMITMENT 3

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

### Our Commitment

<b>What is one Commitment we will promote for 2023-24?</b>	Enhance student attendance through the use of consistent incentives and motivators throughout the year.
<b>Why are we making this Commitment?</b> <i>Things to potentially take into consideration when crafting this response:</i> <ul style="list-style-type: none"> <li>• How does this Commitment fit into what we envision for the school?</li> <li>• How does this Commitment relate to what we heard when listening to others?</li> <li>• How does this Commitment connect to what we observed through analysis?</li> </ul>	<p>This commitment correlates with our school’s and district’s vision to ensure the equitable education of each student. The district is committed to providing a teaming environment that challenges the students to ensure their highest potential. Students are required to attend school daily and work collaboratively to ensure the success of all.</p> <p>This commitment relates to student, parent, and teacher surveys when they described important factors for success.</p> <p>The daily and monthly review of student attendance data indicated the importances of ensuring that students consistently attend 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 <i>(complete at the end of the year)</i>
<b>End-Of-The-Year Goals</b>	Attendance Data	Continued improvement with attendance	

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>	-Attending school every day is important for me to do well in my classes.	90% or greater agree or strongly agree	

Commitment 3

	-I enjoy going to school each day.		
<b>Staff Survey</b>	-Teachers and staff take a proactive approach to addressing student attendance concerns.	90% or greater agree or strongly agree	
<b>Family Survey</b>	-Attending school every day is important for my child to do well in their classes.	90% or greater agree or strongly agree	

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>	Monthly attendance data	Continued and sustainable improvement	

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)
<b>Student Data</b>	Daily Attendance Data	Continued improvement in the students' overall daily attendance	
<b>Adult/Schoolwide Behaviors and Practices</b>	Daily and Monthly Attendance Data	Continued improvement in daily and monthly attendance data	
<b>Student Behaviors and Practices</b>	Daily and Monthly Attendance Data	Continued improvement in the students' attendance daily.	

## Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
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Commitment 3

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?
Behavioral consultant for principal, support staff, and teachers	Consultation will provide building staff guidance in developing incentives and criteria (e.g., attendance awards, etc.) for student attendance.	Time and funding will be needed for the costs associated with the consultant and incentives.
Parent engagement using multiple modes of parent communication applications, email, in person or virtual meetings)	Utilizing multiple modes of communication to engage the parents in conversations and developing a plan to increase their child's attendance.	Time will be needed for the discussions and planning.

## COMMITMENT 4

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

### Our Commitment

<b>What is one Commitment we will promote for 2023-24?</b>	
<b>Why are we making this Commitment?</b> <i>Things to potentially take into consideration when crafting this response:</i> <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>	

### 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>			

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>			
<b>Staff Survey</b>			
<b>Family Survey</b>			



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 (complete when reviewing mid-year data)
<b>Mid-Year Benchmark(s)</b>			

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? (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			
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:

<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>	

## X 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>	PBIS and Functional Behavioral Assessment-based Interventions
<b>We envision that this Evidence-Based Intervention will support the following Commitment(s)</b>	We envision that this evidence-based intervention will support commitment to provide a nurturing and supportive learning environment that promotes the social, emotional, and behavioral wellness of all students.
<b>How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?</b>	This evidence-based intervention correlates with the data and feedback received from the Envision, Analyze, and Listen process that was utilized during the meetings held. Survey data also supports the use of this intervention strate

### Clearinghouse used and corresponding rating

- X  **What Works Clearinghouse**
  - X  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>	

## Evidence-Based Intervention

## 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
Dr. Scott Comis	Principal
Dr. Lisa Conte	Assistant Superintendent
Dr. Robert Mueller	Director of Special Ed.
Kaityln Gillespie	Teacher
Amy Rappaport	Teacher
Rachel Aiello	Parent
Annette Revalo	Parent

## 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				x	x		
02/07/23	X						
03/07/23				X	X		
03/09/23				X	X		
03/14/23	X						
03/23/23		X					
03/27/23	X						
05/09/23			X				
05/19/23			X		X		
05//25/23						X	X
06/09/23						X	X
06/13/23							X
06/14/23							X
7/14/23							X
7/17/23							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**

The student interview process informed the team's plan through feedback regarding specific goals created to improve and sustain growth with social-emotional learning, attendance, and academic growth. Students met with the principal during the year and provided responses to surveys and information to guide decision making for future commitments.



## 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.