



School Comprehensive Education Plan 2022-23

| District | School Name | Grades Served |
|--|------------------------------|---------------|
| Newburgh Enlarged City School District | GAMS High Tech Magnet School | K-5 |

Collaboratively Developed By:

The GAMS High Tech Magnet School SCEP Development Team

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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

After completing the Student Interviews, discussing the Equity Self-Reflection, and reviewing recent data, including survey data, school teams should discuss what was learned and then review the document “[How Learning Happens](#),” particularly page 3. Then the team should ask, “**What should we prioritize to support our students and work toward the school we wish to be?**”

The team should take the answers to this question and identify 2 to 4 commitments for the 2022-23 school year. For each commitment, the team will identify strategies that will advance these commitments.

School teams have a lot of flexibility when selecting the commitments that are identified. There is no requirement that commitments must align with specific subject areas, as was required in the past. Any of the full statements that appear on page 3 of the [How Learning Happens](#) framework, such as “*Every child can see themselves reflected in teachers, leaders, curriculum, and learning materials*” could serve as a commitment. To be meaningful, it is important that the commitments be informed by the Student Interviews, Equity Self-Reflection, and review of recent data, and the commitments should connect to the school’s values and aspirations.

Strategies

After school teams identify their commitments, they should consider strategies that will allow the school to advance that commitment. School teams will need to identify how they will gauge success with this strategy, what the strategy entails, and any resources that are necessary to implement that strategy.

Resources for Team

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

- [Requirements for Meaningful Stakeholder Participation SCEP](#)
- [Guidance on Interviewing Students in Advance of Developing the SCEP](#)
- [Equity Self-Reflection for Identified Schools](#)
- [How Learning Happens](#)
- [Writing Your SCEP](#)
- [Developing Your SCEP -- Month by Month](#)

COMMITMENT I

Our Commitment

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| <p>What is one commitment we will promote for 2022-23?</p> | <p>We are committed to collaborating with our scholars as designers of the learning process and environment.</p> |
| <p>Why are we making this commitment? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> ● <i>How does this commitment fit into the school's vision?</i> ● <i>Why did this emerge as something to commit to?</i> ● <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i> ● <i>What makes this the right commitment to pursue?</i> ● <i>How does this fit into other commitments and the school's long-term plans?</i> | <p>As stated in "How Learning Happens," positive learning environments contain meaningful learning experiences. This entails that every child is engaged in meaningful learning experiences that are relevant to them. Therefore, it is important that students understand the work they are doing and are engaged in dialogue with their teachers to plan how they will achieve their learning goals.</p> <p>According to the 2022 survey results, 20.9% of students who interviewed in English strongly disagreed, disagreed, or were unsure when asked: "I understand how the work I am asked to do in school will be helpful to me in life." 0% of students who interviewed in Spanish strongly disagreed, disagreed, or were unsure. 66% of students surveyed in English and 85.7% of students surveyed in Spanish reported that they get to talk to their teachers about how they are doing in school.</p> <p>Given this data, we believe that students need to develop a greater understanding of what they are learning, ways they can improve, and be able to take part in their learning process as it prepares them for life beyond the school environment. According to the article, The Importance of Student Choice Across All Grade Levels "by centering choice, educators signal openness to negotiating the middle ground and offer opportunities to practice decision-making, explore their academic integrity, and connect their learning to interests and passions." Students are more likely to achieve their goals if their voice is heard and have input in their learning process. This supports the positive learning environment element "Agency" from "How Learning Happens" as it promotes that every child has the opportunity and authority to drive and shape their own learning.</p> |

Commitment 1

This commitment started in the 2021-2022 school year and continues to be a work in progress for the 2022- 2023 school year.

Key Strategies and Resources

| STRATEGY | METHODS | GAUGING SUCCESS | RESOURCES |
|---|---|---|---|
| <p>What strategies will we pursue as part of this commitment?</p> | <p>What does this strategy entail?</p> | <p>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.)</p> | <p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p> |
| <p>Give students choices on independent reading/comprehension tasks.</p> | <p>Once students are introduced to a new skill or strategy during their reading instruction, they will be able to demonstrate their learning through a choice of independent tasks.</p> <p>Professional Development/ Literacy Specialist Support Work</p> <ul style="list-style-type: none"> - Literacy and grade teams developing a menu of various tasks for literacy competencies - Align independent reading tasks to power goals - | <p>School leaders and teachers will monitor the growth of students by tracking progress of reading levels as well as updated Power Goals throughout the course of the year.</p> <p>School leaders will engage in dialogue with students as they visit classrooms and participate in progress conferences.</p> <p>Targeted Measures are: 65% of students will be able to explain how the task supports</p> | <ul style="list-style-type: none"> - Schoolpace toolkit - Choice board, skills cards - ARC PD continuing around power goals with student choice as the focus |

Commitment 1

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| | <p>Teacher</p> <p>Introduction/Implementation</p> <ul style="list-style-type: none"> - Meet with students to ensure understanding of their individual power goals (conferring) - During student conferences, teachers will receive data driven instruction that is focused on improving phonics and reading achievement. - Students will receive feedback during small group instruction and individual conferences. <p>Choice Boards</p> <ul style="list-style-type: none"> - Create and make readily available choice board (folder, bulletin board, etc) - Ensure materials and resources are available to support menu items on choice board - Provide opportunities for students to reflect on their learning | <p>their Power Goal to help increase their reading ability by November.</p> <p>75% of students will be able to explain how the task supports their Power Goal to help increase their reading ability by March.</p> <p>85% of students will be able to explain how the task supports their Power Goal to help increase their reading ability by May.</p> <p>90% of students will be able to explain how the task supports their Power Goal to help increase their reading ability by the end of June.</p> | |
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Commitment 1

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| <p>Student Advisory Council Contribution</p> | <p>The student advisory council will participate in dialogue with teachers and leadership to provide authentic feedback regarding their learning.</p> <ul style="list-style-type: none"> - Form Student Advisory Council - Ensure the Student Advisory Council has representatives from across the grades. - Council will meet monthly to “take the pulse” of the student body, engaging in dialogue around their thoughts on the school and their learning. - Give opportunities for Student Advisory Council to speak to teachers | <p>Student advisory council will leave footprints of their contribution to the school's instructional program.</p> <ul style="list-style-type: none"> - Choice board menu will have contributions from students - Student - Action taken based on student advisory ideas and suggestions, evidenced by meeting minutes, artifacts, etc. | <p>Schedule of monthly advisory meetings, money for refreshments for students, money for resources to implement student suggestions.</p> |
| <p>Student Individual Reflections</p> | <p>In order for students s, they will require time to reflect and set goals for themselves.</p> <ul style="list-style-type: none"> - Each classroom will have an opening and closing circle each week to set intentions for students and teachers to set goals. - All students will have a Power Goal Folder where they can reflect on their progress throughout the year. | <p>Targeted Measure: 100% of students will reflect on their progress toward their power goals by reviewing the work they’ve completed throughout the week. They will set an intention for the upcoming week.</p> <p>Student survey results will demonstrate an increased sense of ownership in their</p> | <ul style="list-style-type: none"> - Templates for Glows and Grows feedbacks - Discussion/reflection prompt ideas |

Commitment 1

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| | | <p>learning and school environment.</p> <p>Dialogue with students during learning walkthroughs will show evidence of students taking over their learning.</p> <p>Students will be able to:</p> <ul style="list-style-type: none">- articulate their power goals- share their progression in meeting their goals- share some of the feedback they have received and what next steps they will take. | |
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Commitment 1

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 <i>(e.g. % agree or strongly agree)</i> |
|-----------------------|---|--|
| Student Survey | My school provides choices of how I can show my learning. | 80% (new survey question) |
| | I understand how the work I am asked to do will help me in life. | 90% (an increase of 11.9%) |
| | I am given time to reflect and set intentions for learning on a consistent basis. | 80% (new survey question) |
| Staff Survey | Students have multiple ways to show their learning towards their Power Goals. | 80% (new survey question) |
| | I provide my students with choices on how to demonstrate their learning. | 80% (new survey question) |
| | I give my students time to reflect and set intentions for learning on a consistent basis. | 80% (new survey question) |
| Family Survey | My child is given a choice on how to show their learning. | 80% (new survey question) |

Commitment 1

We believe having the following occur will give us good feedback about our progress with this commitment:

Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2022-23 school year.

We will conduct multiple surveys for stakeholders throughout the course of the year to measure our growth to meet the End of the Year Desired Outcomes.

Given a choice of independent tasks, by the end of the 2022-2023 school year, 90% of students will be able to explain how the task supports their Power Goal to help increase their reading ability.

COMMITMENT 2

Our Commitment

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| <p>What is one commitment we will promote for 2022-23?</p> | <p>We are committed to providing our students opportunities to reflect and grow during the learning process.</p> |
| <p>Why are we making this commitment? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> ● <i>How does this commitment fit into the school's vision?</i> ● <i>Why did this emerge as something to commit to?</i> ● <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i> ● <i>What makes this the right commitment to pursue?</i> ● <i>How does this fit into other commitments and the school's long-term plans?</i> | <p>As stated in the document "How Learning Happens," learning happens all the time and everywhere, not just in school. Therefore, it is important to be intentional about work within the educational setting. This will allow students to have opportunities to practice and build on their cognitive skills that they will use throughout their lives. To further support this development, we believe that providing meaningful feedback to students throughout the day will help build confidence with their strengths, and learn and learn and improve from their areas of growth.</p> <p>According to the 2022 student survey, 39.7 % of students interviewed in English were unsure that they get feedback/suggestions on their assignments on how to improve. 31.8 % of students interviewed in Spanish were unsure if they got feedback/suggestions on their assignments on how to improve. In addition, 33.4% of our grades 3-5 students interviewed in English disagreed, strongly disagreed, or were unsure if they "get to talk with my teachers about how I am doing in school." 14.3% of our grades 3-5 students interviewed in Spanish disagreed, strongly disagreed, or were unsure if they "get to talk with my teachers about how I am doing in school."</p> <p>According to the 2022 parent survey, 35.5% of parents who took the survey in English disagreed, strongly disagreed, or were unsure if their student is provided with written feedback that indicates what they can do to improve. 30% of parents who took the survey in Spanish disagreed, strongly disagreed, or were unsure if their student is provided with written feedback that indicates what they can do to improve.</p> <p>Analysis of the survey data indicates that many of our students and their families do not feel that they are getting meaningful feedback on their work to highlight their strengths and areas of growth. Addressing this data supports the commitment of ensuring that</p> |

Commitment 2

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| | <p>students have opportunities to receive authentic feedback that supports their learning and development of cognitive skills.</p> <p>This commitment started in the 2021-2022 school year and continues to be a work in progress for the 2022- 2023 school year.</p> |
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Key Strategies and Resources

| STRATEGY | METHODS | GAUGING SUCCESS | RESOURCES |
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| 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? |
| Conferring with Students | <p>Conferencing - Teachers will use student conferences to provide meaningful feedback.</p> <ul style="list-style-type: none"> - The school will send home information about students reading levels throughout the course of the year. <p>Professional Development/ Literacy Specialist Support Work</p> <ul style="list-style-type: none"> - Professional Development on what is Effective Feedback | <p>Walkthrough data will show evidence of an equitable schedule</p> <p>Targeted Measures:</p> <ul style="list-style-type: none"> - 75% of teachers within first walkthrough from IRLA Tool Organizer - 90% of teachers within second walkthrough | <p>Discipline-specific PD on conferencing (Effective Feedback) - what does it look like, sound like, organization?</p> <p>Money for student supplies to support conferencing</p> <p>IRLA/ENIL Skills Cards</p> |

Commitment 2

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| | <ul style="list-style-type: none"> - Coaching Support for individual teachers or grade teams - Provide norming opportunities for teachers to practice together providing effective feedback <p>Equitable Conference Schedule All K-5 teachers will use an equitable conference schedule to confer with students on a regular basis and ensure to update School Pace with conferring notes.</p> <ul style="list-style-type: none"> - Teachers will create and post their conferring schedule - Teachers will receive professional development and support on conferring and effective feedback. - Teachers will consistently confer with students as evident through SchoolPace data. | <ul style="list-style-type: none"> - 100% of teachers within third walkthrough <p>The IRLA Tool Organizer DATA on SchoolPace will demonstrate at least a 5% increase in between walkthroughs in the number of teachers conferring with students consistently.</p> <ul style="list-style-type: none"> ● Discipline-specific data - from Safe Schools ● Student reading level increases | <p>IRLA/ENIL Home Reports sent home</p> <p>Final step: Discipline-specific strategy/process/procedure to progress monitor during conferences, guidance doc on process, etc.</p> |
| <p>Common Language for student feedback:</p> | <p>Students will have the opportunity to engage in end of week student reflection using the Glows and Grows method.</p> <p>Uniform Method: Glows and Grows</p> <ul style="list-style-type: none"> - Provide Professional Development for staff introducing the common language and strategy for Glows and Grows. - Introduce staff to expectations for weekly reflections and “tour” of resources, templates for glow/grow reflection | <p>50% of teachers will be able to identify their glows and grows when asked during the first round of walkthroughs.</p> <p>That number will increase by at least 5% in subsequent walkthroughs throughout the year.</p> <p>Students will be able to articulate what instructional</p> | <p>Building-level training on common language and expectations.</p> <p>Schoolwide reminders on Glows & Grows</p> <p>PLC time on common language - meaningful Glow and meaningful Grow, student samples</p> <p>Sample templates</p> |

Commitment 2

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| | <ul style="list-style-type: none">- Support teachers through coaching on effective feedback strategies- Develop a common language across the school regarding student feedback <p>Student Reflections</p> <ul style="list-style-type: none">- Introduce Glows and Grows strategy/method to students- Engage with students in weekly dialogue around their- Creating a schedule for weekly Grows and Glows reflections (whole group, clusters, individual, etc)- Have students create a plan for next steps in their learning <p>Regular Fidelity Walkthroughs</p> <ul style="list-style-type: none">- Gather quantitative data in evidence for using Glow and Grow method- Gather qualitative data around effective feedback | goals they are working towards. | Tying common language into Leadership Assemblies, announcements, etc. |
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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 <i>(e.g. % agree or strongly agree)</i> |
|-----------------------|---|--|
| Student Survey | I receive feedback/suggestions on your school assignments that tell you how to improve? | 90% (new survey question) |
| | My teacher writes comments and suggestions on assignments and tests when they are graded. | 90% (an increase of 11.8%) |
| Staff Survey | I meet with students on a regular basis to talk about their progress. | 90% (new survey question) |
| | I provide written feedback on student work which indicates what they did well. | 100% (an increase of 4.3%) |
| | I provide written feedback on student work which indicates what they can improve. | 100% (an increase of 4.3%) |
| Family Survey | I understand how my child’s grades are assigned. | 90% (an increase of 12.5% in parents survey in eng. and a 20% increase in parents surveyed in spanish) |
| | My child is provided with written feedback that indicates what they did well. | 90% (an increase of 9.4% in parents survey in eng. and a 20% increase in parents surveyed in spanish) |

Commitment 2

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| | My child is provided with written feedback that indicates what areas to work on. | 80% (an increase of 15.5% in parents survey in eng. and a 10% increase in parents surveyed in spanish) |
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We believe having the following occur will give us good feedback about our progress with this commitment:

Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2022-23 school year.

We will conduct multiple surveys for stakeholders throughout the course of the year to measure our growth to meet the End of the Year Desired Outcomes.

Quantitative data will demonstrate an increase in the percentage of teachers who consistently use the Glows and Grow method for effective feedback. Rate of increase is expected to change by +5% in between walkthroughs.

Qualitative data will demonstrate a change in the way effective feedback is provided to students. Feedback is expected to use the uniform language established early in the year, be student friendly, and attainable within a reasonably given amount of time.

COMMITMENT 3

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

Our Commitment

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| <p>What is one commitment we will promote for 2022-23?</p> | <p>We are committed to creating a school environment and experience that fully supports all of our scholars by continuing to build family-school partnership.</p> |
| <p>Why are we making this commitment? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> ● <i>How does this commitment fit into the school's vision?</i> ● <i>Why did this emerge as something to commit to?</i> ● <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i> ● <i>What makes this the right commitment to pursue?</i> ● <i>How does this fit into other commitments and the school's long-term plans?</i> | <p>According to "How Learning Happens," an element for creating positive learning environments and experiences is the element of belonging. This occurs when every child feels safe, respected, supported. The element of belonging establishes relationships that help to nurture strong, trusting relationships with adults and peers. This also includes having strong relationships with parents and community members.</p> <p>Given that 91% of our teachers reported feeling comfortable forming relationships with student families, we believe this commitment is appropriate and fitting to our school vision. Therefore, we are committed to fostering and strengthening relationships with families and making them a central part of our scholar's learning experiences.</p> <p>According to our 2022 Student survey data, scholars were asked if their teachers and adults who take care of them talk with each other about how they are doing in school. 16% of students interviewed in English and 22% of students interviewed in Spanish did not feel that they do. According to the parent surveys, 41.9% of parents surveyed in English and 33.3% of parents surveyed in Spanish disagreed or were unsure that they are informed on a regular basis on how their child is doing in school. In regards to our Social Emotional Learning Program, 67.7% of parents surveyed in English and 30% of parents surveyed in Spanish disagreed or were unsure as to whether the school has a clear Social Emotional Learning program.</p> <p>During the 2021-2022 School Year, there was 317 discipline referrals with 53 SAVE Removals and 26 out of school suspensions. In regards to the discipline referrals 81 were for insubordination, 58 for minor alterations, 42 for disorderly conduct, 22 for repeatedly disruptive and 20 for disturbing instruction.</p> |

Commitment 3

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| | <p>This data indicates the need to continue building stronger family-school partnerships through various means. In addition to creating strong nurturing relationships between students, families and school staff, we also believe a family-school partnership will improve student discipline issues.</p> |
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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? |
| Blended Parent Engagement Activities | <p>GAMS will offer blended parent engagement opportunities that will strengthen family and school community relations.</p> <p>Elicit Parent Interests and Needs</p> <ul style="list-style-type: none"> - Offer flexibility for both in-person and virtual opportunities for families to connect with the school - Live streaming events | <p>Increased parent participation in school events.</p> <ul style="list-style-type: none"> - At least 50% of families will participate in at least 1 parent engagement activity during the months of Sep - Nov. - At least 70% of families will | <p>Time for planning/prep of both options</p> <p>Access to technology</p> <p>Translators</p> <p>Staffing</p> <p>Funds for take-home kits, resources/supplies</p> |

Commitment 3

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| | <ul style="list-style-type: none"> - Create a QR CODE for all surveys for parent easy access - Conduct a needs assessments of families for best way of family events to occur <p>In-Person Activities</p> <ul style="list-style-type: none"> - Provide workshops with resources on how to support student learning across all content areas at home - Provide opportunities for families and teachers to partner during events <p>Possible Events for Parent Engagement</p> <ul style="list-style-type: none"> - Back to school kick-off - Fall Festival - Open House - P/T conferences - Parent Workshops (Tech, Dojo, Zones of Regulation) - Literacy Night - Math Night <p>Virtual Activities</p> <ul style="list-style-type: none"> - Creating a library of videos of all Parent Workshops for parent access - | <p>participate in at least 1 parent engagement activity during the months of Jan - May.</p> <p>Increased teacher participation in after school events.</p> <ul style="list-style-type: none"> - At least 50% of the school staff will participate in at least 1 parent engagement activity during the months of Sep - Nov. - At least 75% of the school staff will participate in at least 1 parent engagement activity during the months of Jan - May. | <p>to support both options</p> |
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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 <i>(e.g. % agree or strongly agree)</i> |
|-----------------------|---|---|
| Student Survey | My parents or someone from my family has attended at least one school event. | 90% |
| Staff Survey | I was given opportunities to participate in family engagement and education events. | 90% |
| Family Survey | I am informed on a regular basis about how my child is doing in school. | 80% |
| | I have attended at least one school activity either in person or virtual. | 50% |

We believe having the following occur will give us good feedback about our progress with this commitment:

Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2022-23 school year.

Commitment 3

50% of families will attend at least one school event.

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.

X –State-Supported Evidence Based Strategy

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

| Evidence-Based Intervention Strategy Identified | Professional Learning Communities |
|---|---|
| We envision that this Evidence-Based Intervention will support the following commitment(s) as follows | Teachers will learn from each other and learn about best practices on effective feedback, data analysis and small group instruction during PLC’s and Professional Development Days. PLC’s will help develop the student agency we need to start building life- longer learners. |

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

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| 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.

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| 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 methodology) | https://www.hmhco.com/~media/sites/home/classroom/classroom-solutions/independent-reading-libraries/hmh_independent_reading_libraries2.pdf?la=en |
| | https://rdw.rowan.edu/cgi/viewcontent.cgi?article=3499&context=etd |

Evidence-Based Intervention

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| | https://www.americanreading.com/documents/fcr-report.pdf |
| | https://rdw.rowan.edu/cgi/viewcontent.cgi?article=3499&context=etd |
| | https://www.americanreading.com/documents/fcr-report.pdf |
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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 "Requirements for Meaningful Stakeholder Participation" found at: <http://www.nysed.gov/common/nysed/files/programs/accountability/scep-requirements-stakeholder-participation.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 |
|------------------|-----------------------|
| Rob Glowacki | Principal |
| Carolyn Evans | Teaching Assistant |
| Rachel Holzapple | Teacher |
| Claudine Mazza | Teacher/Head delegate |
| Rosalie Pena | Assistant Principal |

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 |
|--------------|-----------------------|--|---|---|------------------|--|
| June 6 - 14 | x | | | | | |
| 07/15/22 | | x | | | | |
| 07/22/22 | | | | | x | |
| 07/27/22 | | | | | x | |
| 8/3/2022 | | | x | | | |
| 8/24/2022 | | | x | x | x | |
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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

Students in grades 3 through 5 were selected at random by the team and verbally interviewed. The interviewer completed the responses via Google Form.

Equity Self-Reflection

Describe how the Equity Self-Reflection informed the team’s plan

July 1st the district hired a new administrative team, which was informed by the team that the reflection was not completed. The administrative team is committed to have all components of the Equity Survey completed in the upcoming school year.

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| Other |
| At this time there was no parental involvement in reflecting on the plan. Gidney Avenue Memorial School is committed to securing Family Engagement in this process. |

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.