New York State
EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

School Comprehensive Education Plan
2022-23

District	School Name	Grades Served
Poughkeepsie City School District	SFB Morse Elementary School	K-6

Collaboratively Developed By:
The Morse School SCEP Development Team: Samantha Mitchell- Principal Patrice Woods- Former Ast.Principal, Current Supervisor of Elem. Ed. Stephanie Green- Teacher & CBR Cheryl Haines- Teacher & PBIS Kristen Hendrickson- Special Education Teacher Janet Bisti, Director of Elementary Education *And in partnership with the staff, students, and families of Morse 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

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 1

Our Commitment

What is one commitment we will promote for 2022-23?	We are committed to providing high-quality academic instruction to all students in order to improve academic success.
Why are we making this commitment? *Things to potentially take into consideration when crafting this response:* ● *How does this commitment fit into the school's vision?* ● *Why did this emerge as something to commit to?* ● *In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?* ● *What makes this the right commitment to pursue?* ● *How does this fit into other commitments and the school's long-term plans?*	We are making this commitment to increase students' academic achievement, address any potential learning gaps, and provide students with academic interventions using iReady in ELA and Math to make ongoing, measurable growth and access to grade-level curricula. We believe in meeting students where they are in terms of academic, social, and emotional needs and are committing to adaptive curricula, such as the use of iReady ELA & Math and Fundations that provide ongoing formative assessment data to better understand and support students' individual and ever-changing needs. By creating a rich culture of data-driven instruction, we can better identify students' needs, address learning gaps, and share and develop instructional strategies that will best address those gaps. Teachers will utilize the lessons that are targeted to differentiated student groups to meet the diverse learning needs. Through the use of the Ready Curriculum and the iReady diagnostics and online individualized pathways for ELA and Math, students will receive individualized, targeted instruction to meet their academic needs. By viewing their student's growth on iReady through reports and supporting students in targeted classroom interventions, parents will be able to monitor their student's growth. This process will provide parents and students the tools that they need in order to identify and meet their academic needs and continuously head towards success.

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?
Execute the Ready Curriculum with Fidelity in ELA and Math	This strategy was selected as a way to monitor the implementation of Ready ELA & Math curricula & Explicit Direct Instruction: ● Develop walkthrough observation protocols ● Give Actionable, timely teacher feedback ● Adhere to administrative walkthrough Schedule ● Identify PD topics based on 21-22 EOY SCEP Survey, observation evidence, iReady & NYS Assessment data ● Create "Look Fors" based on evidence & data **Explanation:** Incorporating an administrative walkthrough schedule to monitor Ready implementation will help to improve the	Progress monitoring of program implementation will include regular walkthroughs using the district FILW (Focused Instructional Learning Walks) form. Building and district administration will review data and provide regular feedback to teachers, as well as adapt and/or adjust the building professional development schedule in accordance with the teachers' needs. Student progress will be monitored through formative assessments and the iReady diagnostic,	Curriculum Associates materials (iReady, Ready Reading, Ready Math) and Scholastic Diagnostics as well as running records. We will also have iReady consultants to support the teachers with the implementation of iReady, analyzing data and planning lessons forReady curriculum. Students will have access to Chromebooks daily to support using the Ready curriculum resources.

	academic levels of students. Feedback to teachers in a timely manner on observations from walkthroughs will help teachers guide their instruction. Use the "look fors" from evidence from walkthrough observation to inform professional development plans. PD will be provided as needed based on 21-22 EOY SCEP Survey, walkthroughs, observations and data. The data from the iReady Beginning of the Year Diagnostic as well as the Fundations and Scholastic assessments allow teachers and AIS providers to level students, provide targeted instruction, monitor students' academic growth and move students through the grade levels toward mastery of standards. The Regional Partnership Center (RPC) through BOCES provided all PCSD staff professional development in Explicit Direct Instruction. During the 2021-22 school year, the RPC assisted Morse staff in intertwining the district approved curriculum with EDI and will continue to provide feedback in the 2022-2023 school year on its complete integration into teachers' everyday lessons.	which will be implemented 3 times per year. Administration will facilitate Common Planning Time regarding data and providing data driven instruction.	Teachers will be provided with access to disaggregated data from iReady and Scholastic as well as Unit Assessments at COP and grade level meetings.
Revised Master Schedule to include Blocks for ELA and Math and WIN time	This strategy was selected to incorporate a balanced literacy/mathematical approach to student learning. This approach will include the following: ● 40 min of guided reading/Implement station rotation (Daily 5- iReady, Word	Administration will monitor the components of the balanced literacy approach through instructional walkthroughs. PD & feedback will be provided to	Staffing requirements for block schedule and time for common planning and data tracking weekly.

	Work, Writing, Independent Reading & Guided Reading) ● 40 min whole group instruction in core curriculum Ready ● 40 min of writing instruction- Ready ● 40 min of WIN (What I Need) using Fundations (K-2) and i-Ready small group, differentiated lessons for reading (3-5) ● 40 min whole group instruction in core math curriculum - Ready ● 40 min small group math rotation/instruction - Ready ● Monitor teacher's Instructional Practices via walkthroughs **Explanation:** The master schedule incorporates an 80 minute block for whole and small group instruction, a 40 minute writing period as well as a 40 minute intervention period(**WIN**). Guided Reading will continue to be a daily, building-wide initiative. During guided reading time, teachers will meet with a group of students in a small group where students are engaged in literacy centers. Students will also have an intervention block (WIN) utilizing small group lessons based on instructional groupings from i-Ready diagnostic data The schedule also allows for AIS teachers to create weekly schedules to provide tier 3 interventions to the lowest percentile of students 2-3 times per week.	staff based on walkthroughs. Student progress will be monitored through formative assessments and scores on iReady ELA and Math diagnostic assessments three times per year.	Ready Reading and Math curriculum iReady diagnostic assessment and data tracking online Common planning protocol and common FILW & feedback form

| Implementation and monitoring of MTSS interventions (AIS & ELL) | Build an MTSS Team to monitor data and share said data with faculty and families students' progress towards goals. THe MTSS team will include support staff (AIS, special ed teacher, social worker, psychologist and the nurse) as well as the classroom teacher.

A multi-tiered support system (MTSS) core components work together to create an integrated, comprehensive framework that focuses on the New York State learning standards, core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for academic, behavioral, and social success. MTSS offers the potential to create needed systemic change through intentional design and redesign of services and supports that quickly identify and match the needs of all students in general education contexts. | MTSS uses the following 3 tiers: **Tier 1 – Universal or primary – Majority of students (75-90%)**

As the largest and the foundation for the entire framework, Tier 1 encompasses the entire school with core instructions and basic interventions. This structure helps to build positive relationships between staff and students. It includes proactive classroom management strategies aimed at creating a supportive atmosphere. Students who do not respond to these interventions may move into Tier 2.

Tier 2 – Secondary – Small groups of students (10-25%)
Some students need extra assistance in meeting | It is imperative that Morse have 2 MTSS point positions to allow for optimum support. It will enable coordinators to work with specific grades. |

academic and behavioral goals. It is in Tier 2 that these individuals receive that support. These interventions and supports are delivered in the general education classroom as well as small group settings, such as reading groups. Check-in/Check-out (CICO) interventions are often a part of Tier 2 as well. This targeted support allows students to work toward catching up with their peers under the watchful support of an identified staff member.

Tier 3 – Tertiary – Individual students (< 10%) A subset of students has significant challenges that do not respond to the interventions and support in Tier 1 or Tier 2. This Tier 3 gives these students individualized support, including assistance

		from outside agencies such as behavioral counselors or family therapists.	
Data-Driven Instruction	This strategy was selected as a way for teachers to participate in collaborative discussions of student data. The protocol to implement this process is as follows. ● **Establish Data conversation protocols to utilize during Common Planning Time (CPT).** ● **Set goals based on baseline iReady data in Math and ELA as well as Fundations** ● **Monitor progress of Schoolwide goals set by the administration in collaboration with classroom teachers.** ● **Create lessons to meet students' learning needs** ● **Create student rubrics so students understand the academic expectation and so teachers focus their feedback** ● **Analyze students' errors to determine focus areas** ● **Monitor students' Reading growth and Math mastery** **Explanation:** Teachers will review iReady data in Math and ELA, in addition to the Scholastic Running Records and Fundations to create instructional groups. Teachers will use the data to set grade level and standards aligned	The strategies determined by teachers, support staff and/or administration will be monitored in-house through formative assessments such as stop and jots, exit tickets, predetermined writing prompts and walkthroughs. Students will continue to work on their i-Ready lessons, and teachers will be able to assign specific lessons when needed to address student needs and monitor their students' growth. The iReady diagnostic will occur at the beginning, middle, and end of the year to monitor overall student progress in Reading and Math. Scholastic Assessment will occur at the beginning of the year and every 6-8 weeks	Curriculum Associates materials (iReady, Ready Reading, Ready Math), Fundations and Scholastic running records. Students will have access to Chromebooks daily. Teachers will be provided with access and disaggregated data from iReady and Scholastic at COP and grade level meetings. RPC will assist in providing PD on Data Discussion Meetings & Protocols.

	content area goals for students. Teachers will progress monitor students to analyze the data and determine next steps. Teachers will create lessons to provide explicit direct instruction.	thereafter to continuously monitor student growth. Classroom teachers will utilize Ready curricular materials & Fundations for tiers 1 & 2 and AIS teachers will provide tier 3 interventions	
Structured and Targeted Professional Development for Teachers	Professional development for faculty and staff will focus on academic achievement based on student data. PD will also be provided based on teacher recommendations via the SCEP 2022 EOY Survey. Professional development sessions will provide teachers with specific strategies and interventions to address the areas of need they are observing in their classrooms as well as trends in student data. This may include collaborative professional development workshops; additional coaching from the Supervisor and/or Director of Elementary Education, as well as the RPC; high-quality, informal non-evaluative feedback; and high quality, focused instructional walkthroughs. Embedded support through PD, classroom visits and feedback sessions	After reviewing the results of each diagnostic and iReady activities to determine student progress, PD will be implemented to sustain and ensure ongoing growth. Administration will request feedback on PD This information will be obtained from focused instructional learning walks, observations, feedback surveys, and student growth data. Walkthroughs to evaluate the effectiveness and	Google Form for instructional walkthroughs (FILW) Create a walkthrough schedule with building administration. Scheduled time and professional development calendar in collaboration with the district and other PD providers. Funding for Curriculum Associates Coaching

	will continue to be provided by the Regional Partnership Center re: strategies and best practices for Explicit Vocabulary Instruction as well as Co-Teaching.	implementation of strategies learned in PD	

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 (e.g. % agree or strongly agree)
Student Survey	• How often do your teachers make you explain your answers? • When you feel like giving up on a task, how often do your teachers encourage you to keep trying? • How often do your teachers take time to make sure you understand the material?	90% in all areas 90% student participation Grades 3-5
Staff Survey	• To what extent can teachers improve their implementation of different teaching strategies? • If your students have a problem while working towards an important goal, how well can they keep working? • How confident are you that you can engage students who typically are not motivated?	75% agree or disagree in all areas 50% staff participation
Family Survey	• How confident are you in your ability to support your child's learning at home? • How confident are you in your ability to make sure your child's school meets your child's learning needs? • How much effort does your child put into school related tasks?	75% rating of 4 or 5 100 parents completing survey

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.
Morse's BOY iReady ELA data showed 10% of our students were at or above grade level and 52% of our students were two or more years below grade level. Our EOY data showed that our students made some growth. 27% of our students were at or above grade level and 32% of our students were two or more years below grade level. The goal for the 2022-2023 school year is an increase of 20% of students meeting grade level expectations and a decrease of 20% for students two or more years below grade level

COMMITMENT 2

Our Commitment

What is one commitment we will promote for 2022-23?	We are committed to ensuring an inclusive and positive learning environment where all students feel they belong.
Why are we making this commitment? *Things to potentially take into consideration when crafting this response:* ● *How does this commitment fit into the school's vision?* ● *Why did this emerge as something to commit to?* ● *In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?* ● *What makes this the right commitment to pursue?* ● *How does this fit into other commitments and the school's long-term plans?*	It is clear that academic success does not happen in isolation; that it is connected to a healthy mind, heart, and a supportive learning environment. Learning is relational and contextual, which means that building relationships is essential to students' cognitive learning abilities and growth. We are committed to providing an environment where students feel safe, included, and cared for. This is achieved through the building of positive relationships between and among students and adults. We believe that students need to learn how to build friendships, recognize their feelings, and react and express themselves appropriately. Using a comprehensive PBIS program embedded in daily instruction and interactions helps build these relationships and teach students the vocabulary they need to identify their emotions and the strategies to manage them. Additionally, we believe celebrating progress builds a sense of belonging, inclusion, and motivation. Using the Second Step Program, teachers and students will have a common SEL language that they can use to communicate their feelings, needs and wants. This will help to create a safe and positive learning environment. Student interviews revealed that students do not always feel respected by their peers and are sometimes bullied. We are committed to ensuring that all students have a safe, respectful, and nurturing learning environment. This includes teaching students how to interact with one another, the language of emotions, and how to handle and work through challenging situations.

	Our self-reflection indicated that Morse is in the integrating stage in a welcoming and affirming environment . We are collaborating with the RPC to aid in our SEL development and Culturally Responsive programming. The RPC is also assisting the administration and staff to ensure our curriculum and assessments are appropriate for our community. Additionally, Morse monitors along with administration are working with Ramapo for Children to address protocols and strategies to address student behaviors.

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?
Monitor and increase student and teacher attendance	We will begin the school year off with our first MTSS (Multi-Tier Support System) Attendance Meeting during the first month of in-person school. MTSS consists of the MTSS Chair, School Social Worker, School Psychologists, Speech Pathologist, AIS and ENL teachers, and the Building Administrators. During this meeting we will analyze our 2021-22 attendance data, end of year iReady and Scholastic data with regard to student performance. Student data will be shared with the staff for the purpose of tracking students's daily attendance and lateness. Administration, MTSS & CET teams will meet alongside RPC staff and Ramapo for Children for additional support and/or resources, such as Attendance Matters. Our Monthly Perfect Attendance Assembly information, PBIS Initiatives and attendance expectations will be shared with families. Our	MTSS will use the Tiered Framework to guide their weekly meetings and to analyze student trends and iteratively report back to the school leader. The report will follow the progression of the framework by addressing the critical components for each tier: criteria (using actual ADA data); prevention strategy; intervention strategy; communication strategy; and SEL strategy.	Tiered Framework MTSS meeting protocols & schedule Running attendance reports monthly and sharing data with teachers/staff, who can help assist with improving student attendance. Funding for two MTSS chairs due to the size of the building. ==Funding to provide transportation/bussing for the students who live more than 1 mile away from the school.==

	first assembly will be held upon transition back into the school building as motivation and incentive. Implement new attendance strategies and protocols at the beginning of the year to monitor student attendance such as phone calls home and home visits by school staff. In collaboration with the Regional Partnership Center (RPC) staff is engaged in the analysis of attendance data for needs mapping that can inform more targeted support.		<mark>Funding to provide an early morning program for students who arrive at school 45mins.-1 hr. before school starts</mark>
Extended learning time	The Academic Enrichment portion of the ELT program relies heavily on teacher recommendation based on students' academic needs, parent request for additional support, possible IST request and AIS provider suggestions. ELT at Morse Elementary School will require working with our community-based partnerships to provide project-based, engaging activities that support learning and language building, problem-solving skills, and reinforcement of PBIS targeted characteristics.	Attendance and progress in academics during ELT will be taken, and monitored through iReady scores and regular data tracking. CBO providers will meet regularly with the administration to monitor student progress and behavior. Celebrations and student project presentations will occur at the completion of units/semesters.	CBO Partnerships for the enrichment of the ELT program Staffing for academic portion of the ELT program Funding
Execute the Second Step Program with fidelity across all grade levels throughout the school community.	Teachers will facilitate the Second Step Online program. Students will be constantly learning about the skills and concepts that can make a positive difference at their age, from growth mindset to social connectedness. This program will help students process strong emotions, make good decisions, and create	Lesson assessments/check in's daily. Each unit there is a performance task in which students will demonstrate evidence of their learning. We will conduct a mid year survey to assess progress.	Funding for the Second Step program. Staff training. Use of Mustang Tickets for the monitors to be able to reward students for their behavior.

	strong friendships while avoiding or de-escalating conflict. Monitors will incorporate the Second Step strategies into their student supervision during lunch and recess Use of Mustang Tickets for the entire staff to be able to reward students for their behavior. Staff will receive training on restorative justice practices from administration and RPC staff. All staff will utilize restorative practices throughout the building.	We will analyze behavior data & suspension rates monthly to monitor behaviors and consequences	Crisis counselor is utilized in many ways. **Two crisis counselors** would allow for a larger impact. Crisis counselor currently performs the following duties: ● monitors the Reset room ● manages students in crisis ● attendance concerns ● home visits ● assists during recess ● remediates issues among students ● helps reintegration after suspension ● assists administration in numerous other roles

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 (e.g. % agree or strongly agree)
Student Survey	• How much support do the adults in your building give you? • How much respect do your classmates show you? • In this school, how much does the behavior of other students help or hurt your learning?	Improve in all "Almost Always" and "Frequently" areas by 20%
Staff Survey	• To what extent can teachers improve their implementation of different teaching strategies? • If your students have a problem while working towards an important goal, how well can they keep working? • If your students fail to reach an important goal, how likely are they to try again? • When one of your teaching strategies fails to work for a group of students, how easily can you think of another approach to try? • How confident are you that adults at your school can have honest conversations with students about race?	Improve participation in survey by 50% Increase in all "Quite Likely" or "Extremely Likely" areas by 20%
Family Survey	• To what extent do you think that children enjoy going to your child's school? • How well do administrators at your child's school create a school environment that helps children learn? • Overall, how much respect do you think the children at your child's school have for the staff? • Overall, how much respect do you think the teachers at your child's school have for the children?	Improve participation in survey by 50% Increase in all "Quite Likely" or "Extremely Likely" areas by 20%

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.
Student Survey: Increase the number of students taking the survey to at least 5 students per class in grades 3-5 for a total of 75 student responses. All questions should increase by 20% (except the last question which should decrease by 20%). **Staff Survey:** Increase the number of staff taking the survey by 50% for a total of 27 staff members. All questions should increase in all "Quite Likely" or "Extremely Likely" or the like by 20% **Parent Survey:** Increase the number of parents taking the survey by 50% for a total of 27 family members. All questions should increase in all "Quite Likely" or "Extremely Likely" or the like by 20%   Attendance Data should increase by 10%

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	Principal Leadership Development
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	SSP to assist Principal Mitchell in monitoring the academic instruction to all students in order to improve academic success and providing an inclusive and positive learning environment where all students feel they belong. Monitoring of academic instruction will take place in the form of FILWs and data will be shared with teachers to indicate areas of strength and areas in need of improvement. Principal Mitchell will attend professional development to support her own growth and reflection as an instructional leader.

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:

Evidence-Based Intervention Strategy Identified	Communities of Practice (COP/Professional Learning Communities)
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	Morse Elementary will continue to utilize COP/CPT periods to foster opportunities for professional development, data discussions, and peer collaboration of best practices. There will be an expectation that meeting facilitators and participants adhere to the following meeting structures: set team norms; develop and share meeting agendas; take notes; develop a goal; create and design tasks to accomplish the goal; track tasks and follow up; acknowledge accomplishments. The administration and school leadership team will monitor shared folders to ensure that teacher teams adhere to meeting expectations and provide actionable feedback when required. i-Ready Data Cycle (Admin facilitated) Attendance Monitoring Team (School Counselors facilitated) PBIS Team-Positive Behavioral Intervention and Support MTSS -Multi-Tiered Support System

Clearinghouse used and corresponding rating

☐ **What Works Clearinghouse**

   ☐ Rating: Meets WWC Standards Without Reservations

☐ Rating: Meets WWC Standards With Reservations
☐ **Social Programs That Work**
    ☐ Rating: Top Tier
    ☐ Rating: Near Top Tier
☐ **Blueprints for Healthy Youth Development**
    ☐ Rating: Model Plus
    ☐ Rating: Model
    ☐ Rating: Promising

☐ School-Identified

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

Evidence-Based Intervention Strategy Identified	
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	
Link to research study that supports this as an evidence-based intervention (the study must include a description of the research 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 "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
Samantha Mitchell	Principal
Patrice Woods	Assistant Principal / Supervisor of Elem Ed
Stephanie Green	Teacher/CBR
Cheryl Haines	Teacher/PBIS
Kristen Hendrickson	Special Ed Teacher
Janet Bisti	Director of Elem Ed

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
Example: 4/6/21			*x*	*x*		
6/7/22		x			x	
6/13/22	x					
6/14/22					x	
6/22/22					x	

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

Student interview results are focused on school climate and culture. The school-wide use of Second Step and Restorative Justice Practices will assist in improving school culture long term.

Equity Self-Reflection

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

The four principles of the framework guide all decisions. Our plan focuses on improving our school culture by utilizing Second Step and restorative practices. We are committed to utilizing district approved curriculum with fidelity. As an administrative team, we are committed to providing extensive professional development for all staff.

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.