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New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

School Comprehensive Education Plan
2021-22

District	School Name	Grades Served
Wappingers Central School District	Wappingers Junior High School	7-8

Collaboratively Developed By:
The Wappingers Junior High School SCEP Development Team

And in partnership with the staff, students, and families ofWappingers Junior High 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 and Strategies

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 the 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 2021-22 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.

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 the Team

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

- Using Your SCEP to Pursue Your School's Aspirations and Values (video tutorial)
- 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

- Staying Connected with the School Community Throughout the Development of the SCEP
- Sample SCEP: Cohesive, Relevant Curriculum
- Sample SCEP: Deepening Connections
- Sample SCEP: Graduation and Success Beyond HS
- Sample SCEP: Graduation through Relationships

COMMITMENT 1

Our Commitment

What is one commitment we will promote for 2021-22?	We are committed to increasing student participation and access to learning through literacy development and helping them see literacy as a bridge to future academic and career success. We commit to support students' literacy growth to increase their access and participation in all curriculums and life outside of school.
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?*	● A good education is a great equalizer. ● If students can read well, it will help them grow in all content areas. ● Explicit vocabulary instruction of new vocabulary words was initiated in the 20-21 school year ● There is a direct correlation between understanding vocabulary and reading comprehension. Since reading comprehension is also an identified area where there is low performance, a focus on vocabulary will increase students' performance in vocabulary and comprehension. ● There is a direct correlation between writing performance and reading comprehension performance. Students who actively engage in writing about reading demonstrate stronger performance on standardized assessments.

Key Strategies and Resources

STRATEGY	METHODS	TIMELINE	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	When will the steps be implemented?	How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Planning & Explicit Instruction	*We will need planning time to organize training during SC day(s).*	*Prior to the 9/1 SC day.*	*An official schedule for implementation and support of explicit instruction will be developed.*	*Few hours to plan and organize, prior to the 9/1 SC day*
	District Directors will meet with their respective departments to confer with department heads to plan PLC time for the upcoming year, where they will create word lists of "critical" Tier 3 words for each unit. (Note: Each department already has a list of Tier 2 words.)	*Administration meeting will take place over the summer* *Teachers will meet in PLCs in September/October*	*Administrative meetings over the summer will set instructional strategy priority for district led meetings. A schedule of PLC meetings throughout the year will allow for ongoing analysis and implementation supports.*	*Building administrators and Directors will meet to discuss this initiative.* *Professional development will be provided to staff on PLCs by DCBOCES throughout the school year.* *A set schedule of PLC meetings for departments will be created.*
	District Directors will then confer with department heads and craft a specific timeline for the implementation of the digital	*September*	*A timeline will be shared with the department.*	

	notebooks on a departmental level. Each class should be explicitly teaching 2 words per week, for 30 weeks (total of 60 words per 40-week course).			
	● *During PLC time, each department will create a shared document with Tier 2 and 3 words, parts of speech, synonyms, and definitions, per unit.* ● *There will be one master Google Sheet, with a tab for each content area. TCs will have access to edit the document with lists of their vocabulary words.*	*Ongoing*	*The completion of each department's shared document will serve as evidence of this.*	*This document will have to be created. Then all staff will have access to each other's words. We can use it to search for duplicates, etc.*
	Teachers will use Anita Archer's explicit instruction where they will show the word and the definition. Teachers will also show and discuss a scenario where the word is used.	Ongoing	*The sharing of student work in PLCs will serve as evidence of this strategy.* *Teacher and/or admin collegial classroom visits*	Teachers should have slides created, similar to those in Archer's instructional materials. There will be a PD session to review what explicit instruction is.
Digital (or Analog) Notebook	Teachers will use the digital notebook or paper notebook/packet with students, on a regular basis (frequency will be determined in PLCs). There will be one notebook per subject.	Ongoing	Teacher feedback on utilization and satisfaction with updated documents.	We will need to modify the existing digital notebook so that it can be used for one subject. We will need to create a page that can be printed as a hard copy, for those students who choose this option.

				(Then the notebook should be shared in the WJHS Google Classroom as view only, and staff can make copies to share with their students.)
	Independently, students will practice using the new words with one Frayer model graphic organizer, per word.	Ongoing	Student Vocabulary Notebook Checks.	
Assessment	After completing a few vocabulary lessons, teachers should monitor progress with review vocabulary games, exit tickets, station work, etc. (teacher's choice). This data should be brought to PLCs and shared.	Ongoing	The results of the formative assessment will help teachers gauge student understanding.	Go over this data during PLCs.
	If a department has a summative assessment for the end of a unit, teachers will give the assessment (which should have vocabulary words embedded in it). If a department does not have a summative assessment for the end of a unit, teachers will use their PLC time to create a unit assessment, which will include vocabulary words.		Data analyzed during PLC meetings	Training is needed for teachers to understand *discourse* and not simple recall with multiple-choice questions.

	IReady data will be used as a measure of progress - the Fall administration will be our baseline, and we will look for growth in the winter and spring assessments. There will be a goal of 5% improvement on the baseline in Winter and 10% improvement in the Spring.	Ongoing	Fall versus Spring iReady assessment.	Training for IReady for all teachers. Non ELA/Math teachers will receive initial PD on iready ELA and Math teachers will receive PD on how to use instructional grouping and data reports to inform instruction.
Word Walls	By the end of September, all classrooms should have a Tier 3 word wall in their classrooms.	Ongoing throughout the year	The results of the formative assessment will help teachers gauge student understanding.	Expectations regarding the implementation of classroom Word Walls will be provided to the staff in September.
	There will be a common bulletin board in the building, where Tier 2 words will be displayed.	Ongoing	The results of the formative assessment will help teachers gauge student understanding.	

End-of-the-Year Desired Outcomes

School 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	Student work is displayed in my classroom. My teachers explain material in a different way when I do not understand.	≥ 65% agree + strongly agree ≥ 70% agree + strongly agree

Staff Survey	Students are provided with the necessary learning materials.	≥ 71% agree + strongly agree
	I'm given the instructional support I need to teach my students.	≥ 93% agree + strongly agree
	Student progress is monitored with formative evaluations.	≥ 95% agree + strongly agree
	The professional development sessions I attend help me better meet my student's learning needs.	≥ 82% agree + strongly agree
Family Survey	I am satisfied with the quality of my child's reading instruction.	≥ 87% agree + strongly agree

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 2021-22 school year.
- Grade 7 vocabulary proficiency on EOY I-Ready Vocabulary proficiency at or above grade level will increase from 52% to 58%   - Grade 8 vocabulary proficiency on EOY I-REady Vocabulary proficiency at or above grade level will increase from 56% to 62%   - Black or African American proficiency on EOY I-Ready overall proficiency at or above grade level will increase from 42% to 48%   - Economically Disadvantaged proficiency on EOY overall I-Ready at or above grade level will increase from 9% to 15%   - Special Education overall I-Ready proficiency at or above grade level will increase from 10% to 16%

COMMITMENT 2

Our Commitment

What is one commitment we will promote for 2021-22?	We commit to increase engagement, accessibility, and make the classes more relatable to all students so that they can reach their full potential.
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?*	- Greater participation across all student groups - Greater participation will lead to increased student involvement in the school community and their education - We want every child to see themselves reflected in teachers, leaders, curriculum, and learning materials. - This commitment will allow every child to have the opportunity and authority to drive and shape their own learning. - This is in line with the vision statement of the school - At Wappingers Junior High School, we envision a school where all students have the opportunity to achieve their full potential in an academic environment through creativity, flexibility and accountability while being encouraged and supported by educators, administrators, parents, and the community.

Key Strategies and Resources

STRATEGY	METHODS	TIMELINE	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	When will the steps be implemented?	How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Extend opportunities for students to engage with each other and with staff, particularly at the beginning of the year.	Team Field Days. Team building exercises and fun done at the school. Teachers will do attendance and then take their students outside for the core periods.	By the end of the first five days of school.

Planning for the Team Field days will happen in August. | This will allow for students to feel like the teachers are getting to know and learn about them.

Survey data will reflect that students feel more accepted in the school environment. | Team building activity ideas (Ex: trust fall, human knot, passing a hula hoop around a circle.)… we need to see where we are with COVID and generate ideas as things evolve. |
| | Pep Rally that will showcase student extra curricular opportunities. | By the end of the first month of school. | To generate a sense of community in the school building and make students feel welcome back into the school enviornment. Survey data will reflect that students feel more accepted in the school environment. | Planning necessary |

	Continue Pep Rallies throughout the school year on the half days as schedule permits	Scheduled in August so it is set and can be planned around	To generate a sense of community in the school building and celebrate student accomplishments. Survey data will reflect that students feel more accepted in the school environment.	
	Explore field trip ideas per team that will increase a sense of community and engagement in learning.	Beginning the second half of the year	Survey data will reflect that students feel more accepted in the school environment.	Money for Charter Buses, Grants for Admission/Food Money
Utilize a 2hr delay schedule for i-Ready ELA and Math testing to increase accessibility.	Schedule for Fall i-Ready diagnostic. 1 day for ELA and 1 day for Math. 2hr delay schedule set up like proctoring so everyone knows their testing rooms (including ICT/504 rooms) for ALL tests (including state).	Finalized by the end of August	Equity and Access to testing for all students so that the participation rate increases. This way we will have an opportunity to get a better sense of how our subgroups are really performing and come up with better informed next steps for them. 95% Participation rate in i-Ready diagnostic testing for each testing session.	1-1 Chromebooks, Testing Schedule, Timely notification to parents.
	Schedule for Winter i-Ready diagnostics. 1 day for ELA and 1 day for Math. 2hr delay schedule set up like proctoring so everyone knows their testing rooms (including ICT/504 rooms) for ALL tests (including state).	Finalized by the by the end of October		
	Schedule for Spring i-Ready diagnostics. 1 day for ELA and 1 day for Math. 2hr delay schedule set up like proctoring so everyone knows their testing rooms	Finalized by the end of February		

	(including ICT/504 rooms) for ALL tests (including state).			
	Provide staff any needed training on how to interpret and/or utilize i-Ready data	Following Fall i-Ready assessment	Department and PLC meetings will discuss the utilization of data. Teacher lesson planning will be disaggregated by need.	Training for all departments on how best to utilize Math and ELA i-Ready data
	The building will be provided PLC training in the fall in order to maximize PLC time.	During September	Teacher survey data	PLC training from BOCES
Implement Student Voice and Choice in all subject areas/school wide?	Choice board assignments created across all content areas. PLC time will be used to create.	Implemented at least 3 times per year.	Survey data will reflect that students feel more involved and accepted in the school environment.	PD time during SC days at the beginning of year focused on student voice and choice.
	Explore PBL within departments at the 7th grade level with possible expansion into 8th grade the following year. PLC time would be used to create.	Begin working within departments on creating a project with the hopes of implementing 3rd quarter.	Survey data will reflect that students feel more involved and accepted in the school environment.	PD (in house) offered to individuals identified to implement PBL
	Explore creating rubrics for each content area to encourage self-reported grading. PLC time would be used to create. If rubrics are created there will also be a conversation regarding student **Self-reported Grades**	By the end of April (PLC focus for March)	Survey data will reflect that students feel more involved and accepted in the school environment.	PD from BOCES rubric creation.
	Create student surveys to gauge student responses to choice and community.	Created by end of September		Need a survey team (Math/STEM SCEP & other

			volunteers) to create surveys.
	Give survey to students to gauge student responses to choice and community	Implement at least 3 times throughout the school year (beginning, middle, and end)	Survey data will reflect that students feel more involved and accepted in the school environment.	1:1 Chromebooks to give surveys

End-of-the-Year Desired Outcomes

School 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	● "My classes are interesting" ● "I am asked to share my ideas about how to make my school better"	● 73% agree or strongly agree ● 56% agree or strongly agree
Staff Survey	● "Students treat staff members with respect" ● "The variety of activities and courses offered in my school keeps students engaged in learning."	● 80% agree or strongly agree ● 90% agree or strongly agree
Family Survey	● "My child is interested in what he or she is learning in school" ● "Teachers allow my child to demonstrate his or her skills in a number of ways"	● 80% agree or strongly agree ● 80% agree or strongly agree

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 2021-22 school year.
● i-Ready participation at least 95% for all subgroups ● Student responses in the student interviews at the end of the 22 school year will indicate that there has been a shift in the amount of choice that teachers give students when it comes to the material that they learn about.

COMMITMENT 3

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

Our Commitment

What is one commitment we will promote for 2021-22?	We commit to creating a community where students and staff feel connected, confident, safe, and successful with a true sense of belonging.
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?*	● Commit to developing professional development focusing on self reflection and improvement on relationships with students. PD on strategies. ● Each one of our students feels a connection to staff in the building. ● -(WHY) Students attach a high value on staff connections but they do not necessarily feel that connection. Many students feel that there is a direct correlation between a positive staff/student connection and academic success….(HS graduation) ● Students state clearly in the interviews that teacher attitudes, level of patience and engagement directly influence success. ● It builds on the concept that connection/relationships are the foundation on which to build confidence, motivation, safety and other basic needs that allow individuals to move forward in education. ● Once students' needs are met, they are better equipped to have long term academic success and an increased graduation rate.

Key Strategies and Resources

STRATEGY	METHODS	TIMELINE	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	When will the steps be implemented?	How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Expanding Cultural Awareness in the Building	Develop an ED Camp for a SCD. **Theme:** Cultural Awareness. Positive Interactions Effective Communication	SCD's in November, and/or March	Exit Survey at conclusion of SCD	$ for Presenter/Supplies finding a Presenter
	Small group discussions in PLC Groups during faculty meetings and/or PLC Meeting Time. Discussion based on a specific theme from the CRC Calendar for each month. (ie: Staff meeting - teacher reflection (10 minutes) what strategy did you try. What is your focus for the next attempt?)	September - May	Monthly Faculty Result Survey (Google Survey-Exit Ticket)	
	CRC creates a calendar for 21/22 school year listing monthly cultural focus (ie: Black History Month, Hispanic Heritage Month, Pride Month)	Create June-August Presented in September	Monthly Faculty Result Survey (Google Survey-Exit Ticket)	
	Expand Library selections based on audit of current book selections	September-May	Conduct Diversity Title Audit	$ to purchase new books

			Circulation Report on Diversity Titles	
	Cultural Awareness Week each month-(i.e. Bulletin Board, PA announcements, Social Media (Twitter) posts)	October-June	Monthly Faculty Result Survey (Google Survey-Exit Ticket) Student conducted faculty survey	
	Teachers will be given access to the Culturally Responsive Teaching Resources google classroom. (Google Classroom Code for Culturally Responsive Committee) To be used as a resource for teachers on tips and advice.	September-June		
	Student Assembly on inclusivity at WJ for ALL students - Goal to have prior to March SCD	February-March	Exit Survey after Assembly	$ for assembly presenter/media
	Conduct Culturally Responsive self-reflection survey for staff and students (2 times/year)	September and June	Survey Results	
	Outreach to 6th grade families regarding participating in PTA, CRC, and/or other initiatives/clubs	May-June 2022	Monitor increase/decrease in new members	
	Share end of year data. Celebrate successes	June		
Increase Attendance Rates for the Identified Subgroups (SE, ED, A/A, Hisp, ELL) and All students	Building leadership will meet with PPS staff and outline a system for pulling and reviewing disaggregated attendance data weekly. The identification system will include threshold markers, family outreach, and the development of an action plan with the family, student, building leader, PPS staff, and grade level team. Thresholds will be at 3	September-June	SubGroup Attendance Data staying below established thresholds at each monitoring point	

absences (7 weeks), 6 absences (14 weeks), 9 absences (21 weeks), 12 absences (28 weeks),and 15 absences (35 weeks). At each marker the action plan will be reviewed and updated as needed.			
PPS staff will meet to identify a list of attendance incentives and interventions that can be utilized when developing individual/group action plans. (https://www.attendanceworks.org/chronic-absence/addressing-chronic-absence/3-tiers-of-intervention/)	September-June	SubGroup Attendance Data staying below established thresholds at each monitoring point	
Building leadership will schedule **weekly** meetings with PPS staff for review of attendance data. Building leadership and/or PPS staff will facilitate parent/guardian contact,development and implementation of improvement plan(s) with the parent/family, student, and grade level team.	Weekly September- June beginning September 15, 2021	SubGroup Attendance Data staying below established thresholds at each monitoring point	
Building leadership and/or PPS staff will share disaggregated data with the Cultural Responsiveness Committee the **first week of every month** outlining student attendance for the previous month.	First week of October through June	SubGroup Attendance Data staying below established thresholds at each monitoring point	
Last day of each month award recognition for students attaining 100% attendance and 95% or better.	End of month beginning in September	Perfect and Excellent Attendance rates staying consistent at conclusion of each month	$ for awards

	PPS staff will progress monitor improvement plan and determine if the appropriate intervention has been selected and/or implemented with fidelity	Monthly starting first weekly meeting in October	SubGroup Attendance Data staying below established thresholds at each monitoring point	
Focus on a proactive approach to address students' social and emotional needs in the classroom and school community.	Mental Health Awareness Month Program (PA announcements, bulletin board, Friday PE program, Mindfulness Minute, Mindfulness in Classroom Resource Page)	May	Student Survey-End of year	
	Counseling Groups (ie: Anxiety, Adjustment, Socialization, Study Skills, Remote Student Re-Entry)	October-June	Entry and Exit Survey to group participants	
	Returning Remote Student Check-in	September-October	Student school attendance	
	At-Risk Behavior Assembly(ies) (ie: Suicide, Drug Use, Self-Harm, Eating Disorders)	September-June	After Assembly Survey	$ for presenter(s), media expense
	Weekly Teacher Greeting Method-40 ways to greet students entering classes (compiled from teacher submitted methods)	weekly, mid-September to June	Student Survey-End of year	

End-of-the-Year Desired Outcomes

School 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	• I am treated fairly regardless of my race, culture, religion, sexual orientation,gender, gender identity, or special needs • My School is safe • Is there a teacher, counselor, or other staff member at the school who I can talk to about my problem(s)	90% strongly agree/agree 85% strongly agree/agree 85% strongly agree/agree
Staff Survey	• Students are treated fairly regardless of his/her/their race, culture, religion, sexual orientation,gender, gender identity, or special needs • My School is safe	90% strongly agree/agree 95% strongly agree/agree
Family Survey	• My child is treated fairly regardless of his/her/their race, culture, religion, sexual orientation,gender, gender identity, or special needs • My Child's school is safe	90% strongly agree/agree 85% strongly agree/agree

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 2021-22 school year.
Add the following questions to the surveys: • Student Survey: I feel connected to at least one adult in my school building • Parent Survey: My child feels connected to at least one adult in the school building • Staff Survey: I build genuine connections to all of my students • Staff Survey: I seek out genuine connections to my at-risk students Attendance Data: • Subgroup - 2019-20 Absent rate - 2021-22Goal • All - 15.9% - 12% • Hispanic - 17.3% - 13% • ELL - 44.4% - 25%

- Black - 22.5% - 18%
- SWD - 19.7% - 15%
- ED - 21.6% - 17%

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	A PLC is an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. The PLC's will first serve as a mechanism to develop a unified understanding of the work and the development of needed tools/resources. Once teams have been formally trained in PLCs they will analyse classroom data to determine any needed changes in instructional practice.

☐ Clearinghouse-Identified

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

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

Clearinghouse used and corresponding rating

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

X 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	**Explicit Vocabulary Instruction/Explicit Instruction**

We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	Explicit instruction is a way to teach in a direct, structured way. When teachers use explicit instruction, they make lessons crystal clear. They show kids how to start and succeed on a task. They also give kids plenty of feedback and chances to practice. This will directly support vocabulary acquisition. Words and their meanings are the building blocks of literacy development. They're the key to children's comprehension of stones and information books. Children who acquire a substantial vocabulary are often able to think more deeply, express themselves better, and actually learn new things more quickly
Link to research study that supports this as an evidence-based intervention (the study must include a description of the research methodology	http://isdcanyons.weebly.com/uploads/9/5/6/3/9563459/explict_vocab_handouts.pdf https://dataworks-ed.com/blog/2018/07/edi-hatties-visible-learning/

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
Michael Anderson	Assistant Principal
Christine Attlesey	Art Teacher
Heather Cameron	English Teacher
Michelle Cardwell	Assistant Superintendent
Amanda Conklin	Math Teacher
Yesenia Garcia Barca	Social Worker
Beth Green	Librarian
Jen Hansen	Science Teacher
Christine Lowery	Guidance Counselor
Ian McCartney	English Teacher
Celestine Milanese	Math Teacher
Adam Panzer	Director

Elena Peratikos	Guidance Counselor
Alandra Price	Math Teacher
Marie Reyes-Rose	Parent
Donise Robinson	Supervisor
Jenny Schinella	Director of Educational Resources - Dutchess BOCES
Patrice Stabile	Math Teacher
Mellisa Thomas	Assistant Principal
Terrence Thompson	Principal
Ken Tornatore	History Teacher
Jessica Turner	Director
Christine Urio	English Teacher
Cassie Washington	Parent

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

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	Completing the" Leveraging Resources" document
5/26						
6/1		X				
6/8		X	X			
6/9-6/10	X					
6/22			X	X		
6/23				X	X	
6/24					X	
7/7						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 responses about connectedness indicated an inconsistent connection to teachers
- students indicated their performance in class is related to the connection to the teacher (ie: good connection=good performance/poor connection=poor performance)
- students feel under represented in the curriculum
- The question about student choice drove our decision to incorporate student choice boards into the team's plan.

Equity Self-Reflection

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

- The building has more work to do to move from Beginning levels to Sustaining levels in all categories
- Although staff sited efforts to enfuse current events and a more culturally diverse curriculum, many of the students indicated they do not see themselves in the curriculum nor did they indicate they have the opportunity to discuss current events
- While curriculum needs were discussed as a priority, the team agreed that this was district level work and should be included in those plans

Submission Assurances, Instructions and Next Steps

Submission Assurances

Directions: Place an "X" in the box next to each item prior to submission.

1. ⚹The SCEP has been developed in consultation with parents, school staff, and others in accordance with the NYSED Requirements for Meaningful Stakeholder Participation to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plan before it is approved.

2. ⚹The SCEP will be implemented no later than the beginning of the first day of regular student attendance.

3. ⚹Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.

Submission Instructions

CSI Schools: When your plan is ready for review, please share the plan with your NYSED liaison. Plans should be shared before July 30, 2021.

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 2021-22 school year.

Next Steps

1. In addition to having their plan approved by NYSED, CSI Schools will need to make sure that their plan has been approved by the Superintendent and the Board of Education (in New York City, the Chancellor or the Chancellor's designee) before the first day of the 2021-22 school year.

2. The approved CSI and TSI plans will need to be posted on the District's website.

3. Both CSI and TSI schools will need to complete the ***Leveraging Resources to Support the SCEP*** document and provide the document to their District. This document will be incorporated into the District's DCIP Planning Document, which will inform the 2021-22 DCIP.

4. Schools should plan to begin implementing their plan by the first day of the 2021-22 school year. Schools should continually monitor their implementation and make adjustments to their plans when appropriate.