



School Comprehensive Education Plan 2023-24

District	School Name	Grades Served
Elmira City School District	Ernie Davis Academy	7-8

Collaboratively Developed By:

The Ernie Davis Academy SCEP Development Team

- Colin Werfelman, Principal
- Joe Brucie, Assistant Principal
- Julie Coon, Assistant Principal
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- Jen Mathews, Assistant Principal
- Christy Kennedy, ELA 8 Teacher
- Heather Sackett, Special Education 7 Teacher
- Allison Harper, Technology Teacher Assistant
- Ryan Shea, Teacher Assistant
- Dan Coolbaugh, Social Studies 8 Teacher
- Bryan Hilton, Data Curriculum Coordinator
- Wendy Liguori, School Social Worker
- Nicole Parsons, ELA 7 Teacher
- Keysha Ross, Parent
- Michelle Augustine, Parent

And in partnership with the staff, students, and families of Ernie Davis Academy

Guidance for Teams

Template

Any part of the plan can be collapsed or expanded by clicking on the triangle next to the blue headings. You can also move through the sections of the plan by accessing the Navigation Pane in Microsoft Word.

Commitments

Prior to working on this document, school teams should be sure to complete the following activities:

- **Envision:** Explore its vision, values, and aspirations
- **Analyze:** Review and analyze internal and external data, including survey data, and reflect on systems and structures
- **Listen:** Conducting student interviews

Following those activities, school teams should complete the SCEP Planning Document to make connections between the activities above and consider potential next steps to prioritize in the upcoming year as the team considers **“What should we prioritize to support our students and work toward the school we wish to be?”**

The team should identify 2 to 4 Commitments for the 2023-24 school year. For each Commitment, the team will identify strategies that will advance these Commitments and benchmarks to determine if the school is on track with its implementation. **School teams will need to ensure that at least one commitment is aligned to teaching and learning.**

Success Criteria and Benchmark Targets

After school teams identify their Commitments, they should consider success criteria and benchmarks that will help them determine if they are making sufficient progress toward their Commitment throughout the year. Each Commitment will have at least one end-of-the-year goal, a mid-year benchmark, strategies that will allow the school to reach those goals and benchmarks, early progress milestones, and spring survey targets.

The plan template is designed with the intention the school teams will return to their plan throughout the year and make updates when necessary. As part of the Success Criteria for each Commitment, there is a section for the team to update during the year and input the data they ended up seeing next to the target they originally identified. Teams should keep this section blank when writing the plan and anticipate bringing the team back together throughout the upcoming year to gauge the success of the plan.

Strategies

In conjunction with identifying benchmarks, teams should consider strategies that will allow the school to reach these benchmarks and advance that commitment.

Resources for Team

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

- [Assembling Your Improvement Planning Team](#)
- [Envision: Exploring Our Vision, Values and Aspirations](#)
- [Analyze: Internal and External Data](#)
- [Analyze: Survey Data](#)
- [Analyze: Tenet 1 Systems and Structures Inventory](#)

Guidance for Teams

- [Listen: Interviewing Students](#)
- [Putting it all Together: SCEP Planning Document](#)
- SCEP Sample: [Cohesive, Relevant Curriculum](#)
- SCEP Sample: [Deepening Connections](#)
- SCEP Sample: [Graduation Through Relationships](#)
- SCEP Sample: [Graduation and Success Beyond HS](#)

COMMITMENT I

Our Commitment

<p>What is one Commitment we will promote for 2023-24?</p>	<p>We commit to strengthening our student-centered learning environment to be more welcoming, affirming, cohesive, and consistent.</p>
<p>Why are we making this Commitment?</p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this Commitment fit into what we envision for the school?</i> • <i>How does this Commitment relate to what we heard when listening to others?</i> • <i>How does this Commitment connect to what we observed through analysis?</i> 	<p>We believe that every child should be engaged in meaningful learning that is relevant to them. These learning experiences should be flexible enough to affirm and incorporate student interests, backgrounds, and needs. They should also include curriculum goals that are consistent across classrooms and connected throughout grade levels. This intentional planning for a welcoming and consistent environment creates stable expectations and goals for students, staff, family, and other stakeholders.</p> <p>According to interviews and surveys, the vast majority of our students see themselves as kind and accepting. Teachers shared that they’ve worked to integrate and cultivate a classroom environment of affirmation and acceptance.</p> <p>Even as they feel more welcomed, included, and accepted in our school, some students are also telling us that they would like to feel more connected to the school. In the Spring Survey, 35.8% of students responded “Disagree” or “Strongly Disagree” to the following statement: “I feel connected to my school.” Exploring this data point further, we asked students to expand on this idea through our student interview groups. Recurring themes from students were desires for more clubs and activities, added time for recess, and opportunities for incentives and fun.</p> <p>When we completed our analysis of data, we noticed that discipline data had changed significantly in the area of Superintendent Hearings, with the number of hearings cut in half this year from 120 to 57. We saw less extreme behavior and less students that repeated undesired behaviors, which we felt is connected to our dedication to make expectations clear. The clear expectations made students feel safer and more supported and led to less extreme and repeated behaviors. However, there’s still work to do. We saw the same number of overall behavior referrals, just over 2700, and the previous school year. We also so the same overall number of referrals for skipping class, around 900. The work we now have to do centers on getting kids into class and keeping them there.</p> <p>Consistency was also a focus of our survey and interview responses. Students responded “disagree” or “strongly disagree” at a 27.9% rate to the statement “teachers and staff have the same expectations for all students.” Staff and students also shared with us in interviews and through the analysis process that more teamwork between teachers is an area of need.</p> <p>For our long-term building plans, we aim to create and steward a Middle School at Ernie Davis Academy that is fun, exciting, rigorous, and proud of itself, its students, its faculty, and its families. That goal begins with an environment in which students can feel safe and thrive. We have major strides towards improvement our environment by working smarter together, but we plan to take the next steps to create an even more cohesive environment for our students this year.</p>

Progress Targets

By the end of the year, we will look to the see the following occur:

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing <i>(complete at the end of the year)</i>
End-Of-The-Year Goals	Student Attendance	Increased attendance Rates from 85% last year to 86.5% this coming year.	
	Student Achievement	More Passing Grades – 200 students qualified for Summer School last year based on course failures. We hope to see 175 qualify next year. We believe this correlates to our common assessments strategy, which will create more curricular consistency between classrooms.	
	Student Engagement	We hope to see higher levels of student engagement during classroom lessons as evidenced by walkthrough data. Last year, 81% of classroom walkthroughs qualified as “Ritual Compliance” or “Strategic Compliance.” Only 15% qualified as the highest level, “Engagement.” We hope for 25% of our classroom walkthroughs to qualify in the highest category. We believe this correlates to our common assessments strategy, which will create more curricular consistency between classrooms.	
	Express Club Membership	More students earning 44 Davis Dollars. We had 31 students earn membership last year. We hope to increase this number to 50 students this year. We believe this correlates to our strategy to publicize Davis Dollars earned and track them throughout the year.	
	Discipline Referrals	Less discipline referrals. Last year, we assigned 2700 discipline referrals. We hope to see 2400 this year. We believe this correlates to our strategies to schedule students in Learning Lab based on need, by implementing a new SEL plan that is more organic and tied to classrooms.	

Commitment 1

We believe these Spring survey responses will give us helpful feedback about our progress with this Commitment:

	Survey Question(s) or Statement(s)	Desired response (e.g., % agree or strongly agree)	What we ended up seeing (complete once Spring survey results are available)
Student Survey	Teachers and staff have the same expectations for all students. 46.5% Currently Agree or Strongly Agree.	56.5%	
	I feel connected to my school. 34.3% Currently Agree or Strongly Agree.	44.3%	
	I'm active in my school and community (clubs, sports, etc.) 62.1% Currently Agree or Strongly Agree.	72.1%	
Staff Survey	I make myself available as a "go-to" person that students can come to with problems or concerns. 100% Currently Agree or Strongly Agree.	100%	
	I reach out to families regularly about student academics and social emotional wellbeing. 89.8% Currently Agree or Strongly Agree.	99.8%	
Family Survey	My student has "go-to" adults for discussing problems and/or concerns. 88.9% Currently Agree or Strongly Agree.	99.9%	
	I regularly check Schoology and SchoolTool to check on my child's progress. 88.8% Currently Agree or Strongly Agree.	98.8%	
	I regularly check in with my child's teacher or counselor about their academic progress and social and emotional wellbeing. 77.8% Currently Agree or Strongly Agree.	87.8%	

We believe achieving the following Mid-Year Benchmark(s) will give us good insight into our ability to reach our year-end goal:

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing (complete when reviewing mid-year data)
Mid-Year Benchmark(s)	Attendance	Increased attendance rates – above 85%.	
	Student Achievement	More passing grades – Less than 200 projected Summer School enrollees.	
	Engagement	Higher engagement – More than 15% of walkthroughs qualifying as "Engagement."	
	Express Club Membership	At least 25 members	
	Discipline Referrals	Less Discipline Referrals – Less than 1350.	

Commitment 1

We believe we will be on track to meet our Mid-Year Benchmark(s) if six to ten weeks into the school year, we are able to reach the following Early Progress Milestones:

Early Progress Milestones	What data will we be reviewing?	What do we hope to see when we review that data? (<i>Identify Quantitative Data or Qualitative Descriptors in this space</i>)	What we ended up seeing (<i>complete six to ten weeks into the school year</i>)
Student Data	<ul style="list-style-type: none"> Attendance Discipline Referrals Student Achievement 	<ul style="list-style-type: none"> Increased Attendance Less Discipline Referrals More Passing Grades 	
Adult/Schoolwide Behaviors and Practices	<ul style="list-style-type: none"> Common Assessments Treatment Agreements Davis Dollar Data 	<ul style="list-style-type: none"> Common Data in PLCs Consistent classroom Behaviors Increased number of Express Club members 	
Student Behaviors and Practices	<ul style="list-style-type: none"> Student Engagement Express Club Membership Intentional scheduling of Learning Lab 	<ul style="list-style-type: none"> Less students out of their classrooms/more investment in class by students More students inducted to the Express Club Less students asking to leave their Learning Lab 	

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Commitment?	What does this strategy entail? What will implementation look like in our school?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Common Assessments	<p>PLCs will utilize their Power Standards and common final exams from last school year to create common formative assessments. The goals of these common formative assessments are to gauge where are students are excelling and struggling across the building, create common data points to adjust instruction, and create the cohesive and consistent learning environment. Common formative assessments allow us to guarantee a comprehensive, viable curriculum that is learned by students regardless of the teacher with whom they are placed. Teachers will use their expertise</p>	<p>Scheduled PLC Meeting times at least monthly</p> <p>Spaces/Classrooms for teachers to meet</p> <p>Structure/Agenda for each PLC</p> <p>Administration and/or DCC presence/support at each PLC meeting</p>

Commitment 1

	<p>and experience to make sure all students have the skills they know are essential.</p> <p>Computer-Based Assessment Tool AMP will be utilized for the common formative assessments.</p> <p>PLCs will use their PLC time to reflect on the data from common formative assessments and consider the implications for instruction.</p>	
Purposeful scheduling of Learning Lab	<p>By October 1, Teams will identify students to shuffle learning lab rosters to meet student needs accordingly and strengthen/harness relationships and connections. Learning Lab teachers will revisit the rosters in December and/or January as well.</p>	<p>A digital structure, documentation format, and protocol for making Learning Lab roster changes.</p>
Social and Emotional Learning Plan	<p>On conference day in September, teachers will “draft” students into SEL class rosters. Each teacher will be responsible for 8-15 students. Once per marking period, we will replace a class period with SEL time, where the day’s lesson will relate to a monthly focus trait from the “Be Like Ernie” list of focus traits.</p>	<p>A digital structure, documentation format, and protocol for the “draft” of students</p> <p>Planned lessons and activities for each Marking Period’s focus trait lesson</p> <p>Time and space to train staff and allow them to be comfortable teaching the material</p>
PBIS Recognitions	<p>We will publicly track the earning of Davis Dollars using our display TVs. Students following expectations will be rewarded through our PBIS recognitions, including our Express Club, monthly awards, and weekly drawing of submitted Davis Dollars.</p>	<p>Student team to count and track Davis Dollars with staff</p>

COMMITMENT 2

Our Commitment

<p>What is one Commitment we will promote for 2023-24?</p>	<p>We commit to strengthening, growing, and fostering opportunities for student agency, belonging, ownership, and voice.</p>
<p>Why are we making this Commitment?</p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this Commitment fit into what we envision for the school?</i> • <i>How does this Commitment relate to what we heard when listening to others?</i> • <i>How does this Commitment connect to what we observed through analysis?</i> 	<p>We believe that middle school students function at their best when they're given voice and choice. They are, developmentally, at a point in their life when they hunger for more independence and control. We believe that including students in the creation of school culture, activities, and instructional approaches will make the school experience and learning more meaningful and valuable to them.</p> <p>When we listened to students, staff, and families, we heard students clamoring for more clubs, extracurricular activities, events, incentives, and expressions of self. Our student survey from the Spring shows that 43.7% of students responded "Disagree" or "Strongly Disagree" to the statement "I feel like I belong here, like I'm part of the school." We also had 37.8% of students respond "Disagree" or "Strongly Disagree" to the statement "I'm active in my school and community (clubs, sports, etc.)." This demonstrates that we have a number of students still in search of that additional connection.</p> <p>Students echoed the sentiment that they longed for more connection to school in the Student interviews. We completed the interviews through three different mediums: our Council of Champions meetings, in Learning Lab in small groups, and one on one interviews. Several students stated they wished there were more activities, clubs, and events. Most students also reported through surveys that they are included in the creation of school and classroom expectations. Teachers have included their students in the process of creating expectations for their classroom. Teachers also shared that this involvement in expectation creation should be revisited later in the year and that more student input would create more buy-in.</p> <p>When we completed our Tenet I Analysis, we also saw successes with our Student Input Group, The Council of Champions. This group was a true cross section of the student population at EDA, and we asked them for input in monthly meetings. They aided their classmates in responding to hurtful language, planning end of year activities, and providing input for incentives. We plan to take the next step with the Council of Champions, further strengthening their reach and impact.</p> <p>Ensuring that students feel they have a voice in our school community should build on and contribute to creating the welcoming, affirming, and cohesive environment described in commitment 1.</p>

Progress Targets

By the end of the year, we will look to the see the following occur:

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing <i>(complete at the end of the year)</i>
End-Of-The-Year Goals	Attendance	Increased attendance Rates from 85% last year to 86.5% this coming year. We believe this correlates with clubs, activities, and incentives, as students who have something to look forward to and feel like they belong are more likely to be in school.	
	Extracurricular Activity Enrollment	More participation by students in clubs, organizations, and groups. We believe this will directly correlate with our strategy of more offerings and opportunities. Last year, we added the News Club, and saw 20 more students engaged in extracurricular activities. Our hope is that adding the Robotics Team and the Gaming Club can draw in an additional 30 students.	
	Council of Champions Membership	Increased membership activity. Last year, we asked the Council to give us input about how to make EDA more like we strive for it to be, we asked them to participate in problem-solving discussions about hurtful language, and we asked them to induct new members. This year, we aim to expand their reach into a student mentor group to help students who may need crisis intervention. We also plan to expand them into a group that presents/speaks to students during assemblies.	
	Discipline Referrals	Less discipline referrals. Last year, we assigned 2700 discipline referrals. We hope to see 2400 this year. We believe this correlates to our strategy to create more fun incentives, events, clubs, and organizations that will give students the incentive to do the right thing in school. We also believe this ties into treatment agreements, as students will have input into expectations.	

Commitment 2

We believe these Spring survey responses will give us helpful feedback about our progress with this Commitment:

	Survey Question(s) or Statement(s)	Desired response (e.g., % agree or strongly agree)	What we ended up seeing (complete once Spring survey results are available)
Student Survey	I'm included in creating class and/or school expectations. 67.8% Currently Agree or Strongly Agree.	77.8%	
	I'm active in my school and community (clubs, sports, etc.) 62.1% Currently Agree or Strongly Agree.	72.1%	
Staff Survey	I work toward creating an environment that establishes mutually agreed upon norms, including students in the process. 98.3% Currently Agree or Strongly Agree.	100%	
Family Survey	I get my student involved in community programs and extracurricular activities. 88.9% Currently Agree or Strongly Agree.	98.9%	

We believe achieving the following Mid-Year Benchmark(s) will give us good insight into our ability to reach our year-end goal:

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing (complete when reviewing mid-year data)
Mid-Year Benchmark(s)	Attendance	Increased attendance rates – above 85%.	
	Extracurricular Activity Enrollment	More participation – an additional 15 students enrolled in activities.	
	Council of Champions Membership	Increased membership activity – the council members speak during at least one assembly.	
	Discipline Referrals	Less Discipline Referrals – Less than 1350.	

Commitment 2

We believe we will be on track to meet our Mid-Year Benchmark(s) if six to ten weeks into the school year, we are able to reach the following Early Progress Milestones:

Early Progress Milestones	What data will we be reviewing?	What do we hope to see when we review that data? <i>(Identify Quantitative Data or Qualitative Descriptors in this space)</i>	What we ended up seeing <i>(complete six to ten weeks into the school year)</i>
Student Data	<ul style="list-style-type: none"> Attendance Discipline Referrals 	<ul style="list-style-type: none"> Increased Attendance Less Discipline Referrals 	
Adult/Schoolwide Behaviors and Practices	<ul style="list-style-type: none"> Treatment Agreements 	<ul style="list-style-type: none"> During walkthroughs, we will see evidence that teachers are revisiting, referring to, and harnessing the agreement 	
Student Behaviors and Practices	<ul style="list-style-type: none"> Council of Champions Extracurricular Activity Enrollment 	<ul style="list-style-type: none"> Students active within the Council Additional interest in clubs, organizations, and groups 	

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Commitment?	What does this strategy entail? What will implementation look like in our school?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Council of Champions	The further and grow our student input model, The Council of Champions will be expanded. The Cabinet will give input Social and Emotional Learning activities that will be aligned to our Monthly Focus Traits. These activities will be small-scale community and civic projects, which may include, Pen Pal activities, school beautification, door decorating, work with animal shelters, work with local veterans, Black History Month, Women’s history Month, thank you notes, school spirit activities, local history, donations to	<p>A monthly meeting time and space</p> <p>Teacher nomination process; student-to-student nomination process</p> <p>Structure to plan the civic engagement projects</p>

Commitment 2

	<p>local organizations, work with nursing homes & medical facilities, etc.</p> <p>We will also strive to employ the Council members to speak at assemblies with students about strategies for conflict management, hurtful language, PBIS, and other topics.</p> <p>The Council will be leveraged for student interviews throughout the school year to gauge our level of success in both SCEP commitments and make midcourse corrections.</p>	
<p>Treatment Agreements/Schoolwide Expectations</p>	<p>Classrooms will develop their Treatment Agreements by Team with student input, to assure that students are mutual partners in the agreed upon classroom norms. Teachers and staff will revise, revisit, reference, and leverage the treatment agreements throughout the school year as evidenced by classroom walkthroughs.</p>	<p>Training on September Conference Days</p> <p>Posters for Treatment Agreements</p> <p>A structure for classroom walkthroughs</p>
<p>Clubs, Activities, Incentives</p>	<p>We will add new clubs and organizations, including the Gaming Club and the Robotics Team.</p> <p>We will also add new schoolwide activities and incentives. Holding two school dances – one in the Fall and one in the Spring – has been successful. We’ll look to build on that success by adding behavioral incentive events throughout the late Fall/Winter/Early Spring.</p>	<p>A space for clubs to meet</p> <p>Funding for club stipends</p> <p>Events schedule for club showcases</p>

COMMITMENT 3

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

Our Commitment

<p>What is one Commitment we will promote for 2023-24?</p>	<p>We commit to creating an effective and efficient system of collaboration and support for teachers and staff.</p>
<p>Why are we making this Commitment?</p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this Commitment fit into what we envision for the school?</i> • <i>How does this Commitment relate to what we heard when listening to others?</i> • <i>How does this Commitment connect to what we observed through analysis?</i> 	<p>We envision Ernie Davis Academy as a place where staff and students work together to support each other. Our school’s hallways are filled with students who come from differing backgrounds and a multitude of family dynamics and living situations. For this reason, our students need a lot of consistency, patience, and resources. We’re lucky to have so many caring adults, programs, and agencies in the building, but with all of the resources we have at our fingertips, it means that staff must work together, not in “silos” on their own. In the same way we ask students to put their differences aside and see them as strengths as we demand they work together, staff must do the same. Research has proven that staff collaboration leads to better outcomes for students.</p> <p>When we listened to our staff, we found that they were supportive our Team Approach. Over the years, we’ve provided our 8 different teams of teachers (4 per grade level) with protected “Team PLC Time” during common planning periods. Our Teams enjoy this and leverage the time to plan together across subject areas, communicate with families, monitor Rtl and student progress, and track academics. However, staff have reported through surveys and analysis that they also would like to collaborate more, within their content area PLCs and with veteran and new teacher alike.</p> <p>When we completed our Tenet I Analysis, the SCEP Committee chose to review “Staff Collaboration and Support” after much debate. In the end, the team felt strongly that providing staff the support and structures to plan together and work as a group would positively impact all other Tenet I areas. Most interestingly, we were not able to take an inventory of any “supports and structure for veteran teachers,” which was an eye-opening discovery. It’s clear that we have more work to do and that there is room for growth in how we support our staff in a way that allows them to best serve out students.</p>

Progress Targets

By the end of the year, we will look to the see the following occur:

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing <i>(complete at the end of the year)</i>
End-Of-The-Year Goals	Teacher Attendance & Participation	We hope to see near 100% attendance at content area PLC meetings and near 100% participation in BetterLesson Coaching. These opportunities are what teacher asked for and can give teachers the support they need.	
	Student Engagement	We hope to see higher levels of student engagement during classroom lessons as evidenced by walkthrough data. Last year, 81% of classroom walkthroughs qualified as “Ritual Compliance” or “Strategic Compliance.” Only 15% qualified as the highest level, “Engagement.” We hope for 25% of our classroom walkthroughs to qualify in the highest category. We believe this correlates to our staff support systems strategy, as teachers will have the chance to explore resources form their colleagues during PD sessions that can in turn aid engagement.	
	Discipline Referrals	Less discipline referrals. Last year, we assigned 2700 discipline referrals. We hope to see 2400 this year. We believe this correlates to our strategy of supporting staff through various methods, as staff expand their knowledge base and work with colleagues to improve their craft and plan together.	
	Walkthroughs	More meaningful, actionable feedback given to teachers; more adjustments to instruction. Last year, we completed only 35 walkthroughs with actional feedback. Out goal is to provide every teacher with four opportunities for growth this year, bringing the total to approximately 300.	

Commitment 3

We believe these Spring survey responses will give us helpful feedback about our progress with this Commitment:

	Survey Question(s) or Statement(s)	Desired response (e.g., % agree or strongly agree)	What we ended up seeing (complete once Spring survey results are available)
Student Survey	Teachers and staff work with each other to help me do my best. New Question.	75%	
	Teachers work together to recognize and celebrate students for their achievements. New Question.	75%	
Staff Survey	We have created and participated in Learning Communities that specifically address a cohesive, consistent environment. 77.9% Currently Agree or Strongly Agree.	87.9%	
Family Survey	Teachers and staff work together in a team to support my student's needs. New Question.	75%	

We believe achieving the following Mid-Year Benchmark(s) will give us good insight into our ability to reach our year-end goal:

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing (complete when reviewing mid-year data)
Mid-Year Benchmark(s)	Teacher Attendance & Participation	Near 100% attendance and participation rates in BetterLesson coaching and PLC meetings.	
	Student Engagement	Higher engagement – More than 15% of walkthroughs qualifying as “Engagement.”	
	Discipline Referrals	Less Discipline Referrals – Less than 1350.	
	Walkthroughs	Increase in walkthrough frequency and actionable feedback – around 150 visits.	

Commitment 3

We believe we will be on track to meet our Mid-Year Benchmark(s) if six to ten weeks into the school year, we are able to reach the following Early Progress Milestones:

Early Progress Milestones	What data will we be reviewing?	What do we hope to see when we review that data? (<i>Identify Quantitative Data or Qualitative Descriptors in this space</i>)	What we ended up seeing (<i>complete six to ten weeks into the school year</i>)
Student Data	<ul style="list-style-type: none"> Discipline Referrals 	<ul style="list-style-type: none"> Less Discipline Referrals 	
Adult/Schoolwide Behaviors and Practices	<ul style="list-style-type: none"> Teacher Attendance & Participation 	<ul style="list-style-type: none"> Near 100% attendance and participation in BetterLesson coaching and PLC meetings 	
Student Behaviors and Practices	<ul style="list-style-type: none"> Student Engagement 	<ul style="list-style-type: none"> Higher levels of engagement as evidenced by walkthrough data 	

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Commitment?	What does this strategy entail? What will implementation look like in our school?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Recognition & Celebration	We will reinstate our PBIS committees, including a focus on PBIS for students and PBIS recognitions for staff. This will include monthly, daily, and weekly recognitions.	<p>Monthly meetings time and space</p> <p>School improvement funds for PBIS Team Pay</p> <p>Staff recognition item(s)</p>
Staff Support Systems	We will ask 100% of staff to engage in at least one BetterLesson coaching cycle consisting of four coaching sessions across Semester 1.	<p>Training on September Conference Day</p> <p>PD Funding for coaching sessions</p>

Commitment 3

	<p>PLCs for Content Areas will be reinstated. These will be built into our daily schedule and will provide time for each Grade Level Department to plan, create common assessments, and coordinate and align their curriculum.</p> <p>We will also begin a “Teacher Show & Tell” portion of our monthly PD professional development sessions for all staff. Each Grade Level Content area will create Smart Cards or other resources to share approaches and/or instructional strategies that show off their areas of expertise to all staff.</p>	<p>Time and space for PLC meetings at least per month</p> <p>Set aside time at Professional Development sessions for departments to present</p>
<p>Walkthrough Plan</p>	<p>Teachers need actionable feedback. We plan to provide this in the most meaningful and safe way possible. Feedback is meant to be a mirror, and when someone isn’t expecting the mirror, what you see in the mirror can be jarring and unhelpful. Last year, we only completed 30 walkthroughs as an administrative team. This year, we plan to reorganize the methods by which we schedule these. We plan to work with our staff to develop a calendar wherein teachers decide the date and time of the walkthrough, making the experience more consistent, meaningful, and more likely to create a loop of action based on our feedback.</p>	<p>Walkthrough calendar document</p>

Commitment 4

Evidence-Based Intervention

All CSI and TSI schools must implement at least one evidence-based intervention as part of its SCEP. The intervention identified must meet the criteria of a Tier 1, Tier 2, or Tier 3 evidence-based intervention under ESSA. More information can be found at: <http://www.nysed.gov/accountability/evidence-based-interventions>

Schools may choose **one of three options** for identifying their evidence-based intervention:

Option 1: Selecting a strategy from the **State-Supported Evidence Based Strategies** located at: <http://www.nysed.gov/accountability/state-supported-evidence-based-strategies>

Option 2: Selecting an evidence-based intervention **identified in one of three clearinghouses:** What Works Clearinghouse, Social Programs That Work, or Blueprints for Healthy Youth Development

Option 3: Reviewing research to identify its own evidence-based intervention that meets the criteria for ESSA evidence-based intervention Tier 1, Tier 2, or Tier 3 found at: <http://www.nysed.gov/accountability/evidence-based-interventions>

Directions: Place an "X" in the box next to the path the school has chosen for identifying its evidence-based intervention and follow the corresponding directions for that path.

State-Supported Evidence Based Strategy

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

Evidence-Based Intervention Strategy Identified	Professional Learning Communities (PLCs)
We envision that this Evidence-Based Intervention will support the following Commitment(s)	Commitment 1 Commitment 2 Commitment 3
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	During the Envision activity, we saw a future with common planning to support students, staff learning from each other, and more shared structured time for staff to problem-solve students' struggles. During the Analyze activity, we learned that Grade Level/Departments used their time together this school year, but to ensure a guaranteed and viable curriculum, we require more time together. During our Listen activities, students asked for more team-based, fun, and exciting opportunities. Staff asked for more systems of support so that they could harness the team approach across grade levels and within departments.

Clearinghouse-Identified

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

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

Clearinghouse used and corresponding rating

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

School-Identified

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

Evidence-Based Intervention Strategy Identified	
We envision that this Evidence-Based Intervention will support the following Commitment(s)	
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	
Link to research study that supports this as an evidence-based intervention (the study must include a description of the research methodology)	

Our Team's Process

Background

NYSED requires that the SCEP is developed in consultation with parents and school staff, and in accordance with §100.11 of Commissioner's Regulations. All schools are expected to follow the guidelines outlined in the document "Assembling Your Improvement Planning Team" found at:

<https://www.nysed.gov/sites/default/files/programs/accountability/assembling-your-improvement-planning-team.pdf>. This section outlines how we worked together to develop our plan.

Team Members

Use the space below to identify the members of the SCEP team and their role (e.g., teacher, assistant principal, parent).

Name	Role
Colin Werfelman	Principal
Joe Brucie	Assistant Principal
Julie Coon	Assistant Principal
Erich Kramer	Assistant Principal
Jenn Mathews	Assistant Principal
Christy Kennedy	ELA 8 Teacher
Heather Sackett	Special Education 7 Teacher
Allison Harper	Technology Teacher Assistant
Ryan Shea	Physical Education Teacher Assistant
Dan Coolbaugh	Social Studies 8 Teacher
Bryan Hilton	Data Curriculum Coordinator
Wendy Liguori	School Social Worker
Nicole Parsons	ELA 7 Teacher
Keysha Ross	Parent
Michelle Augustine	Parent

Our Team's Process

Our Team's Steps

Our plan is the result of collaborating to complete several distinct steps:

1. **Envision:** Exploring the Vision, Values and Aspirations for the school
2. **Analyze:** Analyzing Data
3. **Analyze:** Analyzing Survey Data
4. **Analyze:** Completing and Discussing the Tenet 1 Inventory
5. **Listen:** Interviewing Students
6. **Putting it all Together:** Completing the SCEP Planning Document
7. **Writing the Plan**

Meeting Dates

We completed the steps above across multiple meetings. Below is a list of dates we met as a team and what occurred during those meetings.

Meeting Date	Envision: Exploring the Vision, Values and Aspirations for the school	Analyze: Internal and External Data	Analyze: Survey Data	Analyze: Completing and Discussing the Tenet 1 Inventory	Listen: Interviewing Students	Putting it all Together: Completing the SCEP Planning Document	Writing the Plan
3/27/23	X						
4/24/23		X					
5/22/23			X		X		
5/30/23				X	X		
6/12/23						X	
6/20/23						X	X
6/30/23						X	X

Learning As A Team

Directions

After completing the previous sections, the team should complete the reflective prompt below.

Student Interviews

Describe how the Student Interview process informed the team's plan

The student interview process is always illuminated and revealing, and this year was no different. Recurring responses were that students repeatedly asked for more behavioral consistency, more activities in addition to sports, added recreational time, school events and fun experiences, and additional clubs, organizations, and opportunities to be involved. This showed the team that we needed to take the next steps in Commitments 1 and 2, where we aim to sustain and strengthen our school environment at EDA, and look for more ways to incorporate students, ownership, voice, and choice in how students participate as citizens of the building.

Next Steps

Next Steps

1. **Sharing the Plan:**
 - a. **Schools in the CSI model:** As you develop your plan, please feel free to share the plan with your NYSED liaison for input when it would be helpful. When the SCEP team is satisfied with the plan, please indicate to your liaison that the school is ready to share its full plan for approval. Plans should be shared by July 15, 2023.
 - b. **Schools in the ATSI model and TSI model:** When your plan is ready for review, please share the plan with your District, which will approve your plan. Plans will need to be approved before the first day of the 2023-24 school year.
 - c. **All Schools:** Ensure that the District (Superintendent or designee) and local Board of Education have approved the plan and that the plan is posted on the district website.
2. **Implementing the Plan** (for all schools):
 - a. Ensure that the plan is implemented no later than the first day of school.
 - b. Monitor implementation closely and adjust as needed.
 - c. Ensure that there is professional development provided to support the strategic efforts described within this plan.
 - d. Work with the district in developing the 1003 Title I School Improvement Grant application designed to support the implementation of the activities identified in the school and district plan.