



School Comprehensive Education Plan 2022-23

District	School Name	Grades Served
East Ramapo	Spring Valley High School	9-12

Collaboratively Developed By:

The Spring Valley High School SCEP Development Team
SCEP Team Members:
Karen J. PInel, Principal
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Dr. Monifa Tippitt, Assistant Principal
Ms. Hope Savich, Assistant Principal for C & I
Ms. Susan Cucuzza, Special Education Science Teacher
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Dr. Alozie Ogbonna, PhD, FIIAS, CAEL, English teacher
Ms. Monica Loja, parent

Ms. Vera Abrego, parent

Ms. Linares, parent

*And in partnership with the staff, students, and families of **SPRING VALLEY HIGH SCHOOL.***

The district will insert "School Descriptive Data" here

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 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

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

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

COMMITMENT I

Our Commitment: ACADEMIC/INSTRUCTIONAL

<p>What is one commitment we will promote for 2022-23?</p>	<p>We are committed to ensuring that <i>all</i> students will connect with the curriculum in a meaningful way, leading them to feel empowered and positive about learning.</p>
<p>Why are we making this commitment? <i>Create your opportunity statement. Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> ● <i>How does this commitment fit into the school's vision?</i> ● <i>Why did this emerge as something to commit to?</i> ● <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i> ● <i>What makes this the right commitment to pursue?</i> ● <i>How does this fit into other commitments and the school's long-term plans?</i> 	<p>There is a need to create a culturally responsive-sustaining curriculum. During the 2021-2022 academic year there was limited Professional Learning Community time due to staffing shortages. In the Equity Self Reflection, 57% of the teachers said they were emerging in the area of "conducting cross-curricular culturally responsive-sustaining planning sessions by providing forums for collaborative planning, drafting, mapping, and aligning." In the Panorama Survey, 42% of students surveyed say that they somewhat feel culturally connected to what they are learning in their classes, indicating that there is a need for an updated curriculum. Teachers need time to work together in professional learning communities on cross curricular culturally responsive lesson plans. Staffing shortages are expected to be addressed for 2022-23. The District calendar has afforded buildings time for professional development on early dismissal days. As a result, there's an opportunity to support teachers in creating a culturally responsive sustaining curriculum through the reinstatement of professional learning communities where they will plan, draft and align their curricula together.</p>
<p>What is your SMARTIE goal? <i>Create a goal that directly addresses the opportunity statement. The goal should be written as strategic, measurable, ambitious, realistic, time-bound, inclusive and equitable.</i></p>	<p>We will improve student attendance by 10% and reduce student failures by 10% by June 30, 2023, by making school culturally relevant to students and giving them opportunities to work together in an equitable learning environment that addresses current topics.</p>

Commitment 1

What indicators will you use to monitor progress quarterly toward the goal?

Quantitative-

- Panorama Survey Data
- Student attendance data
- Quarterly pass/fail percentages by grade

Qualitative

- Professional Learning Community schedule and attendance
- Student interviews
- Formal observation data
- Walkthrough and learning walk evidence and feedback

Commitment 1

Key Strategies and Resources

STRATEGY		METHODS	GAUGING SUCCESS		
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 is the qualitative or quantitative indicator data.)		
By/Begin Date	Improvement Strategy	Action Steps	Quarter 1 (July 1 to Sept. 30)	Quarter 2 (Oct. 1 to Dec. 31)	Quarter 3 (Jan. 1 to Mar. 31)
Begin 9/1/22	Enhance the curriculum to be more inclusive	Action Step: To build Professional Learning Communities into the instructional calendar during departmental and faculty meetings and universal lunch. Participants/Audience: Teachers, teaching assistants Responsible: Assistant Principal for C & I Frequency: Weekly, monthly	The PLC schedule is created and disseminated . All teachers are assigned to a PLC.	100% attendance in PLCs	100% attendance in PLCs
9/1/22	Enhance the curriculum to be more inclusive	Action Step: First Quarter administrators will collect evidence of content (current events, topics, multiculturalism), differentiation, ELL-specific strategies, and EL engagement strategies, observed in classrooms during learning walks. This is used as a baseline to measure growth.	Initial baseline is established through informal observation data.	10% increase in the evidence of content (current events, topics, multiculturalism), differentiation, ELL-specific strategies,	10% increase in the evidence of content (current events, topics, multiculturalism), differentiation, ELL-specific

Commitment 1

				and EL engagement strategies in classroom formal and informal observations.	strategies, and EL engagement strategies, in classroom formal and informal observations.
Begin 9/15/22	Enhance the curriculum to be more inclusive	<p>Action Step: In Professional Learning Communities, teachers will collaboratively review their upcoming curriculum and weave in current events and topics, as well as readings by multicultural authors of varying identities, in order to expose students to curriculum they can relate to.</p> <p>Participants/Audience: Teachers, teaching assistants</p> <p>Responsible: Assistant Principal for C & I</p> <p>Frequency: Weekly</p>	Professional Learning Plan is created and disseminated	10% increase in the evidence of content (current events, topics, multiculturalism) shifts in classroom formal and informal observations.	10% increase in the evidence of content (current events, topics, multiculturalism) shifts in classroom formal and informal observations.
Begin	Creating an engaging and relevant learning environment that is equitable and inclusive.	<p>Action Step: In interdisciplinary Professional Learning Communities, teachers will share strategies for teaching English Language Learners and Special Education students.</p> <p>Participants/Audience: Teachers, teaching assistants</p> <p>Responsible: Assistant Principal for C & I</p>	Professional Learning Plan is created and disseminated	10% increase in the evidence of differentiation and ELL-specific strategies in	10% increase in the evidence of differentiation and ELL-specific

Commitment 1

		Frequency: Weekly		classroom formal and informal observations.	strategies in classroom formal and informal observations.
Begin	Creating an engaging and relevant learning environment that is equitable and inclusive.	Action Step: To provide teachers with differentiated professional learning on EL Engagement Strategies, based on their experience and incorporation of the strategies. Participants/Audience: Teachers, teaching assistants Responsible: Principal / Assistant Principal for C & I Frequency: Quarterly	Professional Learning Plan is created and disseminated	10% increase in the evidence of EL Engagement strategies in classroom formal and informal observations.	10% increase in the evidence of EL Engagement strategies in classroom formal and informal observations.
Begin	Creating an engaging and relevant learning environment that is equitable and inclusive.	Action Step: To provide teachers with professional learning addressing how to have open conversations with students about topics related to race and equity. Participants/Audience: Teachers, teaching assistants Responsible: Principal / Assistant Principal for C & I Frequency: Once	Professional Learning Plan includes one session on the topic	100% of teachers have attended the professional development session on the topic	20% increase on the Panorama Survey in percent of teachers who feel they can discuss a sensitive issue in class.

Commitment 1

Begin	Creating an engaging and relevant learning environment that is equitable and inclusive.	Action Step: Teachers will engage students in collaborative engagement strategies that will foster communication and cognitive engagement. Participants/Audience: Students Responsible: Teachers Frequency: Daily	Initial baseline is established through informal observation data.	10% increase in the evidence of EL Engagement strategies in classroom formal and informal observations.	10% increase in the evidence of EL Engagement strategies in classroom formal and informal observations.
Begin 11/15/22 (start of 2nd quarter)	Celebrating success and planning for continuous growth and improvement.	Action Step: To provide quarterly updates on curricular changes, academic & socio-emotional data and other relevant SCEP data at faculty meetings, celebrating improvements Participants/Audience: All faculty and staff. Responsible: Principal Frequency: Quarterly	Data form shared with faculty and staff is updated	Meeting agendas serve as evidence of celebrations and planning.	Meeting agendas serve as evidence of celebrations and planning.
Begin 11/15/22 (start of 2nd quarter)	Celebrating success and planning for continuous growth and improvement.	Action Step: Based on the analysis of data and survey results, action steps will be revised, modified, and/or changed, as needed. Participants/Audience: SCEP Writing Leadership in Action Team Responsible: Principal Frequency: Quarterly	The SCEP is distributed and baselines are established	Meeting agendas serve as evidence of continuous planning.	Meeting agendas serve as evidence of continuous planning.

RESOURCES

What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?

We need to ensure that the master schedule is fully staffed so that teachers have access to the contractual time set aside for professional learning communities.

Commitment 1

We need experts to provide professional learning for faculty and staff on differentiation, ELL strategies, and how to have conversations on topics of race and equity.

SMARTIE GOAL: End-of-the-Year Desired Outcomes (in-lieu of Quarter 4)

Schools teams are invited to consider if the belief statements shared below connect to this commitment. Since each commitment is unique, school teams should decide how progress about this commitment might be noted. If the team’s answer to a “we believe” prompt is no, that section should be left blank.

We believe these survey responses will give us good feedback about our progress with this commitment:

	Survey Question(s) or Statement(s)	Desired response <i>(e.g. % agree or strongly agree)</i>
Student Survey	How excited are you about going to your classes? How often do you get so focused on activities in your classes that you lose track of time? In your classes, how eager are you to participate? When you are not in school, how often do you talk about ideas from your classes? Overall, how interested are you in your classes?	10-20% increase in favorable responses in the Panorama Survey for these questions
Teacher Survey	How knowledgeable are you regarding where to find resources for working with students who have unique learning needs? In response to events that might be occurring in the world, how comfortable would you be having conversations about race with your students? How comfortable would you be having a student who could not communicate well with anyone in class because his/her home language was unique? When a sensitive issue of diversity arises in class, how easily can you think of strategies to address the situation?	10-20% increase in favorable responses in the Panorama Survey for these questions
Staff Survey	On most days, how enthusiastic are the students about being at school? When new initiatives are presented at your school, how supportive are your colleagues?	10-20% increase in favorable responses in the Panorama Survey for these questions

Commitment 1

Family Survey	To what extent do you think that children enjoy going to your child's school? How motivating are the classroom lessons at your child's school?	10-20% increase in favorable responses in the Panorama Survey for these questions
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We believe having the following occur will give us good feedback about our progress with this commitment:

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

Quantitative-Attendance will rise to 90%. The Panorama survey results will increase to at least 65% favorable for the identified questions. Student failures will decrease by 5% from the end of the 1st to the end of the 3rd quarter.

Qualitative-Student interviews, learning walk data, observations and walkthroughs will demonstrate that students are engaged in classes where they discuss current events and topics that are relevant to their cultural identities.

COMMITMENT 2

Our Commitment: SOCIAL EMOTIONAL LEARNING

<p>What is one commitment we will promote for 2022-23?</p>	<p>We are committed to creating a welcoming and affirming school environment founded in mutual respect, where all cultural identities feel represented, affirmed and valued.</p>
<p>Why are we making this commitment? <i>Create your opportunity statement. Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> ● <i>How does this commitment fit into the school's vision?</i> ● <i>Why did this emerge as something to commit to?</i> ● <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i> ● <i>What makes this the right commitment to pursue?</i> ● <i>How does this fit into other commitments and the school's long-term plans?</i> 	<p>During the 2021-2022 the school year was disrupted by three months of remote learning, which impacted the development of connections between students and adults in the school community. The attendance rate has remained at 80%, failing to return to it's pre-pandemic level of 90%. In the Equity Self Reflection, 78% of teachers are emerging or integrating the collective responsibility to learn about student cultures and communities. 80% of teachers self-assessed as Emerging/Integrating for fostering close relationships with students with families, including working with families to gather insights into students' cultures, goals, and learning preferences. In student interviews, students suggested that teachers try to understand students' backgrounds and needs when giving advice to teachers. In the Panorama Survey, only 42% of students thought their teachers would be concerned if they walked into class upset and only 43% thought their teachers are really interested in them when they ask what they're doing. Teachers and students need time to incorporate practices that support learning through relationships. The District calendar has afforded buildings time for professional development on early dismissal days. These early dismissal days can be used as a time for the entire school to focus on socio-emotional learning, with common planning time in professional learning communities used as planning for teachers. The instructional part of the day can be used for special socio-emotional instructional activities. As a result, there's an opportunity to support the school community in creating a positive, affirming environment of mutual respect.</p>
<p>What is your SMARTIE goal? <i>Create a goal that directly addresses the opportunity statement. The goal should be written as strategic,</i></p>	<p>We will increase student attendance by 10% and increase students' positive feelings about Teacher-Student relationships and teacher and staff's feelings</p>

Commitment 2

<p><i>measurable, ambitious, realistic, time-bound, inclusive and equitable.</i></p>	<p>about school climate by 10%, by June 30, 2023, by intentionally incorporating socio-emotional practices that emphasize the value of all cultural identities, into every teacher’s classroom through differentiated lessons.</p>
<p>What indicators will you use to monitor progress quarterly toward the goal?</p>	<p>Quantitative- Panorama Survey questions Attendance rate and chronic absence data Staff Equity Self Reflection Survey</p> <p>Qualitative- Student Interviews Walkthroughs, learning walks and formal observations with evidence of socio-emotional practices.</p>

Key Strategies and Resources

STRATEGY		METHODS	GAUGING SUCCESS		
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 is the qualitative or quantitative indicator data.)		
By/Begin Date	Improvement Strategy	Action Steps	Quarter 1 (July 1 to Sept. 30)	Quarter 2 (Oct. 1 to Dec. 31)	Quarter 3 (Jan. 1 to Mar. 31)
<i>Begin by 9/1/22</i>	Creating a positive, affirming school environment that welcomes <i>all</i> identities.	Action Step: To create a multilingual pro-graduation learning environment throughout the school. Participants/Audience: All faculty and staff Responsible: Assistant Principal for Organization Frequency: Ongoing	Diploma requirements are posted in multiple languages in halls and classrooms.	At least one bulletin board in each hallway is in multiple languages.	Multiple bulletin boards in each hallway are in multiple languages.
<i>Begin 9/1/22</i>	Creating a positive, affirming school environment that welcomes <i>all</i> identities.	Action Step: To include community building activities for adults in the professional learning calendar. Participants/Audience: All faculty and staff Responsible: Assistant Principal for C & I Frequency: Monthly	The professional development calendar for the year is prepared and includes community building activities.	Faculty and staff have participated in at least two community building activities during professional learning time.	There is 10-20% growth from Fall 2022 in the responses to the Spring 2023 Panorama survey question, "Overall, how positive is the

Commitment 2

					working environment at your school?"
<i>Begin 9/1/22</i>	Creating a positive, affirming school environment where all members feel supported and connected.	Action Step: Teachers will receive professional learning on relationship building strategies from the Panorama Playbook, i.e. 2x10 relationship building, the weight we carry. Participants/Audience: Teachers Responsible: Principal / Assistant Principal for C & I Frequency: Quarterly	The professional development calendar for the year is prepared and includes relationship building strategies from the Panorama Playbook.	Faculty and staff have implemented at least two relationship building activities into their practice.	There is 10-20% growth in student responses to the Panorama survey questions, "If you walked into class upset, how many of your teachers would be concerned? When your teachers ask how you are doing, how many of them are really interested in your answer?"
<i>Begin 9/15/22</i>	Creating a positive, affirming school environment where all	Action Step: Teachers will incorporate relationship building strategies from the	The professional development	There is 5-10% growth from	There is 20% growth in student

Commitment 2

	members feel supported and connected.	<p>Panorama Playbook into early dismissal day lessons. Participants/Audience: Teachers / Students Responsible: Support Administrators Frequency: Quarterly</p>	calendar for the year is prepared and includes relationship building strategies from the Panorama Playbook.	<p>Spring 2022 in student responses to the Fall Panorama survey questions, "If you walked into class upset, how many of your teachers would be concerned? When your teachers ask how you are doing, how many of them are really interested in your answer?"</p>	<p>responses to the Panorama survey questions, "If you walked into class upset, how many of your teachers would be concerned? When your teachers ask how you are doing, how many of them are really interested in your answer?"</p>
<i>Begin 9/1/22</i>	Creating a positive, affirming school environment where all members feel supported and connected.	<p>Action Step: To provide ongoing support to students and parents who register throughout the school year with targeted outreach to newcomers by the NICE Team. Participants/Audience: NICE Team / New Registrants Responsible: Assistant Principal for Pupil Personnel Services</p>	A schedule of newcomer student & parent meetings is established, with follow up student	The attendance rate will improve 2-5% from the 2021-22 rate during	The attendance rate will improve 5-10% from the 2021-22 rate during

Commitment 2

		Frequency: Daily	sessions with the NICE Team.	the same time period.	the same time period.
Begin 10/1/22	Creating a positive, affirming school environment that welcomes <i>all</i> identities and is equitable and inclusive.	Action Step: The School Equity team consisting of <i>at least</i> 1 administrator, 3 teachers and 1 student. will provide resources for teachers and facilitate conversations with the staff and students around culture and race. Participants/Audience: Faculty, staff, students Responsible: Assistant Principal for Student Management Frequency: monthly	The School Equity Team will be formed and a calendar for events will be prepared.	At least one schoolwide event involving conversations around culture and race will have taken place.	Three quarterly schoolwide events involving conversations around culture and race will have taken place.
Begin 9/1/22	Creating a positive, affirming school environment that welcomes <i>all</i> identities and is equitable and inclusive.	Action Step: The Equity Team will host student culture meetings that offer after school opportunities for students to mingle and share their thoughts on a wide range of topics. This will develop a sense of community, belonging, and safety in school. Participants/Audience: Students Responsible: Assistant Principal for Student Management Frequency: monthly	The schedule of yearlong after school opportunities for students to co-mingle in activities will be prepared and disseminated.	Student responses will improve 5-10% from the Spring 2022 to the fall Panorama survey question, "How often are people disrespectful to others at your school?"	Student responses will improve 10-20% from Spring 2022 to the fall Panorama survey question, "How often are people disrespectful to others at your school?"
Begin 11/01/22	Celebrating success and planning for continuous growth and improvement.	Action Step: We will provide quarterly updates on curricular changes, academic & socio-emotional	Data form shared with faculty and	Meeting agendas serve as	Meeting agendas serve as

Commitment 2

		data and other relevant SCEP data at faculty meetings, celebrating improvements Participants/Audience: All faculty and staff. Responsible: Principal Frequency: Quarterly	staff is updated	evidence of celebrations and planning.	evidence of celebrations and planning.
Begin 11/01/22	Celebrating success and planning for continuous growth and improvement.	Action Step: Based on the analysis of data and survey results, action steps will be revised, modified, and/or changed, as needed. Participants/Audience: SCEP Writing Leadership in Action Team Responsible: Principal Frequency: Quarterly	The SCEP is distributed and baselines are established	Meeting agendas serve as evidence of continuous planning.	Meeting agendas serve as evidence of continuous planning.

RESOURCES

What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?

We need continued access to the Panorama survey and its results.

SMARTIE GOAL: End-of-the-Year Desired Outcomes (in-lieu of Quarter 4)

Schools teams are invited to consider if the belief statements shared below connect to this commitment. Since each commitment is unique, school teams should decide how progress about this commitment might be noted. If the team’s answer to a “we believe” prompt is no, that section should be left blank.

We believe these survey responses will give us good feedback about our progress with this commitment:

	Survey Question(s) or Statement(s)	Desired response <i>(e.g. % agree or strongly agree)</i>
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Commitment 2

Student Survey	If you walked into class upset, how many of your teachers would be concerned? When your teachers ask how you are doing, how many of them are really interested in your answer?	10-20% increase in favorable responses in the Panorama Survey for these questions
Teacher Survey	On most days, how enthusiastic are the students about being at school? Overall, how positive is the working environment at your school?	10-20% increase in favorable responses in the Panorama Survey for these questions
Staff Survey	On most days, how enthusiastic are the students about being at school? Overall, how positive is the working environment at your school?	10-20% increase in favorable responses in the Panorama Survey for these questions
Family Survey	To what extent do you think that children enjoy going to your child's school? How much does the school value the diversity of children's backgrounds?	10-20% increase in favorable responses in the Panorama Survey for these questions

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.

Quantitative-The attendance rate will improve by 10% from the previous year. The Panorama survey results will increase to at least 65% favorable for the identified questions. On the staff Equity Self Reflection Survey, faculty and staff the percent of staff self-assessing as Emerging/Integrating for fostering close relationships with students and families will increase 5-10%. Also, the sense of collective responsibility for learning about families will increase 5-10%.

Qualitative-Student interviews, learning walk data, observations and walkthroughs will demonstrate that students and teachers are engaged in socio-emotional learning activities and developing mutually respectful relationships with each other.

COMMITMENT 3

Our Commitment: OPERATIONS

<p>What is one commitment we will promote for 2022-23?</p>	<p>We are committed to implementing restorative justice practices that address the whole child when addressing student academic, behavioral, and socio-emotional referrals.</p>
<p>Why are we making this commitment? <i>Create your opportunity statement. Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> ● <i>How does this commitment fit into the school's vision?</i> ● <i>Why did this emerge as something to commit to?</i> ● <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i> ● <i>What makes this the right commitment to pursue?</i> ● <i>How does this fit into other commitments and the school's long-term plans?</i> 	<p>The school administration has been promoting restorative practices to address all kinds of student referrals. However, the faculty and staff have not completely embraced this initiative. The discipline referral forms are outdated, having been replaced by emails, which don't allow for fidelity in data collection.</p> <p>Student suspensions have risen from the first to the fourth quarter of the 2021-22 school year. 77% of faculty and staff indicated they are emerging or integrating in terms of prioritizing social-emotional learning programs, such as restorative justice.</p> <p>In the Panorama survey, students' perceptions of school safety were 54% favorable. Only 54% of the faculty responded favorably to feeling safe at work. Feelings about school safety do not match the suspension rate at the time of the survey, which was less than 1%.</p> <p>Restorative practice theory needs to be understood and applied across the school. Transparency and communication with regard to the data needs to improve in order to develop a positive mindset about school safety. As a result, there's an opportunity to ensure consistent implementation of restorative practices in all domains and share their effectiveness through data.</p>
<p>What is your SMARTIE goal? <i>Create a goal that directly addresses the opportunity statement. The goal should be written as strategic, measurable, ambitious, realistic, time-bound, inclusive and equitable.</i></p>	<p>We will reduce student suspensions by 10% and increase students' positive feelings about Teacher-Student relationships and teacher and staff's feelings about school climate by 10%, by June 30, 2023, by intentionally incorporating socio-emotional practices that emphasize the value all cultural identities, into every teacher's classroom through differentiated lessons.</p>
<p>What indicators will you use to monitor progress quarterly toward the goal?</p>	<p>Quantitative</p> <ul style="list-style-type: none"> ● Panorama Survey questions on School Safety ● Discipline/academic (CST)/socio-emotional referral data

Commitment 3

- Suspension rate data

Qualitative

- Student Interviews
- Walkthroughs, learning walks and formal observations with evidence of socio-emotional practices.
- Equity Self-Reflection for Practice 1

Key Strategies and Resources

STRATEGY		METHODS	GAUGING SUCCESS		
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 is the qualitative or quantitative indicator data.)		
By/Begin Date	Improvement Strategy	Action Steps	Quarter 1 (July 1 to Sept. 30)	Quarter 2 (Oct. 1 to Dec. 31)	Quarter 3 (Jan. 1 to Mar. 31)
Begin 9/1/22	Creating Protocols and Procedures to support Restorative Practices	Action Step: Professional development will be provided to faculty and staff on how to apply restorative practices in academic, behavioral, and socio-emotional circumstances. Participants/Audience: Faculty/Staff Responsible: Assistant Principal for Student Management Frequency: Once per semester	The professional development calendar for the year is prepared and includes relationship building strategies from the Panorama Playbook.	On a post-professional development survey, faculty and staff will indicate understanding of the reasons that restorative practices are needed.	On a post-professional development survey, faculty and staff will indicate that they have implemented restorative practices.
By 9/1/22	Creating Protocols and Procedures to support Restorative Practices	Action Step: A multi-tiered system of support that is aligned with restorative practices, following the current Child Study Team Referral format, will be created. Participants/Audience: Faculty/Staff Responsible: Principal Frequency: One time	The Behavioral Referral will be prepared in Google Forms.	All behavioral referrals will be submitted using the new form.	All behavioral referrals will be submitted using the new form.

Commitment 3

<p>By 9/15/22</p>	<p>Creating Protocols and Procedures to support Restorative Practices</p>	<p>Action Step: The updated academic/behavioral/socio-emotional referral will be shared and explained at a professional learning session, with opportunities for feedback. Participants/Audience: Faculty and Staff Responsible: Principal Frequency: Once</p>	<p>The professional development calendar for the year is prepared and includes relationship building strategies from the Panorama Playbook.</p>	<p>On a post-professional development survey, faculty and staff will indicate understanding of the reasons that restorative practices are needed.</p>	<p>On a post-professional development survey, faculty and staff will indicate that they have implemented restorative practices.</p>
<p>Begin 9/1/22</p>	<p>Creating Protocols and Procedures to support Restorative Practices</p>	<p>Action Step: Faculty and staff will use the academic/behavioral/socio-emotional referral form when seeking support for students. Participants/Audience: Faculty, staff Responsible: Administrators Frequency: Daily</p>	<p>The Behavioral Referral will be prepared in Google Forms.</p>	<p>All behavioral referrals will be submitted using the new form.</p>	<p>All behavioral referrals will be submitted using the new form.</p>
<p>Begin 9/1/22</p>	<p>Creating Protocols and Procedures to support Restorative Practices</p>	<p>Action Step: Grade level administrators will maintain the database of academic/behavioral/socio-emotional referrals, indicating the restorative practice applied. Participants/Audience: Grade level Administrators Responsible: Grade level Administrators Frequency: Weekly</p>	<p>A baseline will be established for submissions of behavioral referrals.</p>	<p>There will be a 10% decline in behavioral submissions .</p>	<p>There will be a 20% decline in behavioral submissions.</p>
<p>By 11/1/22</p>	<p>Creating Protocols and Procedures to support Restorative Practices</p>	<p>Action Step: An informational session on restorative practices will be held for parents through the PTSA meeting.</p>	<p>A date will be set for the parent informational session on</p>	<p>The session on restorative practices will have</p>	<p>Parent responses to the Panorama Survey</p>

Commitment 3

		<p>Participants/Audience: Faculty/Staff Responsible: Assistant Principal for Student Management Frequency: Once</p>	restorative practices.	taken place and in a survey parents will indicate understanding.	question, “How often do you worry about violence at your child’s school?” will improve 10-20% from 2022.
Begin 11/15/22	Creating Protocols and Procedures to support Restorative Practices	<p>Action Step: Parents will be provided with quarterly updates on the data from the academic/behavioral/socio-emotional referral process at PTSA meetings, celebrating improvements Participants/Audience: All faculty and staff. Responsible: Principal Frequency: Quarterly</p>	Data form shared with faculty and staff is updated	Meeting agendas serve as evidence of celebrations and planning.	Meeting agendas serve as evidence of celebrations and planning.
Begin 11/01/22	We will celebrate success and plan for continuous growth and improvement.	<p>Action Step: The faculty and staff will be provided with quarterly updates on the data from the academic/behavioral/socio-emotional referral process at faculty meetings, celebrating improvements Participants/Audience: All faculty and staff. Responsible: Principal Frequency: Quarterly</p>	Data form shared with faculty and staff is updated	Meeting agendas serve as evidence of celebrations and planning.	Meeting agendas serve as evidence of celebrations and planning.
Begin 11/01/22	We will celebrate success and plan for continuous growth and improvement.	<p>Action Step: Based on the analysis of data and survey results, action steps will be revised, modified, and/or changed, as needed. Participants/Audience: SCEP Writing Leadership in Action Team Responsible: Principal Frequency: Quarterly</p>	The SCEP is distributed and baselines are established	Meeting agendas serve as evidence of continuous planning.	Meeting agendas serve as evidence of continuous planning.

RESOURCES

What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?

We need time to create the academic, behavioral, and socio-emotional referral form from different sources using Google Forms. We need a time-effective way to collect referrals from the Google Form and consolidate the data from each support administrator.
We need a functioning PTSA, with parent leaders who will organize meetings.

SMARTIE GOAL: End-of-the-Year Desired Outcomes (in-lieu of Quarter 4)

Schools teams are invited to consider if the belief statements shared below connect to this commitment. Since each commitment is unique, school teams should decide how progress about this commitment might be noted. If the team’s answer to a “we believe” prompt is no, that section should be left blank.

We believe these survey responses will give us good feedback about our progress with this commitment:

	Survey Question(s) or Statement(s)	Desired response <i>(e.g. % agree or strongly agree)</i>
Student Survey	How often are people disrespectful to others at your school? How often do students get into physical fights at your school? How often do you worry about violence at your school?	10-20% increase in favorable responses in the Panorama Survey for these questions
Teacher Survey	How respectful are the relationships between staff and students? In the past week, how often do you feel safe at work?	10-20% increase in favorable responses in the Panorama Survey for these questions
Staff Survey	How respectful are the relationships between staff and students? In the past week, how often do you feel safe at work?	10-20% increase in favorable responses in the Panorama Survey for these questions
Family Survey	How often do you worry about violence at your child’s school?	10-20% increase in favorable responses in the Panorama Survey for these questions

Commitment 3

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.

Quantitative - There will be an Improvement in favorable responses to the Panorama Survey questions indicated. The discipline/academic (CST)/socio-emotional referral data will show a 10% decrease in referrals from the 1st quarter baseline to the end of the 4th quarter. The suspension rate data will decrease by 10% from June 30, 2022

Qualitative - The student Interviews will indicate that students feel they are treated fairly, feel and respected at school. Teachers will be making use of the referral form for the application of restorative practices and they will collaborate with the support administrator in the process. The teacher Equity Self-Reflection for Practice 1 will indicate a growth in the prioritization of social-emotional learning programs, such as restorative justice.

COMMITMENT 4

Our Commitment: GRADUATION GOAL

<p>What is one commitment we will promote for 2022-23?</p>	<p>We are committed to ensuring that all students earn a high school diploma by making the connection between what they are learning in school and their life after graduation, so that they will be motivated to stay in school and persevere in their studies.</p>
<p>Why are we making this commitment? <i>Create your opportunity statement. Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this commitment fit into the school's vision?</i> • <i>Why did this emerge as something to commit to?</i> • <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i> • <i>What makes this the right commitment to pursue?</i> • <i>How does this fit into other commitments and the school's long-term plans?</i> 	<p>The graduation rate increased to 76% for the 2020-21 school year. The current Final Five document shows a drop in the rate to 74% , based on student dropouts.</p> <p>In the Panorama survey, only 30% of students responded favorably when answering how excited they are in going to their classes. Only 20% of students indicated they talk about ideas from their classes outside of school. In the student interviews, 40% of the students indicated that learning was never or sometimes exciting and engaging for them currently. When asked what topics they wanted to discuss in class, 40% named topics related to diversity, inclusion, and current events, i.e. racism.</p> <p>Only 37% of parents gave a favorable response regarding the extent to which children enjoy going to their school.</p> <p>As a result, there's an opportunity to improve the graduation rate by increasing students' engagement in their educational outcomes.</p>
<p>What is your SMARTIE goal? <i>Create a goal that directly addresses the opportunity statement. The goal should be written as strategic, measurable, ambitious, realistic, time-bound, inclusive and equitable.</i></p>	<p>We will increase the graduation rate by 3-5% and decrease the percent of students dropping out by 5-10% by June 30, 2023, by intentionally connecting students' learning to their future lives in a differentiated way that addresses and supports the individual's cultural identity and personal choices.</p>
<p>What indicators will you use to monitor progress quarterly toward the goal?</p>	<p>Quantitative- The graduation rate, based on the Final Five database for the 2019 cohort.</p> <p>Qualitative- Student interviews</p>

Commitment 4

Key Strategies and Resources

STRATEGY		METHODS	GAUGING SUCCESS		
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 is the qualitative or quantitative indicator data.)		
By/Begin Date	Improvement Strategy	Action Steps	Quarter 1 (July 1 to Sept. 30)	Quarter 2 (Oct. 1 to Dec. 31)	Quarter 3 (Jan. 1 to Mar. 31)
Begin 9/1/22	To connect high school success to future careers	Action Step: Conduct an interest/career survey that helps to guide students to career choices that suit their skills and interests. This will guide the choices for the monthly panel discussions. Participants/Audience: Students Responsible: Assistant Principal for Organization Frequency: Once	Survey completed by 9/30/22	Student participation in panel discussions increases by 2-5% per month.	Student participation in panel discussions increases by 2-5% per month.
Begin 10/1/22	To connect high school success to future careers	Action Step: Conduct a survey after each monthly panel discussion to collect data on its relevance to students. Analyze and incorporate data in planning future panels. Participants/Audience: Students Responsible: Assistant Principal for Organization Frequency: Monthly	Post-panel survey is created, to be administered at each panel.	50-65% of students indicate that the panel discussion is relevant to their future plans.	65-85% of students indicate that the panel discussion is relevant to their future plans.
Begin 10/1/22	To connect high school success to future careers	Action Step: Monthly panel discussions by diverse adults that students can identify with will be given	The schedule of monthly panel	Student participation in panel discussions	Student participation in panel discussions

Commitment 4

		<p>in different career areas that interest the students. Participants/Audience: Students Responsible: Assistant Principal for Organization Frequency: Monthly</p>	<p>discussions is prepared.</p>	<p>increases by 2-5% per month.</p>	<p>increases by 2-5% per month.</p>
<p>Begin 10/1/22</p>	<p>To develop a culture of high achievement</p>	<p>Action Step: We will conduct quarterly celebrations at our quarterly Tiger Pride assemblies to honor all students: Honor Roll, Principal's List, Scholar Athletes, Improved grades and/or attendance. Participants/Audience: Faculty/Staff, Students Responsible: Principal and Grade Level Support Administrators Frequency: Quarterly</p>	<p>The 1st quarter assembly has been held, with evidence of sharing 2021-22 data with students. The enrollment in AP, college and honors classes is ascertained.</p>	<p>The percent of students on the Honor Roll and Principal's list increases 2-5%. The number of students remaining in AP, college and honors classes after the 1st quarter is monitored.</p>	<p>The percent of students on the Honor Roll and Principal's list increases 2-5%. The number of students selecting AP, college, and honors classes increases 5-10% from the same time in 2022.</p>
<p>By 10/1/22</p>	<p>To connect high school success to future careers</p>	<p>Action Step: Professional development for teachers whereby they develop an understanding of how their course can contribute to a student's career choices and can share that with students. Participants/Audience: Faculty and Staff Responsible: The Assistant Principal for C & I Frequency: Twice</p>	<p>The professional development schedule is created, including two session in which teachers identify careers that</p>	<p>50-65% of students indicate that they understand how their classes are relevant to their future plans.</p>	<p>65-85% of students indicate that they understand how their classes are relevant to their future plans.</p>

Commitment 4

			relate to their course and prepare materials to disseminate to students		
By 10/1/22	To connect high school success to future careers	Action Step: Offer opportunities to all grades for virtual college, tech school, and work environment visits through Schoology, as well as in-person visits. Participants/Audience: Students Responsible: Assistant Principal for Pupil Personnel Services Frequency: Monthly	The schedule of monthly panel discussions is prepared.	Student participation in panel discussions increases by 2-5% per month.	Student participation in panel discussions increases by 2-5% per month.
Begin 9/15/22	Involve parents in their child's academic success	Action Step: At monthly PTSA meetings and quarterly 9th grade parent meetings, we will provide parents with information (workshops/flyers) that will involve them in their child's education in order to provide a deeper understanding of how their child can prepare for graduation and careers. Participants/Audience: Parents/Guardians Responsible: Assistant Principals for Pupil Personnel Services and Student Management Frequency: monthly	The schedule of parent meetings will be established.	In post meeting surveys, 60-75% of parents will indicate that they understand the diploma requirements and know how to help their child.	In post meeting surveys, 75-85% of parents will indicate that they understand the diploma requirements and know how to help their child.
Begin 9/1/22	Improve the graduation rate through personalized support	Action Step: We will continue to update and monitor the Final Five Database for each of the four cohorts in the school. Participants/Audience: Faculty, staff, students Responsible: Guidance Counselors	The percent of students on track for graduation for each	The percent of students on track for graduation for each	The percent of students on track for graduation for each

Commitment 4

		Frequency: Ongoing	cohort will be established.	cohort will remain the same, or improve 5-10%.	cohort will remain the same, or improve 5-10%.
By 10/15/22	Provide supplemental opportunities to support students' academic success	Action Step: We will implement Edgenuity for credit recovery after school and monitor student progress with regard to the Final Five and graduation. Participants/Audience: Students Responsible: Assistant Principal for Pupil Personnel Services Frequency: Ongoing	The percent of students on track for graduation for each cohort will be established.	The percent of students on track for graduation for each cohort will remain the same, or improve 5-10%.	The percent of students on track for graduation for each cohort will remain the same, or improve 5-10%.
Begin 11/01/22	We will celebrate success and plan for continuous growth and improvement.	Action Step: We will provide quarterly updates on curricular changes, academic & socio-emotional data and other relevant SCEP data at faculty meetings, celebrating improvements Participants/Audience: All faculty and staff. Responsible: Principal Frequency: Quarterly	Data form shared with faculty and staff is updated	Meeting agendas serve as evidence of celebrations and planning.	Meeting agendas serve as evidence of celebrations and planning.
Begin 11/01/22	We will celebrate success and plan for continuous growth and improvement.	Action Step: Based on the analysis of data and survey results, action steps will be revised, modified, and/or changed, as needed. Participants/Audience: SCEP Writing Leadership in Action Team Responsible: Principal Frequency: Quarterly	The SCEP is distributed and baselines are established	Meeting agendas serve as evidence of continuous planning.	Meeting agendas serve as evidence of continuous planning.

RESOURCES

What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?

**Contacts with speakers for the speaker series.
We need an active PTSA.**

SMARTIE GOAL: End-of-the-Year Desired Outcomes (in-lieu of Quarter 4)

Schools teams are invited to consider if the belief statements shared below connect to this commitment. Since each commitment is unique, school teams should decide how progress about this commitment might be noted. If the team’s answer to a “we believe” prompt is no, that section should be left blank.

We believe these survey responses will give us good feedback about our progress with this commitment:

	Survey Question(s) or Statement(s)	Desired response <i>(e.g. % agree or strongly agree)</i>
Student Survey	How excited are you about going to your classes? When you are not in school, how often do you talk about ideas from your classes?	10-20% increase in favorable responses in the Panorama Survey for these questions
Teacher Survey	On most days, how enthusiastic are the students about being at school?	10-20% increase in favorable responses in the Panorama Survey for these questions
Staff Survey	On most days, how enthusiastic are the students about being at school?	10-20% increase in favorable responses in the Panorama Survey for these questions
Family Survey	To what extent do you think that children enjoy going to your child’s school?	10-20% increase in favorable responses in the Panorama Survey for these questions

Commitment 4

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.

Quantitative-The graduation rate will continue to increase incrementally, from 3-5% from the previous year. The Panorama survey results will increase to at least 10-20% favorable for the identified questions.

Qualitative-Student interviews, learning walk data, observations and walkthroughs will demonstrate that students are engaged in classes where they discuss current events and topics that are relevant to their cultural identities.

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	Commitment 1: We are committed to ensuring that <i>all</i> students will connect with the curriculum in a meaningful way, leading them to feel empowered and positive about learning.

Evidence-Based Intervention

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

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	

Evidence-Based Intervention

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
Karen J. Pinel	Principal
Dr. Dionne Olamiju	Assistant Principal
Dr. Monifa Tippitt	Assistant Principal
Hope Savich	Assistant Principal for C & I
Susan Cucuzza	teacher, special education science
Dorothy Lonergan	teacher, special education math
Dr. Alozie Ogbonna, PhD, FIIAS, CAEL	teacher, English
Ms. Monica Loja	parent
Ms. Maria Abrego	parent
Ms. Neli Linares	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 (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
<i>Example: 4/6/21</i>			<i>x</i>	<i>x</i>		
3/25/22	X					
3/31/22		X	X			
4/4/22	X	X	X	X		
4/7/22	X	X	X	X		
4/11/22	X		X	X	X	
4/28/22	X		X	X	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

Information gathered from the student interviews informed the decision-making process. We referred to the database of student responses as we collaborated to create each commitment and develop the aligned strategies. Significant themes noted from student responses informed our strategies for next year. Trends were identified and incorporated into our plan.

Equity Self-Reflection

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

The Equity Self-Reflection was a starting point for developing a plan that will empower students and give them a sense of belonging, regardless of their identity. The need for an inclusive curriculum was made evident and our plan begins this process, which we recognize to be a long-term undertaking in creating a more culturally responsive learning environment.

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.

Additional Data Sources

- Supporting documentation for process (meeting notes and/or data)
- Newsletters, email, website, etc. that keep vision at forefront
- Celebration photos showing students and staff involved in activities related to a shared vision
- Data collection that represents school improvement
- Agenda items aligned with building activities
- Agendas reflecting discussions of vision
- Parent-teacher organization agendas focused on sharing commitments
- Professional development calendar aligned with goals
- Evidence of District Instructional Focus: Literacy Across Content Areas
- Evidence of District Professional Practice Focus: Learning Targets, Engagement, Differentiation
- Number of CSE Referrals
- Number of Out of School Suspension
- Report Card Pass/Fail Rates by Grade
- Report Card Pass/Fail Rates by Department
- Star Reading and Math % student participation
- Star Reading and Math % At or Above Proficiency by Grade
- Star Early Literacy Reading, Math SGP
- Star Early Literacy % or Number of students at each Early Literacy Classifications District Benchmark (Early Emergent, Late Emergent, Transitional, Probable)
- All Cohort Data (Final Five Data) Number of students in cohort, on track for on-time graduation, dropped out/aged out, entered GED, still enrolled
- Evidence that on secondary level, school personnel, students, and families have a clear understanding of current pathways to graduation and what courses & assessments individual students need in order to graduate.
- Frontline Report of building level PD
- Artifacts from two professional development sessions
- Artifact of PLC data conversation
- Evidence of SEL work
- Teacher Attendance by month
- Evidence of efforts to meet expectations of the culturally responsive and sustaining framework
- Response to Intervention Process
- Artifact of walkthrough feedback
- Number of Teachers with Schoology Set Up for Students
- Evidence that school leaders supervise instruction by reviewing plans and making frequent and regular visits to classrooms. Monitoring by school leaders ensures that teachers are meeting school-wide instructional expectations and lesson goals and objectives are aligned with performance standards, including the expectation that there is rich academic discourse in every classroom every day.
- Evidence that the school has a system to routinely analyze multiple data sources to develop and implement differentiated academic interventions and

enrichment opportunities within and outside of the normal classroom structure.

- Number or Percent of Students on Honor Roll or Higher
- Evidence of SEL in Schedules
- Evidence of feedback from school leader to faculty or staff related to curriculum, pedagogy, or assessment
- Parent and student surveys
- Data talks
- Evidence that school leaders communicate expectations for implementing knowledge and skills learned through professional development.
- Short-cycle assessments reflecting progress toward goals
- Subgroup performance and growth data
- Teacher-led professional development
- Co-teaching artifacts
- Evidence that school leaders communicate clear expectations for the content and quality of lesson planning and delivery.
- Evidence that the school has a system to routinely analyze multiple data sources to develop and implement differentiated academic interventions and enrichment opportunities within and outside of the normal classroom structure.
- Evidence that school leaders ensure that instructional practices engage all students and are personalized to accommodate diverse learning needs, interests and levels of readiness.
- Assessment calendar or communication to faculty/staff of Star Assessment Administration windows [link]
- Evidence that school leaders use observations and reviews of planning materials to ensure that teachers know and use teaching strategies and practices that are proven successful with diverse learners.
- Evidence that school leaders support struggling teachers through targeted improvement plans.
- Evidence that school leaders use shared leadership practices to provide targeted instructional support and training to teachers based on ongoing monitoring of teacher practice and data.
- Evidence that school leaders provide teachers with opportunities to observe and discuss effective teaching practices (PLC schedule or agenda, intervisitations)
- Evidence that school leaders develop clear expectations for student and adult behaviors based on the school values and beliefs to ensure students and adults feel safe in the building.
- Number of teacher observations completed by each administrator (principal, AP, ASF)
- School organizational chart inclusive of roles and responsibilities of admin and clericals
- School based teams/committees
- Incident Referral Protocols
- DASA Incident Protocols
- Teacher eSchool Attendance Not Taken by month
- eSchool Phone Logs all for current school year to date
- Evidence that school leaders are accessible and visible throughout the school day. The principal is viewed as being kind toward others, cheerful, patient, respectful, friendly, and approachable. Problems are analyzed before making judgments, and the principal shows a willingness to be flexible when appropriate.

- Evidence that the principal accepts responsibility for ensuring that all students receive high-quality instruction and holds himself or herself accountable for the success of the school.
- Safety plans-notes, minutes, agendas
- Emergency Response plan-notes, minutes, agendas
- School rules and handbooks
- eSchool attendance expectations made clear and monitored with accountability measures in place
- Evidence that school leaders support collaborative opportunities for staff and identify ways for staff to learn from one another. The school leaders make purposeful efforts to acknowledge staff's assets and to develop the confidence of staff members.
- Fire Drill and Lock Down Reports
- Visitor Procedures
- Working with community service outside agencies
- Evidence that school leaders demonstrate that they are willing to do what it takes to help students to be successful and challenge students and adults who are quick to resort to excuses or display low expectations about student potential
- Clubs and activity groups
- Surveys of staff and students
- Evidence that school leaders ensure that staff are following a clear and consistent positive and assets-oriented behavior system.
- Evidence that school leaders regularly collect data through surveys and frequent meetings with adults and students to ensure that they experience and report similar expectations across all classrooms and that adults and students feel safe and welcome at school.
- Positive Behavioral Intervention and Support – artifacts of planning and use
- List of Family and Community Engagement events, inclusive of date, topic, facilitator, and # of participants
- Analysis of SEL Survey Results
- Number of Chromebooks and Hotspots assigned (Device Distribution Report)
- Remind Analytics
- Artifacts that show working with the community
- Mentoring and tutoring programs
- Web pages used as community public relations and advocate for involvement
- Grandparent and foster grandparent program
- Parent-teacher association or booster meetings – minutes and announcements
- Career day that includes community members – show lists, meetings and planning notes
- Evidence that school leaders recognize the value of cultural and linguistic diversity in forming school partnerships. School leaders engage a diverse group of families, community members, students, and staff to develop a learning environment and activities that are connected to students' experiences, needs, and cultures.
- Involvement of mental health agencies
- Programs such as senior lunches, Donuts for Dads, Muffins for Mom, grandparent lunches, etc.
- Evidence that principal creates a master schedule to maximize FTEs and blocks of uninterrupted instructional time and institute policies to eliminate unnecessary interruptions to instruction. School leaders systematically monitor the effect of the master schedule on teacher planning and student

achievement.

- Evidence that school leaders use data to determine school needs and allocate resources such as time, money, space, technology, materials, expertise, and partnerships to maximize their benefits to students and support the implementation of school goals and instructional initiatives.
- Evidence that school leaders empower teacher leaders to proactively initiate, plan, implement and monitor projects.
- Evidence that the principal understands and manages his or her strengths and weaknesses to optimize his or her impact.
- Evidence that the principal understands the unique challenges and circumstances facing the school and has worked with the district office to strategically address these challenges.
- Meet with new teachers and review policies and planned meetings
- Evidence that the principal and his or her leadership team approach problems strategically by gathering information from multiple sources, considering the pros and cons of different solutions, anticipating potential challenges, and closely monitoring the selected strategy to ensure that success is achieved. When success does not occur, alternate approaches are implemented and monitored until a sustainable solution can be achieved.
- Evidence that the principal embraces feedback and continuously seeks feedback from others, including those with differing perspectives. The principal encourages people to express their opinions, even when they may be contrary.
- Monitor websites and emails
- Evidence that the principal recognizes when others have greater expertise and knowledge and identifies and empowers those individuals. The principal shows a commitment to results over status or power.
- Evidence that the principal reflects on his or her interactions and communications with others and takes responsibility for communication choices that have not been effective in delivering his or her message.
- Communication responsibilities
- Evidence of training staff about using social media
- Evidence that leaders involve teacher leaders and the leadership team in the hiring and induction process.
- Evidence that school leaders use data to establish priorities for recruiting, selecting, inducting, supporting, evaluating, and developing staff.
- Evidence that all teachers use instructional supports to help scaffold language and content learning of ELLs/MLLs
- Evidence that the principal understands the unique challenges and circumstances facing the school and has worked with the district office to strategically address these challenges.
- Evidence that the principal works collaboratively and cooperatively with the district office to meet New York State mandates and district expectations related to student placement, budgeting decisions, personnel, facilities, and instructional resources including technology.
- School leadership and staff demonstrate and perpetuate the message that all teachers are teachers of students with disabilities and English Language Learners.
- Teacher sharing professional development experiences with staff
- Teacher-based team leaders conduct meetings
- Assembly programs
- Announcements
- Cultural diversity programming
- Character education
- Anti-bullying education

- Programs that encourage collaboration with other schools and districts
- SCEP Roadmap (identifying annual goals, the school identifies incremental steps and activities that build from one another to understand its progress toward its larger goals)
- Evidence that when school goals or benchmarks have not been met, school leaders make revisions and adjustments to the school's approach based on an analysis of implementation evidence and student achievement data to determine why the goals and benchmarks were not reached.
- Evidence that the school identifies intended long-term goals and short-term benchmarks for new initiatives it undertakes.
- Evidence that the school has established systems to collect and analyze data about current and past practices to inform school improvement decisions.
- Evidence that the school leaders use data to accurately identify the school strengths and areas for improvement to inform the creation of focused, measurable, schoolwide goals.
- Evidence that the school leaders collect and analyze data to determine the impact of professional development on the improvement of teacher planning and instructional practices to engage and support all students.
- Evidence that the school leaders analyze teacher observation and student learning data to identify trends and determine areas of teacher strength and growth opportunities. School leaders use their analysis to inform, assess, and adjust professional learning goals and plans.