



New York State
EDUCATION DEPARTMENT

Knowledge > Skill > Opportunity

School Comprehensive Education Plan 2023-24

District	School Name	Grades Served
Elmira City School	Diven Elementary School	pre-K-2

Collaboratively Developed By:

The Diven Elementary SCEP Development Team

(SCEP Team Members:

- Jo Legare-Principal
- Keary Miller-Assistant Principal
- Maureen Barr-Data/Curriculum Coordinator
- Beth Winsor-Kindergarten
- Nicole West-Second Grade
- Brenda Moshier-First Grade
- Steve Mastronardi-Counselor
- Katie Muldoon-Parent
- Jessica Thomas-Parent

And in partnership with the staff, students, and families of Diven Elementary School.

Guidance for Teams

Template

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

Commitments

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 having high expectations and delivery of rigorous instruction for all students regardless of identity markers including race, gender, language, ability, and economic background.</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>The vision of Diven Elementary states: “Diven is a joyful team of scholars, families, and community members. We encourage and support each other to achieve excellence while learning and growing to make our world a better place.”</p> <p>We believe: “...that all students are learners and everyone can grow with purposeful and individualized strategic instruction over time.” “...that every scholar should experience a consistent, high-quality learning system.</p> <p>Commitment #1 directly connects to the vision of the Diven Elementary School to support the students as learners with the delivery of high quality, rigorous instruction.</p> <p>Commitment #1 connected to instructional rigor along with high expectations with our Multi-Tiered System of Support for Reading Instruction is the right commitment because our students are making progress with their oral reading fluency. However, the Diven staff is committed to increasing the percentage of students meeting their oral reading fluency benchmarks. The data to support this commitment and the focus on oral reading fluency is:</p> <p>-2nd Grade-Fall 2022-12 Fluent Oral Readers, Spring 2023-47 Fluent Oral Readers. -1st Grade-Fall 2022-4 Fluent Oral Readers, Spring 2023-20 Fluent Oral Readers -Kindergarten-Fall 2022-2 Fluent Oral Readers, Spring 2023-6 Fluent Oral Readers -Almost half of both 2nd (42/90) and 1st (46/99) grade students qualified for Tier 3 intervention in June 2023 -Almost ½ of kindergarten (28/94) qualify for Tier 3 Intervention in June 2023.</p> <p>Commitment #1 is also aligned to analysis of survey data from staff, families, and students along with interview data from students. Staff and students both indicated that learning targets were used for lessons, so both know what is the intended learning for the lesson. The data also indicated that the staff continued to implement learning experiences that were engaging for students. Students also shared information about engaging lessons. The next step is to continue to develop lessons with high expectations and rigor which will include engaging learning experiences that promote high levels of student thinking.</p> <p>Data to Support: Student: Question: At the beginning of each lesson, my teacher lets me know what I am going to learn: -2nd Grade: Fall 2022: 91.5%-Yes, 8.5%-No; Spring 2023: 92.1% -Yes, 7.9%-No. Staff: Question: I develop and implement “I can/Success Criteria” statements for my daily lessons. Spring 2023: 17 Agree, 1 Disagree</p>

Commitment 1

	The data does not provide clear analysis on the rigor of lessons and the depth of thinking required by the students.
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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	NWEA-Oral Reading Fluency	80% of 2nd Graders meeting or exceeding ORF benchmarks 70% of 1st Graders meeting or exceeding ORF benchmarks	
	NWEA-Map Fluency Benchmarks Phonemic Awareness	75% of Kindergartens Foundational Skills Blending and Segmenting and Decoding CVC	
	Amplify	Boost-15 minutes -three times a week-(total 45 minutes)-Reading	

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 <i>(e.g., % agree or strongly agree)</i>	What we ended up seeing <i>(complete once Spring survey results are available)</i>
Student Survey	My teacher tells us the learning target every day.	90%	
	I do my Boost reading on my iPad every week.	90%	
	I practice my fluency in reading every day.	90%	

Commitment 1

Staff Survey	My students take home a reading passage each week based on each student's current level of reading.	85%	
	I regularly confer with my students on their fluency and reading progress.	85%	
	My students are mastering their sub skills by utilizing Boost 45 minutes a week.	85%	
Family Survey	My child brings home a reading passage each week and reads it to me.	85%	
	I read to my child at least 3 times a week.	80%	
	My school shares reading resources to help support my child at home.	85%	

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)	MAP-Oral Reading Fluency	40% of 2nd Graders meeting or exceeding ORF benchmarks 35% of 1st Graders meeting or exceeding ORF benchmarks	
	NWEA-Map Fluency Benchmarks Phonemic Awareness	35% of Kindergarteners Foundational Skills Initial Sounds letters and words	
	Amplify	Boost-15 minutes -three times a week. (total-45 minutes)	

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	<p>NWEA</p> <p>NWEA-Map Fluency Benchmarks Phonemic Awareness</p> <p>Amplify</p>	<p>20% of 2nd Graders meeting or exceeding ORF benchmarks 18% of 1st Graders meeting or exceeding ORF benchmarks</p> <p>15% of Kindergarten-Foundational Skills students are reaching mastery of identified skills in progress monitoring</p> <p>Boost: 45 minutes for the week.</p>	
Adult/Schoolwide Behaviors and Practices	<p>Decodable Text for students.</p> <p>Checking reports on a regular basis.</p> <p>Conferencing with students.</p> <p>Attended Amplify PD, then met with Amplify coach.</p>	<p>80% for all four data points.</p> <ul style="list-style-type: none"> -Decodable text for students. -Checking reports on a regular basis. -Conferencing with students. -Attended Amplify PD, then met with Amplify coach. 	
Student Behaviors and Practices	<p>On Boost- 45 minutes per week.</p>	<p>Students will show progress in identified skills by utilizing the software at least 45 minutes a week.</p>	

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
<p>What strategies will we pursue as part of this Commitment?</p>	<p>What does this strategy entail? What will implementation look like in our school?</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Systematic Reading Intervention through Multi-Tiered System of Support</p>	<p>Review of reading data from 2022-23 school year with all staff using data analysis protocols.</p> <p>PD for educators to review the Multi-Tiered System of Support including effective use of GRAIR instruction.</p> <p>Identify students for Tier 2 and Tier 3 reading support through assessments and Dive Into Diven Data meetings, scheduled two times a year, with classroom teacher, reading teacher, DCC and administrators.</p> <p>Progress Monitor Tier 2 and 3 students per the ECSD Literacy Handbook - make adjustments as needed and plan for GRAIR groups.</p> <p>All reading support will include daily use of text and skill based instruction adjusted based on regular review of student data.</p>	<p>Schedule grade level monthly PD time with and without Amplify coaches. Scheduling assessments, share data, set up Dive Into Diven Data meetings with sub coverage, (funding needed for substitute teachers); use of Digital Data Wall; Work to incorporate additional time for data meetings.</p> <p>Teachers will progress monitor with support from reading staff</p> <p>Decodable and skill based resources are readily available for all teachers to use - DCC will assist at all times.</p> <p>Schedule opportunities for non-tenured teachers to visit classrooms during GRAIR time. Open opportunity to all teachers.</p> <p>Utilize mid-year review to determine if mid-year adjustments need to be made (methods of SCEP plan).</p> <p>Weekly Texts in each grade level</p>
<p>Tier 1 Instruction</p>	<p>Continue to develop the understanding of the Science of Reading with all staff.</p>	<p>PD time to share Science of Reading information-Led by leadership team and DCC staff member.</p>

Commitment 1

	<p>Strengthen understanding of Skills instruction and Knowledge instruction to emphasize the need for these pieces of instruction for each student to continue their development to read.</p> <p>Provide professional development on how to use NWEA testing/ data to drive weekly instruction; how to analyze the data.</p> <p>Continued professional development for educators to focus on high levels of rigor and student engagement that includes high levels of student thinking.</p>	<p>Schedule PD with Amplify for staff on Skills and Knowledge instruction. Multiple sessions with Amplify coaches for all teachers. (Funding needed)</p> <p>Training for principal and assistant principal from Amplify can identify quality tier one instruction. (Funding needed)</p> <p>PD time to share this information and how it connects to helping students learn to read</p> <p>PD and DCC resources for NWEA Data. PD and grade level planning time. PLC support.</p> <p>PLC Days-10</p>

COMMITMENT 2

Our Commitment

<p>What is one Commitment we will promote for 2023-24?</p>	<p>We commit to creating a more equitable environment through ongoing professional learning and support for staff. We commit to ensuring that every child can see themselves reflected in curriculum, learning materials, and visuals throughout the building.</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>The vision of Diven Elementary states: “Diven is a joyful team of scholars, families, and community members. We encourage and support each other to achieve excellence while learning and growing to make our world a better place.”</p> <p>We believe: “...that all students are learners and everyone can grow with purposeful and individualized strategic instruction over time.” “...that every scholar should experience a consistent, high-quality learning system.</p> <p>In Diven’s vision statement, our belief statements focus on ALL students. As the first statement of the vision shares, “Diven is a joyful team of scholars, families, and community members.” Team is our keyword. We do not make exceptions for those who deviate from the ‘mainstream’ or ‘dominant culture’ in the areas of socio economics, race, gender, background, disability, religion, or any other area.</p> <p>The Diven population of students continues to change and become a more diverse population of students. Students shared in survey and interview data the following: Question: Through stories and my school lessons, I learn about people who have a different culture, skin color, or background than I do. -2nd Grade: Fall 2022: 77.6%-yes, 22.4%-no; Spring 2023-77.5%-yes, 22.5%-no. -1st Grade: Fall 2022: 69.3%-yes, 30.7%-no, Spring 2023-84.2%-yes, 15.8%-no.</p> <p>Question: The classroom lessons, books and pictures in my school show people who look like me and my family. For example, the books we read in school show people with the same skin, hair or eye color as me. 302 students asked this question: Yes-140, 162-no.</p> <p>The data indicates growth but the Diven staff continues the commitment to ensure that all students see themselves reflected in the curriculum, learning experiences, and visuals utilized throughout the building.</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	Survey Questions: Staff, Families, Students Student Interviews: SEL Survey:	90% of the student population see themselves represented in the curriculum, visuals, learning experiences, school-wide events.	

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 <i>(e.g., % agree or strongly agree)</i>	What we ended up seeing <i>(complete once Spring survey results are available)</i>
Student Survey	The classroom lessons, books, and pictures in my school have pictures that look like me and my family. For example, the books we read in school show people with the same skin, hair or eye color. Can you give us some examples? The events at my school include ... Questions: I feel that I am part of the class. My teacher makes me feel safe. My teacher makes me feel welcomed.	80% of the student population see themselves represented in the curriculum, visuals, learning experiences, school-wide events. 85% positive responses for all three questions.	
Staff Survey	Share the two areas of growth that you worked on from the Equitable Classroom Practices Checklist. Focus on an equitable classroom for all learners. Reflection on progress on the two areas chosen for growth from the checklist.	90% of staff have demonstrated progress on the two chosen areas from the checklist.	
Family Survey	My child feels safe at school. My child feels welcomed at school. My teacher connects with my child on our family culture and traditions. My family feels welcomed at school.	85% positive response for all four questions.	

Commitment 2

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)	Survey Questions: Staff, Families, Students	75% of the student population see themselves represented in the curriculum, visuals, learning experiences, school-wide events.	
	Student Interviews:		
	SEL Survey:	90-95% are comfortable and welcomed in the classroom.	
	Staff Survey Questions:	75% of Teachers share progress on the two areas that they have chosen to work on from the equity/diversity checklists provided.	
	Other data points for Staff: -Feedback from PD Sessions -Use of two checklist provided/progress -Classroom walk-throughs	75%-Classroom walk-through data shows implementation of the materials to ensure that all students are represented in curriculum, books, activities, etc. 75% -Positive feedback from PD sessions	
Family Survey Data	85% families share that they see their family backgrounds and cultures represented at school.		

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? (Identify Quantitative Data or Qualitative Descriptors in this space)	What we ended up seeing (complete six to ten weeks into the school year)

Commitment 2

Student Data	-Student Survey Data -Student Interviews -SEL Survey	65% of the student population see themselves represented in the curriculum, visuals, learning experiences, school-wide events.	
Adult/Schoolwide Behaviors and Practices	-Feedback from PD Sessions -Use of two checklist provided/progress -Classroom walk-throughs	50%-Teachers share progress on the areas that they have chosen to work on from the equity/diversity checklists provided. 50% -Positive feedback from PD sessions on diversity and next steps for educators. 50%-Classroom walk-through data shows implementation of the materials to ensure that all students are represented in curriculum, books, activities, etc.	
Student Behaviors and Practices	-Attendance -Behavior Data -Dol-Friends of the Day	-Decrease in chronic absenteeism -Low levels of referrals for behavior. -Regular recognition of Dol-Friends of the Day. Maintaining the practice.	

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?
Program for Inclusion, Neurodiversity Education	All instructional staff have completed the modules of Understanding Autism and Executive Functioning and will look to fully implement PINE strategies into daily instruction and management Utilize PINE office hours based on student need	Review PINE checklist (Learning Environment Support Checklist) and have staff pick an area to focus on for the school year. Use of strategies shared during office hours within the classroom for an identified student.
Continued Educator Professional Development on Diversity, Equity and Inclusion	Educators will celebrate diversity within their classrooms through the use of “Me” Bags at the beginning of the year and incorporating students’ and teachers’ individual cultures and traditions throughout the school.	Me Bags-students and teacher- Literature based books to highlight cultures. Funding for “Me” Bags and promoting it with families.

Commitment 2

		Sharing of District PD opportunities for staff on diversity, equity, and inclusions.
	Educators utilize Equitable Classroom Practices Observation Checklist and Learning Environment Support Checklist. Educators choose 2 areas to focus on based on their ranking of “Not Observed” to implement and reflect on mid-year.	Copies of the two checklists. Funding for materials to implement what teachers are working on. Ex: fidget toys and relaxation tools.
	Read Aloud Books connected to our Super-Power Word of the month (supporting SEL initiatives) and town meetings. Highlight holiday traditions around the world through our 12 Days of Peace; highlight influential black, women and Latinx leaders during Black History Month, Women’s History Month and Hispanic Heritage Month.	Funding for books Set up monthly town meeting schedules Funding for books
	One School, One Book yearly reading campaign.	Funding for books Promotion with families with administrators, FCOC
	Guest Readers and Community Partners	Planning and scheduling by administrators/FCOC
	Incorporating Scholastic News for current events	Funding for Scholastic News for each classroom
	Professional Development for educators- Culturally Responsive Education Framework.	Schedule for building PD; copies of framework; access on computer
	Work with Diversity, Equity, Inclusion Education Coordinator for staff training on implicit bias and Culturally Responsive Classrooms	Building PD; Schedule with district diversity coordinator Utilize mid-year review to determine if mid-year adjustments need to be

Commitment 2

		made (methods of SCEP plan).
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COMMITMENT 3

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

Our Commitment

What is one Commitment we will promote for 2023-24?	
Why are we making this Commitment? <i>Things to potentially take into consideration when crafting this response:</i> <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> 	

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			

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 <i>(e.g., % agree or strongly agree)</i>	What we ended up seeing <i>(complete once Spring survey results are available)</i>
Student Survey			
Staff Survey			
Family Survey			

Commitment 3

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)			

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? (Identify Quantitative Data or Qualitative Descriptors in this space)	What we ended up seeing (complete six to ten weeks into the school year)
Student Data			
Adult/Schoolwide Behaviors and Practices			
Student Behaviors and Practices			

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?

COMMITMENT 4

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

Our Commitment

What is one Commitment we will promote for 2023-24?	
Why are we making this Commitment? <i>Things to potentially take into consideration when crafting this response:</i> <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> 	

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			

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 <i>(e.g., % agree or strongly agree)</i>	What we ended up seeing <i>(complete once Spring survey results are available)</i>
Student Survey			
Staff Survey			
Family Survey			

Commitment 4

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)			

We believe we will be on track to meet our Mid-Year Benchmark 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? (Identify Quantitative Data or Qualitative Descriptors in this space)	What we ended up seeing (complete six to ten weeks into the school year)
Student Data			
Adult/Schoolwide Behaviors and Practices			
Student Behaviors and Practices			

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?

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	Principal Leadership Development
We envision that this Evidence-Based Intervention will support the following Commitment(s)	The evidence-based intervention will support the commitment, “We commit to creating a more equitable environment through ongoing professional learning and support for staff and by ensuring that every child can see themselves reflected in curriculum and learning materials” by professional development being provided to the school leader on diversity, equity, inclusion and implicit bias.
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	We interviewed and surveyed our students and they shared that they feel safe and welcomed at Diven. However, some students do not see themselves reflected in our daily materials. We will continue to infuse diverse literature into our monthly town meetings; continue to highlight holiday traditions with our 12 Days of Peace initiative each December; continue to highlight Black History Month with readings/videos of influential black leaders and guest readers; continue to highlight Women’s History Month with readings/videos of influential women leaders; and plan to highlight Hispanic Heritage Month in Fall 2023 with readings/videos of influential Latinx leaders.

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)	
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
Jo Legare	Principal
Keary Miller	Assistant Principal
Maureen Barr	Data Curriculum Coordinator
Beth Winsor	Kindergarten Teacher
Brenda Moshier	1st Grade Teacher
Nicole West	2nd Grade Teacher
Steve Mastronardi	School Counselor
Katie Muldoon	Parent
Jessica Thomas	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
<i>Example:</i> 4/6/21				x	x		
3/28/23				X	X		
4/25/23	X		X		X		
5/23/23		X	X			X	
6/20/23		X				X	
6/29/23						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

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.