SCEP Cover Page

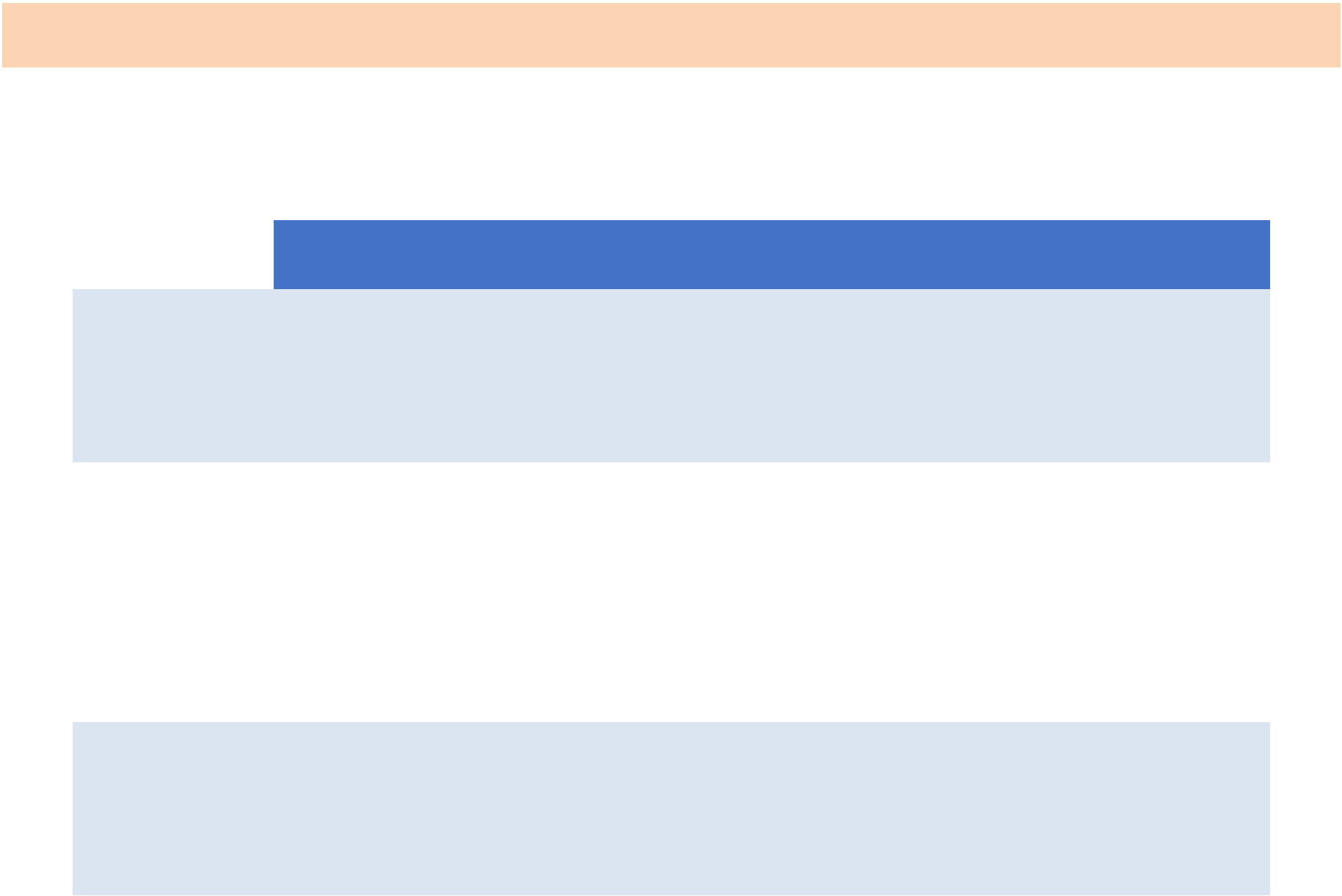
Guidance for Teams

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.

After completing the Student I

What is one commitment we will promote for 2022-23? Why are we making this commitment?	We are committed to developing an environment where students are engaged in active learning in order to promote collaborative learning experiences that will impact academic and social growth.

STRATEGY	Mt



By June 2023, 42% of students will be at or above grade level in ELA and 30% of students will be at or above grade level in Math as evidenced by end-of-year iReady data. By June 2023, 75% of classrooms will show evidence of students working in small groups for literacy and math where every student can describe what they are learning and why (progression of what this looks like at each grade level/band) as evidenced by walkthrough data.

Commitment 2

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Commitment 2

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
Students independently use the strategies of reciprocal teaching	Opportunities for students to engage in small-group work in which each student has a role that represents implementation of reciprocal teaching (predictor, questioner, clarifier, summarizer) Professional-learning communities that focus on planning for small groups that incorporate reciprocal teaching. Students will engage in the use of reciprocal teaching strategies independently, which will allow for intentional opportunities for social, emotional, and cognitive development. As students use the reciprocal teaching protocol, they will engage in sharing their		

	Peer visits to view other teachers and their students implementing the strategies of reciprocal teaching Use of reciprocal teaching to engage in the Engineering Design Process during STEAM Fridays.	
Students engaged in goal setting	Opportunities for students to analyze their own assessment data and think about themselves as learners. Students should be able to speak about their goals, how they will self monitor and the actions they will take to achieve their goals. Student and teacher discussions about setting meaningful goals (SMART goals) so students are intentional with their goal setting. Student-led conversations will occur during conferencing time to monitor progress towards meeting the goals. Students will discuss goals and data with family members during parent-teacher conferences. Parents will be provided with at least two opportunities during the school year to be informed about the impact/value of students' creating and monitoring goals -	Students' goals and progress as monitored from the beginning, middle, and end of year Student inter eaith

	during Open House and additional opportunities for parent-focused sessions.	Time for students and teachers to engage in goal-setting discussions and monitoring Form for students to use to record their skill-based goals and monitoring throughout the school year Goals specific to ELA and reading: Power Goals, moving up IRLA levels, and growing on iRead/i-Ready Reading. Goals specific to math: reaching a specific score on a sprint and growing on R

			sessions. (SIG funds - materials for sessions and compensation for faculty and staff members) Summer PD to continue implementation of data analysis,[illegible]

Commitment 2

Volunteer teachers to open their classrooms for peer observations regarding systems and procedures to implement Stars and Steps among their students

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.

Survey Question(s) or Statement(s)	Desired response

Family Survey	I know the goals my child has set for him/herself and my child is able to speak about the steps he/she will take to achieve these goals.	60% agree or strongly agree

By the end of the 2022-2023 school year, in at least 20 out of 24 (83%) classrooms students will be engaged in meaningful discussions and accountable talk as measured by walkthrough data. By the end of the 2022-2023 school year, 60% of students interviewed will share their academic goals and steps they will take to meet those goals. By the end of the 2022-2023 school year, 75% of our students will be able to provide meaningful feedback using a stars and steps rubric.

Evidence-Based Intervente

If “X’ i hirked above, provide rqs

Evidence-Based Intervention

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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

Our Team's Process

NYSED requires that the SCEP is developed in consultation with parents and school staff, and in accordance with §o

Our Team's Process

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)

We completed the steps above across multiple meetings. Below is a list of

Learning As A Team

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Next Steps

1. Sharing the Plan:
    a. CSI Schools: