

**School Comprehensive Education Plan**

2024-25

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| District | School Name | Grades Served |
| Niagara Falls City Schools | Hyde Park Elementary | PK3-6th |

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| Collaboratively Developed By: |
| The Hyde Park Elementary School SCEP Development Team  *Natalie Hubbard, Daniel Giancola, Rich Evans, Susie Strangis, Courtney Brandy, Karen Vilardo, Andy Touma, Diane Ostertag*  *And in partnership with the staff, students, and families of Hyde Park Elementary* |

# 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.

## Prior to Writing the Plan

Prior to working on this document, school teams should have:

1. Completed the Five-Part Needs Assessment
   * [Activity 1: ​Envision: Exploring Your Vision, Values, and Aspirations](https://www.nysed.gov/sites/default/files/programs/accountability/activity-1-envision-exploring-our-vision-values-and-aspirations.pdf) *(optional for re-identified schools)*
   * [Activity 2: Analyze: Internal and External Data](https://www.nysed.gov/sites/default/files/programs/accountability/activity-2-analyze-internal-and-externaldata.pdf)
   * [Activity 3: Analyze: Survey Data](https://www.nysed.gov/sites/default/files/programs/accountability/activity-3-analyze-surveydata.pdf)
   * [Activity 4: Listen: Student Interviews](https://www.nysed.gov/sites/default/files/programs/accountability/activity-4-listen-interviewing-students.pdf)
   * [Activity 5: Envision: Reflect, Synthesize, and Plan](https://www.nysed.gov/sites/default/files/programs/accountability/activity-5-envision-reflect-synthesize-plan.pdf)
2. Re-identified Schools:

* Participated in [SCEP Pre-Team Meeting Planning Session 4](https://www.nysed.gov/sites/default/files/programs/accountability/pre-scep-team-meeting-planning-session-4.pdf) with their NYSED/District/BOCES liaison after the Commitments and Key Strategies were identified and before the implementation plan was written.

## Commitments

The team should identify 2 to 4 Commitments for the 2024-25 school year. An ideal Commitment is something that the school team sees as part of a long-range vision for the school**. At least one Commitment must be connected to Teaching and Learning.** School teams may find it helpful to consider the following sentence starter to assist in identifying a commitment: *This school is committed to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.*

## Key Strategies

As part of the annual improvement plan, schools will need to identify 1-4 Key Strategies for each Commitment and develop their plan around these strategies.

Each Key Strategy selected should represent something that will look different this upcoming year in comparison to previous years. The Key Strategy should fit one of the following categories:

1. Something **new** to the school; or
2. Something existing that is **being expanded** to reach a wider audience; or
3. Something existing that is **being refined** in this upcoming year and will look different from the past.

These Key Strategies should connect to the data reviewed and/or the student interviews conducted through the needs assessment process. Teams will need to explain on the template why they have selected each Key Strategy.

While Commitments represent more long-term goals or values that are guiding the school, Key Strategies serve as the means by which the school will advance that Commitment during the upcoming year.

Schools may find Hattie’s [High Impact Teaching Strategies](https://www.education.vic.gov.au/school/teachers/teachingresources/practice/improve/Pages/hits.aspx) and the [Diagnostic Tool for School and District Effectiveness (DTSDE) Framework](https://www.nysed.gov/sites/default/files/programs/accountability/dtsde-framework.pdf) and [Phases of Implementation](https://www.nysed.gov/sites/default/files/programs/accountability/dtsde-phases-of-implementation_0.pdf) to be helpful resources when considering Key Strategies.

## Implementation

For each Key Strategy selected, the school team will need to outline its plan for prioritizing that Key Strategy in the upcoming year.

For Key Strategies that are something **new** to the school, the plan would outline how the Key Strategy will be introduced and rolled out. For Key Strategies that are **being expanded** to reach a wider audience, the plan would outline how this expansion would occur. For Key Strategies that are **being refined** in this upcoming year, the plan would outline the new ways in which this Key Strategy is being prioritized that differ from previous years.

For each of these three categories of Key Strategies, the plan for implementation should **outline a sequence of activities that build upon previous activities**, along with the resources necessary to support that specific Key Strategy.

In the column to the right of each activity, identify if the activity **will be in place by Early Progress Milestone (EPM) or the Mid-Year Benchmark (MYB).** The team can then use this information to gauge progress when it meets during the 2024-25 school year. For strategies designed to occur after the Mid-Year Benchmark meeting, leave those two boxes blank.

## Success Criteria and Benchmark Targets

After school teams identify their Key Strategies, they should consider success criteria and benchmarks that will help them determine if they are making sufficient progress with the Key Strategies and toward their Commitment throughout the year.

Each Key Strategy will have at least one Early Progress Milestone that is intended to provide the school team with helpful feedback as to the initial success of the plan. The data selected for the Early Progress Milestone should directly align with the Key Strategy.

Each Commitment will also have at least one mid-year benchmark and one end-of-the-year target. School teams will also need to identify spring survey targets for each Commitment.

The plan template is designed with the intention that the school teams will return to their plan throughout the year and make updates when necessary. To monitor the Success Criteria for each Commitment, there is a section for the team to update during the year and record the outcome data or evidence they ended up seeing next to the target 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.

## SCEP Rubric

NYSED has developed [a rubric](https://www.nysed.gov/sites/default/files/programs/accountability/scep-rubric-pdf.pdf) that is intended to serve as a means of helping team members identify potential ways to strengthen their plan. The rubric may be a useful tool to refer to as the plan is being written. Schools should plan on self-assessing their plan against the rubric after their initial draft is finalized.

## Resources for Team

* [Assembling Your Improvement Planning Team](http://www.nysed.gov/common/nysed/files/programs/accountability/assembling-your-improvement-planning-team.pdf)
* NYSED Improvement Planning website: <http://www.nysed.gov/accountability/improvement-planning>

# 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](about:blank).

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

**Option 1:** Selecting an intervention from the **State-Supported Evidence Based Interventions** 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 Intervention

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

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| --- | --- |
| Evidence-Based Intervention 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-Identified

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

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| --- | --- |
| Evidence-Based Intervention 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 intervention, the Commitment(s) it will support, and the research that supports this as an evidence-based intervention.

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| --- | --- |
| Evidence-Based Intervention 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 |  |

# COMMITMENT 1

Our Commitment

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| **What is one Commitment we will promote for 2024-25?** | We pledge to support students in feeling valued, secure, and nurtured to cultivate a feeling of inclusion. Our aim is to celebrate diversity and foster an environment that values and understands various backgrounds and viewpoints. |
| **Why are we making this Commitment?**  *Things to potentially take into consideration when crafting this response:*   * *How does this Commitment fit into what we envision for the school?* * *How does this Commitment relate to what we heard when listening to others?* * *How does this Commitment connect to what we observed through analysis?* | * Hyde Park’s mission statement states that, “Everyday Hyde Park students will be provided with a quality education, in a caring nurturing atmosphere.” We believe that we can create a caring, nurturing environment for all our students by helping them feel a sense of belonging. * We hold the belief that by fostering a compassionate and supportive atmosphere, we can cultivate a feeling of belonging for all our students. * Student surveys at Hyde Park Elementary revealed reflections on their "best day." Students described their perfect day as one filled with recognition for achievements, whether it be earning "student of the month," showcasing a special talent, Fun Day, engaging in sports, or celebrating accomplishments. * The SOAR Learning and Leading article emphasizes that both teachers and students desire involvement in the decision-making process within the school environment. By fostering this dynamic, there is increased engagement and a sense of ownership. This sentiment is echoed in the student surveys, where students express a desire for greater responsibility and ownership. |

Key Strategies

In column 1, input **a total** of one to four strategies that reflect something **new** the school is introducing or something currently in existence that the school is **expanding** or **refining** for the upcoming school year. In column 2, identify if the strategy is something new, something being expanded, or something being refined. In column 3, identify the data that indicates these strategies will be beneficial to our school. For any key strategy that is not something new, provide a 1-2 sentence summary of how the key strategy will be expanded or refined next year.

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| **KEY STRATEGY** | **HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?** | **WHY:** What did we learn from our needs assessment that suggests this is the right Key Strategy?  *Consider both data trends observed and student interview responses.*  *For key strategy that does not represent something new, also provide 1-2 sentences on how the school will expand or refine the key strategy next year.* |
| Enhance the students’ sense of belonging | ☐ NEW  ☐ EXPAND  ☐ REFINE | We will promote the participation of primary and intermediate grade levels in "classroom buddies" to deepen students' sense of belonging.   * Student survey question L04, “Our school is positive and fun”, received 46.2%. |
| Embrace the richness of diversity and cultural experiences of students, families and staff | ☐ NEW  ☐ EXPAND  ☐ REFINE | We will celebrate the diversity of our students at Hyde Park by creating a "Welcome Board" featuring various languages, along with organizing a cultural fair.   * Student survey question DV72, “All students are treated the same, regardless family background/ethnicity”, received 60.0%. Student survey question DV69, “Students of different backgrounds try to understand each other” received a 51.3%. Staff survey question DV69, “Students of different backgrounds try to understand each other” received an 82.4%. Family survey question DV69, “Students of different backgrounds try to understand each other” received a 72.2%. |
| Increase family engagement | ☐ NEW  ☐ EXPAND  ☐ REFINE | Deliver monthly informative videos throughout the year covering topics such as report cards, attendance, and curriculum nights.   * Family survey question F43, “Teachers contact me, not just in times of concern” received a 68.4%. Staff survey questions F92, “Events for families encouraging a partnership for learning” received a 94.1% |

Implementation

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| **KEY STRATEGY 1** | Enhance the students’ sense of belonging |

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| IMPLEMENTATION  What is our plan for implementing Key Strategy 1? What steps are involved? | When will this be in place? |
| Create classroom buddies between lower grades upper grades | ☐ by EPM  ☐ by MYB |
| Incorporate job opportunities throughout the school for sixth grade students. | ☐ by EPM  ☐ by MYB |
| Broaden opportunities for grade level activities, spanning vertical grade levels, and introduce enjoyable themed days. | ☐ by EPM  ☐ by MYB |
| Continue to recognize student achievements with a “shout out” during the morning news broadcast; achievements could include exemplary behavior, academic successes, attendance, extracurricular involvement, talents, and awards. We will foster teamwork and relationship-building by inviting both staff and students to participate in entertainment challenges at the morning show. | ☐ by EPM  ☐ by MYB |
| Continue with student of the month celebrations and invite family members to attend. | ☐ by EPM  ☐ by MYB |
| RESOURCES  What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? |
| Create a job application |
| Morning show host  Create schedule for special events  Student of the month lanyards, certificates and pencils. |

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| **KEY STRATEGY 2** | Embrace the richness of diversity and cultural experiences of students |

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| is our plan for implementing Key Strategy 2? What steps are involved? | When will this be in place? |
| Create a diversity bulletin board that coincides with monthly themes (student job, after school club) | ☐ by EPM  ☐ by MYB |
| Create a team, including staff and student Council, to create spirit week themes and include a spirit week bimonthly. | ☐ by EPM  ☐ by MYB |
| Host a Cultural Family Night which displays the diversity of the Hyde Park families. Including educational posters, food and cultural dances. | ☐ by EPM  ☐ by MYB |
| Display signs throughout the building in different languages, including a morning greeting. | ☐ by EPM  ☐ by MYB |
|  | ☐ by EPM  ☐ by MYB |
| RESOURCES  What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? |
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| Cultural flags, funding to support cultural family night (food, dancers, etc.) |

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| **KEY STRATEGY 3** | Increase family engagement |

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| IMPLEMENTATION  What is our plan for implementing Key Strategy 3? What steps are involved? | When will this be in place? |
| Continue with student of the month celebrations and invite family members to attend. | ☐ by EPM  ☐ by MYB |
| Host family events throughout the school year (family fun night, math night, curriculum night, dances, family directed painting class) | ☐ by EPM  ☐ by MYB |
| Family Information Night (Family Resources, Attendance, Cell Phones Safety, Report Cards, Trauma Informed Support, Special Education Information) | by EPM  by MYB |
| Encourage families to send notes to school highlighting student accomplishments outside of school. These accomplishments will be shared on the Morning Show. | ☐ by EPM  ☐ by MYB |
| Enhance positive communication with families through sending home positive notes and making phone calls, introducing yourself to teachers before school starts, and maintaining regular communication throughout the school year.  (Open House/Orientation-learning about different aspects of the school day-impact of students missing school, why writing absences when absent, information on the report card, understanding testing data, roles of staff members in the school, how to monitor grades through PowerSchool, etc.) Promote monthly informational videos for families on our school Facebook. | ☐ by EPM  ☐ by MYB |
| RESOURCES  What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? |
|  |
| Funding to support Open House and Student of the Month breakfast/awards. Technology support for the monthly videos. |

Progress Targets

### Early Progress Milestones

We believe we are on track with the implementation of our strategies if we reach the following Early Progress Milestones **six to ten weeks** into implementation: *Identify Quantitative Data or Qualitative Descriptors that can serve as signals that our implementation is on track and we should continue pursuing these strategies.*

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| **Key Strategy** | **What Early Progress Milestone data will we be reviewing?** | **What do we hope to see when we review that data? (*consider Student Data, Adult/Schoolwide Behaviors and Practices, and Student Behaviors and Practices)*** | **What we ended up seeing** *(complete six to ten weeks into the school year)* |
| Student sense of belonging | Number of 6th grade students who have jobs.  Number of classrooms set up with classroom buddies,  Number of theme days planned | 50% of 6th Grade students will obtain a job in the school.  50% of classrooms will have assigned reading buddies.  5 themed days will be planned. |  |
| Embrace the richness of diversity and cultural experiences of students | Number of bulletin boards created. Number of signs in different languages created. Number of different languages on the morning news | 2 bulletin boards will be created to embrace diversity.  2 “Welcome signs” will be created in different languages and displayed throughout the school that represent our school’s population.  2 different languages will be used on the morning news. |  |
| Increase family engagement | Number of families engaged in school functions (in person or online) | 4 family functions will be created. |  |

### Mid-Year Benchmarks and End-Of-The-Year Targets

We believe successful implementation of these strategies will allow us to reach the following mid-year benchmarks and end-of-the-year goals.

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|  | **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)** | Number of Family Nights or Events  Number of Languages spoken on the morning news  Number of classrooms will be assigned buddies | 8 events at mid-year  5 different languages will be introduced on the morning news  All classrooms assigned reading buddies |  |
| **End-of-the Year Targets** | Number of Family Events  Number of Languages Spoken on the Morning News  Number of classrooms assigned buddies | We will have 22 Family Events this year  We will introduce 10 different Languages on the morning news  Classrooms will meet with their buddies at least 10 times during the school year |  |

### Spring Survey Targets

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

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| --- | --- | --- | --- | --- |
|  | Survey Question(s) or Statement(s) | 2023-24 data if available  *(e.g., % agree or strongly agree)* | Desired response  *(e.g., % agree or strongly agree)* | What we ended up seeing *(complete once Spring survey results are available)* |
| Student Survey | L04: Our school is positive and fun  DV72: All students are treated the same, regardless family background/ethnicity  DV69: Students of different backgrounds try to understand each other | 46.2%.  60.0%.  51.3%. | 55.0%  70.0%  60.0% |  |
| Staff Survey | DV69: Students of different backgrounds try to understand each other  F92: Events for families encouraging a partnership for learning | 82.4%  94.1% | 85%  95% |  |
| Family Survey | DV69: Students of different backgrounds try to understand each other  F43: Teachers contact me, not just in times of concern | 72.2%  68.4%. | 80.0%  75% |  |

# COMMITMENT 2

Our Commitment

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| **What is one Commitment we will promote for 2024-25?** | We hold the belief that prioritizing student self-monitoring and fostering active student engagement is crucial, as it leads to enhanced academic results. This conviction finds reinforcement in the district's implementation of components from the Foundational Five, affirming their effectiveness in promoting student success. |
| **Why are we making this Commitment?**  *Things to potentially take into consideration when crafting this response:*   * *How does this Commitment fit into what we envision for the school?* * *How does this Commitment relate to what we heard when listening to others?* * *How does this Commitment connect to what we observed through analysis?* | * The Soar document asserts our dedication to the idea that structure and routine are vital for our students, recognizing that each student has unique requirements. The support we provide aids them in developing greater independence and self-awareness in their learning journey. * The mission statement of Hyde Park affirms that students will receive a quality education within a compassionate and supportive environment every day. We maintain that by actively involving students and guiding them in self-assessment and adapting their learning to achieve academic goals, we can ensure they receive a high-quality education. * Upon reviewing the CRS document, it emphasizes the importance of students pushing beyond their academic comfort zones. Encouraging them to set ambitious goals and consistently reassessing them is vital to their growth and development. * We hold the belief that prioritizing student self-monitoring and fostering active student engagement is crucial, as it leads to enhanced academic results. This conviction finds reinforcement in the district's implementation of components from the Foundational Five, affirming their effectiveness in promoting student success. |

Key Strategies

In column 1, input **a total** of one to four strategies that reflect something **new** the school is introducing or something currently in existence that the school is **expanding** or **refining** for the upcoming school year. In column 2, identify if the strategy is something new, something being expanded, or something being refined. In column 3, identify the data that indicates these strategies will be beneficial to our school. For any key strategy that is not something new, provide a 1-2 sentence summary of how the key strategy will be expanded or refined next year.

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| **KEY STRATEGY** | **HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?** | **WHY:** What did we learn from our needs assessment that suggests this is the right Key Strategy?  *Consider both data trends observed and student interview responses.*  *For key strategy that does not represent something new, also provide 1-2 sentences on how the school will expand or refine the key strategy next year.* |
| Teachers regularly examine a range of data points and assessments. | ☐ NEW  ☐ EXPAND  ☐ REFINE | Teachers can utilize monthly meetings to collaboratively examine student assessment data, identifying patterns and individual needs to enhance instructional strategies effectively.  Staff   * C29. We understand and use data-driven inquiry as a process to support effective instruction.94.1% * C30. We use specific data protocols in grade level/content area team meetings to support our work in reviewing student work.97.1%   Student   * T13. My teachers check to make sure students understand.85.4% * T18. We use student learning targets/goals ("I can...") in our classes. 80.1%   Family   * T29. Teachers use regular assessments/"checks" to monitor my child(ren)'s learning.78.9% |
| Support students in formulating personalized objectives using Wonders (writing), I-ready, and NWEA | ☐ NEW  ☐ EXPAND  ☐ REFINE | Upon reviewing the CRS document, it underscores the significance of students pushing beyond their academic comfort zones. Encouraging them to set ambitious goals and regularly evaluating their progress is crucial for nurturing their growth and development.  Staff   * C38. As a school, we have created structures so that students are able to reflect their learning and keep track of their own progress 78.1%. * T45. Students in this school have strategies to track their own learning. 84.4%   Student   * T13. My teachers check to make sure students understand.85.4% * T18. We use student learning targets/goals ("I can...") in our classes. 80.1%   Family   * T24. My child(ren) talks about the student learning targets/goals ("I can...") given to them by their teachers.61.9% * T29. Teachers use regular assessments/"checks" to monitor my child(ren)'s learning. 78.9% |
|  | ☐ NEW  ☐ EXPAND  ☐ REFINE |  |

Implementation

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| **KEY STRATEGY 1** | Teachers regularly examine a range of data points and assessments. |

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| IMPLEMENTATION  What is our plan for implementing Key Strategy 1? What steps are involved? | When will this be in place? |
| Create monthly schedule for grade level teams to review designated data points (include attendance)  Schedule includes data piece that will be reviewed, date assessment needs to be completed.  (ex: Oct-NWEA, Nov. -IReady, Dec.-Wonders-writing, Jan-NWEA, Feb.-IReady, March-Wonders-writing.....) | ☐ by EPM  ☐ by MYB |
| Identify protocol to utilize to review the data points at each monthly meeting. | ☐ by EPM  ☐ by MYB |
| Differentiation/Scaffolding/Adjustments to lessons/Small instructional groups based on data review. | ☐ by EPM  ☐ by MYB |
|  | ☐ by EPM  ☐ by MYB |
|  | ☐ by EPM  ☐ by MYB |
| RESOURCES  What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? |
| Establish schedule, timelines for NWEA assessments, learning IReady-what information is available |
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| **KEY STRATEGY 2** | Support students in formalizing personalized objectives for NWEA, IReady, Wonders (writing), and attendance. |

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| IMPLEMENTATION  What is our plan for implementing Key Strategy 2? What steps are involved? | When will this be in place? |
| Instruction for students on the meaning of setting goals. (Morning Show?) | ☐ by EPM  ☐ by MYB |
| Establish bi-weekly/monthly schedule for teachers to meet with students to review their data and set personal goals. (Maybe combine with a ‘fun day’-morning data, afternoon-game day.) | ☐ by EPM  ☐ by MYB |
| Schedule for what data to review with students established. Review of attendance is part of each bi-weekly meeting with students.  Coordinate with data reviewed by teachers in the months of Oct-March-ex: Oct-review NWEA data; other dates in the month-grade level teams decide what data to look at. | ☐ by EPM  ☐ by MYB |
| Teachers establish a system to record and track the conversation with each student during bi-weekly goal setting conversations. | ☐ by EPM  ☐ by MYB |
| Teachers will facilitate students using technology programs to track progress such as Moby Max, NWEA (winter, and spring), Aimsweb, I-Ready, Read Works, etc. | ☐ by EPM  ☐ by MYB |
| RESOURCES  What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? |
| Establish schedule for bi-weekly dates for teachers to review data with students to coordinate with afternoon fun day. |
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| **KEY STRATEGY 3** |  |

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| IMPLEMENTATION  What is our plan for implementing Key Strategy 3? What steps are involved? | When will this be in place? |
|  | ☐ by EPM  ☐ by MYB |
|  | ☐ by EPM  ☐ by MYB |
|  | ☐ by EPM  ☐ by MYB |
|  | ☐ by EPM  ☐ by MYB |
|  | ☐ by EPM  ☐ by MYB |
| RESOURCES  What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? |
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| **KEY STRATEGY 4** |  |

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| IMPLEMENTATION  What is our plan for implementing Key Strategy 4? What steps are involved? | When will this be in place? |
|  | ☐ by EPM  ☐ by MYB |
|  | ☐ by EPM  ☐ by MYB |
|  | ☐ by EPM  ☐ by MYB |
|  | ☐ by EPM  ☐ by MYB |
|  | ☐ by EPM  ☐ by MYB |
| RESOURCES  What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? |
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Progress Targets

### Early Progress Milestones

We believe we are on track with the implementation of our strategies if we reach the following Early Progress Milestones **six to ten weeks** into implementation: *Identify Quantitative Data or Qualitative Descriptors that can serve as signals that our implementation is on track and we should continue pursuing these strategies.*

|  |  |  |  |
| --- | --- | --- | --- |
| **Key Strategy** | **What Early Progress Milestone data will we be reviewing?** | **What do we hope to see when we review that data? (*consider Student Data, Adult/Schoolwide Behaviors and Practices, and Student Behaviors and Practices)*** | **What we ended up seeing** *(complete six to ten weeks into the school year)* |
| Teachers regularly examine a range of data points and assessments. | NWEA, AIMS Web, I-Ready, Reading Tests (Literacy Footprints, Wonder’s) | Students will be grouped according to their academic levels and needs, with teachers supporting them in setting personalized targets and goals. |  |
| Support students in formulating personalized objectives using Wonders (writing), I-ready, and NWEA | NWEA, AIMS Web, I-Ready, Reading Tests (Literacy Footprints, Wonder’s) | Students will collaborate with their teachers to review data and establish personalized goals for the school year. |  |
|  |  |  |  |

### Mid-Year Benchmarks and End-Of-The-Year Targets

We believe successful implementation of these strategies will allow us to reach the following mid-year benchmarks and end-of-the-year goals.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **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)** | Mid-Year; NWEA, AIMS Web, I-Ready, Reading Tests (Literacy Footprints, Wonder’s) | I-Ready and NWEA: The percentage of students achieving their mid-year growth projection goal will be 50%.  Students will advance their reading level by actively pursuing and mastering their target skills. |  |
| **End-of-the Year Targets** | End of the year; NWEA, AIMS Web, I-Ready, Reading Tests (Literacy Footprints, Wonder’s) | I-Ready and NWEA: The percentage of students achieving their year-end growth projection goal will be 50%.  Students will advance their reading level by actively pursuing and mastering their target skills. |  |

### Spring Survey Targets

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Survey Question(s) or Statement(s) | 2023-24 data if available  *(e.g., % agree or strongly agree)* | Desired response  *(e.g., % agree or strongly agree)* | What we ended up seeing *(complete once Spring survey results are available)* |
| Student Survey | T13. My teachers check to make sure students understand  T18. We use student learning targets/goals ("I can...") in our classes | 85.4%  80.1% | 90.0%  85% |  |
| Staff Survey | C29. We understand and use data-driven inquiry as a process to support effective instruction  C30. We use specific data protocols in grade level/content area team meetings to support our work in reviewing student work  C38. As a school, we have created structures so that students are able to reflect on their learning and keep track of their own progress  T45. Students in this school have strategies to track their own learning | 94.1%  97.1%  78.1%  84.4% | 96%  98%  80%  87% |  |
| Family Survey | T24. My child(ren) talks about the student learning targets/goals ("I can...") given to them by their teachers  T29. Teachers use regular assessments/"checks" to monitor my child(ren)'s learning | 61.9%  78.9% | 65%  80% |  |

# COMMITMENT 3

(*this section can be deleted if there is no third Commitment*)

Our Commitment

|  |  |
| --- | --- |
| **What is one Commitment we will promote for 2024-25?** |  |
| **Why are we making this Commitment?**  *Things to potentially take into consideration when crafting this response:*   * *How does this Commitment fit into what we envision for the school?* * *How does this Commitment relate to what we heard when listening to others?* * *How does this Commitment connect to what we observed through analysis?* |  |

Key Strategies

In column 1, input **a total** of one to four strategies that reflect something **new** the school is introducing or something currently in existence that the school is **expanding** or **refining** for the upcoming school year. In column 2, identify if the strategy is something new, something being expanded, or something being refined. In column 3, identify the data that indicates these strategies will be beneficial to our school. For any key strategy that is not something new, provide a 1-2 sentence summary of how the key strategy will be expanded or refined next year.

|  |  |  |
| --- | --- | --- |
| **KEY STRATEGY** | **HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?** | **WHY:** What did we learn from our needs assessment that suggests this is the right Key Strategy?  *Consider both data trends observed and student interview responses.*  *For key strategy that does not represent something new, also provide 1-2 sentences on how the school will expand or refine the key strategy next year.* |
|  | ☐ NEW  ☐ EXPAND  ☐ REFINE |  |
|  | ☐ NEW  ☐ EXPAND  ☐ REFINE |  |
|  | ☐ NEW  ☐ EXPAND  ☐ REFINE |  |

|  |
| --- |
| **For key strategy that does not represent something new, indicate below how the school will expand or refine the key strategy next year.** |
|  |

Implementation

|  |  |
| --- | --- |
| **KEY STRATEGY 1** |  |

|  |  |
| --- | --- |
| IMPLEMENTATION  What is our plan for implementing Key Strategy 1? What steps are involved? | When will this be in place? |
|  | ☐ by EPM  ☐ by MYB |
|  | ☐ by EPM  ☐ by MYB |
|  | ☐ by EPM  ☐ by MYB |
|  | ☐ by EPM  ☐ by MYB |
|  | ☐ by EPM  ☐ by MYB |
| RESOURCES  What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? |
|  |
|  |

|  |  |
| --- | --- |
| **KEY STRATEGY 2** |  |

|  |  |
| --- | --- |
| IMPLEMENTATION  What is our plan for implementing Key Strategy 2? What steps are involved? | When will this be in place? |
|  | ☐ by EPM  ☐ by MYB |
|  | ☐ by EPM  ☐ by MYB |
|  | ☐ by EPM  ☐ by MYB |
|  | ☐ by EPM  ☐ by MYB |
|  | ☐ by EPM  ☐ by MYB |
| RESOURCES  What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? |
|  |
|  |

|  |  |
| --- | --- |
| **KEY STRATEGY 3** |  |

|  |  |
| --- | --- |
| IMPLEMENTATION  What is our plan for implementing Key Strategy 3? What steps are involved? | When will this be in place? |
|  | ☐ by EPM  ☐ by MYB |
|  | ☐ by EPM  ☐ by MYB |
|  | ☐ by EPM  ☐ by MYB |
|  | ☐ by EPM  ☐ by MYB |
|  | ☐ by EPM  ☐ by MYB |
| RESOURCES  What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? |
|  |
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| --- | --- |
| **KEY STRATEGY 4** |  |

|  |  |
| --- | --- |
| IMPLEMENTATION  What is our plan for implementing Key Strategy 4? What steps are involved? | When will this be in place? |
|  | ☐ by EPM  ☐ by MYB |
|  | ☐ by EPM  ☐ by MYB |
|  | ☐ by EPM  ☐ by MYB |
|  | ☐ by EPM  ☐ by MYB |
|  | ☐ by EPM  ☐ by MYB |
| RESOURCES  What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? |
|  |
|  |

Progress Targets

### Early Progress Milestones

We believe we are on track with the implementation of our strategies if we reach the following Early Progress Milestones **six to ten weeks** into implementation: *Identify Quantitative Data or Qualitative Descriptors that can serve as signals that our implementation is on track and we should continue pursuing these strategies.*

|  |  |  |  |
| --- | --- | --- | --- |
| **Key Strategy** | **What Early Progress Milestone data will we be reviewing?** | **What do we hope to see when we review that data? (*consider Student Data, Adult/Schoolwide Behaviors and Practices, and Student Behaviors and Practices)*** | **What we ended up seeing** *(complete six to ten weeks into the school year)* |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

### Mid-Year Benchmarks and End-Of-The-Year Targets

We believe successful implementation of these strategies will allow us to reach the following mid-year benchmarks and end-of-the-year goals.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **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)** |  |  |  |
| **End-of-the Year Targets** |  |  |  |

### Spring Survey Targets

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Survey Question(s) or Statement(s) | 2023-24 data if available  *(e.g., % agree or strongly agree)* | Desired response  *(e.g., % agree or strongly agree)* | What we ended up seeing *(complete once Spring survey results are available)* |
| Student Survey |  |  |  |  |
| Staff Survey |  |  |  |  |
| Family Survey |  |  |  |  |

# COMMITMENT 4

(*this section can be deleted if there is no fourth Commitment*)

Our Commitment

|  |  |
| --- | --- |
| **What is one Commitment we will promote for 2024-25?** |  |
| **Why are we making this Commitment?**  *Things to potentially take into consideration when crafting this response:*   * *How does this Commitment fit into what we envision for the school?* * *How does this Commitment relate to what we heard when listening to others?* * *How does this Commitment connect to what we observed through analysis?* |  |

Key Strategies

In column 1, input **a total** of one to four strategies that reflect something **new** the school is introducing or something currently in existence that the school is **expanding** or **refining** for the upcoming school year. In column 2, identify if the strategy is something new, something being expanded, or something being refined. In column 3, identify the data that indicates these strategies will be beneficial to our school. For any key strategy that is not something new, provide a 1-2 sentence summary of how the key strategy will be expanded or refined next year.

|  |  |  |
| --- | --- | --- |
| **KEY STRATEGY** | **HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?** | **WHY:** What did we learn from our needs assessment that suggests this is the right Key Strategy?  *Consider both data trends observed and student interview responses.*  *For key strategy that does not represent something new, also provide 1-2 sentences on how the school will expand or refine the key strategy next year.* |
|  | ☐ NEW  ☐ EXPAND  ☐ REFINE |  |
|  | ☐ NEW  ☐ EXPAND  ☐ REFINE |  |
|  | ☐ NEW  ☐ EXPAND  ☐ REFINE |  |

Implementation

|  |  |
| --- | --- |
| **KEY STRATEGY 1** |  |

|  |  |
| --- | --- |
| IMPLEMENTATION  What is our plan for implementing Key Strategy 1? What steps are involved? | When will this be in place? |
|  | ☐ by EPM  ☐ by MYB |
|  | ☐ by EPM  ☐ by MYB |
|  | ☐ by EPM  ☐ by MYB |
|  | ☐ by EPM  ☐ by MYB |
|  | ☐ by EPM  ☐ by MYB |
| RESOURCES  What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? |
|  |
|  |

|  |  |
| --- | --- |
| **KEY STRATEGY 2** |  |

|  |  |
| --- | --- |
| IMPLEMENTATION  What is our plan for implementing Key Strategy 2? What steps are involved? | When will this be in place? |
|  | ☐ by EPM  ☐ by MYB |
|  | ☐ by EPM  ☐ by MYB |
|  | ☐ by EPM  ☐ by MYB |
|  | ☐ by EPM  ☐ by MYB |
|  | ☐ by EPM  ☐ by MYB |
| RESOURCES  What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? |
|  |
|  |

|  |  |
| --- | --- |
| **KEY STRATEGY 3** |  |

|  |  |
| --- | --- |
| IMPLEMENTATION  What is our plan for implementing Key Strategy 3? What steps are involved? | When will this be in place? |
|  | ☐ by EPM  ☐ by MYB |
|  | ☐ by EPM  ☐ by MYB |
|  | ☐ by EPM  ☐ by MYB |
|  | ☐ by EPM  ☐ by MYB |
|  | ☐ by EPM  ☐ by MYB |
| RESOURCES  What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? |
|  |
|  |

|  |  |
| --- | --- |
| **KEY STRATEGY 4** |  |

|  |  |
| --- | --- |
| IMPLEMENTATION  What is our plan for implementing Key Strategy 4? What steps are involved? | When will this be in place? |
|  | ☐ by EPM  ☐ by MYB |
|  | ☐ by EPM  ☐ by MYB |
|  | ☐ by EPM  ☐ by MYB |
|  | ☐ by EPM  ☐ by MYB |
|  | ☐ by EPM  ☐ by MYB |
| RESOURCES  What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? |
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Progress Targets

### Early Progress Milestones

We believe we are on track with the implementation of our strategies if we reach the following Early Progress Milestones **six to ten weeks** into implementation: *Identify Quantitative Data or Qualitative Descriptors that can serve as signals that our implementation is on track and we should continue pursuing these strategies.*

|  |  |  |  |
| --- | --- | --- | --- |
| **Key Strategy** | **What Early Progress Milestone data will we be reviewing?** | **What do we hope to see when we review that data? (*consider Student Data, Adult/Schoolwide Behaviors and Practices, and Student Behaviors and Practices)*** | **What we ended up seeing** *(complete six to ten weeks into the school year)* |
|  |  |  |  |
|  |  |  |  |
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### Mid-Year Benchmarks and End-Of-The-Year Targets

We believe successful implementation of these strategies will allow us to reach the following mid-year benchmarks and end-of-the-year goals.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **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)** |  |  |  |
| **End-of-the Year Targets** |  |  |  |

### Spring Survey Targets

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Survey Question(s) or Statement(s) | 2023-24 data if available  *(e.g., % agree or strongly agree)* | Desired response  *(e.g., % agree or strongly agree)* | What we ended up seeing *(complete once Spring survey results are available)* |
| Student Survey |  |  |  |  |
| Staff Survey |  |  |  |  |
| Family Survey |  |  |  |  |

# Civic Empowerment Project (schools in CSI only)

## Background

As part of the New York State Every Student Succeeds Act Plan (ESSA)and Commissioner’s Regulation 100.21, all schools identified for Comprehensive Support and Improvement (CSI) Support Model are required to annually implement a Participatory Budgeting Process or provide opportunities for parent and student engagementin a manner prescribed by the Commissioner.

## Options for Schools

The Department has outlined six ways in which schools may address the requirement for schools in the CSI Support Model to implement Participatory Budgeting or an Approved Alternative:

1. Participatory Budgeting
2. Monthly School Focus Groups
3. Climate Survey Inquiry Team
4. Schoolwide Voting
5. Collaborative School Improvement Grant Development
6. Design Your Own

These options were identified because they build on essential components of Participatory Budgeting: ***expanding stakeholder voice***, ***providing opportunities to practice democracy***, and ***promoting civic engagement***.

The available options are described in more detail in the guidebooks available on the NYSED [Civic Empowerment Projects](https://www.nysed.gov/accountability/civic-empowerment-projects) website. Schools should consider how to incorporate their selection into their existing commitments.

### Directions (Schools in CSI only)

Place an "X" in the box next to the Civic Empowerment Project the SCEP Development Team has selected for the 2024-25 school year.

☐ Participatory Budgeting

☐ Monthly School Focus Groups

☐ Climate Survey Inquiry Team

☐ Schoolwide Voting

☐ Collaborative School Improvement Grant Development

☐ Design Your Own (proposals should be sent to FieldSupport@nysed.gov)

# 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.

## 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 (optional for schools in CSI)
2. **Analyze:** Analyzing Data
3. **Analyze:** Analyzing Survey Data
4. **Listen**: Interviewing Students
5. **Envision:** Reflect, Synthesize, and Plan
6. **Writing the Plan**

## Team Collaboration

In the first two columns, identify the members of the SCEP team and their role (e.g., teacher, assistant principal, parent). In the rest of columns, indicate that team member’s participation in each of the activities by identifying the date that person participated in that activity OR leaving the space blank if the person did not participate in that activity.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Name | Role | Orientation to School Teams  (required for new TSI) | Envision: Exploring the Vision, Values and Aspirations | Analyze: Internal and External Data | Analyze: Survey Data | Listen: Student Interviews | Envision: Reflect, Synthesize and Plan | Plan Writing and Revision |
| *Example: Mary James* | *ELL Teacher* | *3/5* | *3/12* | *3/19* |  | *4/10, 4/11* | *4/17* | *5/2 5/9 5/16* |
| Courtney Brandy | Counselor | 5/8 | 5/22 | 6/5 | 5/30 | 5/23, 5/29 | 6/12 | 6/19,  7/2, 7/15  7/17 |
| Susie Strangis | Counselor | 5/8 | 5/22 | 6/5 | 5/30 | 5/23, 5/29 | 6/12 | 6/19,  7/2, 7/15  7/17```````````````````````````````````````````` |
| Richard Evans | Teacher | 5/8 | 5/22 | 6/5 | 5/30 | 5/23, 5/29 | 6/12 | 6/19,  7/2, 7/15  7/17 |
| Daniel Giancola | Teacher | 5/8 | 5/22 | 6/5 | 5/30 | 5/23, 5/29 | 6/12 | 6/19,  7/2, 7/15  7/17 |
| Natalie Hubbard | Teacher | 5/8 | 5/22 | 6/5 | 5/30 | 5/23, 5/29 | 6/12 | 6/19,  7/2, 7/15  7/17 |
| Karen Vilardo | Social Worker | 5/8 | 5/22 | 6/5 | 5/30 | 5/23, 5/29 | 6/12 | 6/19,  7/2, 7/15  7/17 |
| Diane Ostertag | Principal | 5/8 | 5/22 | 6/5 | 5/30 | 5/23, 5/29 | 6/12 | 6/19,  7/2, 7/15  7/17 |
| Andy Touma | Assistant Principal | 5/8 | 5/22 | 6/5 | 5/30 | 5/23, 5/29 | 6/12 | 6/19,  7/2, 7/15  7/17 |
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# 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 |
|  |

**Schools in the ATSI and TSI model only**

### Subgroup Spotlight

|  |
| --- |
| Describe how the team has determined that the strategies in this plan are likely to result in improved subgroup performance for the subgroup(s) for which the school has been identified. |
|  |

Next Steps

## Sharing the Plan

### 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 compare the completed plan to the** [**SCEP Rubric**](https://www.nysed.gov/sites/default/files/programs/accountability/scep-rubric-pdf.pdf) **to consider where there may be opportunities to strengthen the plan.** After the team has analyzed the completed plan in relation to the [SCEP Rubric](https://www.nysed.gov/sites/default/files/programs/accountability/scep-rubric-pdf.pdf) and made any necessary revisions, the principal should email the NYSED liaison and:

1. Confirm that the team has reviewed the plan against the SCEP rubric, ensured the plan met [minimum expectations](https://www.nysed.gov/sites/default/files/programs/accountability/scep-minimum-expectations-pdf.pdf), and made any necessary changes;
2. Identify the areas of the plan about which the team is most confident;
3. If applicable, identify if there are any specific areas of the plan about which the team is less confident. The principal is also able to request a follow-up meeting to further explore these areas prior to [Pre-SCEP Team Meeting Planning Session 5](https://www.nysed.gov/sites/default/files/programs/accountability/pre-scep-team-meeting-planning-session-5.pdf) indicate to your liaison that the school is ready to share its full plan for approval. Plans should be shared by **July 15, 2024**.
4. Once your plan is finalized, 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.

### Schools in the ATSI model and TSI Model

When the SCEP team is satisfied with the plan, **please compare the completed plan to the** [**SCEP Rubric**](https://www.nysed.gov/sites/default/files/programs/accountability/scep-rubric-pdf.pdf) **to consider where there may be opportunities to strengthen the plan**. After the team has analyzed the completed plan in relation to the SCEP rubric and made any necessary revisions, please share the plan with your District, who will verify that the plan meets [NYSED’s minimum expectations](https://www.nysed.gov/sites/default/files/programs/accountability/scep-minimum-expectations-pdf.pdf). Plans will need to be approved by the District before the first day of the 2024-25 school year.

Once the plan has been finalized, ensure that the District (Superintendent or designee) and the local Board of Education have approved the plan and that the plan is posted on the district website.

## Implementing the Plan (All Schools)

* 1. Ensure that the plan is implemented no later than the first day of school.
  2. Monitor implementation closely and adjust as needed.
  3. Plan to have the SCEP team reconvene during the year to discuss implementation and review progress in relation to the Early Progress Milestones and Mid-Year benchmarks identified.
  4. Ensure that there is professional development provided to support the strategic efforts described within this plan.
  5. 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.