

**School Comprehensive Education Plan**

2025-26

|  |  |  |
| --- | --- | --- |
| District | School Name | Grades Served |
| Niagara Falls | Bloneva Bond Primary School | PK-3 |

|  |
| --- |
| Collaboratively Developed By: |
| The Bloneva Bond SCEP Development Team  Rocco Merino, Dorothy Brundidge, Teresa Chandler, Angela Ruffolo, Christina Magnuson, Lyndie Granto, Tammy Zaker, Amanda Vail, Kimberly Jasek, Makeesha Booker, Raquela McLeod, Samantha Kwan and in partnership with the staff, students, and families of Bloneva Bond Primary School. |

# Guidance for Teams

## Navigating the Plan

You can expand or collapse any section of the plan by clicking the triangle next to the blue headings. Additionally, you can move through sections using the Navigation Pane in Microsoft Word.

## Before Writing the Plan

Before working on this document, school teams should have:

1. **Completed the Five-Part Needs Assessment**, which consists of:
   * [Activity 1: Analyze: Data Variation Identification](https://www.nysed.gov/sites/default/files/programs/accountability/analyze-data-variation-part-1-identification.docx)
   * [Activity 2: Analyze: Data Variation Share and Explore](https://www.nysed.gov/sites/default/files/programs/accountability/analyze-data-variation-part-2-share-and-explore.docx)
   * [Activity 3: Analyze: Survey Data](https://www.nysed.gov/sites/default/files/programs/accountability/analyze-survey-data.docx)
   * [Activity 4: Listen: Student Interviews](https://www.nysed.gov/sites/default/files/programs/accountability/listen-interviewing-students_0.pdf)
   * [Activity 5: Envision: Reflect and Synthesize](https://www.nysed.gov/sites/default/files/programs/accountability/envision-reflect-and-synthesize.pdf)
2. **Met with their NYSED/District/BOCES liaison**:

* Following *Activity 1: Analyze Data Variation Identification*
* Following *Activity 5: Envision: Reflect, Synthesize, and Plan* after identifying the Key Strategies and before writing the implementation plan.

1. **Met with their district** to share ensure alignment and coherence between the school’s improvement vision and the district’s vision.

## Key Strategies

Schools must identify the evidence-based, high-impact levers, known as “Key Strategies,” they believe will improve current outcomes. Each Key Strategy should represent a change in the upcoming year compared to previous years. The Key Strategy should fall into one of the following categories:

1. Something **new** to the school; or
2. An existing strategy **being expanded** to reach a wider audience; or
3. An existing strategy **being refined** or adjusted from previous years.

To ensure effective implementation, school teams must be strategic in selecting the number of approaches they plan to use to improve outcomes, avoiding the temptation to implement too many initiatives. To assist this process, NYSED has provided the following guidance:

* **At least 1 Instructional Key Strategy** must be identified.
* Non-Instructional Key Strategies are **optional**.
* **Total number of Key Strategies** (Instructional and Non-Instructional combined) must be between 2 and 5.
* Non-Instructional Key Strategies should not outnumber Instructional Key Strategies.

These Key Strategies should be aligned with the data reviewed and student interviews from the needs assessment. Teams must also explain the rationale for each Key Strategy selected on the provided template.

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 resources gathered at [Visible Learning](https://www.visiblelearningmetax.com/), especially the Teaching Strategies, to be helpful resources when considering Key Strategies. 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) may also be useful when considering different options to pursue.

## Key Strategy Implementation

For each Key Strategy, the school team needs to outline its implementation plan for the upcoming year.

* For new strategies, the plan should detail how the strategy will be introduced and rolled out.
* For expanded strategies, the plan should explain how the expansion will occur.
* For refined strategies, the plan should highlight how this year’s approach differs from previous years.

Each plan should include **a sequence of activities that build upon one another.** In the column to the right of each activity, include **the target date for implementation.** This will help the team track progress during the 2025-26 school year.

## Key Strategy Progress Monitoring

After identifying their Key Strategies, school teams should set success criteria and benchmarks to evaluate progress throughout the year.

Each Key Strategy must include at least one Early Progress Milestone to provide early feedback on the strategy’s success. The data, which could be implementation data and/or outcome data, should directly align with the Key Strategy.

Each Key Strategy must include at least one outcome-based Mid-Year Benchmark and End-of-The-Year target that is directly related to the strategy.

## Performance Targets

In addition to setting Mid-Year Benchmarks and End-of-Year targets for each Key Strategy, the plan must also establish overall Performance Targets that reflect the anticipated improvement from the combined impact of all strategies. While the Key Strategy Progress Monitoring will track data specific to each individual strategy, the Performance Targets serve as broader indicators of overall school improvement.

## Ongoing Monitoring

The plan template allows school teams to revisit and update their plan throughout the year. A designated section tracks progress for each Key Strategy and for the Performance Targets, allowing teams to record outcome data or evidence alongside original targets. This section should remain blank when first writing the plan and will be updated throughout the year as the team assesses the success of the plan.

## SCEP Rubric

NYSED has created [the SCEP Rubric](https://www.nysed.gov/sites/default/files/programs/accountability/scep-rubric.pdf) to help teams identify areas for improvement in their plan. The rubric can be a valuable reference tool while writing the plan. After completing the initial draft, schools should self-assess using the rubric before finalizing their plan.

## 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 key strategies pursued by schools should be rooted in evidence. All schools in the CSI, ATSI, and TSI support models must implement at least one evidence-based intervention that meets 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](%20http://www.nysed.gov/accountability/evidence-based-interventions).

School teams should indicate **all** of the evidence-based interventions that meet the federal definition that will be pursued next year by placing an “X” in the corresponding box below. Schools that adopt the State-Supported Evidence-Based Intervention **under the parameters outlined** at: <https://www.nysed.gov/accountability/state-supported-evidence-based-strategies> will fulfil the evidence-based intervention requirement.

|  |  |
| --- | --- |
| State-Supported Evidence-Based Interventions | Mark “X” if the school will implement this in 25-26 |
| [Align High School and College Courses to Increase Post-Secondary Transition Outcomes](https://www.nysed.gov/accountability/state-supported-evidence-based-strategies#align) |  |
| [Community Schools](https://www.nysed.gov/accountability/state-supported-evidence-based-strategies#community) |  |
| [Elementary School Looping](https://www.nysed.gov/accountability/state-supported-evidence-based-strategies#looping) |  |
| [Establish an Early Warning Intervention and Monitoring System](https://www.nysed.gov/accountability/state-supported-evidence-based-strategies#early-warning) |  |
| [Evidence-Based Instructional Methods](https://www.nysed.gov/accountability/state-supported-evidence-based-strategies#evidence-based) | X |
| [Expanding access to high-quality Out-of-School-Time programs](https://www.nysed.gov/accountability/state-supported-evidence-based-strategies#expanding) |  |
| [High-Quality Instructional Materials](https://www.nysed.gov/accountability/state-supported-evidence-based-strategies#hq-instructional) | X |
| [High-Quality Tutoring](https://www.nysed.gov/accountability/state-supported-evidence-based-strategies#hq-tutoring) |  |
| [Incoming Student Induction Programs and Summer Bridge Programs](https://www.nysed.gov/accountability/state-supported-evidence-based-strategies#incoming) |  |
| [Instructional Coaching](https://www.nysed.gov/accountability/state-supported-evidence-based-strategies#coaching) | X |
| [Middle School Flexible Scheduling](https://www.nysed.gov/accountability/state-supported-evidence-based-strategies#ms-flexible) |  |
| [Multi-Tiered System of Supports – Integrated (MTSS-I)](https://www.nysed.gov/accountability/state-supported-evidence-based-strategies#mtss) | X |
| [Ongoing Job-Embedded Professional Development](https://www.nysed.gov/accountability/state-supported-evidence-based-strategies#ongoing) | X |
| [Principal Leadership Development](https://www.nysed.gov/accountability/state-supported-evidence-based-strategies#leadership) |  |
| [Professional Learning Communities](https://www.nysed.gov/accountability/state-supported-evidence-based-strategies#plc) | X |
| [Restorative Practices](https://www.nysed.gov/accountability/state-supported-evidence-based-strategies#restorative) | X |

|  |
| --- |
| **Other** *(required if no State-Supported Evidence-Based Intervention is identified above):* Identify and describe a School-Identified Intervention that meets the criteria of a Tier 1, Tier 2, or Tier 3 Evidence-Based Intervention. Please also indicate the Clearinghouse, Evidence Review, or research that indicates the intervention qualifies as a Tier 1, Tier 2, or Tier 3 Evidence-Based Intervention. |
|  |

# Learning as a Team

## Directions

Teams should complete the reflective prompt below.

### Student Interviews

|  |
| --- |
| Describe how the Student Interview process informed the team’s plan |
| 70 student interviews have been completed. 93% of students know what feelings are. 94% of students know how to calm down. 96% of students know how to ask for help. 90% of students like Math. 94% of students like reading. 96% of students like writing. 71% of students say they learn about different people or different languages around the world at school. 88% of students feel like they are part of the Bloneva Bond family. This information will be reflected in our Key Strategies as we continue to emphasize student-centered learning, differentiated instruction, and multi-culturalism exposure school-wide. |

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

### Subgroup Spotlight

|  |
| --- |
| Describe how the team has determined that the strategies within this plan are likely to result in improved subgroup performance for the subgroup(s) for which the school has been identified. |
| Attendance  Teachers will use diagnostic/formative assessments to group students by skill for small group instruction.  Second grade teachers will begin to use test taking strategies (such as RACE, close reading, practice tests, graphic organizers...) to prepare students for the State Assessments. They will continue with keyboard practice.  School-wide we will increase writing, through the science of reading shifts, utilizing structured literacy and the 6 pillars (such as responding in more detail to literature, comparing text to text, using text features). Strive for Five format will be followed for all grade levels beginning in Pre-K to increase oral language and vocabulary leading into increased reading and writing to close the “4-million-year gap” between children from lower income and higher income households. |

# Instructional Key Strategies for Improvement

## Key Strategies

*(What are we doing? Why are we doing this?*

In column 1, input at least one, but no more than five 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, specify whether 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 for the school. For any Key Strategy that is not new, provide a 1-2 sentence summary of how the key strategy will be expanded or refined next year.

|  |  |  |
| --- | --- | --- |
| **KEY STRATEGY**  **(What are we doing?)** | **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 and will have a positive impact on students? Use evidence.  *Consider both data trends observed and student interview responses.*  *Additionally, for any Key Strategy that does not represent something new, provide 1-2 sentences describing how the school will expand or refine the Key Strategy next year.* |
| We commit to continuing and expanding our school wide social emotional focus. We want to ensure our students have a social, emotional mindset and feel supported on a personal level to support and grow their overall well-being. | NEW  EXPAND  REFINE | Research shows that social emotional learning not only improves academic success, but it also improves behavior inside and outside of school. SEL improves how students feel about school, which helps with student attendance and helps improve overall well-being. To make an impact, SEL should be a school wide focus, taught in every classroom to every student with consistency and fidelity. From the results of our student interviews, our students are aware of feelings but can improve their learning by expanding their knowledge of different feelings and working on empathy. Our students also know how to calm down and who to talk to but would benefit from more strategies and be provided with spaces in their classroom to be able to calm down and refocus. It will also benefit our students to build relationships with trusted adults to talk inside and help them realize who they can talk to outside of school. |
| We commit to instruct using the Science of Learning strategies to actively engage students in purposeful learning and to work collaboratively using data to measure and monitor student growth. Our goal is to use data to differentiate instruction for writing, reading, math, and intervention based on each student's needs. Teachers will utilize the 6 pillars of Structured Literacy Instruction for Reading, Writing, and Small Group Instruction. | NEW  EXPAND  REFINE | The theory of Science of Reading will be incorporated within Language Arts instruction. The current ELA program will be expanded to include additional materials (Wonders) with a clear scope and sequence that will drive instruction. |
| We commit to instruct mathematical strategies using i-Ready to actively engage students in purposeful learning. We will collaborate to analyze data and to measure and monitor student growth. With collective data, we will differentiate instruction to address students’ strengths and needs during Math Block and Math AIS. | NEW  EXPAND  REFINE |  |
| We commit to using a multi-faceted approach, building positive relationships with students and families, while providing engaging and supporting learning environments and strong communications systems. | NEW  EXPAND  REFINE |  |
|  | NEW  EXPAND  REFINE |  |

## Implementation

*How will we do this?*

|  |  |
| --- | --- |
| **KEY STRATEGY 1** | Continue and expand SEL initiatives to support students’ personal well-being and emotional development. |

|  |  |
| --- | --- |
| BEFORE THE 1st DAY OF SCHOOL IMPLEMENTATION What is our plan for preparing our school for success with this Key Strategy before the school year starts? What steps are involved? | When will this be in place? |
| BBP K – 2 teachers will be trained in “Move This World” social emotional program. | Fall 2025 |
| “Move This World” pacing guide will be created and provided to classroom teachers. | Fall 2025 |
| Master schedule will prove daily time for teachers to log into their MTW account and do the daily lessons with their students. | Fall 2025 |
| Select a point person to assist teachers if needed and help monitor the program. | Fall 2025 |
| BBP PK 3 teachers will be trained in PEDALS positive emotional development and learning skills program. | Fall 2025 |
| BBP PK 4 teachers will be trained in Second Step social emotional program. | Fall 2025 |
| K – 2nd grade teachers will be trained in circle time restorative practices. | Fall 2025 |
| Master schedule will prove daily time for teachers to conduct daily restorative practices circle time. | Fall 2025 |
| K – 2nd grade teachers will be provided with daily circle time prompts. | Fall 2025 |
| School wide social emotional messages/tips will be included in the morning show monthly calendar. | Fall 2025 |
| Create School Counselor/Social Worker monthly push in schedule. | Fall 2025 |
| K – 2 teachers will be trained in the BESS screener. | Fall 2025 |
| BBP Trauma Team members will meet and create a school plan for the school year. | Fall 2025 |
| Create a bank for teachers with calming resources/links for teachers to utilize with their class. | Fall 2025 |
| Purchase and create supplies for teachers to create calming corners in each classroom. (Reflection sheets, behavior report cards, token behavior boards, folders of calming activities, directions, posters, fidgets, etc.). | Fall 2025 |
|  |  |
|  |  |
| FIRST HALF OF THE YEAR IMPLEMENTATION  What is our plan implementing this Key Strategy in the first half of the year? What steps are involved? | When will this be in place? |
| At BBP we have school wide Social Emotional Learning programming. K – 2 teachers will conduct MTW lessons with their class. Teachers use what was learned in MTW program during the day and do supplemental lessons as needed. School Counselor and School Social Worker push-in lessons will use and support the MTW program. PK 3 teachers will conduct PEDALS lessons with their class. PK 4 teachers will conduct Second Step lessons with their class. K – 2nd grade teachers will conduct circle time daily to do a restorative check in/circle. School wide social emotional messages/tips will be presented on morning broadcast show at least once a week. | Fall 2025 – June 2026 |
| Utilize School Counselors and Social Workers. SEL push-in lessons will be conducted in each classroom monthly. School Counselor and School Social Workers will create a schedule and work with students individually and in small groups. School Counselors and School Social workers will utilize the quaver SEL program and second step program when working with students. | Fall 2025 – June 2026 |
| Utilize BBP Trauma Team. A school-based trauma team was created and trained. The school-based trauma team will professional development PD and training about trauma informed care will be offered to teachers and school staff during the school year and support BBP Trauma Team Plan | Fall 2025 – June 2026 |
| Utilizing the BESS screener. All K-2 students will be assessed and placed into social emotional tiers. These tiers will help the social emotional team set up SEL interventions for students according to their need. | Fall 2025 |
| Utilize and collaborate with district social worker, district family resource center, district and BBP clothing closet and outside agency partnerships with best self (housed in our building). | Fall 2025 – June 2026 |
| Utilize Special Education Instructional Coach. Special Educational Coach will help special education teachers create a safe and productive learning environment. SE Coach will meet with teachers, observe classroom setting/behavior/lessons, help with classroom rules/expectations/behaviors and help support SEL programs. | Fall 2025 – June 2026 |
| Provide training to staff on how to use the calming bank. | Fall 2025 |
| Provide training and support to staff on using and setting up a calming corner. | Fall 2025 |
|  |  |
|  |  |
| SECOND HALF OF THE YEAR IMPLEMENTATION  What is our plan implementing this Key Strategy in the second half of the year? What steps are involved? | When will this be in place? |
| K – 2nd grade teachers will continue to conduct MTW lessons with their class. Teachers use what was learned in MTW program during the day and do supplemental lessons as needed. | Fall 2025 – June 2026 |
| The point person checks teacher log in and collaborates with teacher if needed on MTW. | Fall 2025 – June 2026 |
| PK 4 teachers will continue to conduct the Second Step Program. | Fall 2025 – June 2026 |
| Coaching for PK 4 teachers regarding the Second Step Program. | Fall 2025 – June 2026 |
| PK 3 teachers will continue to conduct the PEDALS program. | Fall 2025 – June 2026 |
| School Counselors and School Social workers will continue to conduct monthly push in lessons. | Fall 2025 – June 2026 |
| School Counselors and School Social workers will continue to meet with individual students and conduct group sessions. | Fall 2025 – June 2026 |
| PD will be presented to staff by the school Trauma Team, and Trauma Team will continue school trauma plan. | Fall 2025 – June 2026 |
| Check in with school staff to see if additional support is needed regarding the calming bank. | Fall 2025 – June 2026 |
| Check in with school staff to see how calming corner is going and provide additional support if needed. | Fall 2025 – June 2026 |

### Progress Monitoring

*How will we measure progress and impact for this Key Strategy?*

|  |  |  |  |
| --- | --- | --- | --- |
|  | **What data will we be reviewing?** | **What do we hope to see when we review that data?** | **What we ended up seeing*. What are our next steps?*** *complete when reviewing data* |
| **Early Progress Milestones** (implementation/outcome data) | MTW day to day access logs.  Classroom observations. (For MTW, Second Step, PEDALS, calming bank usage, calming corner and circle time)  Staff and student surveys.  Morning broadcast recordings.  Push in schedule.  Counselor and social worker data dash.  MTSS data tracking tools.  Family resource center referrals. | Teachers utilize and teach the MTW, second step or PEDALS program daily. Daily observation of circle time in the classroom and observations of students that are comfortable sharing. Students use MTW emoger techniques and calming strategies when big feelings arise and ask for help.  Students know who to talk to and have multiple ways to calm down. Observation of students knowing feelings, how they feel in their bodies and being able to self-regulate. MTSS PowerSchool data tracking tool reflects students with tier 2 and 3 SEL results from the BASC BESS screener receiving SEL services. |  |
| **Mid-Year Benchmark(s)**  (outcome data) | Mid-year surveys (Staff, Student and Parent) | That our teachers, school counselors and social workers are teaching SEL in the classroom and feel confident that they are supporting our students' SEL needs. That our students feel happy and safe at school and are learning SEL skills that they can use at home and in schools, that will help their overall well-being. That our parents are aware of SEL and can help support their child's SEL needs and learning at home and know who to reach out to if their child is in need. |  |
| **End-of-the Year Targets**  (outcome data) | End of the year surveys (Staff, Student and Parent) | That our teachers, school counselors and social workers are teaching SEL in the classroom and feel confident that they are supporting our students' SEL needs. That our students feel happy and safe at school and are learning SEL skills that they can use at home and in schools, that will help their overall well-being. That our parents are aware of SEL and can help support their child's SEL needs and learning at home and know who to reach out to if their child is in need. |  |

|  |  |
| --- | --- |
| **KEY STRATEGY 2** | We commit to:   * Using evidence-based Science of Reading strategies (focusing on the 6 pillars of reading instruction) to engage students in purposeful learning. * Apply data-driven instruction tailored to individual student needs in reading, writing, math, and interventions. * Focus on Oral Language and transition to writing at all levels, and especially utilizing specific strategies in second grade, to increase students' written response to reading and prepare students for state assessments. |

|  |  |
| --- | --- |
| BEFORE THE 1st DAY OF SCHOOL IMPLEMENTATION What is our plan for preparing our school for success with this Key Strategy before the school year starts? What steps are involved? | When will this be in place? |
| A committee will be formed to work on a hybrid model of ELA instruction with high-quality instructional materials, using Wonders as the scope and sequence and utilizing Fountas and Pinnell in key areas to supplement instruction (particularly regarding Interactive Read Alouds, Shared Reading, and increased Writing). | Spring –Summer 2025 |
| Professional Development on Evidence-Based Instructional methods will be offered focusing on the 6 Pillars (Oral Language/Vocabulary, Fluency, Comprehension, Phonics/Phonemic Awareness). | Summer 2025 |
| Book Studies will be offered focusing on the Science of Reading Theory (Strive for Five Conversations, 7 Mighty Moves, The Literacy 50, Know Better Do Better, Shifting the Balance). | Summer 2025 |
| Training will be offered to utilize the current materials for Small Group instruction to meet the guidelines of science of reading and increase the efficacy of the students. The shifts will be explained, and materials will be adjusted. | Summer 2025 |
| Data Team will meet to develop a plan for department and grade level meetings that look at student and class data to inform instruction. Data Binders and the Data wall will continue, with additional pieces analyzed. Dates will be selected, and an agenda will be created. Data will be intentionally analyzed to prepare students for NYS assessments. | Summer 2025 |
| Fundations training will continue focusing on understanding the theory and application of activities at each level. The training offered will be Launch, Owlets (activities in depth), Decodables (small group instruction), Fun in Focus (intervention), classroom setup & material management. | Summer 2025 |
| FIRST HALF OF THE YEAR IMPLEMENTATION  What is our plan implementing this Key Strategy in the first half of the year? What steps are involved? | When will this be in place? |
| As part of the plan for on-going job embedded professional development, a plan will be designed to accommodate any teachers that have gaps in summer training. | Fall 2025 |
| Data Meetings to analyze class and student progress based on Diagnostic Assessments. After the initial Diagnostic Assessment is administered to all students, grade level teams will meet with coaches to analyze the data and determine initial groups for Small Group instruction (Oral Language/Vocabulary, Fluency, Comprehension, Phonics/Phonemic Awareness). | Fall /Winter 2026 based on teachers' spreadsheet |
| Data Meetings to analyze class and student progress based on Formative Assessments. Teachers will have flexible groupings that are determined by on-going Small Group instruction. | Fall 2026 |
| Second grade teachers will introduce and model the RACE structured writing strategy, and students will practice using it to respond to texts. | Fall 2025 |
| Second Grade teachers will administer a Response to Writing based on the NYS standards three times a year to prepare for the NYS assessment. | Fall 2025 |
| Second grade teachers will meet with Instructional Coaches once a month to analyze students' Responses to Writing and determine student needs and create writing groups for support. | Fall-Spring 2025/2026 |
| *Strive for Five Conversations* framework will be instituted at school wide and at home, to encourage increased oral language and increased written responses. ELA parent academy (Literacy for All Whatever It Takes) will include the Strive-for-Five Conversations at home resources. | Fall /Winter 2026 |
| SECOND HALF OF THE YEAR IMPLEMENTATION  What is our plan implementing this Key Strategy in the second half of the year? What steps are involved? | When will this be in place? |
|  |  |
| Data Meetings to analyze class and student progress based on Diagnostic Assessments. | Spring 2026 |
| Data Meetings to analyze class and student progress based on Formative Assessments. Teachers will base small groups on on-going formative assessments to determine groups based on fluency, decoding/phonics, comprehension, beginning readers, and writing. | Winter/Spring 2026 |
| Monthly Data Meetings continue to meet to analyze class and student progress based on Formative Assessments. Teachers will have flexible groupings that are determined by on-going Small Group instruction. Spreadsheets and recording forms will be revised over the summer to reflect new practices and assessments. | Fall/Winter/ Spring 2025/2026 |
| Second grade teachers will model and implement the NYS standards for Keyboarding using Keyboard without Tears | Winter/Spring 2026 |
| Second Grade teachers will administer a Response to Writing based on the NYS standards three times a year | Winter/Spring 2026 |

### Progress Monitoring

*How will we measure progress and impact for this Key Strategy?*

|  |  |  |  |
| --- | --- | --- | --- |
|  | **What data will we be reviewing?** | **What do we hope to see when we review that data?** | **What we ended up seeing*. What are our next steps?*** *complete when reviewing data* |
| **Early Progress Milestones** (implementation/outcome data) | Spreadsheet with Diagnostic Assessments (NWEA, Aimsweb, GRA/Small Group Formative Assessments, Wonders Diagnostic) | Baseline Data for new grade levels. Measure growth from June of the previous year. |  |
| **Mid-Year Benchmark(s)**  (outcome data) | Spreadsheet with Diagnostic Assessments (NWEA, Aimsweb, GRA/Small Group Formative Assessments, Wonders Diagnostic) | Monthly data meetings for flexible skill-based and intervention groups will show an increase in Aimsweb scores entering Tier 1 by 10% from Fall to Winter. |  |
| **End-of-the Year Targets**  (outcome data) | Spreadsheet with Diagnostic Assessments (NWEA, Aimsweb, GRA/Small Group Formative Assessments, Wonders Diagnostic) | Monthly data meetings for flexible skill-based and intervention groups will show an increase in Aimsweb scores entering Tier 1 by 10% from Winter to Spring. |  |

|  |  |
| --- | --- |
| **KEY STRATEGY 3:**  **MATH** | We commit to:  --Focusing on developing all strands of mathematical proficiency (e.g., reasoning, fluency, understanding.  --Using assessments to guide instruction and interventions during Math Block and Math AIS.  --Prioritizing high-leverage math content to boost readiness for third-grade state assessments. |

|  |  |
| --- | --- |
| BEFORE THE 1st DAY OF SCHOOL IMPLEMENTATION What is our plan for preparing our school for success with this Key Strategy before the school year starts? What steps are involved? | When will this be in place? |
| Professional Development will focus on numeracy education, skills, and research. We will address ways for students to understand and apply mathematical concepts in real-life situations, encompass skills like interpreting data, solve problems, and make informed decisions. We will incorporate fluency goals as SMART goals for individual students. In addition, we will continue to refine the Data Wall process and update the Data Dashboard. | Summer 2025 |
| Data Team will review data from Spring 2025 for second graders. We will identify the Tier instruction for each student and track these students as they enter third grade at Harry F. Abate Elementary. | Summer 2025 |
| FIRST HALF OF THE YEAR IMPLEMENTATION  What is our plan implementing this Key Strategy in the first half of the year? What steps are involved? | When will this be in place? |
| Data Team will meet to develop a plan for department and grade level meetings that analyze student and class data to inform instruction. We will continue to implement Data Binders and Data Wall for instructional purposes. Dates will be selected. An agenda will be created. | Fall 2025 |
| Data Chats will be facilitated among second grade teachers, administrations, coaches, interventionists to promote conversations around what is going well, areas for improvement, and specific actions teachers can take to adjust instruction in preparing second graders for the New York State Assessment. We will incorporate Standards Mastery as an instructional tool. We will also incorporate cross teacher collaboration among grade levels to identify key concepts that students have learned in previous grades and need to know in the grade ahead. | Fall 2025 |
| Data Meetings will be conducted to analyze class and student progress based on i-Ready Diagnostic Assessment. After the initial Diagnostic Assessment is administered to all students, grade level teams will meet with coaches and Math AIS interventionists to analyze data and determine initial groups for small group instruction. We will analyze i-Ready Reports including Diagnostic Results and Grade-Level Planning Reports. Teachers will input information into the Data Dashboard. | Fall 2025 |
| Math AIS Team will support classroom teachers by assisting in administering the i-Ready Diagnostic Assessments and teaching whole group and/or small group instructional lessons 2-3 times per week. These lessons are crafted and focus on specific grade level standards and objectives which incorporate multi-sensory learning using kinesthetic, auditory, and visual learning styles. | Fall 2025 |
| Math AIS Team will utilize Norm-Reference and Criterion-Referenced data from the i-Ready Diagnostic Results to identify students who place in Tiers 1, 2, and 3. Intervention groups will be formed in grades 1 and 2. Kindergarten will continue whole group instruction during Math AIS. | Fall 2025 |
| i-Ready Reports will be utilized to differentiate instruction and create student goals. Teachers will utilize Grade-Level Planning Reports to differentiate instruction in small group instruction and Math AIS block. Through Data Chats, students and teachers will create SMART goals to align with My Path. | Fall 2025 |
| Data Wall Meetings will initiate discussions about students’ strengths and needs in fluency and their placement as Deficient, Developing, Proficient, or Mastery. We will incorporate data from Fluency Flight and other formative assessments to make instructional decisions. | Fall 2025 |
| Skills: Second grade teachers will introduce Standards Mastery as an instructional tool to evaluate students’ performance on key academic state standards. High-Leverage Content will include place value/base ten, number lines, fractions, and missing addends. Teachers will also emphasize adding doubles. | Fall 2025 |
| Math Lab incorporates multi-sensory learning using kinesthetic, auditory, and visual activities. It offers these strategies that support the curriculum, build number sense, and develop critical thinking and deep conceptual math understanding. Our Math Lab will incorporate Math and Movement mats, interactive puzzles, and games to emphasize play-based learning. | Fall 2025 |
| SECOND HALF OF THE YEAR IMPLEMENTATION  What is our plan implementing this Key Strategy in the second half of the year? What steps are involved? | When will this be in place? |
| Data Meetings will be conducted to analyze class and student progress based on i-Ready Winter Diagnostic Assessment. After the Winter Diagnostic Assessment is administered to all students, grade level teams will meet with coaches and Math AIS interventionists to analyze data and modify groups for small group instruction. We will determine who has met 50% or more of their Typical Growth, as well as review Stretch Growth. Kindergarten will begin small group tiered instruction. We will analyze i-Ready Reports including Diagnostic Results, Diagnostic Growth and Grade-Level Planning Reports. Teachers will input information into the Data Dashboard. | Winter 2026 |
| Math AIS Team will continue Tier 2 small group instruction for grades K – 2. Differentiated instruction will continue to be implemented in Math Block and Math AIS Block based on i-Ready data. | Winter/ Spring 2026 |
| Data Wall Meetings will be held to discuss students’ progress in Diagnostic Assessments (Typical Growth), fluency placement (Fluency Flight reports), and SMART goals. Teachers will input information into the Data Dashboard. | Winter 2026 |
| Skills: Second grade teachers will continue to implement Standards Mastery. They will place an emphasis on solving addition and subtraction with 2-digit and 3-digit numbers using place-value strategies and comprehending and organizing word problems.Teachers will emphasize groups of numbers, skip counting (especially 2,5,10), and repeated addition. | Winter/ Spring 2026 |
| Math Lab incorporates multi-sensory learning using kinesthetic, auditory, and visual activities. It offers these strategies that support the curriculum, build number sense, and develop critical thinking and deep conceptual math understanding. Our Math Lab will incorporate Math and Movement mats, interactive puzzles, and games to emphasize play-based learning. We will include PreK classes once per week for exposure to numbers and early intervention. |  |
| i-Ready Reports: Students will complete Spring i-Ready Diagnostic Assessment. Diagnostic Growth Report will be used to evaluate student progress in Typical Growth and Stretch Growth from Fall 2025 to Spring 2026. We will calculate the percentage of students who have met their growth. | Spring 2026 |
| Data Wall Meetings will be held to discuss end-of-the-year progress with Typical Growth, fluency, and SMART goals. | Spring 2026 |
|  |  |

### Progress Monitoring

*How will we measure progress and impact for this Key Strategy?*

|  |  |  |  |
| --- | --- | --- | --- |
|  | **What data will we be reviewing?** | **What do we hope to see when we review that data?** | **What we ended up seeing*. What are our next steps?*** *complete when reviewing data* |
| **Early Progress Milestones** (implementation/outcome data) | i-Ready Diagnostic Assessment, Data Wall | The Data Team will use the i-Ready Assessment to address students’ strengths and needs, in addition to identifying a tiered instruction.  Classroom Data Dashboard records i-Ready score, Math AIS Tier placement, and Fluency placement; |  |
| **Mid-Year Benchmark(s)**  (outcome data) | i-Ready Diagnostic Assessment, Data Wall, Fluency Flight, and My Learning Path | The Data Team will utilize the i-Ready Assessment to address students’ strengths and needs, in addition to identifying a tiered instruction. We will analyze the percentage of Typical Growth and Stretch Growth Met by each student.  Classroom Data Dashboard records i-Ready score, Typical Growth percentage, Math AIS Tier placement, and Fluency placement, Math in Action, and Progress Towards Typical Growth. |  |
| **End-of-the Year Targets**  (outcome data) | i-Ready Diagnostic Assessment, Data Wall, Fluency Flight, and My Learning Path | The Data Team will utilize the i-Ready Assessment to address students’ strengths and needs, in addition to identifying a tiered instruction. We will analyze the percentage of Typical Growth and Stretch Growth Met by each student.  Classroom Data Dashboard records i-Ready score, Typical Growth percentage, Math AIS Tier placement, and Fluency placement, Math in Action, and Progress Towards Typical Growth. |  |

|  |  |
| --- | --- |
| **KEY STRATEGY 4** | Foster a respectful, inclusive school culture.  We commit to:  --Strengthening school-family communication and relationships.  --Building partnerships with community organizations to enhance student engagement and attendance. |

|  |  |
| --- | --- |
| BEFORE THE 1st DAY OF SCHOOL IMPLEMENTATION What is our plan for preparing our school for success with this Key Strategy before the school year starts? What steps are involved? | When will this be in place? |
| Family & Community Engagement Team  The Family Summer Exploratory Program is designed to engage our school community and their families to Western New York experiences in STEAM projects, Active Play, Multiculturalism, and Nutrition. Students and their families go beyond the classroom to gain knowledge, reinforce communication, and share real-world experiences. Students enhance their learning through exploration in different settings—Buffalo Zoo, Kelkenberg Farm, Explore N More Museum, Buffalo Science Museum, and much more. Family involvement encourages the connection between home and school and boosts student engagement.  In conjunction with the Multicultural and Diversity Team, we will form a committee to brainstorm a list of activities to implement during the school year. | Summer 2025 |
| Multicultural and Diversity Team- Our Multicultural Committee consists of administration, teachers, counselors, and social workers. We will extend our members to outside community agencies, parents, and other school staff. The goal of this team is to plan different activities, implement those activities during the school year to explore, celebrate and have an increased awareness of diverse cultures and inclusivity of all. We will purchase Multicultural literature to add to our school library and begin planning a multicultural fair. | Summer 2025 |
| Professional Development in Multicultural Education- We will provide professional development and training for school faculty and staff in implementing multicultural education within our classrooms and school and fostering an inclusive environment. Various representations of the disabilities, cultures and ethnic groups we serve are to be included with this implementation. We will re-establish a partnership with TELL Consulting (Teaching English Language Learners) to participate in Multi-Cultural PD planning for teachers and support staff for 2025-2026. | Summer 2025 |
| Family Attendance Support Team (FAST)  FAST was developed to aid in increasing student attendance, while reducing chronic absenteeism. This team is composed of administrators, counselors, and social workers. This approach helps promote student attendance, monitor data, provide outreach and remove barriers. Our goal is to decipher the reasons for poor attendance and provide strategies and inventions to help families make attendance a priority. The FAST members will be introduced at our opening faculty meeting and will conduct monthly attendance meetings. All teachers will receive names of incoming students with chronic absences from the previous school year. | Summer 2025 |
| Pre-K Screening/ Jamboree  Pre-K screening will allow Pre-K teachers to screen incoming students in social-emotional and academic skills prior to the first of the year. This will allow even distribution of students across the two Pre-K3 classes. Teachers can make referrals for CPSE services.  Teachers can work on a display board for the Bond table at the Pre-K Jamboree event on August 7th. | Summer 2025 |
|  |  |
| FIRST HALF OF THE YEAR IMPLEMENTATION  What is our plan implementing this Key Strategy in the first half of the year? What steps are involved? | When will this be in place? |
| Family & Community Engagement Team  Our Family Engagement Team will provide opportunities for our families to engage in schoolwide events and activities that support our students’ learning and success. The committee will continue to plan and endorse events focused on our students and their families, including Family Engagement Night, Math and Science Spooktacular, Niagara Street Holiday Party, Health and Fitness Walk-A-Thon, Attendance Celebrations, Family Luncheons, etc. As a school initiative, we will continue to strengthen our communication and relationship with our families. | Fall 2025 |
| Multicultural and Diversity Team  Each month, we will:  -Continue to focus on a specific country/culture  -Plan different activities including book of the month, food, stories, dance, etc. that will help foster better understanding and awareness for our students and their families.  -Create a Multicultural template to highlight a different culture every month.  -Continue to utilize the daily morning broadcast to provide information to our students and staff that will help them grow in knowledge and understanding of others.  -Provide teachers with literature that equips them with knowledge that celebrates various cultures. | Fall 2025 |
| Professional Development in Multicultural Education  Our staff will continue to devote more conscientiousness and sensitivity to other cultures that we serve within our school community. We will collaborate with TELL Consulting to help nurture the cultural climate of our school. TELL Consulting will educate the staff on how to use readily available resources along with effective teaching practices to foster growth in speaking, listening, reading, and writing in all content areas. They will help promote cultural consciousness through cultural awareness, culturally and linguistically relevant instruction, and family and community involvement. We will also contact the Teacher Resource Center for consultants and book studies pertaining to multiculturalism. | Fall 2025 |
| Student Mini-Champion Team  Second-grade students will be selected from each classroom to represent our student voice at Bloneva Bond Primary School. We will ensure all ethnic groups are represented, reflecting the population in the school building. Students will help plan multicultural activities within the school and coordinate “buddies” from a suburban or rural school to learn about different communities, people, and cultures within Western New York. Having friends who are “different” from you helps promote multiculturalism. The students will also make special appearances on morning announcements to promote multiculturalism. | Fall 2025 |
| Family Attendance Support Team (FAST)  To monitor the attendance of students, FAST members will reach out to families and offer support to change the patterns of attendance. New families will participate in the Welcome Wagon, where they are able to discuss any attendance concerns and learn of our expectations. Our school uses Everyday Labs to help track attendance to reduce absenteeism. Families will receive letters and text messages about the percentage of absences their child has. Counselors and Social Worker are assigned grade levels, or specific students to track. Various school-wide initiatives such as, attendance rallies, attendance superheroes and the superhero display board, Rise and Shine, its Breakfast Time!, Lunch with Me Project, Just Be Girls Lunch Bunch Program, Male to Male (M&M) Lunch, and Game On Entertainment will take place to promote attendance. | Fall 2025 |
|  |  |
| SECOND HALF OF THE YEAR IMPLEMENTATION  What is our plan implementing this Key Strategy in the second half of the year? What steps are involved? | When will this be in place? |
| Multicultural and Diversity Team  During the After School Program, we will offer a Multicultural Book Club. Students will read books related to different cultures. For example, students will participate in a Book Study: Fairy Tales Around the World. They will discuss the book's main idea and complete activities to compare the various cultural stories. | Winter 2026 |
| Professional Development in Multicultural Education  We commit to continuing the implementation of all programs that began in the fall of 2025. | Winter 2026 |
| Family & Community Engagement Team  We commit to continuing the implementation of all programs that began in the fall of 2025. | Winter 2026 |
| Student Mini-Champion Team  Our Student Mini-Champion Team will continue to engage in activities reflecting our school's various cultures and support the planning and implementation of Multicultural activities and events in our school. Some of these events include the celebration of:  -Hispanic Heritage Month  -Italian American Heritage Month  -Polish American Heritage Month  \*Native American & Alaskan Heritage Month  -Holidays Around the World  -Lunar New Year  -Black History Month and more | Winter 2026 |
| Family Attendance Support Team (FAST)  -Phone calls check -ins  -School wide self-assessment  -Review sub-group attendance: examples- Race, IEP, Related Services  -Attendance tips – monthly newsletter, morning news, web page  -Collaborate with outside agencies (In-house)  -Schedule family attendance support meeting  -FAST will check student sibling connections for absences  -Address attendance at Data Team Meeting – Attendance concerns are tagged. | Winter 2026 |

### Progress Monitoring

*How will we measure progress and impact for this Key Strategy?*

|  |  |  |  |
| --- | --- | --- | --- |
|  | **What data will we be reviewing?** | **What do we hope to see when we review that data?** | **What we ended up seeing*. What are our next steps?*** *complete when reviewing data* |
| **Early Progress Milestones** (implementation/outcome data) | Student Data Survey | Students are familiar with the key concepts of multiculturalism, inclusion, and diversity. |  |
|  | Participation in Schoolwide Celebrations (Attendance Sheets), Morning Announcements, Professional Development | We hope to see more family involvement in schoolwide celebrations, classroom activities, and daily communication with the school. Faculty and staff embrace multiculturalism and inclusivity in their daily routines and take advantage of learning opportunities. They also participate and volunteer for committees and events that promote family engagement. |  |
|  | Student Behaviors and Practices | Through observations, we hope to see Students accepting and appreciating the differences among each other. |  |
| **Mid-Year Benchmark(s)**  (outcome data) | Mid-Year Surveys (Students, Faculty and Staff, and Families) | In January 2026, our goal is to have an increased awareness and knowledge of multiculturalism, inclusion, and diversity. We would like 80% of our students, staff, and families to feel exposed to and engaged in opportunities for learning about different people, different languages, and different cultures. |  |
| **End-of-the Year Targets**  (outcome data) | End of the Year Surveys, including PLC Surveys (Students, Faculty and Staff, and Families) | At the end of the 2025/2026 school year, our goal is to have an increased awareness and knowledge of multiculturalism, inclusion, and diversity. We would like 95% of our students, staff, and families to feel exposed and engaged in schoolwide opportunities for learning about different people and different languages. |  |

## Academic Performance Targets

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

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **What student data will we be revewing?** | **What Key Strategies are intended to directly impact this student data?** | **What do we hope to see when we review that student data?** | **What we ended up seeing:** *(complete when reviewing mid-year data****)*** |
| **Mid-Year Benchmark(s)** | Mid-year Student Survey | Key Strategy 1 | That our students feel happy and safe at school and are learning SEL skills, that they can use at home and in schools, that will help their overall well-being. |  |
| **End-of-the Year Targets** | End of the year Student Surveys | Key Strategy 1 | That our students feel happy and safe at school and are learning SEL skills, that they can use at home and in schools, that will help their overall well-being. |  |

### Spring Survey Targets

We believe these spring survey responses will give helpful feedback about our progress with our Instructional Key Strategy/Strategies:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Survey Question(s) or Statement(s | Corresponding Key Strategies | 2024-25 data if available  *(e.g., % agree or strongly agree)* | Desired response  *(e.g., % agree or strongly agree)* | What we ended up seeing: *(completeonce Spring survey results are available)* |
| Student Survey | Do you know what feelings are? (What ones do you know? How do you know how others are feeling? How do they know how you are feeling?)  Do you know how to calm down? (How do you calm down? What are three ways to calm down?)  Do you know who to ask for help? (Who can you ask for help at home? Who can you ask at school?)  Do you like Reading?  Do you like Writing?  Do you like Math?  Do you learn about different people or different languages around the world at school? Explain.  Do you feel like you are a part of the Bloneva Bond family? Explain. | Key Strategy 1  Key Strategy 1  Key Strategy 1  Key Strategy 2  Key Strategy 3  Key Strategy 4  Key Strategy 4 | 93% yes  94% yes  96% yes  94% yes  96% yes  90% yes  71% yes  88% yes |  |  |
| Staff Survey | Do you feel you do a good job of teaching SEL in your classroom?  Do your students know what feelings are?  Do your students know how to calm down?  Do your students know who to ask for help?  Do you find the formative assessments useful to drive small group instruction?  Do you feel like there are opportunities for faculty and staff to engage in Multicultural activities?  Do you feel like there are opportunities for faculty and staff to learn about different cultures within our school and community? | Key Strategy 2  Key Strategy 4  Key Strategy 4 | 100% yes  100% yes  90% yes  95% yes  100% yes  100% yes  96% yes |  |  |
| Family Survey | Does your child know about feelings and what to do when they are upset?  Do you know who to reach out to at the school if your child has big feelings or needs social emotional support?  Do you feel you’re able to support your child’s learning at home?  Does the school provide opportunities for students to learn about different cultures?  Does the school provide opportunities for families to engage in Multicultural activities?  Do you feel welcomed as a parent/guardian at Bond? | Key Strategy 2  Key Strategy 4  Key Strategy 4  Key Strategy 4 | 100% yes  97% yes  98% yes  94% yes  94% yes  98% yes |  |  |

# Non-Instructional Key Strategies for Improvement

## Key Strategies

*(What are we doing? Why are we doing this?)*

In column 1, list the Non-Instructional Key Strategies that the school has identified as likely to improve student outcomes. The total number of Instructional and Non-Instructional Key Strategies should not exceed five, and the number of Non-Instructional Key Strategies should not exceed the number of Instructional Key Strategies. Unlike the Instructional Key Strategies, schools **are not required to identify Non-Instructional Key Strategies.** DELETE ANY PORTIONS OF THIS SECTION THAT DO NOT PERTAIN TO THE SCHOOL. DELETE THIS RED TEXT UPON COMPLETION.

Any strategy selected should 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, specify whether 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 for 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 and will have a positive impact on students? Use evidence. *Consider both data trends observed and student interview responses.*  *Additionally, for any Key Strategy that does not represent something new, provide 1-2 sentences describing how the school will expand or refine the Key Strategy next year.* |
|  | NEW  EXPAND  REFINE |  |
|  | NEW  EXPAND  REFINE |  |

## Implementation

*(How will we do this?)*

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

|  |  |
| --- | --- |
| BEFORE THE 1st DAY OF SCHOOL IMPLEMENTATION What is our plan for preparing our school for success with this Key Strategy before the school year starts? What steps are involved? | When will this be in place? |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
| FIRST HALF OF THE YEAR IMPLEMENTATION  What is our plan implementing this Key Strategy in the first half of the year? What steps are involved? | When will this be in place? |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
| SECOND HALF OF THE YEAR IMPLEMENTATION  What is our plan implementing this Key Strategy in the second half of the year? What steps are involved? | When will this be in place? |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

### Progress Monitoring

*How will we measure progress and impact for this Key Strategy?*

|  |  |  |  |
| --- | --- | --- | --- |
|  | **What data will we be reviewing?** | **What do we hope to see when we review that data?** | **What we ended up seeing*. What are our next steps?*** *complete when reviewing data* |
| **Early Progress Milestones** (implementation/outcome data) |  |  |  |
| **Mid-Year Benchmark(s)**  (outcome data) |  |  |  |
| **End-of-the Year Targets**  (outcome data) |  |  |  |

REMOVE THE REMAINING SECTION FOR KEY STRATEGIES IF THERE IS ONE NON-INSTRUCTIONAL KEY STRATEGY. DELETE THIS TEXT UPON FINALIZATION.

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

|  |  |
| --- | --- |
| BEFORE THE 1st DAY OF SCHOOL IMPLEMENTATION What is our plan for preparing our school for success with this Key Strategy before the school year starts? What steps are involved? | When will this be in place? |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
| FIRST HALF OF THE YEAR IMPLEMENTATION  What is our plan implementing this Key Strategy in the first half of the year? What steps are involved? | When will this be in place? |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
| SECOND HALF OF THE YEAR IMPLEMENTATION  What is our plan implementing this Key Strategy in the second half of the year? What steps are involved? | When will this be in place? |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

### Progress Monitoring

*How will we measure progress and impact for this Key Strategy?*

|  |  |  |  |
| --- | --- | --- | --- |
|  | **What data will we be reviewing?** | **What do we hope to see when we review that data?** | **What we ended up seeing*. What are our next steps?*** *complete when reviewing data* |
| **Early Progress Milestones** (implementation/outcome data) |  |  |  |
| **Mid-Year Benchmark(s)**  (outcome data) |  |  |  |
| **End-of-the Year Targets**  (outcome data) |  |  |  |

## Non-Academic Performance Targets

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

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **What student data will we be reviewing?** | **What Key Strategies are intended to directly impact this student data?** | **What do we hope to see when we review that student 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 our Non-Instructional Key Strategy/Key Strategies:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Survey Question(s) or Statement(s | Corresponding Key Strategies | 2024-25 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. Students Reimagining School
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 proposed Key Strategies.

### 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 2025-26 school year.

Participatory Budgeting

Monthly School Focus Groups

Climate Survey Inquiry Team

Schoolwide Voting

Students Reimagining School

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](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. [Activity 1: Analyze: Data Variation Identification](https://www.nysed.gov/sites/default/files/programs/accountability/analyze-data-variation-part-1-identification.docx)
  2. [Activity 2: Analyze: Data Variation Share and Explore](https://www.nysed.gov/sites/default/files/programs/accountability/analyze-data-variation-part-2-share-and-explore.docx)
  3. [Activity 3: Analyze: Survey Data](https://www.nysed.gov/sites/default/files/programs/accountability/analyze-survey-data.docx)
  4. [Activity 4: Listen: Student Interviews](https://www.nysed.gov/sites/default/files/programs/accountability/listen-interviewing-students_0.pdf)
  5. [Activity 5: Envision: Reflect and Synthesize](https://www.nysed.gov/sites/default/files/programs/accountability/envision-reflect-and-synthesize.pdf)
  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) | Analyze: Data Variation Identification | Analyze: Data Variation Share and Explore | Analyze: Survey Data | Listen: Student Interviews | Envision: Reflect and Synthesize | Plan Writing and Revision |
| *Example: Mary James* | *ELL Teacher* | *3/4* | *3/12* | *3/19* |  | *4/10, 4/11* | *4/17* | *5/2 5/9 5/16* |
| Lyndie Granto | Language Arts Coach | 3/14 | 3/21 | 3/28 | 4/4 | 4/11 | 5/2 | 5/9 |
| Tammy Zaker | Language Arts Coach | 3/14 | 3/21 | 3/28 | 4/4 | 4/11 | 5/2 | 5/9 |
| Angela Ruffolo | Math Coach | 3/14 | 3/21 | 3/28 | 4/4 | 4/11 | 5/2 | 5/9 |
| Teresa Chandler | Dean of Students | 3/14 | 3/21 | 3/28 | 4/4 | 4/11 | 5/2 | 5/9 |
| Makeesha Booker | Grade 1 Teacher | 3/14 | 3/21 | 3/28 | 4/4 | 4/11 | 5/2 | 5/9 |
| Christina Magnuson | Special Education Coach | 3/14 | 3/21 | 3/28 | 4/4 | 4/11 | 5/2 | 5/9 |
| Samantha Kwan | Pre K Teacher | 3/14 | 3/21 | 3/28 | 4/4 | 4/11 | 5/2 | 5/9 |
| Kim Jasek | School Social Worker | 3/14 | 3/21 | 3/28 | 4/4 | 4/11 | 5/2 | 5/9 |
| Raquela McLeod | Math Coach | 3/14 | 3/21 | 3/28 | 4/4 | 4/11 | 5/2 | 5/9 |
| Amanda Vail | School Counselor | 3/14 | 3/21 | 3/28 | 4/4 | 4/11 | 5/2 | 5/9 |
| Dorothy Brundidge | Assistant Principal | 3/14 | 3/21 | 3/28 | 4/4 | 4/11 | 5/2 | 5/9 |
| Jennifer Everts | Parent | 3/14 | 3/21 | 3/28 | 4/4 | 4/11 | 5/2 | 5/9 |
| Keshia Vincent | Parent | 3/14 | 3/21 | 3/28 | 4/4 | 4/11 | 5/2 | 5/9 |
| Rocco Merino | Principal | 3/14 | 3/21 | 3/28 | 4/4 | 4/11 | 5/2 | 5/9 |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |

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

1. Confirm that the team has reviewed the plan using the SCEP rubric, ensured the plan [met minimum expectations](https://www.nysed.gov/sites/default/files/programs/accountability/2025-26-scep-minimum-expectations-form.docx), and made any necessary changes;
2. Identify the areas of the plan where the team feels most confident;
3. If applicable, specify any areas of the plan where the team feels less confident. The principal may also request a follow-up meeting to further explore these areas prior to meeting with the NYSED liaison.
4. Indicate to your liaison that the school is ready to share its full plan for verification that it meets NYSED’s minimum expectations. Plans should be shared by **July 1, 2025**.
5. Once the plan is finalized, representatives from the school and district should meet to complete the [SIG Expenditure Plan.](#_School-Level_SIG_Addendum)
6. Ensure that the district (Superintendent or designee) and local Board of Education have approved the plan and the plan is posted on the district website.

### Schools in the ATSI model and TSI Model

* 1. When the SCEP team is satisfied with the plan, **use the** [**SCEP Rubric**](https://www.nysed.gov/sites/default/files/programs/accountability/scep-rubric.pdf) **to consider where there may be opportunities to strengthen the plan**. After the team has analyzed the completed plan using 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/2025-26-scep-minimum-expectations-form.docx). Once your plan is finalized, representatives from the school and district should meet to complete the [SIG Expenditure Plan.](#_School-Level_SIG_Addendum) Plans will need to be approved by the District before the first day of the 2025-26 school year.
  2. The final plan will need to be approved by the local Board of Education and posted on the district website.

## Implementing the Plan (All Schools)

* 1. Ensure 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.