

**School Comprehensive Education Plan**

2024-25

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|  | School Name | Grades Served |
| Niagara Falls City School District | 79th Street | PreK-6 |

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| Collaboratively Developed By: |
| The 79th Street SCEP Development Team:Gerald Orfano - PrincipalMaria Ehde - District CoachDr. Lucia Kaempffe - PLC Advisor and ConsultantColene Melson – Special Education TeacherAmy Milleville – School CounselorLynn Pasek – Lead PEP TeacherAshley Rotella – Teacher, Grade 5Kaylee Ulrich – Parent Jennifer Yost – Teacher, Grade K*And in partnership with the staff, students, and families of 79th Street School* |

# Guidance for Teams

## Template

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

## 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.

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.

## ☐pro 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 | Professional Based Learning Community (PLC) |
| We envision that this Evidence-Based Intervention will support the following Commitment(s) | Commitment #2 |
| How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process? | Our Team recognizes that multiple forms of student assessments should be reviewed. It will be necessary to schedule regular data review sessions for teachers. Then, we will identify which pieces of data will be reviewed and develop a protocol for the 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 commit to comprehending and addressing the diverse needs within our school community. We will foster stronger interpersonal relationships among students, teachers, and families. Through this effort, we will cultivate a positive and safe school environment. |
| **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?*
 | We, as a school community, believe that our school must continue to serve as a secure environment where all individuals (including staff, students, families) are treated with respect and appreciation, and are seen as collaborative partners in the educational journey. Each school community member brings unique strengths, knowledge, and capabilities, which should be honored and integrated.This dedication stems from our school community’s diverse backgrounds and experiences. Therefore, it is important that we continue to foster awareness and promote open communication. By actively engaging stakeholders, we can introduce new initiatives and educational opportunities that cater to the needs of our diverse student body, staff and families. Analysis of the Student Voice Survey indicates the following:-Seventy percent of students indicate that “Students of different backgrounds try to understand each other.” -Seventy-nine percent of students indicate that “All students are treated the same, regardless of family background/ethnicity.” -Eighty percent of the students indicate that “At this school, we talk about the importance of understanding and accepting each other.”Analysis of the Family Engagement Survey indicates the following: -Sixty-nine percent of families indicate that they receive notes/calls and/or other feedback from their child(ren)’s teachers.-Seventy-two percent of families indicate that they feel connected to our school.-Eighty-five percent of families indicate that all students are treated the same, regardless of family background/ethnicity.Analysis of the School Performance Scan (staff) indicates the following: -Fifty-four percent of staff indicate that most students are emotionally healthy. -Sixty-four percent of staff indicate that students treat each other with respect. -Sixty-four percent of staff indicate that staff and students in this school listen to each other.  |

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.* |
| School-wide Social Emotional Check-Ins | ☐ NEW☐ EXPAND☐ REFINE | Morning check-in and Check and Connect will be used to monitor emotional needs of the students.  |
| School Champion Team | ☐ NEW☐ EXPAND☐ REFINE | Turn-key teachers have been identified and the team is established. Turn-key teachers will disseminate information to staff with Champion Team member support.  |
| Maintain and strengthen communication between school and families | ☐ NEW☐ EXPAND☐ REFINE | Teacher monthly newsletters and mid-trimester progress reports will be utilized.  |
| Awareness of racism, discrimination, bias, and microaggressions within the school environment | ☐ NEW☐ EXPAND☐ REFINE | Professional discussions will be scheduled for staff that will promote awareness to support and strengthen relationships.  |

Implementation

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| **KEY STRATEGY 1** | School-wide Social/Emotional Check-ins with Students |

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| IMPLEMENTATIONWhat is our plan for implementing Key Strategy 1? What steps are involved? | When will this be in place? |
| Review/Refine Morning Check-in form or method used with students. Incorporate Student Mentor program for students in need utilizing Community Based Mentoring Clubs. | ☐ by EPM ☐ by MYB |
| Ensure all staff members are informed about check-ins and have established a classroom routine. The check-ins will provide teachers with an understanding of students’ social emotional wellness to start the day. Students showing a pattern of concerning responses will be referred to a member of the START Team for further interventions. | ☐ by EPM ☐ by MYB |
| Establish/refine procedure for teachers to provide and receive social/emotional student check-in information. | ☐ by EPM ☐ by MYB |
| RESOURCESWhat resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? |
| -Consistent check-in form or procedure. Funding for Community based Mentoring Clubs. |
| -Structure for communication from START and Champion Team with staff connected to individual students.  |
| Funding for Community Based Mentoring Clubs, Teachers and Staff. |

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| **KEY STRATEGY 2** | School Champion Team |

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| IMPLEMENTATIONWhat is our plan for implementing Key Strategy 2? What steps are involved? | When will this be in place? |
| Establish consistent School Champion Team to deliver trauma-informed care to staff and students as needed.  | ☐ by EPM ☐ by MYB |
| Refine structure and objectives of the School Champion Team and establish a method for sharing this structure and communication approach with staff.  | ☐ by EPM ☐ by MYB |
| Set up dates for meetings of the School Champion Team.  | ☐ by EPM ☐ by MYB |
| RESOURCESWhat resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? |
| Establish time and location for regular Champion Team meetings. |
| Secure teacher coverage as necessary.  |

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| **KEY STRATEGY 3** | Maintain and Strengthen Communication Between School and Families |

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| IMPLEMENTATIONWhat is our plan for implementing Key Strategy 3? What steps are involved? | When will this be in place? |
| Monthly communication from school leadership featuring updates on curriculum, classroom activities, and school events.  | ☐ by EPM ☐ by MYB |
| Newsletters from classroom teachers to include academic information, class activities, updates, and school-wide activities.  | ☐ by EPM ☐ by MYB |
| Utilize the PEG (Parent Education Group) to enhance parental engagement in academic, social-emotional and school culture initiatives.  | ☐ by EPM ☐ by MYB |
| Schedule Family Nights to support academic, social emotional, and school culture initiatives led by Teachers and Staff members. | ☐ by EPM ☐ by MYB |
| School Quality Council (SQC) will be utilized as a decision-making team that represents all stakeholders.  | ☐ by EPM ☐ by MYB |
| RESOURCESWhat resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? |
| Establish time and location and schedule regular PEG and SQC meetings. |
| Financial support to conduct various Family Nights. |

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| **KEY STRATEGY 4** | Awareness of racism, discrimination, bias, and microaggressions |

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| IMPLEMENTATIONWhat is our plan for implementing Key Strategy 4? What steps are involved? | When will this be in place? |
| Schedule professional discussions for staff.  | ☐ by EPM ☐ by MYB |
| Promote awareness to support and strengthen relationships.  | ☐ by EPM ☐ by MYB |
| RESOURCESWhat resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? |
| Locate an appropriate presenter to address the issues of racism, discrimination, bias, and microaggressions within the school environment.  |
| Determine a schedule that will include all teachers and support staff.  |

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)* |
| **1** | Morning check-in data | All teachers will have a form or method in place for Morning Check-In.  |  |
| **1** | Morning check-in data | Teachers will monitor student responses and refer students to the appropriate staff member for further intervention if needed.  |  |
| **2** | Champion Team Meeting Progress | Monthly meetings will have been established.  |  |
| **3** | Monthly Newsletters | Monthly newsletters from teachers will have been established.  |  |
| **3** | Mid-Trimester Progress Reports | Mid-trimester progress reports from teachers will have been established.  |  |
| **4** | Professional Discussion Schedule | Professional discussions will be scheduled with all staff.  |  |

### 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)** |  |  |  |
| **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:

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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 | DV69. Students of different backgrounds try to understand each other.  | 70% | 74% |  |
|  | DV72. All students are treated the same regardless of family background/ethnicity.  | 79.3% | 83% |  |
|  | DV74. At this school, we talk about the importance of understanding and accepting each other.  | 79.8% | 83% |  |
| Staff Survey | HW78. Most students are emotionally healthy.  | 54% | 60% |  |
|  | RC12. Students treat each other with respect.  | 64% | 68% |  |
|  | AS01. Staff and students in this school listen to each other.  | 64% | 68% |  |
| Family Survey | T28. I receive notes/calls and/or other feedback from my child(rens) teachers.  | 69% | 73% |  |
|  | F50. As a parent/family member, I feel connected to our school.  | 72.4% | 75% |  |
|  | DV72. All students are treated the same regardless of family background/ethnicity.  | 85% | 88% |  |

# COMMITMENT 2

Our Commitment

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| **What is one Commitment we will promote for 2024-25?** | We commit to evaluating ELA, writing assessments, and Math data collaboratively with teachers using local assessments and universal screeners to guide instructional decisions. Additionally, we will monitor attendance and behavior to ensure comprehensive support for student growth.  |
| **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?*
 | As a school, we believe that to deeply engage students in their learning, instruction should be centered around students, and fostering critical thinking skills. Learning should resonate with students' experiences, thoughts, and real-world contexts, offering them opportunities to develop their learning across a variety of subjects and encounters.This commitment emphasizes the connection between meaningful learning, deliberate planning, and student empowerment. It is crucial for educators to be attentive to students’ experiences and offer them enriching learning opportunities. Social-emotional learning and cognitive development are essential components of the educational environment that mutually reinforce each other. Data from Surveys:This commitment emerged from our intent to implement responsive and effective instructional practices that establish a strong educational foundation for our student’s continued academic and social-emotional growth.We believe this aligns with Commitment 1 because when students achieve academic success in the classroom, they can cultivate a growth mindset and consequently experience improved academic and emotional well-being.  |

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.* |
| Regular analysis of student data to guide instructional decisions | ☐ NEW☐ EXPAND☐ REFINE | -Teachers need to continue to review a variety of student work and assessments to drive instruction. |
| Regular sharing of data and setting goals with students.  | ☐ NEW☐ EXPAND☐ REFINE | -Student ownership of assessment performance is critical to student success. |
| Student growth and achievement Incentives | ☐ NEW☐ EXPAND☐ REFINE | -Continue providing students encouragement regarding growth and achievement. |
| Continued professional learning and implementation | ☐ NEW☐ EXPAND☐ REFINE | -Success criteria for learning targets.-Protocols to use when reviewing data.-Student engagement/check for understanding strategies. |

Implementation

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| **KEY STRATEGY 1** | Regular analysis of student data to guide instructional decisions |

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| IMPLEMENTATIONWhat is our plan for implementing Key Strategy 1? What steps are involved? | When will this be in place? |
| Establish schedule for regular data review sessions for teachers. Identify which pieces of data will be reviewed and timeline for administering the assessments.  | ☐ by EPM ☐ by MYB |
| Analysis of data utilizing a protocol. | ☐ by EPM ☐ by MYB |
| Create interventions and enrichment instruction based on the analysis of data. | ☐ by EPM ☐ by MYB |
| RESOURCESWhat resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? |
| Schedule grade level meetings to review and analyze data. |
| Establish time and location for meetings.  |
| Establish protocol for analyzing data. |

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| **KEY STRATEGY 2** | Regular sharing of data and setting goals with students.  |

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| IMPLEMENTATIONWhat is our plan for implementing Key Strategy 2? What steps are involved? | When will this be in place? |
| Establish routines for sharing data with students. | ☐ by EPM ☐ by MYB |
| Determine what data will be shared with students. | ☐ by EPM ☐ by MYB |
| PD for teachers on the reports available for assessment data including IReady, EDoctrina, AIMSweb and other local assessments. | ☐ by EPM ☐ by MYB |
| Utilize available resources to assist students in developing a plan to meet their goals. | ☐ by EPM ☐ by MYB |
| Establish classroom routines to assist students in reviewing goals and their progress towards meeting the goal.  | ☐ by EPM ☐ by MYB |
| RESOURCESWhat resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? |
| Principal establishes time for teachers PD on data reports. |
| Develop protocol to conference with students to review individual goals. |
| Schedule times to meet with students one on one. |

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| **KEY STRATEGY 3** | Student Growth and Achievement Incentives |

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| IMPLEMENTATIONWhat is our plan for implementing Key Strategy 3? What steps are involved? | When will this be in place? |
| Purchase incentives to acknowledge student achievement. | ☐ by EPM ☐ by MYB |
| Create an incentive distribution plan. | ☐ by EPM ☐ by MYB |
| RESOURCESWhat resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? |
| Funding for classroom and school incentives for achievement. |
| Create guidelines and examples of various growth measures that can be used, with decisions being made by teachers. |
| Develop an incentive storage and distribution plan. |

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| **KEY STRATEGY 4** | Continued professional learning and implementation |
| IMPLEMENTATIONWhat is our plan for implementing Key Strategy 4? What steps are involved? | When will this be in place? |
| Success criteria for learning targets. | ☐ by EPM ☐ by MYB |
| Protocols to use when reviewing data. | ☐ by EPM ☐ by MYB |
| Student engagement/check for understanding strategies. | ☐ by EPM ☐ by MYB |
| RESOURCESWhat resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? |
| Provide a list of strategies for student engagement/ check for understanding protocols.  |
| Schedule a meeting with coaches/PLC consultant to review student engagement/ check for understanding protocols. |

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)* |
| Regular analysis of student data to guide instructional decisions | IReadyNWEAAIMSweb Writing Portfolio (K &1) ELA Trimester assessments (2-5) | We hope to see that data has been shared and goals have been set with students. |  |
| Regular sharing of data with students and assist students in setting goals. | IReadyNWEAAIMSweb Writing Portfolio (K &1) ELA Trimester assessments (2-5) | We hope to see that data has been shared and goals have been set with students. |  |
| Student Growth and Achievement Incentives | IReadyNWEAAIMSweb Writing Portfolio(k &1) ELA Trimester assessments (2-5) | A plan and schedule in place to distribute incentives. |  |
| Continued professional learning and implementation | Feedback from principal walkthroughs. | Dates scheduled for meetings with PLC and Coaches. |  |

### 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)** | IReadyNWEAAIMSwebPortfolio writing  | We hope to see student growth from fall to winter. |  |
| **End-of-the Year Targets** | IReadyNWEAAIMSwebPortfolio writing | We hope to see student growth from winter to spring. |  |

### 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 | F26. My teachers send notes home or call my family.PS48. I have good habits for studying. | 71.3%60.5% | 75%64% |  |
| Staff Survey | C35. We work together across grade levels & content areas to provide an integrated approach to student learning.T45. Students in this school have strategies to track their own learning. | 55%67.5 % | 60%70% |  |
| Family Survey | C18. I receive specific test/assessment information about my child(ren)’s progress | 69% | 74% |  |

Civic Empowerment Project (schools in CSI oy)

## 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 |
| *Gerald Orfano* | *Principal* | *5/21* | *5/21, 5/23* | *5/28, 6/12* | *6/12, 6/13* | *5/14-5/22* | *6/20, 6/27* | *6/27-7/17* |
| *Maria Ehde* | *District ELA Coach* | *5/21* | *5/21, 5/23* | *5/28, 6/12* | *6/12, 6/13* | *5/14-5/22* | *6/20, 6/27* | *6/27-7/17* |
| *Dr. Lucia Kaempffe* | *PLC Advisor and Consultant* | *5/21* | *5/21, 5/23* | *5/28, 6/12* | *6/12, 6/13* |  | *6/20, 6/27* | *6/27-7/17* |
| *Colene Melson* | *Special Education Teacher* | *5/21* | *5/21, 5/23* | *5/28, 6/12* | *6/12, 6/13* | *5/14-5/22* | *6/20, 6/27* | *6/27-7/17* |
| *Amy Milleville* | *School Counselor* | *5/21* | *5/21, 5/23* | *5/28, 6/12* | *6/12, 6/13* | *5/14-5/22* | *6/20, 6/27* | *6/27-7/17* |
| *Lynn Pasek* | *Lead PEP Teacher* | *5/21* | *5/21, 5/23* | *5/28, 6/12* | *6/12, 6/13* | *5/14-5/22* | *6/20, 6/27* | *6/27-7/17* |
| *Ashley Rotella* | *Teacher, Grade 5* | *5/21* | *5/21, 5/23* | *5/28, 6/12* | *6/12, 6/13* | *5/14-5/22* | *6/20, 6/27* | *6/27-7/17* |
| *Kaylee Ulrich* | *Parent Education Group – President* | *5/21* | *5/21, 5/23* | *5/28, 6/12* | *6/12, 6/13* | *5/14-5/22* | *6/20, 6/27* | *6/27-7/17* |
| *Jennifer Yost* | *Teacher, Grade K* | *5/21* | *5/21, 5/23* | *5/28, 6/12* | *6/12, 6/13* | *5/14-5/22* | *6/20, 6/27* | *6/27-7/17* |

# 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.