New York State
EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

School Comprehensive Education Plan
2024-25

District	School Name	Grades Served
NFCSD	Harry F. Abate	2-6

Collaboratively Developed By:
The Harry F. Abate SCEP Development Team **SCEP Team Members: Lynne Tompkins, Allen Cowart, Janelle Brydges, Dasha Colvin, Trish Hennegan, Jen Mettler, Kristi Meyer, Lauren Nelson, Mya Syposs** *And in partnership with the staff, students, and families of Harry F. Abate Elementary School.*

Guidance for Teams

Template

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

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](#) *(optional for re-identified schools)*
   - [Activity 2: Analyze: Internal and External Data](#)
   - [Activity 3: Analyze: Survey Data](#)
   - [Activity 4: Listen: Student Interviews](#)
   - [Activity 5: Envision: Reflect, Synthesize, and Plan](#)

2. Re-identified Schools:
   - Participated in [SCEP Pre-Team Meeting Planning Session 4](#) 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](#) and the [Diagnostic Tool for School and District Effectiveness (DTSDE) Framework](#) and [Phases of Implementation](#) 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 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
- 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.

☐ 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:

Evidence-Based Intervention Identified	
We envision that this Evidence-Based Intervention will support the following Commitment(s)	
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	

☐ Clearinghouse-Identified

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

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.

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

What is one Commitment we will promote for 2024-25?	We will continue to educate and proactively involve students in their differentiated educational programs.
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 are continuing to make this commitment based on noticing's of gaps in student learning and individual progress. Therefore, we need to continue to meet the instructional needs of all students. The School Performance Scan indicated that many students do not have good habits for studying and that students do not believe they are going to be successful. Additionally, the Student Voice Survey indicated that students continue to feel that they are not equipped with good study habits. Finally, the Family Engagement Survey indicated that families do not believe that instruction is differentiated in ways to meet all students' needs. Students are not setting learning goals or self-monitoring academic progress. Furthermore, data collected through classroom walk-throughs supports the need to continue to provide more consistent and meaningful differentiated instruction to meet the students' diverse academic needs.

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.
Implement student self-reflection and conferences to identify relative strengths and weaknesses	☐ NEW ☐ EXPAND ☐ REFINE	Teacher will conference with individual students to identify relative strengths and weaknesses, along with student reflections, and feedback for home.
Academic and SEL (Social Emotional Learning) SMART goal setting with students	☐ NEW ☐ EXPAND ☐ REFINE	Teachers will implement new curriculum diagnostic tools with instructional coach support.
Administrative walk-throughs for guided reading, response to intervention, and academic intervention services	☐ NEW ☐ EXPAND ☐ REFINE	Instructional coach guidance prior to walk-throughs for additional support.

Implementation

KEY STRATEGY 1	Implement student self-reflection and conferences to identify relative strengths and weaknesses

IMPLEMENTATION What is our plan for implementing Key Strategy 1? What steps are involved?	When will this be in place?
Professional development which is Instructional Coach supported in Department meetings and Common Planning Time.	☐ by EPM ☐ by MYB
Teachers provide students with on-going timely feedback.	☐ by EPM ☐ by MYB
Students monitor errors and make corrections in accordance with standard based rubrics.	☐ by EPM ☐ by MYB
Include families in goal setting and progress.	☐ by EPM ☐ by MYB

RESOURCES What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Instructional coaches, Department meetings and common planning time, grade level standards and rubrics, goal setting sheets for students and parents (grows and glows)

KEY STRATEGY 2	Academic and SEL SMART goal setting with students

IMPLEMENTATION What is our plan for implementing Key Strategy 2? What steps are involved?	When will this be in place?
Data analysis and planning with students.	☐ by EPM ☐ by MYB
Teachers facilitate scripted lesson goal setting, monitoring, and revising SMART Goals.	☐ by EPM ☐ by MYB
Teachers and Students will use multiple data sources, rubrics, conferences, and individual communication to allow self-assessments and revision of work/goals.	☐ by EPM ☐ by MYB
School Counselor/Social Worker describes the steps in setting and working toward personal SEL goal achievement.	☐ by EPM ☐ by MYB
Teachers will notify parents of student goals.	☐ by EPM ☐ by MYB

RESOURCES
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?

Goal setting sheets, student data, school counselors and social workers, parent communication

KEY STRATEGY 3	Administrative walk-throughs for guided reading, response to intervention, and academic intervention services

IMPLEMENTATION
What is our plan for implementing Key Strategy 3? What steps are involved?

Implementation	When will this be in place?
Schedule and facilitate formal walk-throughs on guided reading, RTI and academic intervention services (Math and ELA AIS) with a shared rubric.	☐ by EPM ☐ by MYB
Schedule Instructional coach support for all new and returning staff members in need of professional development.	☐ by EPM ☐ by MYB

RESOURCES
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?

Instructional coaches, Department meetings and Common Planning time

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*)
Self-reflection	Participation, informal assessments, and observations	An increase in student motivation, ownership of their learning, and therefore overall achievement.	
Goal Setting	IReady, NWEA data, AIMS web	Increased student ownership over their academic goals and monitoring student progress.	
Walk throughs	Shared Rubric	Implementation of best instructional practices.	

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

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

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing (complete when reviewing mid-year data)
Mid-Year Benchmark(s)	Walk-through data ELA Trimester Assessment AIMS web NWEA iReady ELA/Math (Growth Index) Math AIS Program Data	We hope to see an increase in student achievement and the students' ability to identify their relative strengths and weaknesses.	
End-of-the Year Targets	Walk-through data ELA Trimester Assessment AIMS web NWEA iReady ELA/Math (Growth Index) Math AIS Program Data	We hope to see an increase in student achievement and the students' ability to identify their relative strengths and weaknesses.	

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	CD28. Students in our school take responsibility for their actions. PS45. I am able to concentrate and focus on school. PS48. I have good habits for studying.	CD28. 43.3% PS45. 63.0% PS48. 57.0%	CD28. 50% PS45. 70% PS48. 65%	

Staff Survey	PS48. Most students have good habits for studying. AO60. Most students believe that they are going to be successful.	PS48. 8.3% AO60. 38.9%	PS48. 50% AO60. 50%	
Family Survey	T24. My child(ren) talk about the student learning targets/goals ("I can…") given to them by their teachers. T25. My child(ren) say that their teachers explain things in different ways so that they understand. T30. My child(ren) is required to self-monitor their progress and keep track of their own learning.	T24. 53.3% T25. 62.2% T30. 55.8%	T24. 60% T25. 68% T30. 65%	

COMMITMENT 2

Our Commitment

What is one Commitment we will promote for 2024-25?	We are committed to providing consistent, targeted social-emotional interventions that are on-going.
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?*	This commitment fits into what we envision for the school because we want to put an emphasis on social-emotional health which will support increased daily attendance. The School Performance Scan indicates a perception that our school does not have definitive procedures in place for students who are chronic offenders and/or experiencing on-going difficulties. This scan also indicates that many of our students are not emotionally healthy and that they have difficulties concentrating and focusing on school. Additionally, according to the Student Voice Survey, students do not feel as though they treat each other with respect, lacking empathy for others with different ethnicities and sexuality. Finally, the Family Engagement Survey indicates that families do not believe that students show respect or take responsibility for their actions. Families do not believe that our school has an effective plan for dealing with bullying.

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.*
ITTIC (Institute on Trauma and Trauma Informed Care) Collaboration and Tool Kit Training	☐ NEW ☐ EXPAND ☐ REFINE	Trauma informed best practices and de-escalation.
BASC/SEL group continuation from last school year	☐ NEW ☐ EXPAND	Early intervention strategies for students who were identified previously.

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	☐ REFINE	
Move This World and supplemental SEL resources	☐ NEW ☐ **EXPAND** ☐ REFINE	Implementation with fidelity.
Roll out a 2024-2025 Trauma work plan created by the Abate Trauma Informed Champion Team	**NEW** EXPAND REFINE	Introduction to the trauma work plan and implementation to follow.
Reinforce Classroom Intervention Protocols	NEW **EXPAND** REFINE	Staff development to revisit and reinforce classroom intervention protocols.

Implementation

KEY STRATEGY 1	ITTIC Collaboration and Tool Kit Training

IMPLEMENTATION What is our plan for implementing Key Strategy 1? What steps are involved?	When will this be in place?
Professional development for turn-key trainers.	☐ by **EPM** ☐ by MYB
Scheduling department meetings and common planning time.	☐ by **EPM** ☐ by MYB
Sharing feedback and resources from the champion team.	☐ by **EPM** ☐ by MYB
Trimester attendance incentive.	☐ by **EPM** ☐ by MYB
Trusted adult mentor pairings, and peer to peer mentorship.	☐ by EPM ☐ by **MYB**

RESOURCES What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Scheduling meetings, turn-key trainers, frequent monitoring of chronic absenteeism with Everyday Labs

KEY STRATEGY 2	BASC/SEL group continuation from last school year

IMPLEMENTATION What is our plan for implementing Key Strategy 2? What steps are involved?	When will this be in place?
Identify BASC students from 23-24 school year.	☐ by **EPM** ☐ by MYB
Counselors/Social Workers identify targeted SEL group topics.	☐ by **EPM** ☐ by MYB

RESOURCES What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Schedule, Counselors/Social Workers

KEY STRATEGY 3	Move This World and supplemental SEL resources

IMPLEMENTATION What is our plan for implementing Key Strategy 3? What steps are involved?	When will this be in place?
Teachers begin programs with students using resources with fidelity.	☐ **by EPM** ☐ by MYB

| Students will learn/practice strategies from MTW. | ☐ by EPM
☐ by MYB |
| Student's complete reflections to think, monitor, and plan for corrective action | ☐ by EPM
☐ by MYB |

RESOURCES
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?

September refresher Move This World professional development for staff

| **KEY STRATEGY 4** | Roll out a 2024-2025 Trauma work plan created by the Abate Trauma Informed Champion Team |

IMPLEMENTATION *What is our plan for implementing Key Strategy 1? What steps are involved?*	**When will this be in place?**
Teachers and Staff will be introduced to the trauma work plan.	by EPM by MYB
Implementation of the trauma work plan.	by EPM by MYB

| **KEY STRATEGY 5** | Classroom intervention protocols |

IMPLEMENTATION *What is our plan for implementing Key Strategy 1? What steps are involved?*	**When will this be in place?**
Staff development to reinforce classroom intervention protocols that are in place.	by EPM by MYB
Posting of Classroom Intervention Protocols as a reference to staff members	by EPM by MYB

RESOURCES
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?

Schedule, space in school building, money, volunteers from school, community involvement

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*)
ITTIC sustainability	Staff participation in professional development	All staff members are involved in trauma-informed best practices.	

BASC implementation	Participation and continuation of student support	At risk students are engaged in early interventions, self-awareness and self-esteem coping mechanisms while building relationships.	
Move This World	Program fidelity	Staff participation using programs with fidelity.	

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

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

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing *(complete when reviewing mid-year data)*
Mid-Year Benchmark(s)	Participation in ITTIC Turn-key training sessions	Implementation of strategies and resources in the classroom and increase in student attendance.	
End-of-the Year Targets	Move This World program fidelity	Classroom teachers utilize the Move This World program 3-5 days a week.	

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	RC12. Students treat each other with respect. DV76. Students are not "picked on" about their sexuality. SF42. Students do not make threats against each other or get in fights based upon background/ethnicity.	RC12. 31.2% DV76. 52.6% SF42. 40.3%	RC12. 50% DV76. 60% SF42. 50%	
Staff Survey	S77. Our school has definitive procedures in place for students who are chronic	S77. 48.6% HW79. 25.0%	S77. 55% HW79. 50%	

	offenders and/or experiencing ongoing difficulties. HW79. Most students are emotionally healthy. PS45 Students are able to concentrate and focus on school.	PS45. 31.4%	PS45. 50%	
Family Survey	S33. Our school has an effective program for dealing with bullying CD28. Students in this school take responsibility for their actions. RC12. Students treat each other with respect.	S33- 60.0% CD28- 52.8% RC12- 46.2%	S33. 68% CD28. 60% RC12. 53%	

COMMITMENT 3
(*this section can be deleted if there is no third Commitment*)

Our Commitment

What is one Commitment we will promote for 2024-25?	We are committed to maintaining positive relationships with families in an atmosphere of reciprocal communication where there is trust, respect, shared information, and accountability.
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 are making this commitment because strong relationships with families are the foundation for academic achievement. The School Performance Scan indicates that our quality and frequency of communication with families is not sufficient, and we are unable to help families set high expectations for their children. On the Student Voice Survey, students indicated that their teachers send notes or call home; however, many students reported that their family does not attend school events and conferences. The Family Engagement Survey indicates that families do not feel connected to our school. Families stressed the need for training and resources to understand student performance and test results.

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.*
Increase celebrations and events that encourage family participation	☐ NEW ☐ EXPAND ☐ REFINE	Student of the Month celebrations.

		Greater participation in school-wide events: Fall festival, School performances, STEM (Science, Technology, Engineering, and Mathematics) night, Family Game Night.
School-wide Family Engagement Committee	☐ NEW ☐ EXPAND ☐ REFINE	Staff members brainstorm, plan and facilitate multiple family-centered events throughout the school year, and room parent program.
Updated student registration and contact information	☐ NEW ☐ EXPAND ☐ REFINE	Secretarial support and advanced preparation of registration information for distribution.
Administer a Family Engagement Survey at Open House	NEW EXPAND REFINE	Administer electronic survey to parents at Open House.
Student and family collaboration for the installation of two community art projects.	NEW EXPAND REFINE	Collaborative process to receive community feedback, which allowed artist to bring their vision to life.

Implementation

KEY STRATEGY 1	Increase celebrations and events that encourage family participation	
IMPLEMENTATION What is our plan for implementing Key Strategy 1? What steps are involved?		When will this be in place?
Planning a family fun night/event each trimester.		☐ by EPM ☐ by MYB
Survey staff on possible school-wide engagement ideas for the year.		☐ by EPM ☐ by MYB
Increase In-School celebrations with school-wide participation and classes attend in–school celebrations to support their peers.		☐ by EPM ☐ by MYB
RESOURCES What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?		
Schedule, space in school building, money, volunteers from school, community involvement		

KEY STRATEGY 2	School-wide Family Engagement Committee	
IMPLEMENTATION What is our plan for implementing Key Strategy 2? What steps are involved?		When will this be in place?
Create a Family Engagement Committee that will meet monthly to brainstorm and plan school functions, to bring to Building Committee for approval.		☐ by EPM ☐ by MYB
Staff members brainstorm, plan and facilitate multiple family-centered events throughout the school year.		☐ by EPM ☐ by MYB
RESOURCES What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?		
Staff members, Building, Parents, Money		

KEY STRATEGY 3	Updated student registration and contact information	
IMPLEMENTATION What is our plan for implementing Key Strategy 3? What steps are involved?		When will this be in place?

Providing an opportunity to check registration information for accuracy.	☐ by EPM ☐ by MYB
Increased reciprocal communication by parents/guardians on electronic platforms.	☐ by EPM ☐ by MYB

RESOURCES
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?

Secretarial support and advanced preparation of registration information for distribution.

KEY STRATEGY 4	Administer a Family Engagement Survey at Open House

IMPLEMENTATION
What is our plan for implementing Key Strategy 4? What steps are involved?   When will this be in place?

Create electronic survey and plan to administer to parents at Open House.	☐ by EPM ☐ by MYB
Administration and staff reflect on survey data.	☐ by EPM ☐ by MYB

RESOURCES
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?

Electronic survey with QR code, Schedule, Meeting

KEY STRATEGY 5	Student and family collaboration for the installation of two community art projects.

IMPLEMENTATION
What is our plan for implementing Key Strategy 1? What steps are involved?   When will this be in place?

Stakeholder sessions to survey ideas with staff, families, and students.	by EPM by MYB
Collaboration with artist to ensure everyone's insights were brought into the vision.	by EPM by MYB

RESOURCES
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?

Schedule, space in school building, money, volunteers from school, community involvement

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*)

Increase celebrations and events that encourage family participation	Participation in Open House	Increased participation, event participation data, and parent sign-in lists.	
School-wide Family Engagement Committee	Create a calendar of events	Increase in student survey results that think that school is positive and fun.	
Updated student registration and contact information	Completion at Open House/first week of school	Correct phone numbers and addresses for parent communication, increased communication on electronic platforms such as Remind or Class Dojo.	
Administer a Family Engagement Survey at Open House	Participation at Open House	Increased family participation on completing survey.	

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

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

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing *(complete when reviewing mid-year data)*
Mid-Year Benchmark(s)	Event participation data, sign-ins, and survey completion	Increased attendance at parent engagement events.	
End-of-the Year Targets	Event participation data, sign-ins, and survey completion	More family participation in engagement surveys due to increased involvement.	

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. F29. My family goes to school events and conferences.	F26. 71.1% F29. 49.1%	F26. 80% F29. 60%	
Staff Survey	F83. Our quality/frequency of communication with families is sufficient. F84. We ae able to help families to set high expectations for their children.	F83. (51.4%) F84. (35.1%)	F83. 60% F84. 50%	
Family Survey	C16. Training is provided to families in understanding student performance and test results. F50. As a parent/family member I feel connected to our school.	C16- (51.3%) F50-(60.9%)	C16. 60% F50. 68%	

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	Envision: Exploring the Vision, Values and Aspirations	Analyze: Internal and External Data	Analyze: Survey Data	Listen: Student Interviews	Envision: Reflect, Synthesize and Plan	Plan Writing and Revision
Example: Mary James	*ELL Teacher*	*3/5*	*3/12*	*3/19*		*4/10, 4/11*	*4/17*	*5/2 5/9 5/16*
Lynne Tompkins	Principal	5/29, 5/30	6/13, 6/20	6/4, 6/13	6/4, 7/10	5/30, 6/4	7/10, 7/16	7/10, 7/16, 7/17, 7/25
Allen Cowart	Assistant Principal	5/29 5/30	6/13, 6/20	6/4, 6/13	6/4, 7/10	5/30, 6/4	7/10, 7/16	7/10, 7/16, 7/17, 7/25
Janelle Brydges	Teacher	5/29	6/13	6/13	7/10	5/30, 6/4	7/10, 7/16	7/10, 7/16
Lauren Nelson	Teacher	5/29	6/13	6/13		5/30, 6/4	7/16	7/10, 7/16
Kristi Meyer	Social Worker	5/29	6/13	6/13	7/10	5/30, 6/4	7/10, 7/16	7/10, 7/16

Dasha Colvin	Teacher/Parent	5/29	6/13	6/13	7/10	5/30, 6/4	7/10, 7/16	7/10, 7/16
Trish Hennegan	Teacher	5/29	6/13	6/13		5/30, 6/4	7/16, 7/17	7/16, 7/17
Jen Mettler	Teacher/Parent	5/29	6/13	6/13	7/10	5/30, 6/4	7/10, 7/16	7/10, 7/16
Mya Syposs	Teacher		6/13	6/13		5/30, 6/4	7/16, 7/17	7/16, 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
Many of our students feel safe, heard, seen, and cared about at school. It is our understanding that If students feel that their basic needs are being met, therefore they feel secure and comfortable at school it will directly increase their ability to show respect for each other and staff members while increasing their personal responsibility for their learning. Student surveys also suggest an awareness that when they do not attend school, it has a negative impact upon their learning.

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 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, 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, 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 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 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. 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.