

**School Comprehensive Education Plan**

2024-25

|  |  |  |
| --- | --- | --- |
| District | School Name | Grades Served |
| KCSD | E.C. Myer Elementary | K-4 |

|  |
| --- |
| Collaboratively Developed By: |
| The *Ernest C. Myer Elementary* SCEP Development Team (p.16-17)  *And in partnership with the staff, students, and families of E.C. Myer Elementary* |

# Guidance for Teams

## Template

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

## Prior to Writing the Plan

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

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

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

## Commitments

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

## Key Strategies

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

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

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

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

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

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

## Implementation

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

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

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

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

## Success Criteria and Benchmark Targets

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

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

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

The plan template is designed with the intention that the school teams will return to their plan throughout the year and make updates when necessary. To monitor the Success Criteria for each Commitment, there is a section for the team to update during the year and record the outcome data or evidence they ended up seeing next to the target originally identified. Teams should keep this section blank when writing the plan and anticipate bringing the team back together throughout the upcoming year to gauge the success of the plan.

## SCEP Rubric

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

## Resources for Team

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

# Evidence-Based Intervention

All CSI and TSI schools must implement at least one evidence-based intervention as part of its SCEP. The intervention identified must meet the criteria of a Tier 1, Tier 2, or Tier 3 evidence-based intervention under ESSA. More information can be found at: [http://www.nysed.gov/accountability/evidence-based-interventions](%20http://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 commit to deepening connections among students, staff, and the community. |
| **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 emerged as a response to the increasing recognition of the importance of social-emotional learning (SEL) and our experiences with student growth when their need for emotional safety is met. We believe that creating a safe, respectful, supportive, and positive learning environment create the conditions for maximized student success when combined with high-quality rigorous instruction.  This commitment compliments and supports our efforts and long-term plans to enhance student engagement, foster a positive school climate, and improve overall student achievement. Ensuring that our community feels connected creates synergy among students, staff, and the community, and creates a cohesive and supportive learning community.  By prioritizing SEL, we address the specific needs and challenges of our students and community by providing targeted support that promotes student success and 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.* |
| 1. Enable students and staff to explore interest-driven experiences | NEW  EXPAND  REFINE | * School-wide enrichment experiences * Classroom enrichment * Leverage E&R time for student-driven interest-based learning * Evaluate recess and academic blocks to create continuity in scheduling for planning purposes and expanded blocks of time for exploration |
| 1. Integrate mindfulness experiences into our students’ and staff daily lives at school | NEW  EXPAND  REFINE | * Increase self-awareness * Develop understanding of its many forms * Develop coping strategies |
| 1. Connect our faculty, staff, PTA, and community using Teams | NEW  EXPAND  REFINE | * Streamlined communication channels * Facilitate increased confidentiality and flexibility |
| 4. Integrate Social Thinking SEL support into all aspects of school day | NEW  EXPAND  REFINE | * We Thinkers! School wide theme for 24-25 * Help students develop foundational social competencies and essential life skills by giving staff access to stories, lessons, and play activities that can be embedded throughout the year * Develop school-wide common language |

Implementation

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

|  |  |
| --- | --- |
| IMPLEMENTATION  What is our plan for implementing Key Strategy 1? What steps are involved? | When will this be in place? |
| 1. Survey- outreach to faculty/staff/community to determine areas of interest, talent, and experiences they are willing to share with our school community | by EPM  by MYB |
| 1. Funding- PTA budget line to finance experiences and advocacy during monthly PTA meetings | by EPM  by MYB |
| 1. Maximizing class time by seeking out ways to connect interest-driven experiences into daily/weekly/monthly lessons and activities (ex. *Book buddies*) | by EPM  by MYB |
| 1. Annual- School-wide experience where students identities and interests are amplified (embed in both Commitments) | by EPM  by MYB |
| 1. Quarterly assemblies and classroom experiences planned that focus on commitments | by EPM  by MYB |
| 1. Evaluate Recess and consider scheduling and ways to increase consistency and enhance access and use of equipment. Q1 & Q4 40 min. Recess, Q2 & Q3 40 min. Fridays | by EPM  by MYB |

|  |
| --- |
| RESOURCES  What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? |
| 1. Principal will develop and disseminate survey to canvass community in September and share results with faculty by October 1st |
| 1. Principal will advocate for funding to support initiatives during monthly PTA meetings |
| 1. Grade-level teams will develop ways to connect classes with students in other grades. Principal will maximize instructional blocks and integrate consistent blocks of time for recess into the schedule. |
| 1. Principal will work with PTA to coordinate annual assembly to bring this commitment to life |
| 1. BLT and SWPBIS Team will collaborate on bringing quarterly assemblies to enhance this commitment |
| 1. The Wellness Committee will embed recess into agendas during monthly or bi-monthly meetings and apply for grants as needed to bring equipment and experience to this time. |

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

|  |  |
| --- | --- |
| IMPLEMENTATION  What is our plan for implementing Key Strategy 2? What steps are involved? | When will this be in place? |
| Survey- outreach to faculty/staff/community to determine areas of interest, talent, and experiences they are willing to share with our school community | by EPM  by MYB |
|  | by EPM  by MYB |

|  |
| --- |
| RESOURCES  What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? |
| Principal will develop and disseminate survey to canvass community in September and share results with faculty by October 1st |
|  |

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

|  |  |
| --- | --- |
| IMPLEMENTATION  What is our plan for implementing Key Strategy 3? What steps are involved? | When will this be in place? |
| Communicate expectation that Teams Parent Connect accounts be created using Blackboard, during Back to School Night, and provide resources to support families in making the shift | by EPM  by MYB |
|  | by EPM  by MYB |

|  |
| --- |
| RESOURCES  What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? |
| Principal will ensure that multiple communication channels are leveraged to promote the expectation of Teams Parent Connect being used by families and faculty with the goal of 100% of families using this in 24-25 |
|  |

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

|  |  |
| --- | --- |
| IMPLEMENTATION  What is our plan for implementing Key Strategy 4? What steps are involved? | When will this be in place? |
| 1. Funding- PTA budget line to finance experiences and advocacy during monthly PTA meetings | by EPM  by MYB |
| 1. Integrate We Thinkers! into Schoolwide theme for 2024-25 and embed PD Bites into weekly memo and faculty meetings | by EPM  by MYB |
|  | by EPM  by MYB |

|  |
| --- |
| RESOURCES  What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? |
| 1. Principal will attend monthly PTA meetings and communicate needs for funding to support these initiatives |
| 1. Principal will use school funds to purchase books, create bulletin board, conduct classroom visits and promote this work in a multitude of ways throughout the year to keep us connected to this focus area. |

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)* |
| **1** | SEL Survey | Integrate question(s) into the SEWB Survey to monitor 3 times a year (keep/change/cut) |  |
| **2** | Observed in practice | Regular integration of mindfulness strategies into daily/weekly practice (ex. Mindful Monday) and periodic mini PD during faculty meetings and announcements |  |
| **3** | # of parents registered | 100% parents signed up for Teams Parent Connect by November 1st |  |
| **4** | Observed in practice | Morning meeting, flex time, read-alouds, morning announcements |  |

### 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)** | 1. SEWB Survey Data 2. Teams Parent Connect Users | 1. >93% of students agree/strongly agree in 2024-25. 2. 90% parents registered for Teams Parent Connect |  |
| **End-of-the Year Targets** | 1. SEWB Survey Data 2. Teams Parent Connect Users | 1. 100% of students agree/strongly agree in 2024-25 2. 100% of parents registered for Teams Parent Connect |  |

### 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 | Social Emotional Wellbeing (SEWB) Survey- taken 3 times by all students in 2023-24. Results represent the average % of students who responded they agree or strongly agree that they feel they have someone at school who can help if they need it. | 93% | 100% |  |
| Staff Survey | \*Focus group interviews  \*Leadership practices & decisions survey administered in June 2024 using MS Forms. | Qualitative Data Collected | Feedback re: priorities for 24-25 |  |
| Family Survey | Determine comfort-level with Teams Parent Connect | 1%  Leveraging use | 100%  Leveraging use |  |

# COMMITMENT 2

Our Commitment

|  |  |
| --- | --- |
| **What is one Commitment we will promote for 2024-25?** | We commit to cultivating an environment of inclusivity through exposure to diverse people and cultures to develop acceptance of all by creating conditions where we embrace and better understand that our differences are our strengths. |
| **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 believe that our students need to feel that their lives are reflected in the literature they read, or is read to them, and need to be exposed to diversity in all its’ forms, in order to cultivate feelings of belonging and acceptance.  This commitment emerged from our dedication to creating an inclusive environment where every student can thrive.  Prioritizing meaningful and relevant teaching and learning, where students see themselves reflected is essential for fostering a sense of belonging, promoting equity, and achieving our vision of excellence for all students.  We believe that when students see themselves reflected in the learning materials and classroom and school experiences, that they are more likely to feel valued, respected, and engage, thus yielding the best possible outcomes in all areas of their education. |

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 opportunities for collaboration among faculty, staff, students, and the community. | NEW  EXPAND  REFINE | * Develop community partnerships through families of our students * Embed classroom experiences as a result of those partnerships * Develop a mechanism for sharing/communicating practices that are already established * Provide time for sharing/communicating practices, faculty and staff collaboration, and whole-school experiences * Encourage use of available time slots (8:25am, extended recess, etc.) to meet with teams and co-plan |

Implementation

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

|  |  |
| --- | --- |
| IMPLEMENTATION  What is our plan for implementing Key Strategy 1? What steps are involved? | When will this be in place? |
| 1. Survey- gather information from our students, staff and community to determine areas of knowledge and expertise that they would like to learn more about or are comfortable sharing | by EPM  by MYB |
| 1. Shared document- increase awareness and transparency among faculty and staff to assist with connection and reinforcement and leveraging opportunities to foster connectedness. It will embedded in memo where faculty can highlight their efforts toward this commitment and increase understanding as a building of the many activities and lessons | by EPM  by MYB |
| 1. Communicate our Work- classroom newsletters, Myer Family Memo, newspaper, Facebook, Teams, to share our students’ mirror and window experiences at Myer. Invite technology coaches to back to school night and September Faculty Meeting to provide PD and support with integration with staff and parents. | by EPM  by MYB |
| 1. Vertical Alignment- Embed opportunities for vertical planning into faculty meetings to discuss grade-level connections and opportunities for collaboration | by EPM  by MYB |
| 1. Connect CR-S Framework with monthly social thinking themes through monthly PD embedded during faculty meetings, weekly staff memos, and accessible on Teams to increase knowledge of interconnectedness and synergize our work. | by EPM  by MYB |
| 1. Continued advocacy- for inclusion of consultant and self-contained teachers in curriculum pilots and decision-making and planning time to modify and differentiate for diverse needs | by EPM  by MYB |

|  |
| --- |
| RESOURCES  What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? |
| 1. BLT will co-create survey during September meeting to disseminate by end of month. |
| 1. Principal will create shared document on/before first faculty meeting and share at that time |
| 1. Teachers and Principal will embed this work into newsletters and other outreach to families |
| 1. 8:25am and faculty meeting time slots will be leveraged for collaboration and sharing |
| 1. Principal will promote our work during faculty meetings and weekly memos |
| 1. Teacher teams and principal will advocate for these needs as opportunities arise |

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)* |
| 1 | * 1. Family Survey results   2. Shared document entries | * + - * 1. We hope to see families of our students share they are willing to come in and share their expertise, experiences, knowledge, and traditions with our students through classroom and/or whole-school experiences.         2. We hope to see a wide-array of activities geared toward bringing commitment 2 to life shared by our faculty, and to determine gaps in our students’ experience that we can fill through strategic vertical alignment |  |

### 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)** | Qualitative data obtained by visitation and review of newsletters | We hope to see that our families’ expertise is leveraged and embedded into classroom and school-wide experiences and plans |  |
| **End-of-the Year Targets** | i-Ready ELA and Math Results | We hope to see that our Spring 2025 on grade-level (green) results increase by >5% in both ELA and Math.  Reading June 2024:   * 66% green   Math June 2024:   * 54% green |  |

### 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 | Social Emotional Wellbeing (SEWB) Survey- taken 3 times a year by students. Results represent the average % of students who responded that they agree or strongly agree that they feel they have someone at school who can help if they need it. | 93% | 100% |  |
| Staff Survey | Please share the way(s) you explicitly embed practices into your students’ educational experience that promote inclusivity. Specific dates and activities will be solicited. | n/a | We hope to find that all classes embed inclusion activities and that we are able to fill any gaps through strategic vertical alignment |  |
| Family Survey | Student’s Name  Grade  Teacher  Parent/Guardian Name  Experience you are offering to share with our students:   * Lesson * Presentation * Craft * Read-aloud * Tradition * Music * Other | n/a | We hope at least one family from each class will volunteer to come in to share an experience with their child(ren)’s class(es) |  |

# Civic Empowerment Project (schools in CSI only)

## Background

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

## Options for Schools

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

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

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

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

### Directions (Schools in CSI only)

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

Participatory Budgeting

Monthly School Focus Groups

Climate Survey Inquiry Team

Schoolwide Voting

Collaborative School Improvement Grant Development

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

# Our Team’s Process

## Background

NYSED requires that the SCEP is developed in consultation with parents and school staff, and in accordance with §100.11 of Commissioner’s Regulations. All schools are expected to follow the guidelines outlined in the document "Assembling Your Improvement Planning Team" found at: <https://www.nysed.gov/sites/default/files/programs/accountability/assembling-your-improvement-planning-team.pdf>. This section outlines how we worked together to develop our plan.

## Our Team’s Steps

Our plan is the result of collaborating to complete several distinct steps:

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

## Team Collaboration

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

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Name | Role | Orientation to School Teams  (required for new TSI) | Envision: Exploring the Vision, Values and Aspirations | Analyze: Internal and External Data | Analyze: Survey Data | Listen: Student Interviews | Envision: Reflect, Synthesize and Plan | Plan Writing and Revision |
| *Example: Mary James* | *ELL Teacher* | *3/5* | *3/12* | *3/19* |  | *4/10, 4/11* | *4/17* | *5/2 5/9 5/16* |
| Angela Rhinehart | Kindergarten Teacher | n/a | 5/1  5/6  5/7 | 10/24  5/6  5/7 | 10/24  2/12  5/6  5/7 | 10/12  10/24  2/12  5/13  6/15 | 6/15  6/25  6/28 | 5/1  5/2  6/25  6/28 |
| Anna Koch | 2nd Grade Teacher |
| Antonella Fontana | School Psychologist |
| Ashley Jankowski | 3rd Grade Teacher |
| Beth Black | 2nd Grade Teacher |
| Bernadette Baughman | Parent Member |
| Catherine Barringer | Teaching Assistant |
| Erin Nelson | Principal |
| Kelsey Dexter | 4th Grade Teacher |
| Kimberly Decker | Teaching Assistant |
| Meghan Landerway | 3rd Grade Teacher |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |

# 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 |
| Students were surveyed 3 times this year through use of the Social Emotional Wellbeing (SEWB) survey where they answered questions directed toward assessing their feelings of connectedness to the school community. We noticed that as the 2023-24 year progressed, more students reported they felt they had someone at the school who could support their emotional needs. Our goal is that through bringing Commitments 1 & 2 to life in 2024-25, all students will feel they are seen, heard, and know that they have adults in the building who care and will support them when they feel they need it most. |

**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.