

**School Comprehensive Education Plan**

2024-25

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| District | School Name | Grades Served |
| Kingston City School District | JFK Elementary | K-4 |

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| Collaboratively Developed By: |
| The JFK SCEP Development Team  Emily Zifchak, Instructional Coach  Jessica Miller, 3rd grade teacher  Caroline Weishaupt, Psychologist  Trudian Hay, Social Worker  Stacia Feticello, Assistant Superintendent  Jason Daniels, Parent  Emily Daniels, Parent  Julann Peters, Reading Teacher  Marina Fuga, K teacher  Brittany Myers, 2nd sped consultant  Ashlei Bauer, 3rd grade consultant  *And in partnership with the staff, students, and families of JFK 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](https://www.nysed.gov/sites/default/files/programs/accountability/activity-1-envision-exploring-our-vision-values-and-aspirations.pdf) *(optional for re-identified schools)*
   * [Activity 2: Analyze: Internal and External Data](https://www.nysed.gov/sites/default/files/programs/accountability/activity-2-analyze-internal-and-externaldata.pdf)
   * [Activity 3: Analyze: Survey Data](https://www.nysed.gov/sites/default/files/programs/accountability/activity-3-analyze-surveydata.pdf)
   * [Activity 4: Listen: Student Interviews](https://www.nysed.gov/sites/default/files/programs/accountability/activity-4-listen-interviewing-students.pdf)
   * [Activity 5: Envision: Reflect, Synthesize, and Plan](https://www.nysed.gov/sites/default/files/programs/accountability/activity-5-envision-reflect-synthesize-plan.pdf)
2. Re-identified Schools:

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

## Commitments

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

## Key Strategies

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

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

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

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

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

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

## Implementation

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

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

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

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

## Success Criteria and Benchmark Targets

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

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

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

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

## SCEP Rubric

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

## Resources for Team

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

# Evidence-Based Intervention

All CSI and TSI schools must implement at least one evidence-based intervention as part of its SCEP. The intervention identified must meet the criteria of a Tier 1, Tier 2, or Tier 3 evidence-based intervention under ESSA. More information can be found at: [http://www.nysed.gov/accountability/evidence-based-interventions](about:blank).

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

**Option 1:** Selecting an intervention from the **State-Supported Evidence Based Interventions** located at: <http://www.nysed.gov/accountability/state-supported-evidence-based-strategies>

**Option 2:** Selecting an evidence-based intervention **identified in one of three clearinghouses**: What Works Clearinghouse, Social Programs That Work, or Blueprints for Healthy Youth Development

**Option 3:** Reviewing research to identify its own evidence-based intervention that meets the criteria for ESSA evidence-based intervention Tier 1, Tier 2, or Tier 3 found at: <http://www.nysed.gov/accountability/evidence-based-interventions>

**Directions:** Place an "X" in the box next to the path the school has chosen for identifying its evidence-based intervention and follow the corresponding directions for that path.

## ☐ XState-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 Learning Communities |
| We envision that this Evidence-Based Intervention will support the following Commitment(s) | **Commitment 1** -**JFK IS COMMITTED TO**  Every child is engaged in meaningful learning that is relevant to them and has the opportunity and authority to drive and shape their own learning.  **Commitment 2** – **JFK IS COMMITTED TO** Every child feeling safe, respected, supported, and a true sense of belonging in the JFK community.  **Commitment 3** – Every JFK family has strong trusting relationships within the school community. |
| How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process? | Research indicates that well-implemented Professional Learning Communities  support improvements in practice along with student learning gains. The most successful  Professional Learning Communities have an explicit focus on student learning, increase teacher empowerment and authority in decision making, and promote continuous teacher learning through joint study of research literature.  To support our SCEP work we will have three Professional Learning Communities  made up of representatives of all stakeholders that focus directly on the following three areas: Meaningful Learning, Agency and Community. |

## ☐ 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?** | **JFK IS COMMITTED TO**  Every child is engaged in meaningful learning that is relevant to them and has the opportunity and authority to drive and shape their own learning. |
| **Why are we making this Commitment?**  *Things to potentially take into consideration when crafting this response:*   * *How does this Commitment fit into what we envision for the school?* * *How does this Commitment relate to what we heard when listening to others?* * *How does this Commitment connect to what we observed through analysis?* | The commitment statement reflects JFK's dedication to fostering an educational environment where every child is actively engaged in learning that is personally meaningful and relevant. It emphasizes the importance of empowering students with the opportunity and authority to take ownership of their learning journey, thereby promoting autonomy, relevance, and student-driven educational experiences. This approach aims to enhance motivation, deepen understanding, and cultivate lifelong learning skills essential for personal and academic growth in students. |

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 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. **Testing Readiness/Student Goal Setting** | ☐ NEW  ☐ EXPAND  ☐ REFINE | Our needs assessment revealed significant trends in student anxiety during testing, often leading to shutdowns due to perceived lack of teacher support. Student interview responses underscored a desire for more comprehensive support strategies implemented consistently throughout the school year to alleviate anxiety and build confidence. Additionally, students expressed a need for autonomy in goal-setting to foster a sense of competence and ownership in their learning process.  To build upon this key strategy, JFK will expand efforts to integrate structured support systems across all grades, ensuring continuous implementation of anxiety-reduction techniques and goal-setting opportunities. This approach aims to further empower students and enhance their overall academic experience |
| 1. **Data Analysis** | ☐ NEW  ☐ EXPAND  ☐ REFINE | Although staff stated that data is reviewed, it doesn’t occur consistently enough to ensure targeted, meaningful instruction. Therefore, the teachers, instructional coach, and principal thought it would be useful and productive to **regularly review and analyze student data.** This involves analyzing assessment results, tracking student progress, and identifying areas of need. Teachers can then use this information to tailor their lessons, differentiate instruction, and provide specific interventions that address individual student needs. Teachers believed that this type of data analysis and collaboration would not only help them improve their own practices, but also lead to improved outcomes for students. |
| 1. **Professional Development** | ☐ NEW  ☐ EXPAND  ☐ REFINE | To continually grow in our practice, we will utilize faculty meetings to **refresh professional development** in areas such as restorative justice practices, engagement strategies, trauma-informed responses, and DEI (Diversity, Equity, and Inclusion). |
| 1. **PLC** | ☐ NEW  ☐ EXPAND  ☐ REFINE | Collaboration in professional learning communities (PLCs) will continue to support ongoing data analysis and instructional planning. |

Implementation

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| **KEY STRATEGY 1** | **Testing Readiness/Student Goal Setting** |

| IMPLEMENTATION  What is our plan for implementing Key Strategy 1? What steps are involved? | When will this be in place? |
| --- | --- |
| To enhance students' readiness for testing, we will embed essential skills into regular instructional practices. Steps Involved:  1. Increase Typing and Computer Literacy in Early Grades: Introduce and integrate keyboarding and basic computer skills into the curriculum starting from early grades. 2. Integrate Technology into All Academic Areas Across All Classes: Ensure technology is used in all subjects to familiarize students with various digital tools and platforms. 3. Monitor Practice Tests Earlier in the Year: Administer practice tests early and frequently to assess student progress and identify areas for improvement. 4. Encourage Students to Track Their Own Growth: Provide tools and guidance for students to monitor their academic progress. 5. Engage Students in Individualized Goal-Setting: Have students choose their academic goals at the beginning of the term and regularly review their progress together. 6. Create a Tailored Learning Plan: Use students' personalized goals to develop individual learning plans that provide necessary resources and support. 7. Monitoring and Evaluation: Conduct regular check-ins and assessments to monitor progress. Adjust strategies based on data collected from practice tests and student feedback. | ☐ by EPM  ☐ by MYB |
| RESOURCES  What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? |
| Money: Typing software, curriculum materials, laptops/tablets, educational software, Stipend for Testing Coordinator |
| Schedule: Testing Schedule |
| Processes: Training for teachers. tracking tools/charts, goal setting templates |
| Individuals: Teachers, instructional coordinator |

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| **KEY STRATEGY 2** | **Data Analysis** |

| IMPLEMENTATION  What is our plan for implementing Key Strategy 2? What steps are involved? | When will this be in place? |
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| By systematically analyzing student data and applying targeted instructional strategies, we aim to ensure that every student receives personalized and effective instruction  Steps Involved:   1. Regular Review and Analysis of Student Data: Teachers will regularly review and analyze student data, including assessment results and progress tracking. This analysis will help identify areas where students need additional support or enrichment. 2. Tailoring Lessons and Differentiating Instruction: Based on the data analysis, teachers will tailor their lessons to meet the specific needs of students. This includes differentiating instruction to accommodate diverse learning styles and abilities within the classroom. 3. Providing Specific Interventions: Teachers will implement specific interventions aimed at addressing individual student needs identified through data analysis. These interventions are designed to support student learning and promote academic growth.   Data Protocols  Sample Protocols  [4W’s Protocol](https://docs.google.com/document/d/1COXSDJ7pCWxEYZRbggU07ognnOYj5p8R/edit?usp=drive_link&ouid=103463172820153114269&rtpof=true&sd=true)  [What, So what, Now What Protocol](https://docs.google.com/document/d/1pb5ted_WpSla251riQsDi8PfvCK5TWMP/edit?usp=drive_link&ouid=103463172820153114269&rtpof=true&sd=true) | **☐ by EPM**  ☐ by MYB |
| RESOURCES  What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? |
| Money: Intervention Material, Data Wise Training |
| Schedule: Data Schedule |
| Individuals: |
| Processes: Data Protocols |

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| **KEY STRATEGY 3** | **Professional Development** |

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| IMPLEMENTATION  What is our plan for implementing Key Strategy 3? What steps are involved? | When will this be in place? |
| Implementing these steps will ensure that professional development is effectively implemented, fostering a supportive and engaging learning environment for all students.  Steps Involved:   1. Administer Interest Survey: At the beginning of the academic year, administer an interest survey to students. Utilize the collected data to tailor teaching practices, including integrating student interests into lesson plans, designing relevant activities, and organizing groups or projects based on shared interests to enhance engagement and motivation. 2. Faculty Professional Development: Conduct regular faculty meetings to enhance professional development in the following areas:    * Restorative justice practices    * Engagement strategies    * Trauma-informed responses    * DEI (Diversity, Equity, and Inclusion)    * ELL Strategies    * Science of Reading PD (Book Study) 3. Identify key staff members or external consultants with expertise in these areas to lead the professional development sessions. | ☐ by EPM  ☐ by MYB |
| RESOURCES  What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? |
| Money: Books for PD, Outside facilitator cost, Stipends for Teachers |
| Schedule: PD Calendar |
| Processes: Interest Survey |
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| **KEY STRATEGY 4** | **Professional Learning Communities (PLC)** |

| IMPLEMENTATION  What is our plan for implementing Key Strategy 4? What steps are involved? | When will this be in place? |
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| By leveraging PLCs for collaborative data analysis and instructional planning, we aim to strengthen teaching practices and enhance student outcomes aligned with Key Strategy 4Our plan for implementing Key Strategy 4 involves the following steps:   1. Fostering Professional Learning Communities (PLCs): Emphasize and nurture collaboration within PLCs among educators. Encourage regular meetings focused on:    * Ongoing data analysis    * Instructional planning based on data insights    * Sharing best practices and strategies 2. Facilitating Data-Driven Discussions: Use PLC meetings to delve into data analysis, including:    * Reviewing student performance data    * Identifying trends and patterns    * Discussing implications for instructional adjustments 3. Promoting Reflective Practices: Encourage educators to reflect on their teaching practices within PLCs, integrating feedback and insights from data analysis to continuously improve instruction.   [Sample Agenda](https://docs.google.com/document/d/1l0xlXCdhFhfITBnfXjMuOhg7tpB_kFfS/edit?usp=drive_link&ouid=103463172820153114269&rtpof=true&sd=true) | ☐ by EPM  ☐ by MYB |
| RESOURCES  What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? |
| Schedule: PLC Meeting Schedule |
| Processes: Meeting Agendas |
| Money: Books for PD |

Progress Targets

### Early Progress Milestones - November 20204

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)* |
| **Testing Readiness/Student Goal Setting** | Goal Setting Sheets | 50% of students in each class to achieve their goals as indicated by their individualized tracker (passing lessons at 80% proficiency) |  |
| **Data Analysis** | Data Protocols  Meeting Agendas/Notes | Meeting minutes that captures:   * insights from individual teachers regarding the progress on goal trackers * Engagement in discussions covering various aspects of iReady during the meeting * The next steps based on the data analysis and discussions |  |
| **Professional Development** | Professional Development Calendar  PD Feedback | A structured PD plan and regularly gathering feedback from teachers |  |
| **PLC** | PLC Meeting groups and Names | A list of teachers that are participating in the various PLC structures within the building. |  |

### 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)** | iReady Data | Anticipate observing typical growth rates for all students:   * Reading: 40% * Math: 40%   Aim for observing stretch growth rates for all students   * Reading: 40% * Math: 40%   Aim for proficiency levels among all students to reach:   * Reading: 25% * Math: 25%   Subgroup improvements, targeting a 5% increase in math proficiency and a 5% increase in reading proficiency |  |
| **End-of-the Year Targets** | iReady Data | Anticipate observing typical growth rates for all students:   * Reading: 50% * Math: 50%   Aim for observing stretch growth rates for all students   * Reading: 50% * Math: 50%   Aim for proficiency levels among all students to reach:   * Reading: 40% * Math: 40%   Subgroup improvements, targeting a 10% increase in math proficiency and a 10% increase in reading proficiency |  |

### 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 | * I know how to track my own iReady data * I know what is expected of me to meet my iReady goals | N/A | 90% |  |
| Staff Survey | * I help my students set goals based on their iReady scores * I am asked for feedback about professional development offered in the school * I have regular opportunities to collaborate with my colleagues. | N/A | 90% |  |
| Family Survey | * I know my child's goals based on their iReady scores * I am provided progress monitoring reports on a regular basis | N/A | 90% |  |

# COMMITMENT 2

Our Commitment

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| **What is one Commitment we will promote for 2024-25?** | **JFK IS COMMITTED TO** Every child feeling safe, respected, supported, and a true sense of belonging in the JFK 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?* | At JFK, we are committed to ensuring that every child feels safe, respected, supported, and experiences a true sense of belonging within our community. This commitment is central to our vision for the school, reflecting our dedication to fostering an inclusive and nurturing environment for all students.  In crafting this commitment, we took into consideration several key factors:   1. **Alignment with Our Vision**: This commitment is integral to what we envision for JFK – a place where every student thrives in a safe and supportive environment. 2. **Listening to Our Community**: This commitment is rooted in the feedback we received from students, parents, teachers, and staff, emphasizing the importance of creating a school culture where every individual feels valued and respected. 3. **Data-Driven Insights**: Our commitment is also informed by thorough analysis and observation, highlighting the need for a cohesive and inclusive community that supports the well-being and success of every child.   By making this commitment, we aim to create a positive and empowering environment where every child can reach their full potential. |

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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.* |
| 1. **Walking School Bus** | ☐ NEW  ☐ EXPAND  ☐ REFINE | Our attendance data and feedback from stakeholders have indicated that the Walking School Bus program has significantly improved attendance at JFK. Based on this success, we are expanding the program to operate five days a week. |
| 1. **Attendance Committee** | ☐ NEW  ☐ EXPAND  ☐ REFINE | To further ensure consistent attendance, we will create an attendance committee that will review data bi-weekly to identify and address potential cases of chronic absenteeism. |
| 1. **Embed outdoor and experiential SEL activities** | ☐ NEW  ☐ EXPAND  ☐ REFINE | Data indicates that students have limited opportunities for outdoor and experiential learning, which are crucial for enhancing engagement and well-being. There is a growing interest among students and parents in incorporating more environmental education into the curriculum. Many students have expressed a preference for hands-on, experiential learning opportunities that are engaging and relevant. In response, we are committed to integrating more outdoor and experiential learning activities to meet this demand. |
| 1. **Culturally Relevant Books and Libraries** | ☐ NEW  ☐ EXPAND  ☐ REFINE | Given the diverse nature of our school, it is essential to provide literature that reflects our students' cultures. Feedback from our community underscores the importance of culturally representative literature in fostering an inclusive environment. As part of our commitment to school culture, we have instituted a Book Fairy Program and are expanding the collection of books in our classroom libraries to better represent the diversity of our student body. This initiative will ensure that all students see themselves reflected in the literature they read |
| 1. **Social Emotional Learning Curriculum** | ☐ NEW  ☐ EXPAND  ☐ REFINE | Based on data from our needs assessment, we observed inconsistencies in behavioral practices and consequences throughout the building. By implementing a Social and Emotional Learning (SEL) curriculum, we aim to establish a consistent and equitable environment that supports positive student behavior, addresses the social and emotional needs of students, and contributes to a positive school climate |

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| **KEY STRATEGY 1** | **Walking School Bus** |

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| IMPLEMENTATION  What is our plan for implementing Key Strategy 1? What steps are involved? | When will this be in place? |
| By following these steps, we aim to enhance the effectiveness of the Walking School Bus program and ensure consistent attendance and safety for our students.  Steps Involved:   1. Solicit Parental Involvement    * Hold informational sessions for parents to explain the benefits of the Walking School Bus program and how they can get involved.    * Distribute flyers and send out communications through email and social media to reach a wider audience.    * Establish a parent volunteer schedule to ensure there are enough adults to supervise and support the program each day.    * Provide training sessions for parent volunteers on safety and best practices for walking groups. 2. Explore Safety Patrol Opportunities for Students -    * [Explore Triple AAA Safety Patrol](https://exchange.aaa.com/safety/aaa-school-safety-patrol/) 3. Expand to 5 Days per Week    * Coordinate with school administration to adjust schedules and resources to accommodate the expansion of the Walking School Bus program.    * Identify and address any logistical challenges, such as route planning and safety measures.    * Fully implement the expanded schedule, ensuring the program runs smoothly every weekday.    * Monitor attendance and gather feedback from participants to continuously improve the program. | ☐ by EPM  ☐ by MYB |
| RESOURCES  What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? |
| Money: Umbrella, Safety Jackets, Safety Patrol |
| Individuals: Teachers/Volunteers |
| Schedule: Schedule of Walkers |
| Processes: School Bus Process for Volunteers |

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| **KEY STRATEGY 2** | **Attendance Committee** |

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| IMPLEMENTATION  What is our plan for implementing Key Strategy 2? What steps are involved? | When will this be in place? |
| By following these steps, we aim to enhance our efforts in maintaining consistent student attendance and addressing issues of chronic absenteeism effectively.  Steps Involved:   1. Bi-Weekly Data Review    * Establish an attendance committee composed of administrators, teachers, and support staff.    * Schedule bi-weekly meetings to review attendance data and identify trends or concerns.    * Develop action plans to address identified cases of chronic absenteeism, including personalized interventions and follow-ups. 2. Student Attendance Incentives    * Create and implement an incentive program to encourage regular attendance, such as awards, recognition, and small prizes.    * Communicate the importance of consistent attendance and the details of the incentive program to students and parents through newsletters, assemblies, and social media.    * Track and celebrate improvements in attendance, sharing success stories to motivate students. 3. School-Wide Protocol for Attendance Reporting    * Develop a clear and consistent protocol for attendance reporting, ensuring all staff are trained and understand their roles in the process.    * Utilize an attendance tracking system to streamline reporting and data analysis.    * Ensure timely and accurate reporting of attendance data to facilitate effective interventions and support. | ☐ by EPM  ☐ by MYB |
| RESOURCES  What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? |
| Money: Attendance Incentives, Attendance Certificates |
| Schedule: Attendance Committee Meeting |
| Processes: Meeting agendas |
| Individuals: Committee Members |

|  |  |
| --- | --- |
| **KEY STRATEGY 3** | **Embed outdoor and experiential SEL activities** |

| IMPLEMENTATION  What is our plan for implementing Key Strategy 3? What steps are involved? | When will this be in place? |
| --- | --- |
| By implementing these steps, we aim to providing regular and varied outdoor learning experiences that enhance environmental literacy and support academic achievement. This strategy will foster a deeper connection to nature, promote interdisciplinary learning, and contribute to the overall development and well-being of our students   * Needs Assessment and Planning:   + Collaborate to design a series of outdoor/experiential SEL learning experiences that align with these needs. * Program Development:   + Develop a schedule of regular and varied outdoor/experiential SEL learning activities ensuring a range of experiences that cater to different grade levels and interests. * Curriculum Review:   + Review the current curriculum to identify areas where outdoor/experiential SEL learning and environmental education can enhance academic goals and standards.   + Identify key subjects and units that would benefit from the integration of outdoor/experiential SEL activities. * Collaborative Planning:   + Work with educators to align their activities with the school’s curriculum, ensuring that each outdoor/experiential SEL experience supports academic objectives.   + Develop lesson plans that incorporate outdoor/experiential SEL activities into the broader curriculum, emphasizing environmental literacy and interdisciplinary learning. * Teacher Training and Resources:   + Provide professional development for teachers on how to integrate outdoor/experiential SEL activities into their lesson plans.   + Supply teachers with resources and materials to support the inclusion of outdoor/experiential SEL learning experiences in their teaching. * Implementation and Monitoring:   + Roll out the aligned curriculum with integrated outdoor/experiential SEL activities across all grade levels.   + Monitor the implementation to ensure that the outdoor/experiential SEL activities are effectively supporting academic goals and standards.   + Collect data on student engagement, environmental literacy, and academic performance to evaluate the impact of the integrated curriculum. * Data Collection:   + Regularly collect data on student participation, engagement, and learning outcomes from activities.   + Monitor the effectiveness of the integrated curriculum in enhancing environmental literacy and academic achievement. * Feedback Mechanisms:   + Establish feedback mechanisms for students, teachers, and educators to share their experiences and suggestions.   + Use this feedback to make continuous improvements to the partnership and integration efforts | ☐ by EPM  ☐ by MYB |
| RESOURCES  What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? |
| Money: Fees for outdoor and experiential SEL Services |
| Schedule: Schedule for outdoor and experiential SEL Services |

|  |  |
| --- | --- |
| **KEY STRATEGY 4** | **Culturally Relevant Books and Libraries** |

| IMPLEMENTATION  What is our plan for implementing Key Strategy 4? What steps are involved? | When will this be in place? |
| --- | --- |
| By following these steps, we aim to provide our students with access to a wide range of culturally representative literature, fostering an inclusive and enriching reading environment.   1. Book Fairy Program Expansion    * Planning and Coordination: Organize planning meetings and outline the goals and logistics of the expanded Book Fairy Program.    * Event Execution: Host the monthly Book Fairly events, ensuring a wide selection of culturally diverse books are available. Incorporate activities and presentations that celebrate different cultures and promote reading.    * Feedback and Improvement: Collect feedback from students, parents, and staff after each event to continuously improve the program. 2. Classroom Library Books Expansion    * Needs Assessment: Conduct a survey to identify gaps in the current library collection and gather suggestions from students, parents, and teachers on desired books and authors that represent diverse cultures.    * Acquisition: Allocate budget and resources to purchase new books. Work with publishers and book suppliers who specialize in diverse and multicultural literature.    * Cataloging and Display: Catalog the new books and create prominent displays in the library to highlight the culturally diverse collection. Incorporate these books into classroom libraries and reading lists.    * Promotion and Integration: Promote the new additions through school newsletters, social media, and classroom announcements. Encourage teachers to integrate these books into their curriculum and reading assignments. 3. Professional Development by outside facilitator to support CRSE work | ☐ by EPM  ☐ by MYB |
| RESOURCES  What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? |
| Money: Book Fairy Books, Culturally Relevant Libraries, Attendance Incentives, Guest Speaker/Authors, Wrapping Paper, Ribbons  Professional Development: by outside facilitator to support CRSE work |
| Individual: |
| Schedule: Book Fairy Schedule |

|  |  |
| --- | --- |
| **KEY STRATEGY 5** | **Social Emotional Learning Curriculum** |

| IMPLEMENTATION  What is our plan for implementing Key Strategy 5? What steps are involved? | When will this be in place? |
| --- | --- |
| By following these steps, we aim to create a consistent and equitable environment that supports positive student behavior, meets the social and emotional needs of students and contributes to a positive school climate.  Steps Involved:   1. Selecting a Curriculum    * Form a committee of teachers, administrators, and behavior specialists to research and evaluate various behavioral curricula.    * Choose the curriculum that best meets our need 2. Trainings (for Teachers and Students)    * Organize professional development sessions to train teachers on the new curriculum, ensuring they understand its principles, language, and application.    * Conduct orientation sessions for students to introduce them to the new behavioral expectations and strategies.    * Provide ongoing training and support for both teachers and students to ensure consistent and effective implementation. 3. Defining Consistent Language Across Grade Levels    * Develop a glossary of terms and phrases to be used consistently across all grade levels.    * Create posters, handouts, and other communication materials to reinforce the standardized language throughout the school. 4. Measuring Success    * Gather feedback from students, families, and teachers through surveys, focus groups, and informal conversations.    * Analyze behavioral data to assess the impact of the curriculum on student behavior and school climate.    * Use the feedback and data analysis to make continuous improvements to the curriculum and its implementation.   Resources:   * + [CASEL](https://casel.org/fundamentals-of-sel/?gclid=CjwKCAjw65-zBhBkEiwAjrqRMGcpR0gZiID0pgTOnrLUDI0xs9x63n1STBi-hk4kOpBWrPqquzZhjRoCarEQAvD_BwE) (Collaborative for Academic, Social, and Emotional Learning): Explore the CASEL curriculum, which is widely recognized for its evidence-based approach to SEL.   + [Character Strong:](https://characterstrong.com/) Investigate the CharacterStrong curriculum as an alternative option known for its emphasis on character development and social-emotional skills.   + [Choose Love](https://chooselovemovement.org/)  - Investigate the Choose Love curriculum as an alternative option known for its emphasis on character development and social-emotional skills.   + [Move This World](https://www.movethisworld.com/) - Investigate the Move This World curriculum as an alternative option known for its emphasis n character development and social emotional skills. | ☐ by EPM  ☐ by MYB |
| Behavior Matrix of Consequences  Step Involved  Committee Meeting   * + Form a committee of teachers, administrators, and behavior specialists to research and evaluate various behavioral matrices based on progressive Discipline   + Choose the matrix that best meets our needs based and adjust as needed   + Ensure there are clear guidelines for applying behavioral strategies and consequences equitably across all student demographics.   + Regularly monitor the application of the matrix to ensure fairness and consistency, making adjustments as needed. | ☐ by EPM  ☐ by MYB |
| RESOURCES  What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? |
| Money: Cost of SEL Programs, Training for teachers |
| Individuals: Committee Members. Behavior Liaison |
| Schedule: SEL Implementation Times |

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)* |
| **Walking School Bus** | Walking School Bus Schedule  Parent Volunteers | * \_\_\_\_\_%attendance rate * \_\_\_\_\_%decrease in chronic absenteeism * XX number of volunteers sign up for Walking School Bus |  |
| **Attendance Committee** | Committee Members  Schedule of Meeting Dates | * Documentation of regular and productive meetings, including attendance and key takeaways * Records showing thorough analysis of behavioral and academic data to inform decision-making |  |
| **Outdoor Experiential SEL Activities** | Activities schedule | * A detailed schedule of Wild Earth activities for the year, ensuring regular outdoor learning experiences. |  |
| **Culturally Relevant Books and Libraries** | Book Fair list of Books  Plan for Classroom Libraries | * Planned dates and activities for the Book Fairy Program * Requests from teachers for specific books to enhance their classroom libraries |  |
| **SEL Curriculum** | Update of SEL Curriculum | * Documentation of meetings and update of Curriculum chosen and plan for implementation |  |

### 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)** | Attendance Data  Behavior Data  Survey Data | Attendance Rate of 90%  10% decrease in behavior referral from this time last year  80% of positive responses to surveys administered |  |
| **End-of-the Year Targets** | Attendance Data  Behavior Data  Survey Data | Attendance rate of 95%  20% decrease in behavior referral from this time last year.  90% of positive responses to surveys administered |  |

### 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 | I feel safe at my school.  There are books at my school where I can see people like me.  Being in school each day is important to me. | N/A | 90%  90%  90% |  |
| Staff Survey | The school focuses on ways to encourage school attendance.  I have material that reflects the students I teach. | N/A | 90%  90% |  |
| Family Survey | The school provides a safe environment for my child. | N/A | 90% |  |

# 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?** | **JFK is committed to establishing** strong trusting relationships with families within the school 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 aligns with our vision of creating a nurturing and inclusive school environment where every member feels valued and connected. By fostering strong, trusting relationships, we aim to build a supportive community that enhances the educational experience for students and families alike. We believe that strong relationships are foundational to the holistic development of our students. Trust and mutual respect between families and the school create a safe and supportive environment where students can thrive academically, socially, and emotionally.  In our conversations with students, parents, and staff, a recurring theme was how much they love the school. They believed that the connection they had was a strength on which to capitalize and build deeper connections within the school. Community members wanted to ensure that all families experience meaningful engagement and strong bonds with teachers and administrators. By prioritizing relationships, we are directly addressing these concerns and demonstrating that we value their voices and experiences.  In an ever-changing world, the ability to rely on strong, trusting relationships is crucial. This commitment helps build a resilient school community capable of facing challenges together, fostering a sense of unity and collective strength.By promoting and investing in strong, trusting relationships within the JFK school community, we are laying the groundwork for a more connected, supportive, and successful educational environment for all. |

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.* |
| **Community Events** | ☐ NEW  ☐ EXPAND  ☐ REFINE | Data indicated that school events with higher family engagement correlated with improved student attendance and academic performance. We believe that events with strong community involvement will help increase parental involvement in school activities and decision-making processes.  Surveys revealed that most families who responded feel connected to the school community. We want to build upon this success so that we can see an increase in participation from our non-English speaking families and some traditionally marginalized groups. Students mentioned feeling more supported and motivated when their families participated in school events. The school review team noticed that in one class survey, 100% of students had family members participate, resulting in joy for the students.  By focusing on community events, we are addressing identified needs for stronger family-school connections, fostering a more inclusive and supportive environment that benefits students, families, and the entire JFK school community. |
| **Family Involvement / Increased participation with the PTO** | ☐ NEW  ☐ EXPAND  ☐ REFINE | Students shared that having their parents actively involved in the school made them feel more supported and motivated to succeed. Interviews highlighted that students felt a stronger connection to the school when their parents were involved, leading to a more positive school experience. Parents reported feeling welcome and receiving frequent invitations to school events. Parents interviewed were concerned that families who don’t speak English or have extenuating circumstances may feel less welcome.    By focusing on family involvement and increased participation with the PTO, we are addressing the need for stronger family-school partnerships, fostering a more inclusive and supportive environment that benefits students, families, and the entire school community. |

|  |  |
| --- | --- |
| **KEY STRATEGY 1** | **Community Events** |

| IMPLEMENTATION  What is our plan for implementing Key Strategy 1? What steps are involved? | When will this be in place? |
| --- | --- |
| By following these steps, we will effectively foster strong, trusting relationships within the JFK school community and ensure that every family feels valued and supported.  Steps Involved:   1. Planning and Scheduling:    * Develop a quarterly schedule for events, ensuring that dates and times are set in advance to allow families to plan accordingly. Include a mix of regular, recurring events to establish consistency and reliability in family engagement opportunities. 2. Providing Childcare:    * Offer childcare services during parent-only events to enable more parents to participate without the worry of finding childcare. Offer former students the opportunity to receive a stipend as the caretakers during the events. 3. Gathering Feedback:    * Conduct surveys and hold listening sessions to gather input from families on the types of events and activities they would like to see. Use the feedback to tailor events that meet the interests and needs of our diverse family community. 4. Varying Event Times:    * Schedule events at different times and on different days to accommodate varying family schedules and maximize participation.    * Ensure that events are accessible to all families, including those with non-traditional work hours. 5. Involving Community Support:    * Partner with local community organizations and resources, such as the WIC program, police department, and health resources, to participate in events like a Back to School Night Fair.    * Engage community members and organizations in the planning and execution of events to foster a broader sense of community investment and support for the school. 6. Continue the Care Closet:    * Continue to stock the care closet with essential items that families may need, such as clothing, hygiene products, and school supplies.    * Ensure that the care closet is discreet and accessible to families in need, promoting a sense of support and care within the school community.   Possible Events:   |  |  | | --- | --- | | * Beginning of the Year Meet and Greet * Teacher Spotlight * Community potlucks * Family workshops | * Wellness events * Peer mentoring and book buddies * Spinach Fest (or more than one vegetable, like “Taste the Rainbow”) | | ☐ by EPM  ☐ by MYB |
| RESOURCES  What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? |
| Money: Materials for families, activities, child care stipends, |
| Schedule: Event Calendar |
| Space: areas where events will take place |
| Processes: feedback surveys; template to guide event planning/coordination; childcare registration form |
| Individuals: Teachers, event coordinators, parents, community volunteers |

|  |  |
| --- | --- |
| **KEY STRATEGY 2** | **PTO/Family Communication** |

| IMPLEMENTATION  What is our plan for implementing Key Strategy 3? What steps are involved? | When will this be in place? |
| --- | --- |
| We aim to increase parent involvement and enhance communication with our school community to strengthen the connection between families and the school.  Steps Involved:   1. Increase Teacher Involvement and Representation    * Encourage more teachers to join school committees and participate in the PTO and other decision-making processes.    * Establish regular feedback channels for teachers to share their ideas and concerns, ensuring their voices are heard.    * Provide opportunities for teachers to engage in professional development related to communication and community engagement. 2. Enhance Communication Through Multiple Channels    * Utilize school social media accounts to share updates, events, and important information. Create engaging posts to increase interaction and reach.    * Continue sending regular family updates via email and newsletters to keep parents informed about school activities and initiatives.    * Use TEAMS accounts to share information, resources, and updates with teachers and staff.    * Create and distribute digital flyers for all school events, ensuring information is accessible and easy to share.    * Empower and train additional school staff to share the responsibility of the school’s digital presence. 3. Create PTO Social Media Accounts    * Create new or use existing PTO social media accounts to share information and engage with families.    * Make families aware of these pages and encourage them to follow for the latest updates and involvement opportunities. 4. Opt-In School Directory and Class Lists    * Develop an opt-in school directory to facilitate communication among families.    * Create class lists to help parents connect with each other and support classroom activities. 5. Increase PTO Involvement in Community Events    * Encourage PTO involvement in organizing and participating in community events.    * Work with PTO members to plan and execute events that foster community engagement and school spirit. |  |
| RESOURCES  What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? |
| Money: Subscriptions for digital media, Stipend for Digital media Coordinator, printing cost |
| Individuals: People to manage social media and photos and communication |
| Processes: Communication Calendar |
| Space: When needed, a space for parents to meet |
| Schedule: Calendar of PTO meetings |

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)* |
| **Community Events** | Calendar of events for Semester 1 | Attendance sheets with increased participation from last year by 10%  Increased student attendance  Favorable ratings on parent and family surveys |  |
| **Family Involvement / Increased participation with the PTO** | Calendar of PTO meetings  Sign in sheets from Parent Teacher Conference meetings | Attendance sheets with increased participation from last year by 10%  Surveys indicate that families / teachers believe they have a voice in school decisions |  |

### 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)** | Survey data  Student attendance  Meeting attendance sheets | 85% positive response on surveys  Attendance sheets with increased participation from last year by 10% |  |
| **End-of-the Year Targets** | Survey data  Student attendance  Meeting attendance sheets | 90% positive response on surveys  Attendance sheets with increased participation from last year by 20% |  |

### 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 | * I have a trusted adult that I can go to for support. * I feel welcome in the school. * My family is welcome in the school. |  | 90% |  |
| Staff Survey | * Students feel they have a trusted adult they can go to for support. * The school offers a way for staff to celebrate and plan activities together. |  | 90% |  |
| Family Survey | My family is welcome in the school.  I believe my voice is heard in the school.  My child has positive trusted relationships with faculty at the school. |  | 90% |  |

# 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. **XXMonthly 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

**☐ XXMonthly 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* |
| Melissa Jamison | Principal | N/A | 5/30 | 6/12 | 6/12 | 5/30 | 6/12 | 6/12 |
| Emily Zifchak | Instructional Coach | N/A | 5/30 | 6/12 | 6/12 | 5/30 | 6/12 | 6/12 |
| Jessica Miller, | 3rd grade teacher | N/A | 5/30 | 6/12 | 6/12 | 5/30 | 6/12 | 6/12 |
| Caroline Weishaupt | Psychologist | N/A | 5/30 | 6/12 | 6/12 | 5/30 | 6/12 | 6/12 |
| Trudian Hay | Social Worker | N/A | 5/30 | 6/12 | 6/12 | 5/30 | 6/12 | 6/12 |
| Stacia Feticello | Assistant Superintendent | N/A | 5/30 | 6/12 | 6/12 | 5/30 | 6/12 | 6/12 |
| Jason Daniels | Parent | N/A | 5/30 | 6/12 | 6/12 | 5/30 | 6/12 | 6/12 |
| Emily Daniels | Parent | N/A | 5/30 | 6/12 | 6/12 | 5/30 | 6/12 | 6/12 |
| Julann Peters | Reading Teacher | N/A | 5/30 | 6/12 | 6/12 | 5/30 | 6/12 | 6/12 |
| Marina Fuga | K teacher | N/A | 5/30 | 6/12 | 6/12 | 5/30 | 6/12 | 6/12 |
| Brittany Myers | 2nd sped consultant | N/A | 5/30 | 6/12 | 6/12 | 5/30 | 6/12 | 6/12 |
| Ashlei Bauer, | 3rd grade consultant | N/A | 5/30 | 6/12 | 6/12 | 5/30 | 6/12 | 6/12 |
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# Learning As A Team

## Directions

After completing the previous sections, the team should complete the reflective prompt below.

### Student Interviews

|  |
| --- |
| Describe how the Student Interview process informed the team’s plan |
| The student interviews were held with students in various grade levels in the school. Students were provided  a list of questions to drive the interview process. This interview process was conducted by a consultant review team with a JFK Elementary teacher present throughout. |

**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. |
| The team has determined that the strategies outlined in this plan are likely to enhance all students’ performance by utilizing data from previous school years and incorporating feedback from students and parents. The plan prioritizes key areas identified through data analysis and emphasizes instructional strategies grounded in evidence. Furthermore, there is a deliberate focus on addressing the needs of our subgroups within the plan, ensuring that interventions and support are tailored to meeting their specific needs. |

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.