

**School Comprehensive Education Plan**

2024-25

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| District | School Name | Grades Served |
| Kingston City Schools | **George Washington Elementary School** | **UPK3-4** |

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| Collaboratively Developed By: |
| The George Washington Elementary School SCEP Development Team  Wanda LoBianco - Principal  Britta Riley - Parent  Erin Hilgart - Parent  Emily Katz - Montessori Coach  Sharon Huppert - TA  Krista Villlelm - E1  Christine Klippel - Special Education  Carol Kinnin - ENL  Kira Tutko - Reading Specialist  Erin Borden - CH  *And in partnership with the staff, students, and families of George Washington 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.

## ☐ XXState-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 | Professional Learning Communities |
| We envision that this Evidence-Based Intervention will support the following Commitment(s) | Commitment 1: We are committed to ensuring that every child is engaged in meaningful learning that is relevant and reflective of their unique experiences and has the opportunity and authority to drive and shape their own learning journey.  Commitment 2: We are dedicated to ensuring that every child feels safe, respected, and supported by intentionally providing opportunities to develop social,  emotional, and cognitive skills, fostering a true sense of belonging within the school. |
| How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process? | To Support our SCEP work we will have PLCs made up  of representatives of all stakeholders that focus on directly Meaningful learning for both teachers and students, strengthening instructional delivery, and creating a welcoming and affirming environment. |

## ☐ 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 | Professional Learning Communities (PLC) |
| We envision that this Evidence-Based Intervention will support the following Commitment(s) |  |
| How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process? |  |
| Link to research study that supports this as an evidence-based intervention (the study must include a description of the research methodology |  |

# COMMITMENT 1

Our Commitment

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| **What is one Commitment we will promote for 2024-25?** | **We are committed to ensuring that every child is engaged in meaningful learning that is relevant and reflective of their unique experiences and has the opportunity and authority to drive and shape their own learning journey.** |
| **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 George Washington we believe that every child deserves an education that recognizes and values their individuality. By ensuring that learning is meaningful, relevant, and reflective of their unique experiences, we empower children to see themselves in their teachers, leaders, curriculum, and learning materials. Our goal is to foster a sense of belonging and motivation and giving children the opportunity and authority to drive and shape their own learning journey promotes independence, critical thinking, and a lifelong love for learning. Ultimately, this approach helps cultivate confident, capable, and engaged learners who are prepared for the challenges and opportunities of the future. |

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.* |
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| 1. **Create a Language Lab for Targeted Populations** | ☐ NEW  ☐ EXPAND  ☐ REFINE | We have a significant number of English Language Learner (ELL) students who speak the Mayan dialect Q’eqchi (Kekchi) and Spanish. These students require explicit support in learning the English language to succeed academically. Our school currently lacks sufficient resources and personnel who are proficient in Q’eqchi and Spanish making it challenging to provide the necessary language support in the classrooms.  By ensuring that every child is engaged in meaningful and relevant learning experiences, and by reflecting their unique backgrounds in our teachers, leaders, curriculum, and learning materials, we can better support these students. This approach will enhance their ability to understand and engage with Tier I instruction, ultimately improving their academic outcomes.  This strategy is essential for addressing the specific needs of our Q’eqchi and Spanish-speaking ELL students and ensuring their success in our educational environment |
| 1. **Targeted Professional Development** | ☐ NEW  ☐ EXPAND  ☐ REFINE | Based on our needs assessment and input from teachers, we identified specific areas where professional development is crucial. The assessment highlighted several targeted topics essential for enhancing instructional practices and addressing educational gaps. Consequently, we determined that all teachers must receive ongoing training and support in these areas. This continuous professional development ensures that teachers are well-equipped to implement effective strategies and improve student outcomes. |
| 1. **Expand AIS Tier II and Tier III services for, Reading and Math, to include Targeted Population of students (ELL and IEP Students) at all grade levels** | ☐ NEW  ☐ EXPAND  ☐ REFINE | Currently, the school is not permitted to provide Reading and Math Academic Intervention Services (AIS) to students who are both English Language Learners (ELL) and have Individualized Education Programs (IEPs). Many of these students are part of a targeted subgroup that requires additional support to meet their learning needs. Providing support to teachers will enhance their ability to deliver effective Tier I instruction, which is crucial for the success of ELL and IEP students. By equipping teachers with the necessary tools and strategies, we can better address the diverse needs of these students and improve their academic outcomes. Implementing this strategy will help bridge the gap in services and support the learning and development of our most vulnerable students. |
| 1. **Revisit ENL schedule and regroup MLL Students within classrooms** | ☐ NEW  ☐ EXPAND  ☐ REFINE | The school has a large number of English Language Learners (ELL), necessitating a strategic approach to scheduling and grouping to ensure effective service delivery. It is crucial to ensure that all students are receiving the appropriate services in compliance with New York State Education Department (NYSED) guidelines. Proper scheduling and grouping will help us meet these regulatory requirements and provide equitable support to all ELL students. By carefully examining and optimizing our scheduling and grouping practices, we can ensure that every ELL student receives the necessary support, thereby enhancing their educational outcomes and maintaining compliance with state guidelines |
| 1. **Revisit UPK3 and UPK4 Guidelines** | ☐ NEW  ☐ EXPAND  ☐ REFINE | The school currently implements a blended classroom model that includes UPK3, UPK4, and Kindergarten students. This structure raises concerns about the appropriateness of mixing students of such varying ages and developmental stages. Many UPK3 students enter the program at 2 years old and do not turn 3 until three months into the school year. This age difference may impact their readiness and ability to thrive in a blended classroom setting. Additionally, ensuring that all guidelines and regulations for Universal Pre-Kindergarten (UPK) are followed is essential for providing a safe and supportive learning environment for all students. Addressing these concerns by evaluating and potentially restructuring the classroom model will help ensure that all UPK3, UPK4, and Kindergarten students receive age-appropriate education and support, in compliance with UPK regulations |

Implementation

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| **KEY STRATEGY 1** | **Create a Language Lab for Targeted Populations** |

| IMPLEMENTATION  What is our plan for implementing Key Strategy 1? What steps are involved? | When will this be in place? |
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| To effectively implement Key Strategy 1 and support our Targeted population of students,. this strategy focuses on utilizing diverse educational materials, integrating technology, reflecting student diversity in learning resources, and optimizing existing schedules for enhanced language instruction.  Steps involved:   1. Create a committee to explore how the Language Lab can be embedded into the school day   Explore the following considerations to include in the Language Lab   1. Utilize Montessori Materials and Other Aides:    * Incorporate Montessori materials to support hands-on, individualized learning for ELL students. 2. Incorporate Technology:    * Set up listening stations to enhance language acquisition and listening skills for ELL students.    * Use educational software and apps that support language development and are engaging for students. 3. Reflect Student Diversity in Materials:    * Ensure that all learning materials, including books, visual aids, and classroom decor, represent the diverse backgrounds and cultures of our students.    * Regularly update and review materials to maintain cultural relevance and inclusivity. 4. Engage Older Students:    * Create peer mentoring programs where older students support younger ELL students in their language learning journey.    * Encourage collaborative learning projects that involve mixed-age groups to foster a sense of community and mutual support.    * Explore with local high school how students who speak Q’eqchi (Kekchi) and English can gain credits or community services hours to work in the Language Lab 5. Determine Use of Current Enrichment Block for Language Lab:    * Evaluate the current enrichment block schedule to identify opportunities for incorporating a language lab.    * Designate specific times during the enrichment block for focused language instruction and practice.    * Equip the language lab with necessary resources, including language learning software, headphones, and relevant instructional materials.   By implementing these steps, we aim to create an inclusive, supportive, and effective learning environment for all students, particularly those who are ELL and need additional language support. | ☐ by EPM  **☐ by MYB** |
| RESOURCES  What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? |
| Individual: Committee Members/Lab Monitor |
| Money: Material for Lab |
| Processes: Student Selection |
| Space: A room for the Language Lab |

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| **KEY STRATEGY 2** | **Targeted Professional Development** |

| IMPLEMENTATION  What is our plan for implementing Key Strategy 2? What steps are involved? | When will this be in place? |
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| To ensure that teachers continually embed essential targeted professional learning into their instruction, the school should consult with an outside facilitator to provide monthly professional development. This professional development can be delivered virtually or onsite and will cover the following topics:   1. Culturally Responsive Strategies: Training to help teachers create inclusive and equitable classroom environments that respect and value diverse cultural backgrounds   Resource: Culturally Responsive Teaching and the Brain .   1. ELL Sheltered Instruction for Content Teachers: Professional development to equip content teachers with strategies to effectively support English Language Learners (ELL) in mastering both content and language skills. 2. Restorative Practice: Professional Development to help the school create school wide expectations for what restorative practice looks like, sounds like and feels like in their school and the learning the tenets to become a restorative practitioner.  Steps Involved  1. Identify and Select an Outside Facilitator: Research and select a qualified facilitator experienced in providing professional development on the specified topics. 2. Schedule Monthly Sessions: Coordinate with the facilitator to establish a monthly schedule for professional development sessions, ensuring consistent and ongoing training. 3. Develop Session Content: Work with the facilitator to develop comprehensive content for each session, tailored to the needs of the school's teachers and students. 4. Conduct Professional Development Sessions: Implement the monthly sessions, either virtually or onsite, providing teachers with practical strategies and resources. 5. Monitor and Evaluate Implementation: Regularly assess the effectiveness of the professional development through feedback from teachers and observation of classroom practices. 6. Provide Ongoing Support: Offer additional resources and support to teachers as they integrate new strategies into their instruction, ensuring sustained implementation and impact. | **☐ by EPM**  ☐ by MYB |
| We have devised a detailed plan focused on an “in house” professional learning to orient new teachers to Montessori practice and philosophy before school begins. By following these steps, we aim to ensure that new teachers understand the principles behind Montessori instruction and can effectively implement these practices in their classrooms. This will help create a consistent and supportive learning environment that aligns with Montessori philosophy  Steps Involved:   1. Develop Orientation Program:    * Design a comprehensive orientation program that covers Montessori practice and philosophy.    * Include modules on the history, principles, and benefits of Montessori education. 2. Training on Montessori Materials:    * Provide hands-on training for new teachers on the use of Montessori materials.    * Demonstrate how these materials can be used to facilitate individualized and experiential learning.    * Conduct interactive workshops where new teachers can practice using Montessori materials.    * Encourage teachers to share experiences and strategies for effective implementation. 3. Provide Resources:    * Ensure new teachers have essential Montessori materials for their classroom    * Offer access to a library of Montessori resources, including books, videos, and online courses. 4. Mentorship and Support:    * Pair new teachers with experienced Montessori educators for mentorship and guidance.    * Establish a support system for ongoing professional development and problem-solving. 5. Ongoing Assessment and Feedback:    * Regularly assess the effectiveness of the orientation program and gather feedback from participants.    * Continuously improve the program based on feedback and changing needs. | **☐ by EPM**  ☐ by MYB |
| To effectively implement the creation of a Montessori and NYS Next Generation Core Standards Crosswalk, we have developed a detailed plan that aligns Montessori educational practices with Core Standards. By following these steps, we aim to create a comprehensive Montessori and NYS Next Generation Core Standards Crosswalk that enhances educational outcomes while maintaining the integrity of Montessori practices. This strategy aims to ensure that Montessori instruction meets state and national educational requirements while preserving the unique Montessori philosophy.  Steps Involved:   1. Form a Crosswalk Development Committee:    * Establish a committee comprising Montessori educators, curriculum specialists, and standards experts.    * Define roles and responsibilities for committee members to ensure comprehensive coverage of both Montessori practices and NYS Next Generation Core Standards. 2. Review Current Montessori Curriculum:    * Conduct a thorough review of the existing Montessori curriculum to identify key educational practices and outcomes.    * Document the Montessori principles, materials, and instructional methods used in the classroom. 3. Analyze NYS Next Generation Core Standards:    * Review the relevant state and national NYS Next Generation Core Standards for each grade level and subject area.    * Identify the key competencies and learning objectives outlined in the NYS Next Generation Core Standards. 4. Identify Alignment and Gaps:    * Compare the Montessori curriculum with the NYS Next Generation Core Standards to identify areas of alignment and gaps.    * Highlight Montessori activities and lessons that already meet or exceed NYS Next Generation Core Standards. 5. Develop the Crosswalk:    * Create a detailed crosswalk document that maps Montessori practices to corresponding NYS Next Generation Core Standards.    * Include examples of Montessori materials and activities that address specific standards. 6. Create Instructional Guides:    * Develop instructional guides for teachers to use the crosswalk effectively.    * Provide examples and best practices for integrating Montessori methods with Core Standards. 7. Provide Professional Development and Set expectations:    * Offer training sessions for teachers on using the Montessori and NYS Next Generation Core Standards Crosswalk.    * Include workshops and resources to support the integration of the crosswalk into daily instruction.    * Monitor program to gather feedback from teachers and assess the effectiveness of the crosswalk. | **☐ by EPM**  ☐ by MYB |
| We have developed a detailed plan to create a Montessori and NYS Next Generation Core Standards Progress Monitoring Report System. This system is designed to provide continuous monitoring and feedback, ensuring that the integration of Montessori practices with NYS Next Generation Core Standards is effective and enhances student learning outcomes.  Steps Involved:   1. Form a Development Team:    * Explore various progress monitoring systems that may be developed or determine if it will be teacher created. 2. Design the Monitoring System Framework:    * Explore/Develop a framework that integrates Montessori principles with NYS Next Generation Core Standards for progress monitoring.    * Create templates and reporting formats that are user-friendly for teachers, students, and parents. 3. Develop Assessment Criteria and Indicators:    * Establish clear assessment criteria and performance indicators for each NYS Next Generation Core Standard and corresponding Montessori activity.    * Ensure that the criteria are developmentally appropriate and reflective of Montessori pedagogy. 4. Collect and Analyze Data:    * Regularly collect data on student progress using the new monitoring system.    * Analyze the data to identify trends, strengths, and areas for improvement. 5. Provide Professional Development:    * Offer training sessions for teachers on using the progress monitoring report system.    * Include workshops on data interpretation, instructional adjustments, and effective communication with parents. 6. Engage Stakeholders:    * Host events to Involve parents, administrators, and community members in understanding the progress monitoring system.    * Provide informational sessions and materials to explain the system's benefits and objectives. 7. Continuous Monitoring and Feedback:    * Establish a system for continuous monitoring and evaluation of the progress monitoring system’s implementation.    * Gather ongoing feedback from teachers, students, and parents to make necessary adjustments.. | **☐ by EPM**  ☐ by MYB |
| RESOURCES  What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? |
| Schedule: PD Schedule/ Montessori Orientation Schedule |
| Space: Place to host PD - Virtually and onsite |
| Money: Stipends for teachers or Montessori Orientation Planning /Progress Monitoring System /Stipend for Curriculum Cross Walk Development/ Outside Facilitators |
| Individuals: People to plan Montessori Orientation |

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| **KEY STRATEGY 3** | **Expand AIS Tier II and Tier III services for, Reading and Math, to include Targeted Population of students (ELL and IEP Students) at all grade levels** |

| IMPLEMENTATION  What is our plan for implementing Key Strategy 3? What steps are involved? | When will this be in place? |
| --- | --- |
| We have developed a detailed plan to address the unique needs of our students and enhance their learning experiences. This strategy focuses on ensuring that all students, especially those who are in our targeted population that are designated as English Language Learners (ELL) and have Individualized Education Programs (IEPs), receive the support they need Tier I and Tier II to succeed academically.  Steps Involved:  Optimizing Support for ELL and IEP Students:   1. Evaluate and Optimize Scheduling and Grouping:    * Conduct a thorough analyzation of data and and grouping students to ensure ELL and IEP students are receiving Tier I and Tier II services.    * Adjust schedules to create dedicated blocks of support and interventions. 2. Professional Development for Teachers:    * Provide ongoing professional development for teachers on best practices for supporting ELL and IEP students. during Tier I instruction    * Include training on differentiated instruction, and Tier II strategies that can be implemented in the classroom and documented in AIIMS Web 3. Collaboration and Co-Teaching:    * Foster collaboration between general education teachers, ELL specialists, and special education teachers.    * Implement co-teaching models where appropriate to provide additional support and expertise in the classroom. 4. Regular Monitoring and Assessment:    * Implement regular monitoring and assessment of student progress to identify areas of need and adjust instruction accordingly.    * Use data to inform instructional practices and ensure that all students are making progress. | **☐ by EPM**  ☐ by MYB |
| RESOURCES  What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? |
| Schedule: AIS Schedule |
| Money: Intervention Material/ Summer Curriculum Plannin g |
| Processes: Progress Monitoring Documentation |
| Individuals: AIS Personnel ( Reading, Math and ENL) |

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| **KEY STRATEGY 4** | **Revisit Schedule and Regroup MLL Students** |

| IMPLEMENTATION  What is our plan for implementing Key Strategy 4? What steps are involved? | When will this be in place? |
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| We have developed a comprehensive plan to revisit the schedule and regroup Multilingual Learner (MLL) students. This strategy aims to ensure that all MLL students receive the appropriate support and instruction tailored to their linguistic needs. By optimizing the scheduling and grouping of MLL students, we aim to enhance their language acquisition and overall academic success.  Steps Involved   1. Conduct Needs Assessment:    * Perform a thorough needs assessment to understand the current linguistic and academic needs of MLL students.    * Gather input from teachers, students, and parents to identify areas for improvement. 2. Evaluate Current Schedule:    * Review the existing schedule to identify any gaps or inefficiencies in the support provided to MLL students.    * Analyze the timing and duration of language support sessions to ensure they are effective. 3. Design Optimal Grouping Strategies:    * Develop new grouping strategies that consider students' language proficiency levels, academic needs, and social dynamics.    * Create smaller, more focused groups for intensive language instruction and practice. 4. Integrate Language Support Across Curriculum:    * Ensure that language support is integrated into all subject areas, not just during designated language blocks.    * Provide professional development for teachers on strategies for incorporating language support into their regular instruction. 5. Flexible Scheduling:    * Implement a flexible scheduling system that allows for adjustments based on student progress and needs.    * Ensure that MLL students have access to language support throughout the day, including during enrichment periods. 6. Continuous Monitoring and Feedback:    * Establish a system for continuous monitoring of the effectiveness of the new schedule and grouping strategies.    * Gather feedback from teachers, students, and parents to make ongoing improvements | **☐ by EPM**  ☐ by MYB |
| RESOURCES  What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? |
| Schedule: Class Schedule for students |
| Space: Consider if there is room for specific classes |
| Money: Additional Personnel |
| Individuals: Teachers |

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| **KEY STRATEGY 5** | **Revisit UPK3 and UPK4 Guidelines** |

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| IMPLEMENTATION  What is our plan for implementing Key Strategy 4? What steps are involved? | When will this be in place? |
| We have developed a comprehensive plan to revisit the guidelines for UPK3 and UPK4 programs. This strategy involves forming a dedicated committee to explore and ensure compliance with educational standards while meeting the developmental needs of our youngest learners.  Steps Involved:   1. Form a Dedicated Committee:    * Establish a committee consisting of educators, administrators, parents, and early childhood education experts.    * Assign specific roles and responsibilities to committee members to ensure a thorough review process. 2. Review Current Guidelines:    * Conduct a comprehensive review of the current UPK3 and UPK4 guidelines and practices.    * Identify areas where the existing guidelines align with or diverge from state and national early childhood education standards. 3. Conduct Needs Assessment:    * Perform a needs assessment to understand the unique requirements of UPK3 and UPK4 students.    * Determine if the students need to be regroups based on developmental levels 4. Develop Updated Guidelines:    * Based on the findings from the review and research, develop updated guidelines for the UPK3 and UPK4 programs.    * Ensure that the new guidelines address the developmental stages and needs of the students while complying with state regulations. 5. Implement Programs:    * Introduce programs for the updated guidelines and strategies in classrooms.    * Monitor the programs to assess their effectiveness and gather feedback for further refinement. 6. Continuous Monitoring and Feedback:    * Establish a system for continuous monitoring of the implementation process.    * Gather ongoing feedback from teachers, parents, and students to make necessary adjustments and improvements. | **☐ by EPM**  ☐ by MYB |
| RESOURCES  What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? |
| Individuals: Committee Members |
| Schedule: Meeting Times |
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Progress Targets

### Early Progress Milestones - November 2024

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)* |
| **Create a Language Lab for Targeted Populations** | Minutes from Committee Meetings | **Minutes from Committee Meetings:**  Regularly document the discussions and decisions made during committee meetings.  Outline the next steps and action items identified in each meeting. |  |
| **Targeted Professional Development** | PD Calendar  PD feedback | A structured PD plan and regularly gathering feedback from teachers |  |
| **Expand AIS Tier II and Tier III services to include Targeted Population of students (ELL and IEP Students** | AIS Schedule | A detailed schedule of identified students receiving Tier II and Tier III AIS services.  Ensure all services are in compliance with NYSED guidelines and document any adjustments or improvements made. |  |
| **Revisit schedule and regroup MLL Students** | School Schedule | A schedule identified students receiving services in compliance with NYSED guidelines and documentation of any adjustments or improvements made. |  |
| **Revisit UPK3 and UPK4 Guidelines** | Data From Committee Meetings | **Minutes from Committee Meetings:**  Regularly document the discussions and decisions made during committee meetings.  Outline the next steps and action items identified in each meeting. |  |

### 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: 30% * Math: 30%   Aim for proficiency levels among all students to reach:   * Reading: 40% * Math: 40%   Subgroup improvements, targeting a 7% increase in math proficiency and a 7% 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:35% * Math: 35%   Aim for proficiency levels among all students to reach:   * Reading: 50% * Math: 50%   Subgroup improvements, targeting a 9% increase in math proficiency and a 9% increase in reading proficiency. |  |

### Spring Survey Targets

We believe these Spring survey responses will give us helpful feedback about our progress with this Commitment:

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| --- | --- | --- | --- | --- |
|  | Survey Question(s) or Statement(s) | 2023-24 data if available  *(e.g., % agree or strongly agree)* | Desired response  *(e.g., % agree or strongly agree)* | What we ended up seeing *(complete once Spring survey results are available)* |
| Student Survey | I can ask for help and I am provided with help in the areas where I need to grow.  I practice to improve and set goals based on my iReady scores. |  |  |  |
| Staff Survey | The school provides Tier II and Tier III services to targeted subgroups.  I help my students set goals based on their iReady scores.  Parents provided schoolwide progress monitoring reports quarterly. |  |  |  |
| Family Survey | I know my child's academic strengths and weaknesses.  I am provided progress monitoring reports from iready on a quarterly basis. |  |  |  |

# COMMITMENT 2

Our Commitment

|  |  |
| --- | --- |
| **What is one Commitment we will promote for 2024-25?** | **We are dedicated to ensuring that every child feels safe, respected, and supported by intentionally providing opportunities to develop social, emotional, and cognitive skills, fostering a true sense of belonging within the school.** |
| **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 made this commitment because we believe that a safe, respectful, and supportive environment is essential for every child's development and well-being. By intentionally providing opportunities for students to develop their social, emotional, and cognitive skills, we aim to:   1. **Enhance Student Well-Being:** A safe and supportive environment helps students feel secure and valued, which is crucial for their overall well-being. 2. **Promote Academic Success:** When students feel respected and supported, they are more likely to engage actively in their learning, leading to better academic outcomes. 3. **Foster Positive Relationships:** Developing social and emotional skills helps students build positive relationships with peers and teachers, creating a more inclusive and harmonious school community. 4. **Encourage Personal Growth:** Providing opportunities for cognitive development allows students to explore their interests and abilities, fostering confidence and a love for learning. 5. **Build a Strong School Community:** A sense of belonging within the school helps students feel connected and invested in their community, promoting a positive school culture and climate.   By prioritizing these aspects, we strive to create an environment where every child can thrive and reach their full potential |

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. **Structured Activities and Supervision during Recess** | ☐ NEW  ☐ EXPAND  ☐ REFINE | Based on interviews with stakeholders we learned that there has been a noticeable increase in behavioral incidents and conflicts during recess. Parents shared that their children have mentioned feeling unsafe or excluded during recess, highlighting the need for better supervision and structured activities to promote inclusivity and safety indicating a need for more structure and supervision. |
| 1. **Revisit Lunch Schedule and supervision** | ☐ NEW  ☐ EXPAND  ☐ REFINE | Based on interviews with stakeholders, we learned that some lunch periods are crowded, leading to limited interaction time and a less controlled environment. Parents shared that there have been behavioral incidents reported during lunch, suggesting the need for better supervision and structure. We believe that better supervision during lunch could help reduce conflicts and improve the overall environment. |
| 1. **Embed outdoor and experiential SEL activities** | ☐ NEW  ☐ EXPAND  ☐ REFINE | Data indicates that students have limited opportunities for outdoor and experiential learning, which can enhance engagement and well-being. There is a growing interest among students and parents in incorporating more environmental education into the curriculum. Many students mentioned a preference for hands-on, experiential learning opportunities that are engaging and relevant. |
| 1. **School Character Traits/PBIS Programs** | ☐ NEW  ☐ EXPAND  ☐ REFINE | There has been an increase in behavioral challenges, indicating the need for a stronger focus on character education and positive behavior supports. The implementation of Positive Behavioral Interventions and Supports (PBIS) has been inconsistent across classrooms, affecting its overall effectiveness. By addressing these areas, we aim to create a more structured, supportive, and engaging environment for all students, fostering their overall development and social, emotional well-being of students. |

Implementation

|  |  |
| --- | --- |
| **KEY STRATEGY 1** | **Structured Activities and Supervision during Recess** |

| IMPLEMENTATION  What is our plan for implementing Key Strategy 1? What steps are involved? | When will this be in place? |
| --- | --- |
| By implementing these steps, we aim to create a more structured, inclusive, and engaging recess environment that supports the diverse interests and needs of all students. This will help improve student safety, reduce behavioral incidents, and enhance overall student safety and social and emotional well-being.  Steps Involved:   * Needs Assessment and Planning:   + Conduct a survey to gather student interests and preferences for recess activities.   + Identify a range of activities that cater to different interests and abilities, such as sports, arts and crafts, games, and quiet activities. * Resource Acquisition:   + Purchase necessary equipment and materials for the new activities.   + Create activity stations with clear instructions and all necessary supplies. * Full Implementation:   + Roll out the full range of structured activities across all recess periods.   + Ensure a rotation of activities to keep recess engaging and fresh for students. * Training Program Development:   + Develop a comprehensive training program for recess supervisors/teachers focused on managing activities and promoting inclusive play.   + Include modules on conflict resolution, safety procedures, and encouraging positive interactions among students. * Ongoing Support and Evaluation:   + Schedule regular check-ins and refresher training sessions throughout the school year to address any challenges and provide ongoing support.   + Evaluate the effectiveness of the training through observations and feedback from supervisors and students. * Data Collection:   + Regularly collect data on student participation and engagement in recess activities.   + Monitor incidents and conflicts during recess to assess the impact of structured activities and supervision. * Feedback Mechanisms:   + Establish feedback mechanisms for students and supervisors to share their experiences and suggestions.   + Use this feedback to make continuous improvements to the recess program.   Resource:  [Playworks Catalog of Structured Activities](https://drive.google.com/file/d/1LMuk1E4bJ-B_MgrYQCmVibz5AOzeTlUd/view?usp=drive_link) | ☐ by EPM  ☐ by MYB |
| RESOURCES  What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? |
| Money: Recess Material |
| Schedule: Recess Schedule |
| Individuals: Recess Supervisors |

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| **KEY STRATEGY 2** | **Revisit Lunch Schedule and Supervision** |

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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 implementing these steps, we aim to create a more orderly, positive, and enjoyable lunch environment that reduces crowding and improves the overall dining experience for students. This will help enhance student well-being, decrease behavioral incidents, and promote a positive school culture.  Steps Involved:   * Needs Assessment and Planning:   + Analyze current lunch schedules to identify peak crowding times and assess the capacity of the lunchroom. * Schedule Development:   + Develop a lunch schedule that breaks lunch periods into smaller groups to reduce crowding.   + Coordinate with classroom schedules to minimize disruption to instructional time. * Enhanced Supervisory Practices:   + Train lunch supervisors on effective supervision techniques and conflict resolution strategies to create a more orderly and positive lunch environment   + Provide clear guidelines and expectations for the new lunch periods. * Data Collection:   + Regularly collect data on student behavior, incidents, and overall dining experience during lunch periods.   + Monitor the effectiveness of the staggered lunch schedule in reducing crowding and improving the dining experience. * Feedback Mechanisms:   + Establish feedback mechanisms for students, supervisors, and teachers to share their experiences and suggestions.   + Use this feedback to make continuous improvements to the lunch schedule and supervisory practices.   Suggestions:   * + Embed PBIS practices into the lunchroom expectations,   + Embed character awards by class at lunch (point systems   + Implement voice levels charts for lunchtime [(Voice Tracker)](https://www.amazon.com/Yacker-Tracker-Noise-Monitor-Detector/dp/B001AZ2O2Q)   + Make lunch feel like a restaurant and practice restaurant etiquette during lunch | **☐ by EPM**  ☐ by MYB |
| RESOURCES  What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? |
| Money: Voice Tracker |
| Schedule: Lunch Schedule |
| Processes: Lunchroom Expectations |
| Individuals: Supervision |

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

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| 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 SELlearning 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? |
| Schedule: Schedule for outdoor and experiential SEL Services |
| Processes: Surveys |
| Money: Fees for outdoor and experiential SEL Services |

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| **KEY STRATEGY 4** | **School Character Traits/PBIS Programs** |

| IMPLEMENTATION  What is our plan for implementing Key Strategy 4? What steps are involved? | When will this be in place? |
| --- | --- |
| By implementing these steps, we aim to enhance our character education programs and ensure consistent PBIS implementation across all classrooms. This strategy will promote positive behavior, character development, and a supportive school environment, contributing to the overall well-being and success of our students.   * Curriculum Development:   + Revisit the character education curriculum that includes lessons on key traits and values and determine how they can be highlighted throughout the school in additional to morning announcements. * Resource Creation:   + Create a committee of teachers that can create lesson plans, activities, and materials that teachers can use to teach character education on specific days.   + Include a variety of resources such as stories, role-playing scenarios, group discussions, and service projects. * Full Implementation:   + Roll out the character education program school-wide, ensuring that all students receive consistent messages about positive behavior and character development.   + Provide ongoing support and resources for teachers to effectively implement the program. * Professional Development:   + Offer additional training for teachers on Positive Behavioral Interventions and Supports (PBIS) to ensure consistent implementation across all classrooms.(Dojo Points, Stars etc) * Standardized Procedures:   + Develop standardized PBIS procedures and expectations for all classrooms.   + Create a PBIS handbook for teachers that outlines the procedures, expectations, and resources available. * Monitoring and Support:   + Establish a system for monitoring the implementation of PBIS in all classrooms.   + Provide regular feedback and support to teachers to ensure consistency and effectiveness. * Monthly Recognition Ceremonies:   + Plan monthly recognition ceremonies to celebrate students who exhibit key character traits.   + Develop a schedule and criteria for selecting students for recognition from each class. * Certificates and Awards:   + Design and print certificates to be awarded to students during the recognition ceremonies.   + Consider additional awards or incentives to celebrate positive behavior and character development. * Ceremony Execution:   + Organize and conduct the monthly recognition ceremonies, ensuring that they are meaningful and celebratory.   + Involve teachers, administrators, and parents in the ceremonies to highlight the importance of character education. * Feedback and Improvement:   + Gather feedback from students, teachers, and parents about the recognition ceremonies.   + Use this feedback to continuously improve the ceremonies and ensure they remain motivating and impactful. * Data Collection:   + Regularly collect data on student behavior, participation in character education activities, and the impact of PBIS on school climate.   + Monitor the effectiveness of the character education program and PBIS implementation through surveys, observations, and behavior reports. | ☐ by EPM  **☐ by MYB** |
| By following these steps, we aim to ensure that the updated Parent Handbook provides comprehensive, clear, and useful information to parents, enhancing their understanding and engagement with the school’s programs and services   * Needs Assessment:   + Review the current Parent Handbook to identify gaps and areas for improvement.   + Gather input from parents, teachers, and staff on what additional information should be included. * Add Content Development:   PBIS Program:   * + Create a clear and concise section explaining the Positive Behavioral Interventions and Supports (PBIS) program, including its goals, strategies, and how it benefits students.   + Include examples of positive behaviors that are encouraged and the rewards system.   Character Program:   * + Develop a section detailing the character education program, including the key traits and values that are emphasized.   + Provide examples of character-building activities and lessons, and explain how parents can support this program at home.   'Who to See for What Page:   * + Create a comprehensive list of key personnel along with their roles and contact information.   + Include categories such as attendance, discipline, specific incidents, translation services, data inquiries, and other common needs.   + Ensure that the information is presented in a user-friendly format for easy reference.   3. Drafting and Review:   * Initial Draft:   + Compile the new sections into an initial draft of the updated Parent Handbook.   + Ensure the language is clear, accessible, and inclusive. * Committee Review:   + Have the committee review the draft and provide feedback.   + Make necessary revisions based on the feedback received. * Accessibility:   + Ensure the handbook is accessible to all parents, including those who may need translations or have visual impairments.   + Translate the handbook into multiple languages as needed. * Digital and Print Versions:   + Produce both digital and print versions of the updated Parent Handbook.   + Ensure the digital version is easily accessible on the school’s website. * Parent Communication:   + Inform parents about the updated handbook through newsletters, emails, and school meetings.   + Provide an overview of the new sections and encourage parents to review the handbook. * Feedback Mechanism:   + Establish a feedback mechanism for parents to provide ongoing feedback on the handbook.   + Use surveys, suggestion boxes, and parent-teacher meetings to gather input. | **☐ by EPM**  **☐** by MYB |
| RESOURCES  What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? |
| Money: PBIS Store Incentives, Certificates, Handbook Updates |
| Schedule: Monthly Awards Ceremony |
| Processes: Ceremony Outline, Handboo kUpdates |

Progress Targets

### Early Progress Milestones - November 2024

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)* |
| --- | --- | --- | --- |
| **Structured Activities and Supervision during Recess** | Recess Plan of Action | * A plan of action that shows how the school will embed Higher levels of student engagement in structured activities during recess. * A decrease in conflicts and behavioral issues during recess times. * Improved social interactions and teamwork among students during play |  |
| **Revisit Lunch schedule and supervision** | Lunchroom plan of action | * Enhanced supervision practices leading to a more orderly and peaceful lunch environment. * Fewer incidents of misbehavior and conflicts during lunch periods. * Students reporting a more positive and enjoyable lunch experience. |  |
| **Partner with Wild Earth** | Wild Earth schedule | * A detailed schedule of Wild Earth activities for the year, ensuring regular outdoor learning experiences. |  |
| **School Character Traits/PBIS Programs** | Character lesson and plan for implementation  Award Ceremony Dates  Updated Parent Handbook | * Regular implementation of character education lessons across all classrooms. * Noticeable improvements in student behavior and adherence to school values. * Students consistently demonstrating key character traits in their daily interactions.   **Award Ceremony Dates:**   * Clear and regular schedule of award ceremonies throughout the year. * Strong staff participation and engagement in award ceremonies.   Parent handbook that details the parts updates |  |

### 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)** | Discipline Data    RST Data  Mid Year Survey Data | A 10% reduction in discipline incident based on data from November 2023    The number of students referred for RST  80% positive responses on mid year survey |  |
| **End-of-the Year Targets** | Disciplina Data  RST Data  Mid Year Survey data | A 20% reduction in discipline incidents based on data from June 2024  The number of students referred for RST reduced by 5%  85% positive responsive on mid year surveys |  |

### 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 am recognized for by behavior and following the school’s PBIS-PEACE/Monthly Character Traits * I feel safe at school |  |  |  |
| Staff Survey | * The school recognizes students based on their school wide PBIS PEACE/Monthly Character traits * I can see an increase in positive interaction of students based on the PBIS/SEL activities the school has implemented. |  |  |  |
| Family Survey | * The school provides a safe environment for my child * My child has been recognized for their behavior and following the school’s PBIS PEACE/Monthly Character traits |  |  |  |

# 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* |
| Erin Borden | CH |  |  |  |  |  |  |  |
| Kira Tutko | Reading Specialist |  |  |  |  |  |  |  |
| Carol Kinnin | ENL |  |  |  |  |  |  |  |
| Christine Kippel | Special Education |  |  |  |  |  |  |  |
| Krista Villelm | E1 |  |  |  |  |  |  |  |
| Sharon Huppert | TA |  |  |  |  |  |  |  |
| Emily Katz | Montesorrori Coach |  |  |  |  |  |  |  |
| Wanda LaBianco | Principal |  |  |  |  |  |  |  |
| Erin Hilgart | Parent |  |  |  |  |  |  |  |
| Britta Riley | Parent |  |  |  |  |  |  |  |
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# Learning As A Team

## Directions

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

### Student Interviews

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| --- |
| 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 George Washington Elementary teacher present throughout. |

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

### Subgroup Spotlight

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| --- |
| 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.