

**School Comprehensive Education Plan**

2024-25

|  |  |  |
| --- | --- | --- |
| District | School Name | Grades Served |
| Kingston City Schools | E. R. Crosby Elementary | K-4 |

|  |
| --- |
| Collaboratively Developed By: |
| The E. R. Crosby SCEP Development Team  Jennifer Couse  Brianna Wojcio  Leanne Namias  Jodi Gallo  Jonathan Hambright  June Treloar  Laura Farrell  LeiAnne Whitten  Margaret Petersen  Nicole Hildenbrand  Rebekah VanScoyk  Regina Richardson  Kathleen Sickles  *And in partnership with the staff, students, and families of E. R. Crosby 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](%20http://www.nysed.gov/accountability/evidence-based-interventions).

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

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

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

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

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

## State-Supported Evidence Based Intervention

If “X’ is marked above, provide responses to the prompts below to identify the intervention and the Commitment(s) it will support:

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

## Clearinghouse-Identified

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

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

### Clearinghouse used and corresponding rating

**What Works Clearinghouse**

Rating: Meets WWC Standards Without Reservations

Rating: Meets WWC Standards With Reservations

**Social Programs That Work**

Rating: Top Tier

Rating: Near Top Tier

**Blueprints for Healthy Youth Development**

Rating: Model Plus

Rating: Model

Rating: Promising

## School-Identified

If “X’ is marked above, complete the prompts below to identify the intervention, the Commitment(s) it will support, and the research that supports this as an evidence-based intervention.

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

# COMMITMENT 1

Our Commitment

|  |  |
| --- | --- |
| **What is one Commitment we will promote for 2024-25?** | This school is committed to strengthening our ability to provide a comprehensive, cohesive, and relevant curriculum where every child can grow as independent thinkers and are engaged in meaningful 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 school community will use consistent language and approaches and use explicit direct instruction for basic fact fluency, phonological awareness, phonics, reading fluency, vocabulary, and comprehension. |

Key Strategies

In column 1, input **a total** of one to four strategies that reflect something **new** the school is introducing or something currently in existence that the school is **expanding** or **refining** for the upcoming school year. In column 2, identify if the strategy is something new, something being expanded, or something being refined. In column 3, identify the data that indicates these strategies will be beneficial to our school. For any key strategy that is not something new, provide a 1-2 sentence summary of how the key strategy will be expanded or refined next year.

|  |  |  |
| --- | --- | --- |
| **KEY STRATEGY** | **HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?** | **WHY:** What did we learn from our needs assessment that suggests this is the right Key Strategy?  *Consider both data trends observed and student interview responses.*  *For key strategy that does not represent something new, also provide 1-2 sentences on how the school will expand or refine the key strategy next year.* |
| #1 Continue a school-wide theme of “Building a Reader/Writer’s Life” | REFINE | Looking to build student capacity for reading and writing with confidence and excitement. Students who struggle don’t see themselves as readers & writers. |
| #2 Continue to utilize common Math and ELA vocabulary building wide. | EXPAND | It was determined by the team that we need a unified approach to vocabulary where it is used in all classrooms K-4. Students would be given the opportunity to interact with the vocabulary words at their developmental level. |
| #3 Students will learn keyboarding skills at their developmental level. | NEW | In order for students to be proficient and independent while using the Chromebooks, students will be instructed on hand placement and given opportunities to improve their keyboarding skills. |

Implementation

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

|  |  |
| --- | --- |
| IMPLEMENTATION  What is our plan for implementing Key Strategy 1? What steps are involved? | When will this be in place? |
| Frequent connections will be made (morning announcements/celebrations/classroom lessons) on how reading/writing is a life-long skill. | by MYB |

|  |
| --- |
| RESOURCES  What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? |
| BLT committees will provide planning and support. |
|  |

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

|  |  |
| --- | --- |
| IMPLEMENTATION  What is our plan for implementing Key Strategy 2? What steps are involved? | When will this be in place? |
| The principal will share an updated ‘Word-of-the-Week" with students, faculty, and parents through morning announcements and family newsletters. | by MYB |

|  |
| --- |
| RESOURCES  What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? |
| Updated vocabulary list for ELA and Math using iReady resources |
|  |

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

|  |  |
| --- | --- |
| IMPLEMENTATION  What is our plan for implementing Key Strategy 3? What steps are involved? | When will this be in place? |
| As part of the school’s master schedule, students will be scheduled to practice keyboarding skills 1x/6-day cycle.  Professional Development will be provided for teachers to support this initiative. | by MYB |

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

Progress Targets

### Early Progress Milestones

We believe we are on track with the implementation of our strategies if we reach the following Early Progress Milestones **six to ten weeks** into implementation: *Identify Quantitative Data or Qualitative Descriptors that can serve as signals that our implementation is on track and we should continue pursuing these strategies.*

|  |  |  |  |
| --- | --- | --- | --- |
| **Key Strategy** | **What Early Progress Milestone data will we be reviewing?** | **What do we hope to see when we review that data? (*consider Student Data, Adult/Schoolwide Behaviors and Practices, and Student Behaviors and Practices)*** | **What we ended up seeing** *(complete six to ten weeks into the school year)* |
| **1** | IReady ELA Results | By October 2024:  All Student Typical Growth: 35%  All Student Stretch Growth: 10%  Proficient in iReady Vocabulary: 25% |  |
| **2** | Fall Survey Results | By October 2024:  Student: Yes: 60% No: 40%  Staff: Yes: 60% No: 40%  Family: Yes: 40% No: 60% |  |
| **3** | EduType | By October 2024  Baseline Data will be collected. |  |

### 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)** | Winter iReady ELA Diagnostic  Winter Survey Results  EduType | By January 2025:  All Student Typical Growth: 50%  All Student Stretch Growth: 20%  Proficient in iReady Vocabulary: 40%  Student: Yes: 70% No: 30%  Staff: Yes: 70% No: 30%  Family: Yes: 60% No: 40%  Student keyboarding performance will improve |  |
| **End-of-the Year Targets** | Spring iReady ELA Diagnostics  EduType | By May 2025:  All Student Typical Growth: 70%  All Student Stretch Growth: 30%  Proficient in iReady Vocabulary: 60%  Student keyboarding performance will improve |  |

### 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) |  | Desired response  *(e.g., % agree or strongly agree)* | What we ended up seeing *(complete once Spring survey results are available)* |
| Student Survey | 1. Do you feel that you’ve learned a lot during reading and writing lessons? 2. I learned new vocabulary words this year. |  | Yes: 90%  No: 10% |  |
| Staff Survey | 1. Do you believe your students are engaged in meaningful learning based on the resources provided? 2. My students learned new vocabulary words this year. |  | Yes: 90%  No: 10% |  |
| Family Survey | 1. Do you believe your child is learning to read and write to the best of this ability? 2. My child learned new vocabulary words this year. |  | Yes: 85%  No: 15% |  |

# COMMITMENT 2

Our Commitment

|  |  |
| --- | --- |
| **What is one Commitment we will promote for 2024-25?** | This school is committed to helping students and adults to build trusting relationships as the foundation for being more engaged in 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?* | We want all our students to feel welcome when they walk into the building regardless of their identities and experiences. Emotions are essential to learning; they help us connect to what we are learning and to make meaning. Feeling safe and respected enhances our ability to learn. Every child needs strong, trusting relationships with adults and peers. Every child needs to feel safe, respected, supported with a true sense of belonging to be ready to learn and to access the curriculum. |

Key Strategies

In column 1, input **a total** of one to four strategies that reflect something **new** the school is introducing or something currently in existence that the school is **expanding** or **refining** for the upcoming school year. In column 2, identify if the strategy is something new, something being expanded, or something being refined. In column 3, identify the data that indicates these strategies will be beneficial to our school. For any key strategy that is not something new, provide a 1-2 sentence summary of how the key strategy will be expanded or refined next year.

|  |  |  |
| --- | --- | --- |
| **KEY STRATEGY** | **HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?** | **WHY:** What did we learn from our needs assessment that suggests this is the right Key Strategy?  *Consider both data trends observed and student interview responses.*  *For key strategy that does not represent something new, also provide 1-2 sentences on how the school will expand or refine the key strategy next year.* |
| #1 Monitor students’ sense of safety, respect, support, and belonging. | REFINE | Students need to feel part of the school community to attain optimum learning conditions. This will be monitored 3x/year via survey. |
| #2 “Theme of the Month” lessons for K-4 in Learning Lab | NEW | This will focus on social/emotional themes so that students have another opportunity to hear and practice strategies to handle their SEL. |
| #3 Create a classroom community with a focus on restorative justice practices. | EXPAND | It is felt that students would benefit from learning empathetic listening strategies. This would reduce conflict, allowing students to have tools to use when conflict arises. |

Implementation

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

|  |  |
| --- | --- |
| IMPLEMENTATION  What is our plan for implementing Key Strategy 1? What steps are involved? | When will this be in place? |
| A survey will be administered to students in Grades 2-4 in October, January, and May.  Data will be analyzed to make adjustments to our SEL program. | by EPM |

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

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

|  |  |
| --- | --- |
| IMPLEMENTATION  What is our plan for implementing Key Strategy 2? What steps are involved? | When will this be in place? |
| During scheduled time in the Learning Lab, our LL TA will provide lessons and activities to reinforce the social/emotional themes that we focus on monthly. | by EPM |

|  |
| --- |
| RESOURCES  What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? |
| Developmentally appropriate Social/Emotional lesson plans and activities. |
|  |

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

|  |  |
| --- | --- |
| IMPLEMENTATION  What is our plan for implementing Key Strategy 3? What steps are involved? | When will this be in place? |
| Teachers and students will hold structured morning meetings focusing on a topic/activity to teach empathetic listening strategies. | by MYB |
|  |  |

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

Progress Targets

### Early Progress Milestones

We believe we are on track with the implementation of our strategies if we reach the following Early Progress Milestones **six to ten weeks** into implementation: *Identify Quantitative Data or Qualitative Descriptors that can serve as signals that our implementation is on track and we should continue pursuing these strategies.*

|  |  |  |  |
| --- | --- | --- | --- |
| **Key Strategy** | **What Early Progress Milestone data will we be reviewing?** | **What do we hope to see when we review that data? (*consider Student Data, Adult/Schoolwide Behaviors and Practices, and Student Behaviors and Practices)*** | **What we ended up seeing** *(complete six to ten weeks into the school year)* |
| **1** | Survey results  Attendance Records | We hope to see:   * Less DASA reports and discipline incidents. * Improved attendance. * That students understand the definition of bullying. |  |
| **2** | Discipline Records | We hope to see:   * Students using taught strategies. * Improved social interaction behaviors. |  |
| **3** | Discipline Records | We hope to see:   * Students using taught strategies. * Improved social interaction behaviors. |  |

### 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 results  Attendance Records  Discipline Records | Decrease in founded DASA reports  School Attendance: 91%  Decrease in behavior incidents |  |
| **End-of-the Year Targets** | Survey results  Attendance Records  Discipline Records | Decrease in founded DASA reports  School Attendance: 92%  Decrease in behavior incidents |  |

### 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) |  | Desired response  *(e.g., % agree or strongly agree)* | What we ended up seeing *(complete once Spring survey results are available)* |
| Student Survey | 1. Does your teacher know what you do well and what you need help with? 2. Do you feel safe, respected, supported, and welcomed at Crosby School? |  | Yes: 90%  No: 10% |  |
| Staff Survey | 1. Do you know your students’ strengths and challenges? 2. Do you feel safe, respected, supported, and welcomed at Crosby School? |  | Yes: 90%  No: 10% |  |
| Family Survey | 1. Does your child’s teacher know your child’s strengths and weaknesses? 2. Do you and your child feel safe, respected, supported, and welcomed at Crosby School? |  | Yes: 85%  No: 15% |  |

# 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* |
| Kathleen Sickles | Principal |  | 4/14 | 5/1 | 6/20 | 6/7 | 5/1 | 5/23 |
| Leanne Namias | Social Worker |  | 4/14 | 5/1 | 6/20 | 6/7 | 5/1 | 5/23 |
| Jennifer Couse | Speech Pathologist |  | 4/14 | 5/1 | 6/20 |  | 5/1 | 5/23 |
| Jodi Gallo | Kindergarten Teacher |  | 4/14 | 5/1 | 6/20 |  | 5/1 | 5/23 |
| Jonathan Hambright | Grade 4 Teacher |  | 4/14 | 5/1 | 6/20 |  | 5/1 | 5/23 |
| June Treloar | Learning Lab TA |  | 4/14 | 5/1 | 6/20 |  | 5/1 | 5/23 |
| Laura Farrell | Grade 2 Teacher |  | 4/14 | 5/1 | 6/20 |  | 5/1 | 5/23 |
| LeiAnne Whitten | Special Education Teacher |  | 4/14 | 5/1 | 6/20 |  | 5/1 | 5/23 |
| Margaret Petersen | Grade 3 Teacher |  | 4/14 | 5/1 | 6/20 |  | 5/1 | 5/23 |
| Nicole Hildenbrand | Special Education Teacher |  | 4/14 | 5/1 | 6/20 |  | 5/1 | 5/23 |
| Rebekah VanScoyk | Reading Teacher |  | 4/14 | 5/1 | 6/20 |  | 5/1 | 5/23 |
| Regina Richardson | Special Education Teacher |  | 4/14 | 5/1 | 6/20 |  | 5/1 | 5/23 |
| Austin Fuller | Student |  |  |  |  | 6/7 |  |  |
| Cian Crowley | Student |  |  |  |  | 6/7 |  |  |
| Logan McGrath | Student |  |  |  |  | 6/7 |  |  |
| Anna Klementis | Student |  |  |  |  | 6/7 |  |  |
| Cole Polacco | Student |  |  |  |  | 6/7 |  |  |
| Mia Rossi | Student |  |  |  |  | 6/7 |  |  |
| Kerrigan Lee | Student |  |  |  |  | 6/7 |  |  |
| Noah Mountford | Student |  |  |  |  | 6/7 |  |  |
| Fatima Hussain | Student |  |  |  |  | 6/7 |  |  |

# Learning As A Team

## Directions

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

### Student Interviews

|  |
| --- |
| Describe how the Student Interview process informed the team’s plan |
|  |

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

### Subgroup Spotlight

|  |
| --- |
| Describe how the team has determined that the strategies in this plan are likely to result in improved subgroup performance for the subgroup(s) for which the school has been identified. |
|  |

Next Steps

## Sharing the Plan

### Schools in the CSI Model

As you develop your plan, please feel free to share the plan with your NYSED liaison for input when it would be helpful. When the SCEP team is satisfied with the plan, **please compare the completed plan to the** [**SCEP Rubric**](https://www.nysed.gov/sites/default/files/programs/accountability/scep-rubric-pdf.pdf) **to consider where there may be opportunities to strengthen the plan.** After the team has analyzed the completed plan in relation to the [SCEP Rubric](https://www.nysed.gov/sites/default/files/programs/accountability/scep-rubric-pdf.pdf) and made any necessary revisions, the principal should email the NYSED liaison and:

1. Confirm that the team has reviewed the plan against the SCEP rubric, ensured the plan met [minimum expectations](https://www.nysed.gov/sites/default/files/programs/accountability/scep-minimum-expectations-pdf.pdf), and made any necessary changes;
2. Identify the areas of the plan about which the team is most confident;
3. If applicable, identify if there are any specific areas of the plan about which the team is less confident. The principal is also able to request a follow-up meeting to further explore these areas prior to [Pre-SCEP Team Meeting Planning Session 5](https://www.nysed.gov/sites/default/files/programs/accountability/pre-scep-team-meeting-planning-session-5.pdf) indicate to your liaison that the school is ready to share its full plan for approval. Plans should be shared by **July 15, 2024**.
4. Once your plan is finalized, ensure that the District (Superintendent or designee) and local Board of Education have approved the plan and that the plan is posted on the district website.

### Schools in the ATSI model and TSI Model

When the SCEP team is satisfied with the plan, **please compare the completed plan to the** [**SCEP Rubric**](https://www.nysed.gov/sites/default/files/programs/accountability/scep-rubric-pdf.pdf) **to consider where there may be opportunities to strengthen the plan**. After the team has analyzed the completed plan in relation to the SCEP rubric and made any necessary revisions, please share the plan with your District, who will verify that the plan meets [NYSED’s minimum expectations](https://www.nysed.gov/sites/default/files/programs/accountability/scep-minimum-expectations-pdf.pdf). Plans will need to be approved by the District before the first day of the 2024-25 school year.

Once the plan has been finalized, ensure that the District (Superintendent or designee) and the local Board of Education have approved the plan and that the plan is posted on the district website.

## Implementing the Plan (All Schools)

* 1. Ensure that the plan is implemented no later than the first day of school.
  2. Monitor implementation closely and adjust as needed.
  3. Plan to have the SCEP team reconvene during the year to discuss implementation and review progress in relation to the Early Progress Milestones and Mid-Year benchmarks identified.
  4. Ensure that there is professional development provided to support the strategic efforts described within this plan.
  5. Work with the district in developing the 1003 Title I School Improvement Grant application designed to support the implementation of the activities identified in the school and district plan.