



# School Comprehensive Education Plan

## 2024-25

District	School Name	Grades Served
North Rose-Wolcott CSD	North Rose-Wolcott Middle School	5-8

### Collaboratively Developed By:

**The North Rose-Wolcott Middle School SCEP Development Team**

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*And in partnership with the staff, students, and families of North Rose-Wolcott Middle School*

## Guidance for Teams

### Template

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

### Prior to Writing the Plan

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

1. Completed the Five-Part Needs Assessment
  - [Activity 1: Envision: Exploring Your Vision, Values, and Aspirations](#) (optional for re-identified schools)
  - [Activity 2: Analyze: Internal and External Data](#)
  - [Activity 3: Analyze: Survey Data](#)
  - [Activity 4: Listen: Student Interviews](#)
  - [Activity 5: Envision: Reflect, Synthesize, and Plan](#)
2. Re-identified Schools:
  - Participated in [SCEP Pre-Team Meeting Planning Session 4](#) with their NYSED/District/BOCES liaison after the Commitments and Key Strategies were identified and before the implementation plan was written.

### Commitments

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

### Key Strategies

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

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

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

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

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

Schools may find Hattie's [High Impact Teaching Strategies](#) and the [Diagnostic Tool for School and District Effectiveness \(DTSDE\) Framework](#) and [Phases of Implementation](#) to be helpful resources when considering Key Strategies.

## Implementation

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

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

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

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

## Success Criteria and Benchmark Targets

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

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

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

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

## SCEP Rubric

NYSED has developed [a rubric](#) that is intended to serve as a means of helping team members identify potential ways to strengthen their plan. The rubric may be a useful tool to refer to as the plan is being written. Schools should plan on self-assessing their plan against the rubric after their initial draft is finalized.

## Resources for Team

- [Assembling Your Improvement Planning Team](#)
- NYSED Improvement Planning website: <http://www.nysed.gov/accountability/improvement-planning>

## Evidence-Based Intervention

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

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

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

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

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

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

### X 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:

<b>Evidence-Based Intervention Identified</b>	<b>Instructional Coaching</b>
<b>We envision that this Evidence-Based Intervention will support the following Commitment(s)</b>	Commitments 1 and 2
<b>How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?</b>	Professional development for staff that includes differentiated instruction, a welcoming and affirming classroom, positive culture and climate, and ensuring a sense of belonging for all students and families will help to promote and sustain development for our ENL, hispanic, and migrant students and families.

**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:

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

**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.

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

## COMMITMENT I

### Our Commitment

<p><b>What is one Commitment we will promote for 2024-25?</b></p>	<p>We are committed to improving relationships between faculty and staff with students and families - specifically students and families of our ENL, hispanic, and migrant population.</p>
<p><b>Why are we making this Commitment?</b></p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>• <i>How does this Commitment fit into what we envision for the school?</i></li> <li>• <i>How does this Commitment relate to what we heard when listening to others?</i></li> <li>• <i>How does this Commitment connect to what we observed through analysis?</i></li> </ul>	<p>We believe improving communication to families, specifically ensuring communication is provided in diverse languages will result in parents and families feeling welcomed by all members within our school.</p> <p>We believe improving family engagement will result in parent involvement with decision making and an increase in students feeling physically safe when they are at school. This will allow parents to feel comfortable to communicate and interact with faculty and staff.</p> <p>This commitment aligns with our goal of wanting 100% of our students to feel safe at school. It also aligns with our goal of ensuring all communication to parents is available in their home language.</p>

### 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.

<p><b>KEY STRATEGY</b></p>	<p><b>HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?</b></p>	<p><b>WHY:</b> What did we learn from our needs assessment that suggests this is the right Key Strategy?</p> <p><i>Consider both data trends observed and student interview responses.</i></p> <p><i>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.</i></p>
<p>When implementing our family survey, ensure this survey is accessible in home language for our ENL, hispanic, and migrant families. Offer verbal surveys to</p>	<p><input type="checkbox"/> NEW  <input type="checkbox"/> EXPAND  <input checked="" type="checkbox"/> REFINE</p>	<p>We do not receive adequate responses back from our ENL, hispanic, and migrant families. This strategy will help us to receive family engagement and communication from our ENL, hispanic, and migrant families.</p>

Commitment 1

our ENL, hispanic, and migrant families through Propio.		
Hold summer orientations specifically for our ENL, hispanic, and migrant families to ensure we are connecting and communicating with families from the start of the year.	<input type="checkbox"/> NEW <input checked="" type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	We generally have summer orientations, but will add in an additional component for ENL, hispanic, and migrant families to meet with the ENL teacher and other teachers, and support staff to better assess their needs and go over student expectations for the year.
Assign a point person for every ENL, hispanic, and migrant family - this can be the student's advisor or ENL teacher. Check in with family every 5 weeks to discuss progress and student needs.	<input type="checkbox"/> NEW <input checked="" type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	Every child is assigned an advisor within the middle school. Every ENL, hispanic, and migrant student will receive a point person that is their advisor or ENL teacher, that staff member will check in with the family every 5 weeks to update on progress and discuss any student needs.

## Implementation

<b>KEY STRATEGY 1</b>	When implementing our family survey, ensure this survey is accessible in home language for our ENL, hispanic, and migrant families. Offer verbal surveys to our ENL, hispanic, and migrant families through Propio.
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IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 1? What steps are involved?		
Ensure survey is sent out in family's home language - call family to ensure they have received it.		<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Call family to ask if they would rather take the survey verbally through our translation system, Propio.		<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Create a spreadsheet of ENL, hispanic, and migrant students and identify which families receive communication in a different language. Advisor or ENL teacher will contact family to offer translation services to ensure survey is completed. Communication will be documented.		<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
RESOURCES		
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?		
Time for ENL teacher or advisor to contact families.		
Propio services		
Survey is other languages		

<b>KEY STRATEGY 2</b>	Hold summer orientations specifically for our ENL, hispanic, and migrant families to ensure we are connecting and communicating with families from the start of the year.
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IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 2? What steps are involved?		

Commitment 1

Set date and time for summer orientation. Communicate with families in their home language with a save the date by end of July.	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Survey families to find out preferred method of communication/availability	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Create team of staff members to implement strategies.	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Communicate with families in their home language and through propio to let them know about summer orientation.	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Offer transportation services for this event.	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Identify key information and takeaways from this event to be proactive with student needs and information relayed to all teachers.	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB

**RESOURCES**

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

Summer Orientation for ENL, hispanic, and migrant families - Staff Pay

Transportation for ENL, hispanic, and migrant families

Document to gather information and give information

**KEY STRATEGY**  
**3**

Assign a point person for every ENL, hispanic, and migrant family - this can be the student's advisor or ENL teacher. Check in with family every 5 weeks to discuss progress and student needs.

**IMPLEMENTATION**

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

When will this be in place?

Identify point person for every ENL, hispanic, and migrant student

by EPM  
 by MYB

Time provided for teachers to check in with families every 5 weeks

by EPM  
 by MYB

**RESOURCES**

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

Additional training for teachers in this role

Additional pay for teachers in this role



## 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? ( <i>consider Student Data, Adult/Schoolwide Behaviors and Practices, and Student Behaviors and Practices</i> )	What we ended up seeing ( <i>complete six to ten weeks into the school year</i> )
When implementing our family survey, ensure this survey is accessible in home language for our ENL, hispanic, and migrant families. Offer verbal surveys to our ENL, hispanic, and migrant families through Propio.	Family survey completion for ENL, hispanic, and migrant families.	To increase the amount of ENL, hispanic, and migrant families that complete end of year family survey.	
Hold summer orientations specifically for our ENL, hispanic, and migrant families to ensure we are connecting and communicating with families from the start of the year.	Student data sources such as attendance, grades, and benchmarks.	The data sources will help evaluate quantitative measures of student progress.	
Assign a point person for every ENL, hispanic, and migrant family - this can be the student's advisor or ENL teacher. Check in with family every 5 weeks to discuss progress and student needs.	Student data sources such as attendance, grades, referrals and benchmarks.	<p>ENL, hispanic, and migrant students attendance should increase.</p> <p>ENL, hispanic, and migrant students referrals should decrease.</p> <p>ENL, hispanic, and migrant students academics should increase.</p>	

Commitment 1

**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 <i>(complete when reviewing mid-year data)</i>
<b>Mid-Year Benchmark(s)</b>	Iready Data Attendance Data  Parent Communication	ENL, hispanic, and migrant students should make individual growth from fall to winter.  ENL, hispanic, and migrant students attendance should be at 85% or higher.  Track parent communication every 5 weeks.	
<b>End-of-the Year Targets</b>	Iready Data Attendance Data  Parent Communication	ENL, hispanic, and migrant students should make individual growth from fall to spring.  ENL, hispanic, and migrant students attendance should be at 85% or higher.  Track parent communication every 5 weeks.	

**Spring Survey Targets**

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

Commitment 1

	<b>Survey Question(s) or Statement(s)</b>	<b>2023-24 data if available</b> <i>(e.g., % agree or strongly agree)</i>	<b>Desired response</b> <i>(e.g., % agree or strongly agree)</i>	<b>What we ended up seeing</b> <i>(complete once Spring survey results are available)</i>
<b>Student Survey</b>	My teachers care about me.		90% of students agree/strongly agree.	
<b>Staff Survey</b>	This year I differentiated my lessons and activities to meet the needs of my ENL, Hispanic, and migrant students.		90% of staff agree/strongly agree.	
<b>Family Survey</b>	I have been invited to participate in school events and decision making opportunities.		90% of families agree/strongly agree.	

## COMMITMENT 2

### Our Commitment

<p><b>What is one Commitment we will promote for 2024-25?</b></p>	<p>We are committed to providing professional development that focuses on student needs, with a focus on our English Language Learners and students with disabilities in order to build the capacity of our teachers and staff to improve outcomes for all students.</p>
<p><b>Why are we making this Commitment?</b></p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>• <i>How does this Commitment fit into what we envision for the school?</i></li> <li>• <i>How does this Commitment relate to what we heard when listening to others?</i></li> <li>• <i>How does this Commitment connect to what we observed through analysis?</i></li> </ul>	<p>Students with Disabilities (SWD) and English as a New Language (ENL) are most in need of intervention and differentiation, in both ELA and Math specifically.</p> <p>North Rose-Wolcott ENL population is 3% and SWD population is 16%.</p> <p>2.7% of SWD were proficient on the NYS Math Assessment in 2023, 0% of SWD were proficient on the NYS ELA Assessment in 2023.</p> <p>0% of ENL were proficient on the NYS Math Assessment in 2023, 0% of ENL were proficient on the NYS ELA Assessment in 2023.</p> <p>It was determined that teachers need more resources and help to support subgroups. Implementing best practices and providing PD on how to differentiate accordingly to teach to all student abilities will lead to improvement in these subgroups.</p> <p>The need for instructional coaching, student engagement, resources, instructional pacing and PD to support our SWD and ENL students is evident.</p>

### 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.

Commitment 2

KEY STRATEGY	HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?	<b>WHY:</b> What did we learn from our needs assessment that suggests this is the right Key Strategy? <i>Consider both data trends observed and student interview responses.</i>  <i>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.</i>
Create a professional development plan that is focussed on differentiation, teaching ENL, hispanic, and migrant students, consistent and best teaching practices, resources for SWD, and student engagement.	<input type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input checked="" type="checkbox"/> REFINE	24-25 school year PD plan will encompass these teachings and best practices for all staff.
Create and implement effective practices and strategies for ENL, hispanic, and migrant students.	<input checked="" type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	Schoolwide professional development and instructional coaching on effective practices for the teaching of English Language Learners.  Develop and communicate schoolwide expectations for planning and instructional delivery for ENL, hispanic, and migrant students.
WIN Groups for ENL students focusing on specific interventions to support the growth of students specifically in ELA.	<input checked="" type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	ENL students will have a designated WIN group focused directly on interventions dependent upon their individual need as an ENL learner.

Implementation

<b>KEY STRATEGY 1</b>	Create a professional development plan that is focussed on differentiation, teaching ENL students, consistent and best teaching practices, resources for SWD, and student engagement
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<b>IMPLEMENTATION</b>		When will this be in place?
What is our plan for implementing Key Strategy 1? What steps are involved?		
Create PD plan for staff for 24-25 school year - review by SLT	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
Review asynchronous PD offered through BOCES that aligns with our SCEP	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
Track staff presence and completion of PD	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
<b>RESOURCES</b>		
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?		
BOCES PD		

Commitment 2

Staff pay for asynchronous PD

**KEY STRATEGY 2** Create and implement effective practices and strategies for ENL students.

<b>IMPLEMENTATION</b>		When will this be in place?
What is our plan for implementing Key Strategy 2? What steps are involved?		
Summer hours for completion of resources and document for teachers	<input type="checkbox"/>	by EPM
	<input type="checkbox"/>	by MYB
ENL teacher going to team meetings monthly to review practices and strategies	<input type="checkbox"/>	by EPM
	<input type="checkbox"/>	by MYB
Resources for teachers available in google drive	<input type="checkbox"/>	by EPM
	<input type="checkbox"/>	by MYB
<b>RESOURCES</b>		
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?		
Pay for summer hours curriculum work		
Ensuring availability giving to ENL teacher for grade level teams		
Creating google drive for accessibility		

**KEY STRATEGY 3** WIN Groups for ENL students focusing on specific interventions to support the growth of students specifically in ELA.

<b>IMPLEMENTATION</b>		When will this be in place?
What is our plan for implementing Key Strategy 3? What steps are involved?		
ENL students being scheduled a WIN group with ENL teacher	<input type="checkbox"/>	by EPM
	<input type="checkbox"/>	by MYB
Progress monitoring quarterly reports for individualized goals sent home	<input type="checkbox"/>	by EPM
	<input type="checkbox"/>	by MYB
<b>RESOURCES</b>		
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?		
Quarterly progress monitoring reports completed and sent home		
Master scheduling - ensure all ENL students have WIN with ENL teacher and/or support		

## 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.*

Commitment 2

Key Strategy	What Early Progress Milestone data will we be reviewing?	What do we hope to see when we review that data? ( <i>consider Student Data, Adult/Schoolwide Behaviors and Practices, and Student Behaviors and Practices</i> )	What we ended up seeing ( <i>complete six to ten weeks into the school year</i> )
Create a professional development plan that is focussed on differentiation, teaching ENL students, consistent and best teaching practices, resources for SWD, and student engagement.	Professional Development plan is created and completed for all staff.	<p>ENL students attendance should increase.</p> <p>ENL students referrals should decrease.</p> <p>ENL students academics should increase.</p>	
Create and implement effective practices for ENL students.	Student data sources such as attendance, grades, and benchmarks.	The data sources will help evaluate quantitative measures of student progress.	
WIN Groups for ENL students focusing on specific interventions to support the growth of students specifically in ELA.	ENL students have designated WIN on their schedule for 24-25 school year.	Individualized goals show growth from Q1 to Q2	

**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 <i>(complete when reviewing mid-year data)</i>
<b>Mid-Year Benchmark(s)</b>	Iready Data Attendance Data  Parent Communication	ENL students should make individual growth from fall to winter.  ENL students attendance should be at 85% or higher.  Track parent communication every 5 weeks.	
<b>End-of-the Year Targets</b>	Iready Data Attendance Data  Parent Communication	ENL students should make individual growth from fall to spring.  ENL students attendance should be at 85% or higher.  Track parent communication every 5 weeks.	



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 <i>(e.g., % agree or strongly agree)</i>	Desired response <i>(e.g., % agree or strongly agree)</i>	What we ended up seeing <i>(complete once Spring survey results are available)</i>
<b>Student Survey</b>	I feel I am making growth in my academics		90% of students agree/strongly agree.	
<b>Staff Survey</b>	I feel more prepared to teach the ENL students in my classes.		90% of staff agree/strongly agree.	
<b>Family Survey</b>	I feel my child’s needs are being met at school.		90% of families agree/strongly agree.	

## 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 engagement in 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](#) 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](mailto: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
		3/5/24	4/10/24	4/25/24	5/1/24	5/6 - 5/10	5/28/24	6/6/24
Crystal Rupp	Principal		X	X	X	X	X	X
Megan Paliotti	ASI	X		X	X			X
Casie DeWispelaere	MS Instructional Coach	X	X		X		X	X
Scott Hassall	Assistant Principal	X						
Maja Swasty	MS ENL Teacher	X	X	X	X		X	X
Lindsay Wiegand	Teacher		X		X		X	X
Ellen Freyer	Teacher		X	X	X		X	X
Sara Boogaard	Psychologist			X	X	X	X	X

### Our Team's Process

Mary Finn	Counselor					X		
Carrie Hoestermann	Social Worker					X		
Amy Wiktorowicz	HS Instructional Coach		X		X		X	
Samantha Gardner	Parent		X	X	X		X	
Sarah Patterson	ES Instructional Coach		X					
Helen Drake	Migrant Tutor		X	X	X			
Irene Miller	ENL Teacher	X	X	X	X		X	
Erica Ragan	ENL Teacher	X	X		X		X	
Erin Simonds	Parent		X	X	X			
Tiffany Cahoon	Parent		X	X	X		X	X
Sara Lynn	Parent		X					
Jennifer Murphy	Parent			X	X			
Lesley Haffner	Parent						X	X

## Learning As A Team

### Directions

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

#### Student Interviews

##### **Describe how the Student Interview process informed the team's plan**

The team read through the responses and really used them to create the plan.

The student interview gave us a great snapshot of the whole population.

With analyzing the data we were able to see what students were most concerned about (ie: not feeling safe, etc) and knowing there are steps we can take to turn it around.

The student interview process helped inform the team's plan by breaking down the specific concerns that students have and being able to use them to guide the plan commitments.

The data analysis of the student interview process helped the team to see how students felt about different areas. We speculated why they may have answered in certain ways and made plans for improvement.

Student voice was used to determine what to measure moving forward.

#### 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.**

We relied on a variety of data from many sources as well as community members and education experts to determine the strategies thought most likely to improve performance for our ENL population.

The teacher development plan has the capability to make the biggest impact. If classroom instruction improves and accommodates the intended subgroups. I feel we will most likely see the improvement we hope for.

By putting ENL at the forefront and having all teachers understand that they are teachers of ENL learners. We all play a role in their academic success.

We reviewed the strategies and will need to have interested persons and change mindsets for the plan to be successful. The strategies are well thought out and expansive.

## Learning As A Team

Increased communication and involvement of students and family, visuals, PD on best practices for all students. Increased contact with parents will increase performances, we currently have very little contact now. We contact them not from them.

## Next Steps

### Sharing the Plan

#### Schools in the CSI Model

As you develop your plan, please feel free to share the plan with your NYSED liaison for input when it would be helpful. When the SCEP team is satisfied with the plan, **please compare the completed plan to the [SCEP Rubric](#) to consider where there may be opportunities to strengthen the plan.** After the team has analyzed the completed plan in relation to the [SCEP Rubric](#) and made any necessary revisions, the principal should email the NYSED liaison and:

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

#### Schools in the ATSI model and TSI Model

When the SCEP team is satisfied with the plan, **please compare the completed plan to the [SCEP Rubric](#) to consider where there may be opportunities to strengthen the plan.** After the team has analyzed the completed plan in relation to the SCEP rubric and made any necessary revisions, please share the plan with your District, who will verify that the plan meets [NYSED's minimum expectations](#). Plans will need to be approved by the District before the first day of the 2024-25 school year.

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

### Implementing the Plan (All Schools)

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