New York State
EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

School Comprehensive Education Plan

2024-25

District	School Name	Grades Served
Middle Country CSD	New Lane Elementary	1-5

Collaboratively Developed By:
The New Lane Memorial Elementary SCEP Development Team Jonathan Singer, Keli Perkins Ryan Milano Lynn McMillin Francesca Molinelli Edward Weber Christina Klinger Lynn Lopez Robin Newberg *And in partnership with the staff, students, and families of New Lane Memorial Elementary.*

Guidance for Teams

Template

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

Prior to Writing the Plan

Prior to working on this document, school teams should have:
1. Completed the Five-Part Needs Assessment
   - Activity 1: Envision: Exploring Your Vision, Values, and Aspirations *(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.

☐   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

X 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)	We envision that this Evidence-Based Intervention will support the following Commitments: Improve student achievement in ELA, and Improve student achievement in mathematics.
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	We learned during the Envision exercise that we can do more to celebrate successes and include students in understanding data resulting from their participation in iReady, keeping this evidence based intervention will allow us to build in these areas. During the Analyze activities we learned that while strong student growth is happening at New Lane, achievement still falls short of the 80% tier one, 15% tier two, 5% tier three RtI targets, keeping this evidence based intervention should allow us to build upon the

	progress we have already seen. During the listen exercise we learned that some students appreciated the role iReady can play in showing them alternate ways to approach skills and problems (in alignment with NGSS expectations), by keeping this evidence based intervention in place we plan to build upon this observation as well.
Link to research study that supports this as an evidence-based intervention (the study must include a description of the research methodology	ElementaryInstruction_Evaluation_Final_9.16.2019_HumRRO.PDF i-Ready-Study-Brief_WestEd.pdf The Effect of iReady Mathematics Intervention on Student Achievement.pdf Todtfeld, Danny.pdf Utah STEM 2016-17 Full Report.pdf https://www.casamples.com/downloads/iready-essa-brochure-2017.pdf

COMMITMENT 1

Our Commitment

What is one Commitment we will promote for 2024-25?	Improve student achievement in ELA
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?*	- Growth in student performance this year has been evident but still trails the target distribution of 80% tier one, 15% tier two, 5% tier three. - During the 2022-23 school year 43% of students met their growth target, in 2023-2024 49% of students met this target. This growth warrants continuation of our commitment. - During our student interviews, students asked about their goals mentioned reading goals and achievements in about half of all responses.

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.*
Engage teachers in analysis of NYS ELA assessment results at the building level to conduct schoolwide item analysis as a tool for informing instruction.	X NEW ☐ EXPAND ☐ REFINE	Building based data analysis suffered as a result of the opt-out movement. With increasing numbers of students participating in the NYS assessments reinvigorating this strategy is a timely response, and is more immediately relevant to instructional practice.
Incorporating student choice in ELA lessons through the use of	☐ NEW X EXPAND ☐ REFINE	When asked about learning choice, students expressed these opportunities were extremely

learning centers within classrooms		limited and that they desired more chances to influence their assigned learning tasks.
Incorporate student goal setting into instructional practices	☐ NEW X EXPAND ☐ REFINE	Students' understanding of goals (a feature of the building's NYSED focused intervention plan) is still emerging based on responses during student interviews. We want to see how expanding engagement with this tool can impact student achievement.

Implementation

KEY STRATEGY 1	Conduct analysis of NYS ELA assessment results at the building level to conduct schoolwide item analysis as a tool for informing instruction.

IMPLEMENTATION What is our plan for implementing Key Strategy 1? What steps are involved?	When will this be in place?
Utilize grade level meetings/faculty meetings/common planning time to provide time/space for item analysis and instructional planning	☐ by EPM X by MYB
Identify common strengths and weaknesses by grade level	☐ by EPM X by MYB
Create opportunities for cross grade level meetings to compare analysis and skill needs at next grade level	☐ by EPM X by MYB
RESOURCES What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	
Scheduling of meeting time, NYS Instructional Reports, Released Questions	

KEY STRATEGY 2	Incorporating student choice in ELA lessons through the use of learning centers within classrooms

IMPLEMENTATION What is our plan for implementing Key Strategy 2? What steps are involved?	When will this be in place?
Implement HMH: Into Reading program with fidelity regarding differentiation through learning centers	☐ by EPM X by MYB
Engage in professional learning through instructional coaching program	☐ by EPM X by MYB
Build out 'grade wide expectations' for learning center implementation	☐ by EPM X by MYB
	☐ by EPM ☐ by MYB
	☐ by EPM ☐ by MYB
RESOURCES What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	
HMH Resources, ELA Instructional Coaches, Use of grade level team meetings	

KEY STRATEGY 3	Incorporate student goal setting into instructional practices

IMPLEMENTATION What is our plan for implementing Key Strategy 3? What steps are involved?	When will this be in place?
Create a bank of sample goals and goal setting lesson(s) to formalize this process, including linguistically appropriate goals for ENL students	☐ by EPM X by MYB
Turnkey training on goal setting during faculty meeting	☐ by EPM X by MYB
Develop goal setting/action planning measurement and self-reflection tool	☐ by EPM X by MYB

RESOURCES What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
After school PLC time - 50 hours, faculty meeting time, materials from the NYSED focused intervention targeted skills group

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*)
ELA Assessment Analysis	Memorialization of focus standards	Two focus standards per grade level	
Learning Centers	# of classrooms where learning centers are present during informal administrative walkthroughs	Learning center implementation will be evident in 30% of classroom visits	
Goal Setting	Students have set their first goal for the year	75% of students will have completed initial goal setting activity	

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 Reading Diagnostic / Rigby Reading Level	25% of students meeting iReady growth target / 50% of students improve 1 or more reading level on Rigby	
End-of-the Year Targets	IReady Reading Diagnostic and Rigby Level	54% of students meeting iReady growth target; 50% of students improve 2 or more reading level on Rigby	

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	My class lessons prepare me to do well on my schoolwork	44% strongly agree	49% strongly agree	
Staff Survey	Student data informs school decision making	25% strongly agree	30% strongly agree	
Family Survey	I'm satisfied with the quality of my child's reading instruction	23% strongly agree	28% strongly agree	

COMMITMENT 2

Our Commitment

What is one Commitment we will promote for 2024-25?	Improve student achievement in mathematics
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?*	- Significant improvement in math performance over the 2023-24 school year is evident but we still see achievement below the desired targets of 80% tier one, 15% tier two, 5% tier three. - During the 2022-23 school year 33% of students met their growth target, in 2023-2024 48% of students met this target. This growth warrants continuation of our commitment. - Students expressed needing help with math more frequently than needing assistance with ELA during student interviews.

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.*
Engage teachers in analysis of NYS math assessment results at the building level to conduct schoolwide item analysis as a tool for informing instruction.	X NEW ☐ EXPAND ☐ REFINE	Building-based data analysis suffered as a result of the opt-out movement, typically impacting math more than ELA. With increasing numbers of students participating in the NYS assessments, this strategy is more immediately relevant to instructional practice.
Focused math intervention push-ins by teaching assistants	X NEW ☐ EXPAND ☐ REFINE	Math performance trailed ELA performance for the spring 2023 assessment period

Use of a dedicated New Lane math instructional specialist to support Tier 2 and 3 instruction for identified students	X NEW ☐ EXPAND ☐ REFINE	Math performance trailed ELA performance and students identified benefiting from additional assistance in interviews

Implementation

KEY STRATEGY 1	Conduct analysis of NYS math assessment results at the building level to conduct schoolwide item analysis as a tool for informing instruction

IMPLEMENTATION What is our plan for implementing Key Strategy 1? What steps are involved?	When will this be in place?
Utilize grade level meetings/faculty meetings/common planning time to provide time/space for item analysis and instructional planning	☐ by EPM X by MYB
Identify common strengths and weaknesses by grade level	☐ by EPM X by MYB
Create opportunities for cross grade level meetings to compare analysis and skill needs at next grade level	☐ by EPM X by MYB
RESOURCES What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	
District support for math instructional specialist RtI model, SIG 1003 funding to support dedicated New Lane math AIS provider	

KEY STRATEGY 2	Focused math intervention push-ins by teaching assistants

IMPLEMENTATION What is our plan for implementing Key Strategy 2? What steps are involved?	When will this be in place?
Development of math AIS lists by class using data from i-Ready and state assessments	☐ by EPM X by MYB
Development of a bank of resources for teaching assistants to use under the supervision of classroom teachers and math instructional specialists	☐ by EPM X by MYB
Math PD Committee meetings to support the development of AIS resources	☐ by EPM X by MYB
RESOURCES What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	
i-Ready/state assessment data, Math Committee, District support for oversight of TA push in services, i-Ready/enVision resources, manipulatives	

KEY STRATEGY 3	Use of a dedicated New Lane math instructional specialist to support Tier 2 and 3 instruction for identified students

IMPLEMENTATION What is our plan for implementing Key Strategy 3? What steps are involved?	When will this be in place?
Development of math AIS lists by class using data from i-Ready and state assessments	☐ by EPM X by MYB
Development of a bank of resources for teaching assistants to use under the supervision of classroom teachers and math instructional specialists	☐ by EPM X by MYB
Math PD Committee meetings to support the development of AIS resources	☐ by EPM X by MYB
RESOURCES What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	
SIG 1003 funding to support this resource	

KEY STRATEGY 4	Incorporate student goal setting into instructional practices

IMPLEMENTATION What is our plan for implementing Key Strategy 4? What steps are involved?	When will this be in place?
Create a bank of sample goals and goal setting lesson(s) to formalize this process, including linguistically appropriate goals for ENL students	☐ by EPM X by MYB
Turnkey training on goal setting during faculty meeting	☐ by EPM X by MYB
Develop goal setting/action planning measurement and self-reflection tool	☐ by EPM X by MYB
RESOURCES What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	
faculty meeting time / grade level meeting time	

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*)
NYS Assessment Analysis	Memorialization of focus standards	Two focus standards per grade level	
TA Interventions	Development of AIS lists and TA schedules	Lists based on i-Ready Benchmark 1 data and TA schedules	
Dedicated New Lane Math AIS Provider	Development of AIS lists and schedule	AIS lists and schedule that complements the work of teaching assistants and other AIS support providers	
Goal Setting	Students have set their first goal for the year	75% of students will have completed initial goal setting activity	

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 Math Diagnostic	19% of students meeting iReady growth target	
End-of-the Year Targets	IReady Math Diagnostic	43% of students meeting iReady growth target	

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	My class lessons prepare me to do well on my schoolwork	44% Strongly Agree	49% Strongly Agree	
Staff Survey	Helping students meet challenging academic goals is a strong focus of my school	33% Strongly Agree	38% Strongly Agree	
Family Survey	I am satisfied with the quality of my child's math instruction	25% Strongly Agree	30% Strongly Agree	

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
Jonathan Singer	District Liaison	5/30	5/30	5/30	6/3	5/31	6/11	6/11
Robin Newberg	Principal	5/30	5/30	5/30	6/3	5/31	6/11	6/11
Ryan Milano	Coordinator of Math K-12	5/30	5/30	5/30	6/3	5/31	6/11	6/11
Keli Perkins	Math AIS	5/30	5/30	5/30	6/3	5/31	6/11	6/11
Francesca Molinelli	Classroom Teacher	5/30	5/30	5/30	6/3	5/31	6/11	6/11
Christina Klinger	Parent	5/30	5/30	5/30	6/3	5/31	6/11	6/11

Lynn Lopez	School Social Worker	5/30	5/30	5/30	6/3	5/31	6/11	6/11
Lynn McMillen	Parent	5/30	5/30	5/30	6/3	5/31	6/11	6/11
Edward Weber	Classroom Teacher	5/30	5/30	5/30	6/3	5/31	6/11	6/11
Tara Graham	ENL Teacher	5/30	5/30	5/30	6/3	5/31	6/11	6/11

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

Student responses to questions during the interview process carried some surprises around weakness in goal setting, but a relative strength in student capacity to self evaluate achievement.

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.

Alignment of SCEP strategies with broader district title 1 goals will provide synergy to both which should amplify effects on the identified subgroups due to overlap between both. We will engage ENL teachers specifically as a part of the development of the goal setting process to ensure that goals are linguistically appropriate.

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.