



# School Comprehensive Education Plan 2024-25

District	School Name	Grades Served
Hyde Park Central School District	Ralph R. Smith	K-5th

## Collaboratively Developed By:

The Ralph R. Smith SCEP Development Team:

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*And in partnership with the staff, students, and families of Ralph R. Smith 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.

### 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:

Evidence-Based Intervention Identified	Professional Learning Communities
<p><b>We envision that this Evidence-Based Intervention will support the following Commitment(s)</b></p>	<ol style="list-style-type: none"> <li>1. We are committed to aligning our literacy instruction with the Science of Reading in order to improve academic achievement.</li> <li>2. We are committed to fostering an environment that supports character development, while strengthening interpersonal relationships and school connectedness.</li> </ol>
<p><b>How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?</b></p>	<p>When completing the envision/analyze/listen process, several common themes emerged from families, staff, and students. Specifically, students and families voiced that character development, as evidenced in unstructured school settings, was an area in need of improvement.</p> <p>Further, our TSI team reviewed staff feedback and student achievement data in both literacy and mathematics. In reviewing this information, the TSI team identified that further alignment to the Science of Reading is necessary, to impact student achievement.</p>

Evidence-Based Intervention

	<p>Both of these commitments, and the underlying strategies/components, will require regular data review and communication in grade levels. We believe that the development and implementation of structured Professional Learning Communities will aid in successful completion of these goals.</p>
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**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 aligning our literacy instruction with the Science of Reading in order to improve academic achievement.</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 are committing to align our literacy instruction with the Science of Reading, to best support improved student achievement in reading and writing. This commitment stems from several data points that indicate a weakness in our students’ ability to read proficiently.</p> <p>During the 4th quarter of the 23-24 school year, 102 of 360 students at Ralph R. Smith received tiered AIS reading support (28%). In addition to our students in tier 2 and tier 3 AIS reading support, there were 25 third through fifth graders receiving special class reading, our most intensive intervention. Despite this intensive support provided, only 2% of students with disabilities at Ralph R. Smith met grade level standards on the NYS ELA assessment in 2023.</p> <p>Teachers have also voiced an interest and need to develop their ability to successfully support students through evidence-based instructional strategies. This was evident in our annual perceptual surveys, as well as informally in our district-led literacy audit committee.</p> <p>-</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.

KEY STRATEGY	HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?	<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>
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Commitment 1

		<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>Full implementation of UFLI at the K-2 level as a tier 1 intervention. Using UFLI as a tier 2 support for students in 3rd-5th grade.</p>	<p><input type="checkbox"/> NEW  <input checked="" type="checkbox"/> EXPAND  <input type="checkbox"/> REFINE</p>	<p>As a result of the district-led literacy audit over the past two years, multiple teachers were given an opportunity to pilot the University of Florida Literacy Institutes' UFLI Foundations program. Besides an ample evidence base indicating the positive impact that this program has on student learning, teachers provided anecdotal evidence regarding improvements in achievement.</p> <p>Our annual perceptual survey data signifies the need for improving our foundational literacy instruction for students.</p> <p>Over the course of this year, multiple teachers in Kindergarten through second grade, and our special education department, piloted the UFLI program. We will be expanding this strategy to provide all Kindergarten-2nd grade teachers with the necessary materials. All special education teachers at Ralph R. Smith will receive training and materials in UFLI to implement high-quality phonics instruction.</p>
<p>Utilize <i>The Writing Revolution</i> strategies to develop curricular supports in science and social studies, incorporating writing across content areas.</p>	<p><input type="checkbox"/> NEW  <input checked="" type="checkbox"/> EXPAND  <input type="checkbox"/> REFINE</p>	<p>Our need and eagerness to improve writing skills for students is closely connected to strengthening foundational literacy development.</p> <p>In reviewing our 3rd grade ELA results on the 2023 NYS assessment, it is evident that Ralph R. Smith students need additional support in writing. On constructed response questions, our 3rd grade students earned 8%-12% fewer points than other 3rd graders in the Dutchess BOCES region.</p> <p>This year, several teachers have participated in a voluntary book study of <i>The Writing Revolution</i> by Judith Hochman and Natalie Wexler. We are looking to expand upon this strategy by providing all teachers with access to the book, and time to discuss and implement specific writing strategies across content areas.</p>
<p>Provide differentiated small group literacy instruction</p>	<p><input checked="" type="checkbox"/> NEW  <input type="checkbox"/> EXPAND  <input type="checkbox"/> REFINE</p>	<p>Over the past decade, Hyde Park Central School District has utilized the Units of Study, as the</p>



Commitment 1

		<p>primary literacy curriculum. This has come under review throughout the last 18 months, by a literacy audit committee. As we continue to examine the best options to move forward on a district-wide approach, we would like to provide specific support in the area of differentiated, small group instruction. The district is discontinuing the use of Lucy Calkins Units of Study in reading. The literacy audit committee will be generating an assessment calendar, and recommendations for supplemental materials to be used in small group instruction.</p>
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## Implementation

<p><b>KEY STRATEGY 1</b></p>	<p>Full implementation of UFLI at the K-2 level as a tier 1 intervention. Using UFLI as a tier 2 support for students in 3rd-5th grade.</p>
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<p><b>IMPLEMENTATION</b></p>		<p>When will this be in place?</p>
<p>What is our plan for implementing Key Strategy 1? What steps are involved?</p>		
<p>Develop training and materials to assist in the implementation of UFLI in Kindergarten-2nd grade (tier 1 intervention) and 3rd-5th grade (tier 2 intervention) classes.</p>	<p><input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB</p>	
<p>Utilize staff to model UFLI lessons within the classroom environment.</p>	<p><input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB</p>	
<p>Dedicate time for staff members to analyze and adjust instruction based on data.</p>	<p><input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB</p>	
	<p><input type="checkbox"/> by EPM <input type="checkbox"/> by MYB</p>	
	<p><input type="checkbox"/> by EPM <input type="checkbox"/> by MYB</p>	
<p><b>RESOURCES</b></p>		
<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>		
<p>In order to effectively implement this strategy, we will need the following resources:</p> <ul style="list-style-type: none"> <li>● Order all K-2nd and 3rd-5th (special education teachers) a copy of the UFLI manual.</li> <li>● Time within faculty meetings or staff professional learning days to provide training.</li> <li>● Dedicate time and money over the summer for teachers to develop resource material binders to support implementation.</li> <li>● Money for push-in support and modeling from literacy specialists.</li> <li>● Review necessary materials for implementing UFLI, and ensure all necessary materials are purchased.</li> </ul>		

Commitment 1

<b>KEY STRATEGY</b> 2	Utilize <i>The Writing Revolution</i> strategies to develop writing skills in Kindergarten-5th grade.
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<b>IMPLEMENTATION</b>		When will this be in place?
What is our plan for implementing Key Strategy 2? What steps are involved?		
Develop training and resources to support implementation of Writing Revolution strategies.	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
Review student work samples and rubrics pertaining to components of the writing revolution book.	<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB	
Establish an end of year celebration to share published student work.	<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB	
Dedicate time for staff members to analyze and adjust instruction based on data.	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
	<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?		
<p>In order to effectively implement this strategy, we will need the following resources:</p> <ul style="list-style-type: none"> <li>● Purchase a copy of <i>The Writing Revolution</i> for each teacher at Ralph R. Smith.</li> <li>● Time within faculty meetings or staff professional learning days to provide training.</li> <li>● Dedicate time and money over the summer for teachers to develop training and support implementation of writing strategies.</li> </ul>		

<b>KEY STRATEGY</b> 3	Provide differentiated small group literacy instruction.
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<b>IMPLEMENTATION</b>		When will this be in place?
What is our plan for implementing Key Strategy 3? What steps are involved?		
Implement the use of stations during the literacy block.	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
Share resources with staff to support evidence-based practices, related to developmental age/ability.	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
Utilize <i>Shifting the Balance</i> with teachers in 3rd-5th grade to continue to improve instruction during our literacy block.	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
Provide teachers with LETRS training to teach the skills needed to master the foundational and fundamentals of reading and writing instruction	<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB	
	<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?		

Commitment 1

- Provide time during teacher training days/professional learning days to review key components of *The Writing Revolution*.
- Purchase copies of *Shifting the Balance* for each 3rd-5th grade teacher.
- Dedicate time during faculty meetings and collaboration time to review and analyze student work samples from our literacy block.
- Purchase and organize teacher attendance at LETRS training by Lexia.

## 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)
Implementation of UFLI at K-2 and 3-5 levels	<ul style="list-style-type: none"> <li>-Faculty meeting/Staff professional learning agendas</li> <li>-Resources shared with staff members</li> <li>-BOY MAPs Growth and MAPs Reading Fluency data</li> </ul>	<ul style="list-style-type: none"> <li>-Within 6-10 weeks of the school year, we hope to see an investment and utilization of the UFLI phonics curriculum in Kindergarten through second grade classes. This will be in addition to UFLI being used at the third through fifth grade level for students needing tier 2 support.</li> <li>-Teachers will need to be provided with resources to streamline the implementation of this evidence-based program.</li> <li>-Teachers will also need to be trained at the beginning of the year, which we plan to prepare for over the summer.</li> <li>-In reviewing BOY MAPs Growth reading data, we hope to achieve in the 45th percentile, compared to the fall of 2023 (41st).</li> </ul>	

Commitment 1

<p><b>Utilize <i>The Writing Revolution</i></b></p>	<p>Faculty meeting/Staff professional learning agendas</p> <p>-Resources shared with staff members</p> <p>-NYS ELA Assessment Data from 2023-2024 school year</p>	<p>-Ensure each teacher has a copy of <i>The Writing Revolution</i>.</p> <p>-Review opening faculty meeting and staff development agendas to prioritize implementation of <i>The Writing Revolution</i> strategies across content areas.</p> <p>-Complete item-analysis of written responses on the 2024 NYS ELA assessment. This will allow for staff to develop their understanding of building-wide and classroom level trends and patterns in student responses.</p>	
<p><b>Small group, differentiated instruction</b></p>	<p>-Faculty meeting/Staff professional learning agendas</p> <p>-Resources shared with staff members</p> <p>-Walkthrough observations</p>	<p>In order to ensure we are on track to complete this instructional strategy, teachers will need on-going professional development and support. Specifically, this will be generated and shared during faculty meetings, staff professional learning days, and collaboration time.</p> <p>Implementation of small group, differentiated instruction will be monitored and discussed at grade level PLC meetings, whole staff learning opportunities, and through informal classroom walkthroughs by administration.</p>	

**Mid-Year Benchmarks and End-Of-The-Year Targets**

We believe successful implementation of these strategies will allow us to reach the following midyear benchmarks and end-of-the-year goals.

	<p><b>What data will we be reviewing?</b></p>	<p><b>What do we hope to see when we review that data?</b></p>	<p><b>What we ended up seeing (complete when reviewing mid-year data)</b></p>

Commitment 1

<p><b>Mid-Year Benchmark(s)</b></p>	<ul style="list-style-type: none"> <li>-MAPs and MAPs Reading Fluency</li> <li>-Faculty meeting and Staff Professional Learning agendas</li> </ul>	<ul style="list-style-type: none"> <li>-Achievement Growth on MAPs and MRF diagnostic assessments</li> <li>-Decrease in the number of students receiving AIS reading services</li> <li>-Consistent use of writing strategies across content areas. In conjunction with a plan for a building-wide writing celebration at the end of the year.</li> <li>-Qualitative data about the frequency of small group instruction in upper elementary classrooms</li> </ul>	
<p><b>End-of-the Year Targets</b></p>	<ul style="list-style-type: none"> <li>-MAPs and MRF</li> <li>-NYS assessment data</li> <li>-F&amp;P Levels</li> <li>-AIS/Data team information</li> <li>-Faculty meeting and Staff Professional Learning agendas</li> <li>-Staff surveys</li> </ul>	<ul style="list-style-type: none"> <li>-Increase EOY MAPs reading scores from 36th to 45th percentile.</li> <li>-Increase ELA proficiency for students with disabilities from 2% to 8%.</li> <li>-Decrease in AIS and special class reading services</li> <li>-Evidence from staff surveys that indicates they are being supported in their professional development</li> </ul>	

**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	Desired response	What we ended up seeing <i>(complete once)</i>
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Commitment 1

		<i>(e.g., % agree or strongly agree)</i>	<i>(e.g., % agree or strongly agree)</i>	<i>Spring survey results are available)</i>
<b>Student Survey</b>	The work I do in class makes me think	4.0/5	4.25/5	
<b>Staff Survey</b>	I believe student achievement can increase through: Teacher use of student data	4.0/5	4.25/5	
<b>Family Survey</b>	Overall, the school performs well academically	4.0/5	4.25/5	

## COMMITMENT 2

### Our Commitment

<p><b>What is one Commitment we will promote for 2024 -25?</b></p>	<p>We are committed to fostering an environment that supports character development, while strengthening interpersonal relationships and school connectedness.</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>Within Hyde Park Central School District, our mission is to empower all learners to be successful members of our dynamic society. Further, one of our core values is to provide a physically, socially, and emotionally safe and collaborative learning and working environment. These values, in conjunction with the data used in the envision/analyze/listen process, led us to make this commitment.</p> <p>Analysis of the student and family survey responses from earlier this year, indicate a need to prioritize student relational capacity and motivation to be successful. When asked to respond to the following statement: <i>Students at my school treat me with respect</i>, 3rd-5th graders averaged 3.75/5 (strongly agree vs strongly disagree). We know that negative interactions among students leads to reduced self-worth, and impacts student achievement.</p> <p>By committing to develop student character, school connectedness, and relational capacity, we will be setting students up for success both in and out of school.</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?	<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>Meaningful Work – Establishing building wide jobs</p>	<p><input checked="" type="checkbox"/> NEW  <input type="checkbox"/> EXPAND  <input type="checkbox"/> REFINE</p>	<p>Students indicated that they are seeking more opportunities for “choice” and “freedom” at school on our annual perceptual survey.</p> <p>Meaningful Work by B.J. Wise is an evidence based strategy to help students experience success at school.</p> <p>Students will apply for a variety of jobs around the building. Students will be responsible for completing the job responsibilities successfully. Evidence for this strategy suggests positive correlation in both student attendance and perception of school.</p>
<p>Roll out building wide expectations and reinforcement system</p>	<p><input type="checkbox"/> NEW  <input checked="" type="checkbox"/> EXPAND  <input type="checkbox"/> REFINE</p>	<p>This school year, 5th grade student council members were tasked with creating building-wide expectations, which were then voted on by their 3rd-5th grade peers. In the 2024-2025 school year, we will utilize a PBIS approach to roll-out and explicitly teach these expectations. We will create and implement a reinforcement system to encourage and recognize students for meeting expectations.</p>
<p>Restorative practices</p>	<p><input checked="" type="checkbox"/> NEW  <input type="checkbox"/> EXPAND  <input type="checkbox"/> REFINE</p>	<p>Two teachers at Ralph R. Smith were selected to attend a two-day professional development on restorative practices this spring. Moving into next year, these teachers will be responsible for sharing the information from this training with the rest of the building.</p> <p>We will work to implement key components of restorative practices within our classrooms to support and develop students’ social emotional skills/toolkit.</p>



Commitment 2

Creation of before and after-school clubs/learning opportunities for students	<input checked="" type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	Teachers, students, and families have expressed that they would like to see an increase in enrichment opportunities for students at the elementary level. We believe that these enrichment opportunities will both increase student engagement/connectedness, and attendance.
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## Implementation

**KEY STRATEGY 1** Meaningful Work - Creation of jobs within the school building.

IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 1? What steps are involved?		
Establish a coordinator to create and review applications, recruit volunteers, and teach job responsibilities.	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
Monitor student interest and participation	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
Develop a checklist to reflect on job effectiveness (reviewed quarterly)	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
RESOURCES		
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?		
-Money to create a coordinator stipend/role to implement with fidelity. -Dedicate time at BLT meetings to monitor student attendance and behavioral data before and after being assigned a job. -Money to purchase copies of <i>Meaningful Work</i> , by BJ Wise.		

**KEY STRATEGY 2** Roll out building wide expectations and reinforcement system.

IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 2? What steps are involved?		
Plan pep rally assemblies to explicitly teach building-wide expectations	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
Share refined positive reinforcement system with staff and students and review expectations connected to SOAR acronym in all school spaces (classroom, bus, cafeteria, playground).	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
Embed training for monitors and aides to support PBIS implementation	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
Review the number of positive behavioral referrals to adjust implementation/behavioral reinforcement.	<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB	

Commitment 2

- by EPM
- by MYB

**RESOURCES**

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

- Schedule time with each grade level for assemblies at least 1x/month.
- Establish PBIS Coach position.
- Systematically review behavioral referrals on a monthly basis with SEL team. Then, utilize this information to prioritize tier 1 and tier 2 supports for students.

**KEY STRATEGY**

3

Implement restorative practices throughout the building.

**IMPLEMENTATION**

When will this be in place?

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

Two building members participate in training to turn-key to staff members	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Prioritize scheduling SEL block in the morning	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Develop lesson plan templates/resources to support classroom implementation	<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB
Distribute and use walkthrough checklists to monitor fidelity of restorative practices being embedded into social emotional learning time.	<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB

**RESOURCES**

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

- Use of the 20 minute SEL instructional block.
- Two teachers from RRS attend two-day restorative practice training.
- Faculty/Professional learning time to share key components of the training with building staff members.

**KEY STRATEGY**

4

Create building level clubs to expand enrichment and learning opportunities before and after school.

**IMPLEMENTATION**

When will this be in place?

What is our plan for implementing Key Strategy 4? What steps are involved?

Survey staff to determine availability/interest to chair different clubs.	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Distribute information and garner interest from students/families.	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Monitor rate of participation and attendance at each of the clubs.	<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB
	<input type="checkbox"/> by EPM

Commitment 2

- by MYB
- by EPM
- by MYB

**RESOURCES**

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

- Money to pay the Chair of each club.
- Determine space requirements for each individual club; ie. Intramural sports, gardening, phonics, etc.
- Time - both before and after-school options.

**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)
Meaningful Work	<ul style="list-style-type: none"> <li>-Creation of a coordinator position.</li> <li>-Develop job options and responsibilities. Review student applications.</li> <li>-Review roles and responsibilities with each student.</li> </ul>	<p>In reviewing Early Progress Milestone data, we will be looking to make sure that jobs have been created and disseminated to students. Applications will be gathered and reviewed by the Meaningful Work coordinator.</p> <p>Once students have started their jobs, the coordinator will monitor participation and attendance on an on-going basis.</p>	

Commitment 2

<p><b>PBIS Expectations and Reinforcement System</b></p>	<p>Agendas from various meetings (faculty, monitor, SPL, BLT)</p> <p>Anecdotal impact of PBIS assemblies</p> <p>Review behavioral referrals (Positive and Infractions)</p>	<p>In reviewing this data, we anticipate seeing anecdotal excitement and buy-in from students and all staff members.</p> <p>We hope to see a significant increase in the frequency of formal positive reinforcement (up from ~100-150/year).</p> <p>Monitor behavioral infraction referrals (both in school and on the bus), to identify trends correlated with a structured PBIS approach.</p>	
<p><b>Restorative Practices</b></p>	<p>Training agenda from team members</p> <p>Anecdotal walkthrough information during SEL time</p> <p>Referral and behavioral data</p> <p>Grade-level meeting conversations</p>	<p>The TSI committee hopes to see an increase in positive student and family perceptions of peer to peer interactions in school. This will be evident in the annual perceptual survey, behavioral referrals, and positive reinforcement.</p>	

Commitment 2

<p><b>Before and After-School Clubs</b></p>	<p>Information that has been distributed</p> <p>The number of student sign-ups and logistical plans</p>	<p>At the early progress monitoring check-in, we plan to see the initial creation of multiple clubs for students to sign up for. At this point, logistical information should be in place, and start dates/schedule should be available for students and families.</p> <p>We will look to gather and review anecdotal feedback from the community at our PTA meetings, until the annual perceptual survey is distributed.</p> <p>For clubs that have already started by the early progress check-in, we hope to see regular student participation/involvement.</p>	
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**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.

	<p><b>What data will we be reviewing?</b></p>	<p><b>What do we hope to see when we review that data?</b></p>	<p><b>What we ended up seeing (complete when reviewing mid-year data)</b></p>
<p><b>Mid-Year Benchmark(s)</b></p>	<p>Student, staff, and family perceptual data</p> <p>Behavior Referrals (positive and infractions)</p>	<p>Our mid-year target is to decrease behavioral infractions, and increase the number of positive behavioral referrals.</p> <p>We believe that this will translate to improved student and family perceptions on our annual survey. The TSI committee should have access to review the impact of our second commitment by early January, through our survey results.</p>	

Commitment 2

<b>End-of-the Year Targets</b>	Owls Nest sign-in	-Decrease in the number of visits to the Owls Nest (~1000 in the 23-24 school year).	
	Behavior referrals	-Decrease behavioral infractions (on the bus and in school).	
	Survey data	-Significant increase in positive referrals (up from 150 this year).	
	Suspension data	-Fewer exclusionary behavioral consequences compared to previous years.	

**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>	1.I belong	1. 4.05/5	1. 4.25/5	
	2.Students at my school treat me with respect.	2. 3.75	2. 4.0/5	
<b>Staff Survey</b>	We have an action plan in place that will get us to our vision	3.95/5	4.15/5	
<b>Family Survey</b>	Students treat each other with respect	3.9/5	4.1/5	

## COMMITMENT 3

(this section can be deleted if there is no third Commitment)

### Our Commitment

<p><b>What is one Commitment we will promote for 2024 -25?</b></p>	<p>We are committed to decreasing the percentage of students that are chronically absent from 17.5% to 15%.</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>Within the Hyde Park Central School District, we are focusing on reducing chronic absenteeism in the 2024-2025 school year. We are making this commitment as a school, because it directly connects to and supports our previous two goals for the year. Over the course of the 2023-2024 school year, staff members made significant efforts to lower our chronic absenteeism rate from 24.5% to 17.5%. We hope to continue this trend, and build on the positive momentum we built over the last year.</p> <p>In order for students to make academic gains, and have access to engaging social emotional learning lessons, they need to attend school consistently. Furthermore, we have identified that a disproportionate number of students with disabilities are missing more than 10% of school. This data point is strongly correlated to the academic performance of the students within that subgroup.</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>Attendance Team</p>	<p><input type="checkbox"/> NEW  <input checked="" type="checkbox"/> EXPAND  <input type="checkbox"/> REFINE</p>	<p>Earlier this year, our SEL team formed an attendance team that meets on a monthly basis. At this point, we've only had a few meetings to review building-</p>

Commitment 3

		wide and individual student data. We plan to expand these meetings this year to systematically review individual student and subgroup data. Afterward, action plans will be put in place for students, in conjunction with our <a href="#">attendance protocol</a> .
Meaningful Work-Building wide jobs	<input checked="" type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	<p>Students indicated that they are seeking more opportunities for “choice” and “freedom” at school on our annual perceptual survey.</p> <p>Meaningful Work by B.J. Wise is an evidence based approach to help students experience success and engagement at school.</p> <p>Students will apply for a variety of jobs around the building. Students will be responsible for completing the job responsibilities successfully. Evidence for this strategy suggests positive correlation in both student attendance and perception of school.</p>
PBIS Implementation	<input type="checkbox"/> NEW <input checked="" type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	<p>Similarly to Commitment 2, we will be expanding our implementation of PBIS at Ralph R. Smith this year. All students will receive explicit instruction on behavioral expectations around the building. This will then be leveraged through an expanded positive reinforcement system. We anticipate that this positive reinforcement, which is aligned to the feedback we received from students in our analysis, will increase positive perceptions of school. Ultimately, student belonging and engagement will likely increase attendance.</p>
High Impact Tutoring	<input checked="" type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	<p>Americorp will provide High Impact Tutoring for up to 30 students daily in the area of basic mathematics skills grades 3-5. We believe that this opportunity will help encourage students to attend school by providing individualized, high-quality, tutoring in the area of mathematics.</p>

## Implementation

<b>KEY STRATEGY</b> 1	Attendance Team
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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?	
Set dates for at least a monthly meeting with the attendance team.	<input checked="" type="checkbox"/> by EPM



Commitment 3

	<input type="checkbox"/> by MYB
Develop an agenda to streamline facilitation of the meeting.	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Use the building attendance protocol to monitor chronic absenteeism and apply interventions.	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Delineate roles and responsibilities of our new school counselor and community liaison positions in regards to attendance outreach.	<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB
	<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?	
<p>-Monthly meetings during collaboration time.</p> <p>-Ensure multiple team members are available to complete home visits as needed.</p> <p>-Invite all SEL, office, and security staff to participate in the monthly meetings.</p>	

<b>KEY STRATEGY</b> 2	Meaningful Work - Building-wide jobs
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<b>IMPLEMENTATION</b>		When will this be in place?
What is our plan for implementing Key Strategy 2? What steps are involved?		
Establish a coordinator to create and review applications, recruit volunteers, and teach job responsibilities.	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
Monitor student interest and participation	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
Develop a checklist to reflect on job effectiveness (reviewed quarterly)	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
	<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?		
<p>Money to create a coordinator stipend/role to implement with fidelity.</p> <p>-Dedicate time at BLT meetings to monitor student attendance and behavioral data before and after being assigned a job.</p> <p>-Money to purchase copies of <i>Meaningful Work</i>, by BJ Wise.</p>		

<b>KEY STRATEGY</b> 3	PBIS Implementation
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<b>IMPLEMENTATION</b>		When will this be in place?
What is our plan for implementing Key Strategy 3? What steps are involved?		
Explicitly teach school wide behavioral expectations through grade level assemblies.	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
Utilize refined positive reinforcement system to frequently recognize students.	<input checked="" type="checkbox"/> by EPM	

Commitment 3

	<input type="checkbox"/> by MYB <input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB
Review and analyze positive referral correlation with students who are chronically absent.	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
	<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?	
-Schedule time with each grade level for assemblies at least 1x/month. -Establish PBIS Coach position. -Systematically review behavioral referrals on a monthly basis with SEL team. Then, utilize this information to prioritize tier 1 and tier 2 supports for students.	

<b>KEY STRATEGY</b> 3	Americorps High Impact Tutoring
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<b>IMPLEMENTATION</b>		When will this be in place?
What is our plan for implementing Key Strategy 3? What steps are involved?		
Identify up to 30 students in grades 3-5 who would benefit from additional individualized support in the area of math.	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
Monitor student attendance over the course of the first semester, in order to compare the information to previous school years.	<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB	
<b>RESOURCES</b>		
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?		
-Money to create a contract with Americorps to provide a tutor. - Space in the building to provide a quiet learning environment.		

## 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.*

<b>Key Strategy</b>	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>
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Commitment 3

<p><b>Attendance Team</b></p>	<p>-Day Count Report from Infinite Campus</p> <p>-List of students who were chronically absent over the last two years</p>	<p>At the start of the school year, our attendance team will be focused on setting the foundation for success with students who have a history of chronic absenteeism.</p> <p>By the early progress monitoring meeting, we plan to distribute lists of students to classroom teachers, so that they are aware of students who have missed over 10% of school. At our first meeting, we will review the attendance protocol put in place in the 2023-2024 school year. The team will have an opportunity to make any adjustments necessary, based on implementation this year.</p>	
<p><b>Meaningful Work</b></p>	<p>-Creation of a coordinator position.</p> <p>-Develop job options and responsibilities. Review student applications.</p> <p>-Review roles and responsibilities with each student.</p> <p>Day Count Report from Infinite Campus</p>	<p>In reviewing Early Progress Milestone data, we will be looking to make sure that jobs have been created and disseminated to students. Applications will be gathered and reviewed by the Meaningful Work coordinator.</p> <p>Once students have started their jobs, the coordinator will monitor participation and attendance on an on-going basis.</p>	
<p><b>PBIS Implementation</b></p>	<p>-Agendas and dates for rollout and grade level assemblies</p> <p>-Day Count Report from Infinite Campus</p>	<p>Once we have ensured that the building-wide PBIS systems are established, we will be able to review its impact on student attendance. This will also allow us to prioritize extra positive reinforcement for students who we project to exceed 10% absences over the course of the year.</p>	

Commitment 3

<b>Americorps Tutoring</b>	Tutor schedule	In order to ensure we are on-track to meet the requirements of implementing this strategy, we will review the schedule created for our Americorps tutor.	
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**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)
<b>Mid-Year Benchmark(s)</b>	-Attendance Day Count report (Infinite Campus) -Attendance Protocol document -Student survey data -Parent communication logs	In the middle of the year, our attendance team and TSI committee will meet to review our progress towards the commitments. Specifically, we hope to see that <15% of students are projected to be chronically absent for the year. If, upon review, we are not meeting the goal, we will reevaluate the strategies put in place and make the necessary adjustments.	
<b>End-of-the Year Targets</b>	Chronic absenteeism percentage	At the end of the year, we will achieve our commitment if 15% of students (or less) are chronically absent.	

**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)

Commitment 3

Student Survey	1.I belong	1. 4.05/5	1. 4.25/5	
	2.Students at my school treat me with respect.	2. 3.75	2. 4.0/5	
Staff Survey	We have an action plan in place that will get us to our vision	3.95/5	4.15/5	
Family Survey	Students treat each other with respect	3.9/5	4.1/5	

## 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.

### Commitment 3

- 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	Orientat ion to School Teams (require d for new TSI)	Envision : Explorin g the Vision, Values and Aspiratio ns	Analyz e: Internal and Externa l Data	Analyze : Survey Data	Listen : Stude nt Intervi ews	Envisi on: Refle ct, Synth esize and Plan	Plan Writi ng and Revisi on
<i>Example: Mary James</i>	<i>ELL Teacher</i>	<i>3/4</i>	<i>3/20</i>	<i>4/12</i>	<i>4/25</i>	<i>4/25</i>	<i>5/14</i>	<i>5/21</i>
Rita Benson	Teaching Assistant	x	x	x	x	x	x	x
Felipa Biamonte	Teaching Assistant	x	x	x	x	x	x	x
Jessica Cole	Special Ed. Teacher	x	x	x	x	x		x
Matthew Darling	Principal	x	x	x	x	x	x	x
Briana Hargrove	Special Ed. Teacher	x	x	x				
Kimberly Lorenz	General Education Teacher	x	x	x	x	x		x
Lauren Lyons	Parent	x	x	x	x	x	x	x
Joanna Murphy	Director of SWD	x	x	x	x	x	x	x

## Our Team's Process

Danielle Pitcher	Parent	x		x			x	
Katherine Pitcher	Special Class Reading Teacher	x	x	x	x	x	x	x
Amie Semancik	Special Ed. Teacher	x	x	x	x	x	x	x
Stacey Semke	General Education Teacher	x	x	x	x	x	x	x
Alysa Taffe	General Education Teacher	x	x	x	x	x	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 TSI Committee used the annual surveys and student interviews as the leading indicators to drive our continuous improvement discussions. Students were clear and consistent in sharing how they currently feel at Ralph R. Smith Elementary. This information was extremely helpful when putting together actionable goals for our work in the 2024-2025 school year.

#### 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.**

While we hope that the strategies and commitments in this plan have a positive impact on all students, we believe they will have the greatest impact on students with disabilities. We were able to disaggregate survey, interview, attendance, and student performance data based on several subgroups. This allowed us to identify the specific needs and areas of strength within our population of students with disabilities. Overall, the committee recognizes that students need to feel welcomed and excited in order to want to come to school. When they are at school, it is vital that all students have access to high-quality teaching and curricular programs to advance their learning.

## 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.