



# School Comprehensive Education Plan 2024-25

District	School Name	Grades Served
Cheektowaga-Sloan UFSD	John F. Kennedy Middle School	6-8

### Collaboratively Developed By:

The John F. Kennedy Middle School SCEP Development Team

**SCEP Team Members:**

- Carleen Dixon
- Megan Zoladz
- Sheri Sante
- Sarah Bandemer
- Christopher Farrell, Principal
- Danielle Rodgers, Assistant Principal

*And in partnership with the staff, students, and families of John F. Kennedy Middle School.*

## Guidance for Teams

### Template

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

### Prior to Writing the Plan

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

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

### Commitments

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

### Key Strategies

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

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

1. Something **new** to the school; or
2. Something existing that is **being expanded** to reach a wider audience; or

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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

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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:

<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>	

## X 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>	Ongoing teacher feedback to support instructional strategies.
<b>We envision that this Evidence-Based Intervention will support the following Commitment(s)</b>	All three (3) commitments.
<b>How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?</b>	<p>Ongoing teacher feedback plays a crucial role in supporting instructional strategies and facilitating improvement in instruction and student achievement. Here are some of the findings from the Envision/Analyze/Listen process:</p> <ol style="list-style-type: none"> <li>1. Reflective Practice: Teacher feedback encouraged teachers to engage in reflective practice by providing them with insights into their teaching methods, approaches, and their impact on student learning.</li> <li>2. Personalized Professional Development: Feedback offered teachers personalized guidance for professional development. By highlighting specific areas of improvement, feedback helped educators target their professional learning to address their individual needs.</li> <li>3. Enhancing Instructional Strategies: Regular feedback</li> </ol>

### Clearinghouse used and corresponding rating

- What Works Clearinghouse**
  - X **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><b>CULTURE GOAL:</b> By the end of the 2024-25 academic year, we aim to deepen and expand our culture of engagement and satisfaction across all school stakeholders. Building on our established recognition and feedback system, we will enhance the integration of Leader in Me, SEL, and Restorative practices to create a more responsive and inclusive school environment.</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 making this commitment to foster a school environment where every student and staff member feels valued and empowered. Our vision for the school is one where engagement and satisfaction drive academic and personal growth.</p> <p>This commitment aligns with feedback from our community, indicating a desire for more inclusive decision-making and recognition of diverse contributions.</p> <p>Observational data and ongoing analysis show that integrating Leader in Me, SEL, and Restorative practices significantly enhances our school culture, improving relationships and academic outcomes. By expanding and deepening these efforts, we aim to build a more responsive, connected, and thriving school community that supports the well-being and success of all its members.</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.



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<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?  <i>Consider both data trends observed and student interview responses.</i>  <i>For key strategy that does not represent something new, also provide 1-2 sentences on how the school will expand or refine the key strategy next year.</i></p>
<p><b>Celebrating Success:</b></p> <ul style="list-style-type: none"> <li>• Grade level student of the month (academics).</li> <li>• The staff of the month</li> <li>• Golden Tickets</li> <li>• Honors Assemblies</li> </ul>	<p> <input type="checkbox"/> NEW  <input type="checkbox"/> EXPAND  <input checked="" type="checkbox"/> REFINE         </p>	<p><b>WHY:</b>            Our needs assessment revealed that while our "Celebrating Success" initiatives—such as Student of the Month and Staff of the Month—have positively impacted morale, there is room for improvement in inclusivity.</p> <p>Data trends indicated increased engagement in departments where staff felt more involved in recognition processes. Additionally, staff desire a more transparent and participatory approach to how students are recognized. These insights suggest that enhancing participatory decision-making in our recognition programs will further boost morale and foster a sense of ownership and community among students and staff.</p> <p><b>Refinement for Next Year:</b>            Next year, we will refine our recognition strategy by introducing a nominating committee composed of staff representatives for both Student of the Month and Staff of the Month awards. This committee will be responsible for collecting nominations and making final selections, thereby democratizing the process and ensuring diverse voices are heard and valued.</p> <p>Furthermore, we plan to expand the honors assemblies to include special recognition for collaborative projects and group achievements, reinforcing the value of teamwork alongside individual accomplishments.</p>
<p><b>Student and Staff Voice:</b></p> <ul style="list-style-type: none"> <li>• Increase student and staff voice and choice.</li> </ul>	<p> <input type="checkbox"/> NEW  <input checked="" type="checkbox"/> EXPAND  <input checked="" type="checkbox"/> REFINE         </p>	<p><b>WHY:</b>            Our needs assessment highlighted a clear demand for more avenues through which both students and staff can meaningfully influence</p>

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<ul style="list-style-type: none"> <li>Principal Council</li> </ul>		<p>school decisions. Data trends show that increased participation correlates with improved engagement and satisfaction levels across the board.</p> <p>Student interviews specifically pointed to the desire for more frequent and varied opportunities to express opinions and make choices affecting their learning and school life. Staff feedback also emphasized the need for a more influential role in shaping school policies and practices.</p> <p><b>Expansion and Refinement for Next Year:</b></p> <p>In response, we will expand our "Staff and Student Voice" commitment by enhancing the Principal's Council. Next year, the council will include wider representation from different grades and departments, ensuring a broader spectrum of perspectives. Additionally, we will introduce regular town hall meetings to reflect and celebrate school-wide systems and initiatives, thus deepening students' involvement in school governance and enhancing the democratic ethos of our school community.</p>
<p>Assess and align current systems for Leader in Me, SEL, and Restorative Practices.</p>	<p><input type="checkbox"/> NEW  <input checked="" type="checkbox"/> EXPAND  <input checked="" type="checkbox"/> REFINE</p>	<p><b>WHY:</b>  The needs assessment indicated that while Leader in Me, SEL, and Restorative Practices individually contribute to our school's positive culture, there is a significant opportunity to increase their impact through better integration and alignment. Data trends show that students and staff benefit most when these systems are cohesively applied, leading to more consistent and comprehensive development of leadership skills and emotional intelligence across the school.</p> <p>Feedback from student interviews highlighted a desire for more interconnected experiences that apply these practices in everyday school life, suggesting that a more unified approach could enhance their effectiveness and relevance.</p> <p><b>Expansion and Refinement for Next Year:</b></p>

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	<p>To build on this foundation, next year we plan to create an integrated framework that aligns Leader in Me, SEL, and Restorative Practices more closely with our academic and behavioral policies. We will also develop a cross-training program for staff to ensure that these methodologies are uniformly understood and applied across all aspects of school life, providing a more holistic approach to student development and school culture.</p>
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## Implementation

<p><b>KEY STRATEGY</b> <b>1</b></p>	<p><b>Celebrating Success:</b></p> <ul style="list-style-type: none"> <li>• Grade level student of the month (academics).</li> <li>• The staff of the month</li> <li>• Golden Tickets</li> <li>• Honors Assemblies</li> </ul>
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<p><b>IMPLEMENTATION</b></p> <p>What is our plan for implementing Key Strategy 1? What steps are involved?</p>	<p>When will this be in place?</p>
<p>Form a committee comprising staff and student representatives from various grades and departments.</p>	<p><input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB</p>
<p>Collaboratively develop clear, transparent criteria for recognitions such as Student of the Month, Staff of the Month, and special honors at assemblies.</p>	<p><input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB</p>
<p>Create and disseminate information about the new recognition process to all school stakeholders through newsletters, school assemblies, and the school website.</p>	<p><input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB</p>
<p>Set up a system for collecting nominations, which could be digital or paper-based, ensuring accessibility for all.</p>	<p><input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB</p>
<p>Organize monthly meetings for the committee to review nominations and select awardees.</p>	<p><input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB</p>
<p>Plan and execute monthly and quarterly recognition events, including enhanced honors assemblies.</p>	<p><input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB</p>

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<p style="text-align: center;"><b>IMPLEMENTATION</b></p>	<p>When will this be in place?</p>
<p style="text-align: center;">What is our plan for implementing Key Strategy 1? What steps are involved?</p> <p>Regularly collect feedback on the recognition programs from students, staff, and the school community and make adjustments as necessary.</p>	<p><input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB</p>
<p style="text-align: center;"><b>RESOURCES</b></p>	
<p style="text-align: center;">What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>	
<p>Schedule:</p> <ul style="list-style-type: none"> <li>• Time for Committee Meetings: Regular slots in the weekly or monthly schedule must be allocated for committee meetings to discuss nominations and plan events.</li> <li>• Time for Recognition Events: The school calendar should include designated times for monthly and quarterly recognition ceremonies, ensuring minimal disruption to the academic schedule.</li> </ul>	
<p>Space:</p> <ul style="list-style-type: none"> <li>• Event Locations: Access to auditoriums, gymnasiums, or other large spaces for hosting recognition events and assemblies.</li> <li>• Meeting Spaces: Availability of rooms for committee meetings that provide privacy and are conducive to discussion.</li> </ul>	
<p>Money:</p> <ul style="list-style-type: none"> <li>• Budget for Awards and Supplies: A dedicated budget is necessary for purchasing certificates, trophies, or other recognition items. Additional funds might be required for event decorations and refreshments.</li> <li>• Funding for Communication Materials: Resources for printing and distributing information about the recognition programs, such as posters and digital content.</li> <li>• <b>Funding</b></li> </ul>	
<p>Processes:</p> <ul style="list-style-type: none"> <li>• Nomination and Selection Process: Development of a clear, streamlined process for nominating and selecting awardees, which includes online forms or paper nomination boxes, criteria for selection, and timelines.</li> <li>• Event Planning Process: Establishment of a structured approach for organizing and executing recognition events, including task assignments, checklists, and timelines to ensure smooth operations.</li> </ul>	

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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?		
<p><b>Individuals:</b></p> <ul style="list-style-type: none"> <li><b>Committee Members:</b> Engaged staff and students who represent a broad cross-section of the school community to serve on the recognition committee.</li> <li><b>Event Coordinators:</b> Individuals or a team responsible for the logistics of recognition events, from planning to execution.</li> <li><b>Communications Personnel:</b> Staff tasked with creating and distributing communication materials to promote and inform the school community about the recognition programs and events.</li> </ul>		
<p><b>Technology:</b></p> <ul style="list-style-type: none"> <li><b>Digital Tools:</b> Software or platforms for managing nominations, voting (if applicable), and feedback collection, ensuring accessibility and ease of use for all participants.</li> </ul>		

<b>KEY STRATEGY</b> 2	<p><b>Student and Staff Voice:</b></p> <ul style="list-style-type: none"> <li>Increase student and staff voice and choice.</li> <li>Principal Council</li> </ul>
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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?		
<p>Revise the structure and membership of the Principal's Council to include a more diverse group of student and staff representatives from various grades and departments.</p>		
<p>Clearly define the roles and responsibilities of council members, including their duties in gathering feedback, representing their peers, and contributing to school policy discussions.</p>		

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Schedule regular meetings of the Principal’s Council, ensuring they occur at least once a month during the school year.	<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB
Plan and schedule quarterly town hall meetings open to all students and staff.	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Create structured feedback mechanisms such as suggestion boxes, online forms, and follow-up surveys post-meetings.	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Regularly communicate the activities and outcomes of the Principal’s Council and town hall meetings to the school community through newsletters, the school website, and bulletin boards.	<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB
Provide training for council members and town hall facilitators on leadership, conflict resolution, and effective communication.	<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB
Periodically review the effectiveness of the council and town hall meetings based on community feedback and make necessary adjustments.	<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB

**RESOURCES**

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

**Schedule:**

- Regularly Scheduled Meetings: Allocate time in the school calendar for regular Principal's Council meetings and quarterly town hall meetings.
- Flexible Scheduling for Participants: Ensure that meeting times accommodate the varied schedules of participants to maximize participation.

**Space:**

- Meeting Venues: Secure spaces that are large enough to host town hall meetings with the entire school community, such as the auditorium or gymnasium.
- Rooms for Smaller Meetings: Arrange for smaller, private spaces for Principal's Council meetings that foster open and confidential discussions.

**Money:**

- Budget for Materials and Equipment: Allocate funds for necessary materials such as microphones, speakers, and other audio-visual equipment for larger gatherings.

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- **Funding for Training:** Set aside a budget for training council members and meeting facilitators in skills such as leadership, conflict resolution, and effective communication.

### Processes:

- **Structured Feedback Systems:** Implement systems like digital platforms or physical suggestion boxes to gather ongoing feedback from the school community.
- **Documentation Processes:** Establish protocols for documenting discussions and decisions from meetings to ensure transparency and follow-up.

### Individuals:

- **Dedicated Coordinators:** Appoint individuals to coordinate the scheduling, logistics, and follow-up of meetings and training sessions.
- **Engaged Participants:** Encourage a diverse group of staff and students to actively participate in the council and town hall meetings, ensuring broad representation.

### Communication Tools:

- **Effective Communication Channels:** Utilize various channels such as emails, school newsletters, and bulletin boards to keep the school community informed about upcoming meetings and summaries of what was discussed.

### Technology:

- **Digital Tools for Engagement:** Use online tools for real-time polling or feedback during meetings to increase interactivity and participation.
- **Recording and Streaming Equipment:** Consider the use of video recording or live streaming to allow members who cannot attend in person to view the proceedings and contribute their input

## KEY STRATEGY

3

Access and align current systems for Leader in Me, SEL, and Restorative Practices.

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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?		
Conduct a thorough assessment of existing implementations of Leader in Me, SEL, and Restorative Practices.	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
Create a framework that outlines how these practices will be aligned and integrated across all school activities and curricula.	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
Organize comprehensive training sessions for all teaching and administrative staff, focusing on the principles and practical applications of Leader in Me, SEL, and Restorative Practices	<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB	
Update the school curriculum and behavioral policies to reflect the integrated approach.	<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB	
Begin the practical application of the integrated framework in classrooms, during assemblies, and in extracurricular activities.	<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB	
Continuously monitor the implementation and gather feedback from staff, students, and parents.	<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB	
Make necessary adjustments based on feedback and evaluation results.	<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB	
Plan for the sustainability of these practices and explore opportunities to expand their application to further benefit the school community.	<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><b>Schedule:</b></p> <ul style="list-style-type: none"> <li>• <b>Dedicated Time Slots:</b> Reserve regular time slots within the school calendar for training sessions, collaborative planning, and review meetings.</li> <li>• <b>Integration into Curriculum:</b> Schedule dedicated time during school hours for the implementation of programs in classrooms and during school activities.</li> </ul>		
<p><b>Space:</b></p> <ul style="list-style-type: none"> <li>• <b>Training and Meeting Rooms:</b> Secure spaces suitable for training staff and holding meetings that involve collaborative planning and discussion.</li> <li>• <b>Program Implementation Areas:</b> Ensure classrooms and common areas are equipped for carrying out SEL activities and restorative circles,</li> </ul>		



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which may require settings that support open communication and privacy.

### Money:

- **Training Budget:** Allocate funds for professional development, including external trainers for Leader in Me, SEL, and Restorative Practices.
- **Materials and Resources:** Budget for purchasing necessary materials such as books, software, teaching aids, and other supplies that support these programs.
- **Ongoing Support:** Plan for the financial support needed for continuous program assessment and refinements.

### Processes:

- **Cross-Training Protocols:** Develop a structured approach for cross-training staff on all three methodologies to ensure a unified approach in their application.
- **Evaluation and Feedback Systems:** Implement systems to monitor the effectiveness of the programs and gather feedback from staff and students for continuous improvement.
- **Integration Strategy:** Outline clear processes for how these practices will be consistently integrated into daily school activities and across various subjects.

### Individuals:

- **Program Champions:** Identify and empower staff members who will champion each of these approaches, facilitating activities and ensuring fidelity to the program principles.
- **Dedicated Teams:** Form teams that include teachers, administrators, and potentially parents or community members, who will oversee the implementation and ongoing development of these practices.

### Communication Tools:

- **Internal Communication Channels:** Utilize tools and platforms that facilitate effective communication and information sharing among

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staff and with the school community regarding the goals and progress of these initiatives.
<b>Technology:</b> <ul style="list-style-type: none"> <li>• Data Management Systems: Employ technology solutions for tracking program impact, managing schedules, and facilitating communication.</li> </ul>
<b>Training Materials:</b> <ul style="list-style-type: none"> <li>• Educational Content and Aids: Acquire or develop educational materials that support learning and implementation, such as interactive guides, videos, and digital content.</li> </ul>

**KEY STRATEGY**  
4

<b>IMPLEMENTATION</b>	
What is our plan for implementing Key Strategy 4? What steps are involved?	When will this be in place?
	<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
	<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?	

## Progress Targets

### Early Progress Milestones

We believe we are on track with the implementation of our strategies if we reach the following Early Progress

**Milestones six to ten weeks into implementation:** *Identify Quantitative Data or Qualitative Descriptors that can serve as signals that our implementation is on track and we should continue pursuing these strategies.*

Key Strategy	What Early Progress Milestone data will we be reviewing?	What do we hope to see when we review that data? ( <i>consider Student Data, Adult/Schoolwide Behaviors and Practices, and Student Behaviors and Practices</i> )	What we ended up seeing ( <i>complete six to ten weeks into the school year</i> )
<b>Celebrating Success</b>	1.Student behavioral discipline referrals 2.Response to behavioral referrals - student behavioral suspensions (ISS/OSS) and restorative circles	We hope to see a 10% decrease in behavioral referrals, compared to the previous year.  We hope to see a 10% decrease in suspensions, compared to the previous year.  We hope to see a 50% increase in the use of restorative practices/circles in our resolution of behavioral referrals.	
<b>Student and Staff Voice</b>	1.Student average daily attendance 2.Staff average daily attendance	We hope to see a minimum student average daily attendance rate of 90%.  We hope to see a minimum staff average daily attendance rate of 95%.	
<b>Access and align current systems for Leader in Me, SEL, and Restorative Practices</b>	1.Fidelity of advisement curriculum (Leader in Me, SEL, RP) during Kennedy crew. 3.Observational walkthrough data tracking of Kennedy Crew (Leader in Me, SEL, RP)	We hope to see consistent implementation of Advisement curriculum as evidenced by 90% of teachers facilitating lessons with fidelity.  We hope to implement tier 2 restorative practices during the Kennedy crew for students who need additional support.	

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

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

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing <i>(complete when reviewing mid-year data)</i>
<b>Mid-Year Benchmark(s)</b>	1.Student average daily attendance 2.Staff average daily attendance 3.Student behavioral discipline referrals 4.Response to behavioral referrals - student behavioral suspensions (ISS/OSS) and restorative circles 5.Fidelity of advisement curriculum (Leader in Me, SEL, RP) during Kennedy crew. 6.Observational walkthrough data tracking of Kennedy Crew (Leader in Me, SEL, RP)	<p>We hope to see an increase in the average daily attendance of students, a decrease in the average staff absentee rate/increase in average daily staff attendance, a decrease in our number of eSchool discipline referrals, and a decrease in our suspension rates through increased use of restorative circles in our response to behavior referrals.</p> <p>We hope to see consistent implementation of our Advisement curriculum during Kennedy Crew as measured by non-evaluative walkthrough visits.</p>	

### Commitment 1

<p><b>End-of-the Year Targets</b></p>	<p>1.Student average daily attendance                  2.Staff average daily attendance                  3.Student behavioral discipline referrals                  4.Response to behavioral referrals - student behavioral suspensions (ISS/OSS) and restorative circles                  5.Fidelity of advisement curriculum (Leader in Me, SEL, RP) during Kennedy crew.                  6.Observational walkthrough data tracking of Kennedy Crew (Leader in Me, SEL, RP)</p>	<p>Our end of year target is an alignment and continuation of our mid-year targets. We hope to see an increase in the average daily attendance of students, a decrease in the average staff absentee rate/increase in average daily staff attendance, a decrease in our number of eSchool discipline referrals, and a decrease in our suspension rates through increased use of restorative circles in our response to behavior referrals.</p> <p>We hope to see consistent implementation of our Advisement curriculum during Kennedy Crew as measured by non-evaluative walkthrough visits.</p>	
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### Spring Survey Targets

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

	<p><b>Survey Question(s) or Statement(s)</b></p>	<p><b>2023-24 data if available</b> <i>(e.g., % agree or strongly agree)</i></p>	<p><b>Desired response</b> <i>(e.g., % agree or strongly agree)</i></p>	<p><b>What we ended up seeing</b> <i>(complete once Spring survey results are available)</i></p>
<p><b>Student Survey</b></p>	<p>1.My school shares the importance of coming to school daily and on time.                       6. Our school is positive and fun.                       17. I feel emotionally safe in this school</p>	<p>1.- 66.36%                       6. - 26.29%                       17. - 34.02%</p>	<p>1.- 75%                       6.- 50%                       17.- 70%</p>	
<p><b>Staff Survey</b></p>	<p>7. Our school building leaders help to build a collaborative environment so that staff works together in achieving goals.</p>	<p>7. - 66.67%                       24. - 66.67%</p>	<p>7. - 80%                       24. - 80%</p>	

Commitment 1

	24. Students feel like valued members of the school and classroom community by the ways in which teachers and school staff treat students with compassion and respect.			
<b>Family Survey</b>	16. - My child feels emotionally safe in this school.	16. - 58.82%	16. - 75%	

## COMMITMENT 2

### Our Commitment

<p><b>What is one Commitment we will promote for 2024-25?</b></p>	<p><b>STUDENT ENGAGEMENT GOAL:</b> By the end of the 2024-25 school year, further increase student engagement and elevate academic rigor across all classrooms by advancing our use of instructional look-fors, expanding differentiated instruction techniques, and enhancing Specially Designed Instruction (SDI) for students with disabilities. We will also integrate technology to support these strategies and introduce a system for regular peer observations and feedback among teachers to ensure continuous improvement.</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 making this commitment to deepen our investment in a collaborative and reflective teaching culture that drives student success. This strategy aligns with our vision for a school where continuous professional growth supports high academic standards.</p> <p>Listening to feedback from staff, there's a strong desire for more hands-on, peer-led professional development and practical observation opportunities. Analysis of instructional outcomes shows that classrooms, where teachers engage in peer learning and apply dynamic strategies, see increased student engagement and achievement.</p> <p>By expanding this commitment, we aim to leverage our collective expertise to enhance instructional practices and student learning experiences across the board.</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>Instructional Rigor:</p> <ul style="list-style-type: none"> <li>• Instructional Look-fors</li> <li>• Professional Development</li> <li>• Peer Observations</li> </ul>	<p><input type="checkbox"/> NEW</p> <p><input checked="" type="checkbox"/> EXPAND</p> <p><input checked="" type="checkbox"/> REFINE</p>	<p><b>WHY:</b> Our needs assessment revealed that classrooms leveraging higher-order thinking questions, accountable talk, and cooperative learning see marked improvements in student engagement and comprehension. Data trends show that students in these environments demonstrate higher critical thinking skills and greater participation in learning activities. Student feedback underscores a preference for interactive and challenging class setups that encourage deeper understanding and peer collaboration.</p> <p><b>Expansion and Refinement for Next Year:</b> Next year, we plan to expand the “Instructional Rigor” initiative by intensifying our focus on peer observations and expanding teacher-led professional development opportunities. We plan to establish a structured peer observation system where teachers regularly visit each other's classrooms to observe, share feedback, and discuss effective instructional strategies.</p> <p>Additionally, we will empower more teachers to lead professional development sessions, sharing their expertise and successful practices, thereby fostering a culture of collaborative professional growth and continuous learning.</p>
<p>Non-evaluative classroom visits by building leaders</p>	<p><input type="checkbox"/> NEW</p> <p><input checked="" type="checkbox"/> EXPAND</p> <p><input checked="" type="checkbox"/> REFINE</p>	<p><b>WHY:</b> Our needs assessment indicated that non-evaluative classroom visits by building leaders significantly contribute to a supportive and collaborative school environment. Data trends show that these visits help reduce teacher anxiety about evaluations while increasing their openness to implementing innovative teaching methods. Feedback from teachers and</p>



Commitment 2

		<p>students alike highlights the positive impact of these visits, with teachers feeling more supported and students observing increased teacher enthusiasm and engagement.</p> <p><b>Expansion and Refinement for Next Year:</b>          In the coming year, we plan to refine this strategy by increasing the frequency of non-evaluative visits and involving a broader range of school leaders in these rounds. This expansion aims to foster deeper connections between administration and classroom practices and to enhance the mentoring and support network available to teachers, further promoting an atmosphere of trust and collaborative improvement.</p>
<p>Differentiated Instruction and Specially Designed Instruction (SDI)</p>	<p><input type="checkbox"/> NEW  <input checked="" type="checkbox"/> EXPAND  <input checked="" type="checkbox"/> REFINE</p>	<p><b>WHY:</b>          Our needs assessment has shown that differentiated instruction and Specially Designed Instruction (SDI) are crucial for meeting the diverse learning needs of our student body. Data trends indicate significant gains in academic performance, particularly among students with disabilities and those who require more tailored learning approaches. Student feedback consistently emphasizes the value of personalized instruction, with many noting improved understanding and increased engagement in subjects that cater to their learning styles and needs.</p> <p><b>Expansion and Refinement for Next Year:</b>          Next year, we aim to deepen our commitment to differentiated instruction and SDI by incorporating advanced diagnostic tools to better assess student needs and learning styles. Additionally, we plan to provide targeted professional development to all teachers, focusing on advanced techniques in personalizing instruction to further enhance student engagement and academic success.</p>

## Implementation

### KEY STRATEGY 1

#### Instructional Rigor:

- Instructional Look-fors
- Professional Development
- Peer Observations

<b>IMPLEMENTATION</b>		When will this be in place?
What is our plan for implementing Key Strategy 1? What steps are involved?		
Develop and clearly define a set of instructional look-fors that target higher-order thinking, engagement, differentiation, and other key instructional strategies.		<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Schedule and conduct regular professional development workshops focusing on the instructional look-fors, effective teaching strategies, and how to implement them in daily teaching practices.		<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB
Set up a formal peer observation program where teachers can observe their peers' teaching methods in action. This program should include administrative pre-observation meetings to discuss goals, in-class observations, and administrative post-observation feedback sessions.		<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB
Create and distribute supporting materials such as checklists, observation forms, and reflection journals that align with the instructional look-fors.		<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB
Regularly monitor the implementation of instructional look-fors through classroom visits, teacher feedback, and student performance data.		<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB
Encourage ongoing dialogue among teachers through regular meetings, discussion forums, or digital platforms where they can discuss challenges, share successes, and refine their approaches to instructional rigor.		<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?		
Develop a long-term schedule for ongoing training sessions throughout the school year to ensure continuous learning and application of instructional strategies.		
Arrange for open access to classrooms for peer observations, ensuring that observers can enter and exit with minimal disruption to the learning environment.		
Ensure funding is available for professional development resources, including external trainers, subscriptions to educational platforms, and printed materials.		

Commitment 2

Establish clear protocols for giving and receiving feedback during peer observations, ensuring that the process is constructive and focused on professional growth.  
 Identify and train select teachers who can act as peer leaders or mentors, facilitating peer observations and sharing best practices with their colleagues.

**KEY STRATEGY 2** Non-evaluative classroom visits by building leaders

<b>IMPLEMENTATION</b>		When will this be in place?
What is our plan for implementing Key Strategy 2? What steps are involved?		
Clearly articulate the purpose and expectations of non-evaluative classroom visits to both leaders and teachers. Define specific objectives, such as building rapport, observing instructional practices, and providing support.		X by EPM <input type="checkbox"/> by MYB
Create a schedule that allows leaders to visit classrooms regularly without disrupting instructional time. Ensure that each teacher receives visits evenly distributed throughout the year.		X by EPM <input type="checkbox"/> by MYB
Develop a communication plan to keep teachers informed about upcoming visits and to share insights and feedback after visits. This could include pre-visit notifications and post-visit debriefs.		X by EPM <input type="checkbox"/> by MYB
Begin conducting the non-evaluative visits according to the schedule. Leaders should observe, take notes, and focus on understanding the classroom dynamics and instructional practices.		X by EPM <input type="checkbox"/> by MYB
After visits, leaders should offer constructive feedback and engage in discussions with teachers to share observations and suggest areas for professional growth.		X by EPM <input type="checkbox"/> by MYB
Regularly review the effectiveness of the classroom visits and make adjustments based on feedback from both teachers and leaders.		X by EPM <input type="checkbox"/> by MYB
Maintain records of visits and feedback sessions, which can be used to track progress over time and assess the overall impact of the strategy.		X by EPM <input type="checkbox"/> by MYB
<b>RESOURCES</b>		
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?		
Allow flexibility in the leaders' daily schedules to accommodate classroom visits, ensuring they have ample time to engage in meaningful observations without compromising other administrative responsibilities.		
Establish protocols for leaders to provide feedback after visits and maintain documentation. This should be constructive and aimed at supporting teachers without		

Commitment 2

adding to their workload. It could involve simple digital forms or a structured database for notes and follow-up actions.

Leaders who are dedicated to the process and understand the goals of non-evaluative visits are crucial. They need to approach this strategy with a mindset focused on support and development rather than assessment.

**KEY STRATEGY 3**

Differentiated Instruction and Specially Designed Instruction (SDI)

<b>IMPLEMENTATION</b>		When will this be in place?
What is our plan for implementing Key Strategy 3? What steps are involved?		
Assess the diverse learning needs of students through evaluations, learning style assessments, and student feedback to identify specific needs for differentiation and SDI.	<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB	
Provide comprehensive training for teachers on the principles and practices of differentiated instruction and SDI. Include techniques for creating adaptable lesson plans, assessments, and learning environments.	<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB	
Revise and adapt curriculum materials to include differentiated pathways and specially designed instructions that cater to the different learning styles and needs.	<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB	
Allocate necessary resources, including adaptive technologies, specialized materials, and additional staff support where needed to implement differentiated instruction and SDI effectively.	<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB	
Teachers begin implementing differentiated and specially designed instructional strategies in their classrooms, utilizing the training and resources provided.	<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB	
Continuously monitor the effectiveness of the instructional strategies through observations, student performance data, and feedback from teachers and students.	<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB	
Facilitate regular collaboration sessions among teachers to share experiences, strategies, and challenges encountered with differentiated instruction and SDI.	<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB	
Evaluate the overall impact of differentiated instruction and SDI on student learning outcomes and report findings to stakeholders.	<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 2

Teachers will need scheduled time dedicated specifically for planning differentiated lessons and developing SDI strategies. This could include regular planning periods and occasional full-day workshops or retreats to focus on curriculum adaptation.
Classrooms need to be adaptable to various teaching strategies and student groupings. This might involve movable furniture, access to breakout rooms, or spaces designated for one-on-one instruction.
Budget allocations for purchasing differentiated learning materials, such as adaptive technology, manipulatives, visual aids, and software that supports individual learning styles.
Implement systems to track the effectiveness of teaching strategies, student progress, and the overall impact of differentiated instruction and SDI on learning outcomes.
Educators with specialized training in differentiated instruction and SDI who can support classroom teachers by providing insights, strategies, and direct intervention where necessary.
School leaders who understand and champion the principles of differentiated instruction and SDI, ensuring that these strategies are prioritized and supported at all levels of the school community.

**KEY STRATEGY**  
4

<b>IMPLEMENTATION</b>	
What is our plan for implementing Key Strategy 4? What steps are involved?	When will this be in place?
	<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
	<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?	

Commitment 2


## Progress Targets

### Early Progress Milestones

We believe we are on track with the implementation of our strategies if we reach the following Early Progress

**Milestones six to ten weeks into implementation:** *Identify Quantitative Data or Qualitative Descriptors that can serve as signals that our implementation is on track and we should continue pursuing these strategies.*

Key Strategy	What Early Progress Milestone data will we be reviewing?	What do we hope to see when we review that data? ( <i>consider Student Data, Adult/Schoolwide Behaviors and Practices, and Student Behaviors and Practices</i> )	What we ended up seeing ( <i>complete six to ten weeks into the school year</i> )
<b>Instructional Rigor:</b> <ul style="list-style-type: none"> <li>• Instructional Look-fors</li> <li>• Professional Development</li> <li>• Peer Observations</li> </ul>	Increase in student work completion, quality of work products, and student engagement levels in the classroom  Technique and strategy alignment  Professional development attendance logs  Peer observation classroom logs	We hope to see an increase in the instructional efforts of teachers and staff which should in turn result in an increase in students’ academic efforts and attitudes.  We hope to see increased participation in professional development and peer to peer classroom walkthroughs.	
<b>Non-evaluative classroom visits by building leaders</b>	Observational classroom walkthrough data  Positive staff feedback	We hope to see an increase in teachers’ academic efforts and attitudes and reception and application of feedback.	

## Commitment 2

Differentiated Instruction and Specially Designed Instruction (SDI)	<p>Observational classroom walkthrough data</p> <p>Increase in student work completion, quality of work products, and student engagement levels in the classroom</p> <p>Student classroom behavioral data (referrals and suspensions)</p>	<p>We hope to see an increase in the academic efforts and attitudes, specifically students with special needs.</p> <p>We hope to see a decrease in classroom behavioral data.</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.

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing <i>(complete when reviewing mid-year data)</i>
<b>Mid-Year Benchmark(s)</b>	<p>Student academic growth reports (Fastbridge, benchmark, report cards) from Fall to Winter</p> <p>Observational data of classroom walkthroughs from Fall to Winter</p> <p>Observational data of differentiation and SDI from Fall to Winter</p>	<p>We hope to see an increase in the academic achievement of our students from the Fall Fastbridge diagnostic and Fall benchmark assessment to the Winter Fastbridge diagnostic and Winter benchmark assessment.</p> <p>We hope to see consistent implementation of District look fors.</p> <p>We hope to see consistent implementation of student differentiation and SDI.</p>	

## Commitment 2

<b>End-of-the Year Targets</b>	<p>Student academic growth reports (Fastbridge, benchmark, report cards) from Fall to Spring.</p> <p>Observational data of classroom walkthroughs from Fall to Spring</p> <p>Observational data of differentiation and SDI from Fall to Spring</p>	We hope to see an increase in the academic achievement and access of our students.	
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### 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>	7. I feel challenged in school	7. 47.62%	7. 70%	
	12. I feel academically engaged and challenged at this school.	12. 46.00%	12. 70%	
<b>Staff Survey</b>	6. School building leaders provide teachers with opportunities to observe and discuss effective teaching practices.	6. 44.44%	6. 70%	
	21. I move students into various groups depending upon learning needs and progress.	21. 77.78%	21. 85%	
<b>Family Survey</b>	13. I believe that my child's teachers provide challenging and engaging learning experiences.	13. 76.47%	13. 90%	



## 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><b>DATA AND INSTRUCTION GOAL:</b> By the end of the 2024-25 academic year, we will refine our data-driven culture to enhance the efficiency and effectiveness of our data usage among school leaders and teachers. We aim to simplify data processes by focusing on key data points that directly influence strategic action planning and instructional decisions, ultimately improving student achievement outcomes.</p> <p>Teachers will be trained to integrate essential diagnostics, benchmarks, and progress monitoring tools into their lesson planning, while also empowering students to actively engage in their learning assessments. This streamlined approach will ensure that data discussions are focused, relevant, and directly tied to enhancing student learning and outcomes.</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 making this commitment to create an educational environment that is data-driven and supports the needs of both students and teachers. By developing a data-driven culture among school leaders and teachers, we will be equipped with the necessary tools and information to make strategic and informed decisions which address the unique needs of each student. We hope our data-driven decision making will decrease the achievement gap in our students and increase academic achievement and progress.</p> <p>Refining our data-driven culture will ensure teachers are using the appropriate data to track the academic strengths, needs, and progress of students. By honing in on key data points, teachers will become more confident and empowered to use data to drive their instruction. As a response to feedback, this revision will ensure our data system focuses on quality over quantity.</p> <p>We have found that extensive data systems exist within our school culture; however, this streamlined approach will ensure that data discussions are focused, relevant, and directly tied to enhancing student learning and outcomes. This</p>

Commitment 3

	ultimately increases the skill set of teachers, leading to increased student achievement.
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## 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?	<b>WHY:</b> What did we learn from our needs assessment that suggests this is the right Key Strategy?  <i>Consider both data trends observed and student interview responses.</i>  <i>For key strategy that does not represent something new, also provide 1-2 sentences on how the school will expand or refine the key strategy next year.</i>
DDDM/DDI <ul style="list-style-type: none"> <li>● Classroom exit tickets</li> <li>● Unit tests</li> <li>● Benchmark assessments</li> </ul>	<input type="checkbox"/> NEW <input type="checkbox"/> EXPAND X <b>REFINE</b>	<p><b>Why:</b></p> <p>Our needs assessment revealed that while we have created a data-driven culture, there is room for improvement to make our data-driven decision making more intentional.</p> <p>Extensive data systems exist within our school culture; however, a more streamlined approach will ensure that data discussions are focused, relevant, and directly tied to enhancing student learning and outcomes.</p>

Commitment 3

		<p><b>Refinement for next year:</b></p> <p>Teachers will use strategic classroom data that will drive the daily instruction of students (exit tickets and unit tests).</p> <p>Teachers will use strategic school-wide data to drive the intervention efforts of students (benchmark assessments).</p> <p>Teachers will discuss the data within their grade level and department level team meetings to both horizontally and vertically align their efforts.</p>
<p>Strategic Action Plans</p> <ul style="list-style-type: none"> <li>• Individualized student plans</li> <li>• 9 week ELA and Math plans</li> </ul>	<p><input type="checkbox"/> NEW X <b>EXPAND</b> X <b>REFINE</b></p>	<p>Why:</p> <p>Our needs assessment highlighted a clear need for action plans that are specific and individualized. We have created action plans at different grade levels that are not uniform.</p> <p><b>Refinement for next year:</b></p> <p>Teachers will use key data sources to create strategic action plans that inform instruction and result in increased student achievement. Teachers will use key data sources to create grade-based and classroom-based 9 week plans in ELA and Math to respond to gaps in standards/skills. These plans will be created uniformly across grade levels and curriculum.</p>
<p>Key Data Sources</p>	<p><input type="checkbox"/> NEW <input type="checkbox"/> EXPAND XREFINE</p>	<p>Why:</p> <p>We are tracking data from several data sources. As a result, teachers are unsure of which data</p>

Commitment 3

		<p>sources to use to drive their classroom instruction, intervention, etc.</p> <p><b>Refinement for next year:</b></p> <p>Teachers will hone in on specific data sources to lead their data-driven decision making. These data sources will be shared and analyzed within grade level and department level meetings.</p>
<p>Grade Level Meetings</p> <ul style="list-style-type: none"> <li>reviewing and re-norming</li> </ul>	<p><input type="checkbox"/> NEW</p> <p><input checked="" type="checkbox"/> <b>EXPAND</b></p> <p><input type="checkbox"/> REFINE</p>	<p>Our grade level meetings are led by individual grade level leaders. Each grade level leader has their own experiences and confidence.</p> <p><b>Expansion and Refinement for next year:</b></p> <p>We will review and norm the expectations of grade level leaders. We will create a consistent and uniform grade level meeting schedule and identify roles and responsibilities of all members to create a data-driven culture. Grade level meetings will continue to address the academic, behavioral, and social-emotional needs of students. Strategic professional development and progress monitoring will take place during GLM at key intervals throughout the year.</p>

For key strategy that does not represent something new, indicate below how the school will expand or refine the key strategy next year.

## Implementation

<b>KEY STRATEGY</b> <b>1</b>	<p>DDDM/DDI</p> <ul style="list-style-type: none"> <li>Classroom exit tickets</li> <li>Unit tests</li> <li>Benchmark assessments</li> </ul>
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<b>IMPLEMENTATION</b>	
What is our plan for implementing Key Strategy 1? What steps are involved?	When will this be in place?
Develop and clearly define the key data sources that will be used to drive instruction.	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Schedule and conduct regular professional development workshops focusing on DDI/DDDM, ie: how to track and organize data.	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Create and share an electronic data warehouse for all teachers to access.	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Create and distribute supporting materials that align with DDI/DDDM such as progress monitoring template, CFUS, etc.	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Regularly monitor the implementation of DDI/DDDM through grade level meetings, classroom walkthroughs, teacher feedback, student performance data, and 1:1 teacher data conversations.	<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?	
Develop a long-term schedule for ongoing training sessions throughout the school year to ensure continuous learning and application of DDI/DDDM.	
Ensure funding is available for professional development resources, including external trainers, subscriptions to educational platforms, and printed materials.	
Identify and train select teachers who can act as peer leaders or mentors, facilitating DDI conversations and meetings with their colleagues.	

**KEY STRATEGY**  
**2**

- Strategic Action Plans**
- Individualized student plans
  - 9 week ELA and Math plans

<b>IMPLEMENTATION</b>		When will this be in place?
What is our plan for implementing Key Strategy 2? What steps are involved?		
Develop and clearly define the individualized student action plan template.	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
Create and distribute uniform action plan template to be used by all teams/teachers.	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
Schedule and conduct regular professional development workshops focusing on DDI/DDDM action planning.	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
Set up a formal peer observation program where grade level leaders can observe other grade level leaders action planning. This can include pre-observation meetings to discuss action planning intended outcomes, grade level session observations, and post-grade level observation sessions to discuss questions and comments.	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
Regularly monitor the implementation of action plans through grade level visits, classroom visits, and 1:1 teacher data meetings.	<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB	
Schedule and conduct regular professional development workshops focusing on 9 week action planning.	<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB	
Set up a formal professional development sessions with District staff (curriculum coordinator) focusing on 9 week plans.	<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB	
Regularly monitor the implementation of 9 week plans through grade level visits, classroom visits, and 1:1 teacher data meetings.	<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?		
Develop a long-term schedule for ongoing training sessions throughout the school year to ensure continuous learning and application of action planning.		
Ensure funding is available for professional development resources, including external trainers, subscriptions to educational platforms, and printed materials.		
Identify and train select teachers who can act as peer leaders or mentors, facilitating action planning.		

Commitment 3

Schedule meetings to ensure availability of District level staff/curriculum coordinator to support implementation of action planning.

**KEY STRATEGY**  
3 Key Data Sources

<b>IMPLEMENTATION</b>		When will this be in place?
What is our plan for implementing Key Strategy 3? What steps are involved?		
Review the purpose/power of key data sources.	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
Develop and clearly define the key data sources that will be used to drive instruction.	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
Create and share an electronic data warehouse of key data sources for all teachers to access.	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
Schedule and conduct regular professional development workshops focusing on DDI/DDDM, ie: how to track and organize data, how to analyze data, etc.	<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?		
Develop a long-term schedule for ongoing training sessions throughout the school year to ensure continuous learning and application of DDI/DDDM.		
Ensure funding is available for professional development resources, including external trainers, subscriptions to educational platforms, and printed materials.		
Identify and train select teachers who can act as peer leaders or mentors, facilitating DDI conversations and meetings with their colleagues.		

**KEY STRATEGY**  
4 Grade Level Meetings  
• reviewing and re-norming

<b>IMPLEMENTATION</b>		When will this be in place?
What is our plan for implementing Key Strategy 4? What steps are involved?		

### Commitment 3

Develop and clearly define the expectations of grade level leaders.	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Develop and clearly define the schedule of grade level meetings.	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Schedule and conduct regular professional development workshops focusing on grade level leader's meeting facilitation.	<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB
Regularly monitor effectiveness through grade level meeting visits, 1:1 feedback meetings, and written action plan feedback.	<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?	
Develop a long-term schedule for ongoing training sessions throughout the school year to ensure continuous learning and application of DDI/DDDM.	
Ensure funding is available for after-school professional development resources.	

## Progress Targets

### Early Progress Milestones

We believe we are on track with the implementation of our strategies if we reach the following Early Progress

**Milestones six to ten weeks** into implementation: *Identify Quantitative Data or Qualitative Descriptors that can serve as signals that our implementation is on track and we should continue pursuing these strategies.*

Key Strategy	What Early Progress Milestone data will we be reviewing?	What do we hope to see when we review that data? ( <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>DDDM/DDI</p> <ul style="list-style-type: none"> <li>• Classroom exit tickets</li> <li>• Unit tests</li> <li>• Benchmark assessments</li> </ul>	<p>Teacher data sources</p> <p>Minutes and agendas</p>	<p>We hope to see teachers collecting data from key data sources.</p> <p>We hope to see evidence of strategic teaching and learning as a result of data tracking.</p> <p>We hope to see an increased level of student engagement in classrooms.</p>	
<p>Strategic Action Plans</p> <ul style="list-style-type: none"> <li>• Individualized student plans</li> <li>• 9 week ELA and Math plans</li> </ul>	<p>Student action plans</p>	<p>We hope to see evidence of student action plans as a result of DDI/DDDM.</p> <p>We hope to see evidence of student growth as a result of individualized action plans.</p>	
<p>Key Data Sources</p>	<p>Student action plans</p>	<p>We hope to see evidence of student action plans that are driven by key data sources.</p>	
<p>Grade Level Meetings</p> <ul style="list-style-type: none"> <li>• reviewing and re-norming</li> </ul>	<p>Meeting agendas and minutes, increased staff participation</p>	<p>We hope to see evidence of productive grade level meetings focused on key data sources leading to strategic and intentional instruction, and individualized student action plans.</p>	

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

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

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing <i>(complete when reviewing mid-year data)</i>
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Commitment 3

<b>Mid-Year Benchmark(s)</b>	Meeting agendas and minutes	We hope to see evidence of a data-driven culture. This includes meeting agendas, minutes, and individual student action plans.	
	Individual action plans	We hope to see increased academic achievement levels as a result of our data-driven efforts.	
<b>End-of-the Year Targets</b>	Meeting agendas and minutes	We hope to see evidence of a data-driven culture. This includes meeting agendas, minutes, individual student action plans, and 9 week action plans.	
	Individual action plans	We hope to see increased academic achievement levels as a result of our data-driven efforts.	
	9 week data plans	We hope to see increased academic achievement levels as a result of our data-driven efforts.	

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>

Commitment 3

<b>Student Survey</b>	9. My teachers talk to me about how I am doing in school.	9. 36.50%	9. 50%	
	12. I feel academically engaged and challenged at this school.	12. 46.00%	12. 60%	
<b>Staff Survey</b>	3. Our school has a system to routinely use data to identify students in need of academic supports, intervention, and/or enrichment.	3. 88.89%	3. 95%	
	18. I provide students with actionable feedback allowing them to identify areas of strength and weaknesses and monitor their own progress.	18. 88.89%	18. 95%	
<b>Family Survey</b>	12. I receive notes/calls/feedback from my child's teachers.	12. 35.29%	12. 50.00%	
	14. Teachers use regular assessments/checks to monitor my child's learning.	14. 94.12%	14. 95.00%	

## Civic Empowerment Project (schools in CSI only)

### Background

As part of the New York State Every Student Succeeds Act Plan (ESSA) and Commissioner's Regulation 100.21, all schools identified for Comprehensive Support and Improvement (CSI) Support Model are required to annually implement a Participatory Budgeting Process or provide opportunities for parent and student engagement in a manner prescribed by the Commissioner.

### Options for Schools

The Department has outlined six ways in which schools may address the requirement for schools in the CSI Support Model to implement Participatory Budgeting or an Approved Alternative:

1. Participatory Budgeting
2. Monthly School Focus Groups
3. Climate Survey Inquiry Team
4. Schoolwide Voting
5. Collaborative School Improvement Grant Development
6. Design Your Own

These options were identified because they build on essential components of Participatory Budgeting: ***expanding stakeholder voice, providing opportunities to practice democracy, and promoting civic engagement.***

The available options are described in more detail in the guidebooks available on the NYSED [Civic Empowerment Projects](#) website. Schools should consider how to incorporate their selection into their existing commitments.

### Directions (Schools in CSI only)

Place an "X" in the box next to the Civic Empowerment Project the SCEP Development Team has selected for the 2024-25 school year.

- Participatory Budgeting
- Monthly School Focus Groups
- Climate Survey Inquiry Team
- Schoolwide Voting
- Collaborative School Improvement Grant Development
- Design Your Own (proposals should be sent to [FieldSupport@nysed.gov](mailto:FieldSupport@nysed.gov))

## Our Team's Process

### Background

NYSED requires that the SCEP is developed in consultation with parents and school staff, and in accordance with §100.11 of Commissioner's Regulations. All schools are expected to follow the guidelines outlined in the document "Assembling Your Improvement Planning Team" found at: <https://www.nysed.gov/sites/default/files/programs/accountability/assembling-your-improvement-planning-team.pdf>. This section outlines how we worked together to develop our plan.

### Our Team's Steps

Our plan is the result of collaborating to complete several distinct steps:

1. **Envision:** Exploring the Vision, Values and Aspirations for the school (optional for schools in CSI)
2. **Analyze:** Analyzing Data
3. **Analyze:** Analyzing Survey Data
4. **Listen:** Interviewing Students
5. **Envision:** Reflect, Synthesize, and Plan
6. **Writing the Plan**

### Team Collaboration

In the first two columns, identify the members of the SCEP team and their role (e.g., teacher, assistant principal, parent). In the rest of columns, indicate that team member's participation in each of the activities by identifying the date that person participated in that activity OR leaving the space blank if the person did not participate in that activity.

Our Team's Process

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
<i>Example: Mary James</i>	<i>ELL Teacher</i>	<i>3/5</i>	<i>3/12</i>	<i>3/19</i>		<i>4/10, 4/11</i>	<i>4/17</i>	<i>5/2 5/9 5/16</i>
Megan Zoladz	Grade 6 Teacher	10/5	10/5	3/12	3/12		5/6	6/24
Sarah Bandemer	Grade 8 Teacher (EIA)	10/5	10/5	3/12	3/12		5/6	6/24
Carleen Dixon	Art Teacher	10/5	10/5	3/12	3/12		5/6	6/24
Sheri Sante	RTI Teacher (Math)	10/5	10/5	3/12	3/12		5/6	6/24
Christopher Farrell	Principal	10/5	10/5	3/12	3/12		5/6	6/24
Danielle Rodgers	Asistant Principal	10/5	10/5	3/12	3/12		5/6	6/24
Deana Stevenson	Consultant	10/5	10/5	3/12	3/12	10/5	5/6	

## Our Team's Process

## 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 student interview process provided valuable student feedback. Students provided feedback on the commitments, progress, and what they want/need in order to meet our commitments. Students' voice and choice led to a greater understanding of school-wide decision making and increased student buy in.

Schools in the ATSI and TSI model only

#### Subgroup Spotlight

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



## Next Steps

### Sharing the Plan

#### Schools in the CSI Model

As you develop your plan, please feel free to share the plan with your NYSED liaison for input when it would be helpful. When the SCEP team is satisfied with the plan, **please compare the completed plan to the [SCEP Rubric](#) 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.

### Next Steps

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.