



# School Comprehensive Education Plan 2024-25

District	School Name	Grades Served
Brentwood	Hemlock Park Elementary	K-5

### Collaboratively Developed By:

The Hemlock Park SCEP Development Team  
Andrew Rudd—PLC Associate  
Christopher Dalley, Ed.D. --Principal  
Farrah Padró---Assistant Principal  
Eileen Imhoff—Math Consultant  
Mia Vogt—Reading Specialist  
Karen Batinsey—General Education Teacher  
Douglas Borsuk—General Education Teacher  
Victoria Lawrence—Special Education Teacher  
Roberta Kelly--Special Education Teacher  
Heather Melo-- Special Education Teacher  
Cindy Hessel—Bilingual Teacher

*And in partnership with the staff, students, and families of Hemlock Park Elementary.*

## Guidance for Teams

### Template

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

### Prior to Writing the Plan

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

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

### Commitments

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

### Key Strategies

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

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

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

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

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

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

## Implementation

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

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

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

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

## Success Criteria and Benchmark Targets

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

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

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

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

## SCEP Rubric

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

## Resources for Team

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

## Evidence-Based Intervention

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

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

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

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

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

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

### State-Supported Evidence Based Intervention

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

<b>Evidence-Based Intervention Identified</b>	Professional Learning Communities
<b>We envision that this Evidence-Based Intervention will support the following Commitment(s)</b>	<p>We commit to establishing a culture of attendance where every student is encouraged to practice and build social and emotional skills.</p> <p>We commit to providing every child the opportunity to practice and build cognitive skills and the authority to monitor, shape, and share their own learning.</p>
<b>How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?</b>	<p>Student connectedness to school and classrooms</p> <p>Teacher collective efficacy – building emphasis on collaboration learning</p> <ul style="list-style-type: none"> <li>Common Planning time – Grade level teachers have common planning time built into their schedules. The focus of these meetings for year 23-24 was to unpack the HMH Into Reading curriculum. The focus of these meetings for year 24-25 will be to unpack HMH assessments such as: How to assign assessments, how to edit assessments to differentiate, progress monitor, and how to analyze data to adjust instruction for small groups and individual students. Additional common planning time for ENL and Co-Teachers</li> </ul>

## Evidence-Based Intervention

	<p>for additional collaborative support for planning and preparation will be considered.</p> <ul style="list-style-type: none"><li>• PBIS team- Building wide initiative to support positive behavior incentive supports. PBIS Team to provide continuous support to all teachers, students, and staff. PBIS Team members to support and model PBIS approach during cafeteria and recess time.</li><li>• MTSS Team- Support teachers with collaborative Tier 1 strategies for ELA, Math, and behaviors.</li></ul>
--	---

**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 commit to establishing a culture of attendance where every student is encouraged to practice and build social and emotional skills.</p>
<p><b>Why are we making this Commitment?</b>  <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>	<ul style="list-style-type: none"> <li>• A building focus on this commitment aligns with our District’s focus and the SED pivot toward diversity, equity, and inclusion.</li> <li>• Student interview data provided us with a focus on the social and emotional needs of our students. (Question #1, #2, #4)</li> <li>• Student interviews of SWDs suggested that students need additional skills to cope with the daily stressors in their lives and other environmental factors in and outside of school.</li> <li>• Analysis of student management data suggests it will be important to refine the collecting and monitoring of discipline referral data to identify time, location and behavior of each incident. (Positive Behavioral Intervention and Supports (PBIS) to launch September 2024)</li> <li>• The building has emphasized inclusion and student belonging over the past few years. This focus aligns with ongoing initiatives in the building i.e. student clubs, in building retreats, academic enrichment support, scheduled check-ins.</li> <li>• The building has launched an attendance initiative that monitors students with a history of chronic absenteeism and those on track for chronic absenteeism (18 or more for the school year). The initiative will promote a school-wide Culture of Attendance. Guiding resources: Attendance works.org</li> </ul>

### 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?  <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>Build and cultivate a Culture of Attendance through awareness,</p>	<p><input type="checkbox"/> NEW  <input checked="" type="checkbox"/> EXPAND</p>	<p>EXPAND: Educate families on the impact of chronic absenteeism on academic performance. Educate families</p>

Commitment 1

recognition and communication. Identify and monitor students with 9 or more absences mid-year.	<input type="checkbox"/> REFINE	on the impact of out of country absences: registration/dropped enrollment (parent workshops, information nights, and flyers home), recognizing students with perfect monthly attendance via Parent Square and building recognition. <b>ARC of Attendance: Awareness Recognition Communication</b>
Promote our PBIS matrix through G.R.O.W.	<input checked="" type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	NEW: Full launch of PBIS for students (assembly with launch video), teachers (conference days/faculty meetings/grade level), teacher assistants and monitors (meetings), and parents (back to school night, PBIS parent workshop). Building wide designated matrices around the building community and classroom matrixes and STAR student posters in each learning environmental setting. PBIS phrases around the building support positive behaviors.
Revise Office Discipline Referral Form (ODR) to improve student management tracking.	<input type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input checked="" type="checkbox"/> REFINE	REFINE: Referring staff or student will complete the ODRF upon entry into the front office. Students will have an opportunity for a reflection piece. Strengthen communication and action steps as indicated on the ODRF.

Implementation

<b>KEY STRATEGY 1</b>	Build and cultivate a Culture of Attendance through awareness, communication and recognition. Identify and monitor students with 9 or more absences mid-year.
<b>IMPLEMENTATION</b>	
What is our plan for implementing Key Strategy 1? What steps are involved?	
An Attendance Team was established to closely monitor attendance to identify at-risk students due to chronic absenteeism. Schedule team to meet 1-2x a month.	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
<u>Attendance Team</u> Gather data concerning reasons for absences Develop interventions to support continued attendance. - <b>ARC</b> <ul style="list-style-type: none"> <li>• <b>Awareness</b> <ul style="list-style-type: none"> <li>○ Continued goldenrod tracking</li> <li>○ Attend to student group who intentionally leave school for 2 or more weeks (frequently visiting family out of the area.)</li> </ul> </li> <li>• <b>Recognition</b> <ul style="list-style-type: none"> <li>○ Track and graph student attendance by grade level outside office</li> <li>○ Award Best Class Attendance trophy</li> <li>○ Student recognition at 100% attendance and significant monthly improvement.</li> </ul> </li> <li>• <b>Communication</b> <ul style="list-style-type: none"> <li>○ Increase parent awareness and communication, e.g., Parental advisement letters, Parent Square notification, Parent (attendance) workshop</li> </ul> </li> </ul>	<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB
Plan for pilot tier two support of families of students struggling with school engagement. <ul style="list-style-type: none"> <li>• Identification of students in need of support</li> </ul>	<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB



Commitment 1

<ul style="list-style-type: none"> <li>• Clarification of focused support area and goal of support</li> <li>• Development of best-practice interventions for both school and family</li> <li>• Engagement of faculty and family in the interventions</li> <li>• Monitoring success and progress</li> </ul>	
Develop procedure to provide district Attendance secretary with “goldenrod” information Office collates data to facilitate phone calls home and home visits	<input checked="" 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?	
Hemlock Park A-Team (Attendance Team).	
Attendance awards, certificates, and graphs.	
Targeted focus on the chronically absent students (golden-rod students take priority for attendance calls).	
Letters to parents about attendance for awareness and letters sent to students with continued chronic absences.	
Attendance officers visit homes to follow-up.	

<b>KEY STRATEGY 2</b>	Promote our PBIS matrix through G.R.O.W.
-----------------------	--

<b>IMPLEMENTATION</b>		When will this be in place?
What is our plan for implementing Key Strategy 2? What steps are involved?		
<p>Launch PBIS (faculty, staff, and students) and explicitly teach each element within the “GROW” rubric (Growth mindset, Respect Others, Ownership, and Working Together)</p> <p><u>PBIS Building Steering Committee</u>            Christopher Dalley- Principal            Farrah Padró-Asst. Principal            Mia Vogt- Reading Consultant            Eileen Imhoff- Math Consultant            Tiffany Ward- Guidance Counselor            Jennifer Phillips- Psychologist            Wanita Nandlall- Social Worker</p> <p>Develop schedule for PBIS Team meetings 2x monthly.            Teach, acknowledgement system</p> <p>Behavior matrices will be posted to all designated locations throughout the building and positive language supporting PBIS behaviors. STAR Student, Voice Level, Classroom Matrices, and Treasure Chest incentive boxes to be distributed to all teachers. Establishment of booster schedule.</p>	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
Continuing use of Office Discipline Referral form, capturing student management data and allowing data review by PBIS team for informed decision making.	<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB	
PBIS Launch Sept 2024 Professional Development will be provided to teachers and all staff (through PBIS Team) to provide clarification and practice in PBIS practices and plans.	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
Monthly student and teacher voice surveys to support continued implementation and refinement of PBIS.	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB	

Commitment 1

Establish the acknowledgement program aligned to behavioral instruction and boosters. Aligned guidelines and training for faculty and staff.	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
---	---

**RESOURCES**

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

Building wide training to include all faculty and support staff.
Tangible rewards and tokens.
PBIS matrices throughout the building at designated locations.

**KEY STRATEGY 3**

Office Discipline Referral Tracking

**IMPLEMENTATION**

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

When will this be in place?

Revise form to include referring teacher, classroom number, eSchool entry, follow up with teacher, and student reflection.	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Prepare a set of guidelines and directions that explain how to fill out and use the revised ODR form.	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Create a regular schedule for review of discipline data and design necessary interventions (Tier 1.5 student interventions or Tier 1 reteach boosters as needed)	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Parent awareness and notification of the ODR referral process. (During Meet the Teacher Night and periodically throughout the school year.)	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB

**RESOURCES**

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

Training time with monitors to support PBIS implementation for lunch time and recess.

## 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> )
Build and cultivate a Culture of Attendance through awareness, communication and recognition. Identify and monitor students with 9 or more absences mid-year.	Attendance Team  Goldenrod procedure	Schedule for meeting 1-2X per month  Written procedure with regular progress reports to Attendance Team.	
Promote our PBIS matrix through G.R.O.W.	PBIS Team Organization	Yearly meeting schedule and agenda outline	
Promote our PBIS matrix through G.R.O.W.	Start of year projects completed	<ul style="list-style-type: none"> <li>• Behavior matrices posted</li> <li>• STAR Student, Voice Level, Classroom Matrices, and Treasure Chest incentive boxes to be distributed</li> <li>• Establishment of booster schedule.</li> </ul>	
Promote our PBIS matrix through G.R.O.W.	PBIS Launch Planning  Development of specific expectations and training plans for monitors	<ul style="list-style-type: none"> <li>• Launch professional learning content for faculty</li> <li>• Launch professional learning content for staff and monitors</li> <li>• Schedule training targeted to the level of staff need. (more for monitors)</li> </ul>	
Promote our PBIS matrix through G.R.O.W.	Student teacher voice survey	<ul style="list-style-type: none"> <li>• Model and content for survey</li> <li>• Schedule for survey administration</li> <li>• Plan for data aggregation and review by PBIS team</li> </ul>	

Commitment 1

Promote our PBIS matrix through G.R.O.W.	Acknowledgement program plan	<ul style="list-style-type: none"> <li>Guidelines and expectations for use of acknowledgement program</li> <li>Clarification and practice plan</li> </ul>	
Office Discipline Referral Tracking	Revised Form	<ul style="list-style-type: none"> <li>Form revised to include new information necessary for data review</li> </ul>	
Office Discipline Referral Tracking	ORD Guideline and Use Expectations	<ul style="list-style-type: none"> <li>Directions document</li> </ul>	
Office Discipline Referral Tracking	ODR Data Review Plan	<ul style="list-style-type: none"> <li>ODR Data review model with PBIS team</li> </ul>	
Office Discipline Referral Tracking	Parent awareness	<ul style="list-style-type: none"> <li>Publication during meet the Teacher Night and periodically throughout the school year</li> </ul>	

**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</b>	Attendance for all Students	AR Grade 1 = 92.564% AR Grade 2 = 92.437% AR Grade 3 = 91.528% AR Grade 4 = 92.093% AR Grade 5 = 92.320%	
<b>End-Of-The-Year Goals</b>	Attendance for all student	AR Grade 1 = 92.729% AR Grade 2 = 92.768% AR Grade 3 = 92.184% AR Grade 4 = 92.924% AR Grade 5 = 92.082%	
<b>Mid-Year Benchmark</b>	Office Discipline Referrals	In absences of consistent baseline data and the use of a newly developed ODR form we anticipate 25 ODR forms submitted between Sept 2024 and Jan 2025 100% of ODR occurrences will be entered into ESchool	

Commitment 1

<b>End-Of-The-Year Goals</b>	Office Discipline Referrals	We anticipate 65 ODR forms submitted between Sept 2024 and Jun 2025. 100% of ODR occurrences will be entered into ESchool	
<b>End-Of-The-Year Goals</b>	Increase in both family and faculty responses for Data Triangle	100 family responses for FES (up from 14 in 2024)  50 teacher responses for SPS (up from 11 in 2024)	

**Spring Survey Targets**

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

	<b>Survey Question(s) or Statement(s)</b>	<b>2023-24 data if available</b> <i>(e.g., % agree or strongly agree)</i>	<b>Desired response</b> <i>(e.g., % agree or strongly agree)</i>	<b>What we ended up seeing</b> <i>(complete once Spring survey results are available)</i>
<b>Student Survey</b>	DEI1 – My teachers take the time to get to know me.	DEI1 – 89.9% SA/A	DEI1 – 90% SA/A	
	DEI4 – I feel comfortable and safe in my classroom.	DEI4 – 76.7% SA/A	DEI4 – 90% SA/A	
	DEI5 – I feel like a leader in my classroom.	DEI5 – 46.4% SA/A	DEI 5 – 75% SA/A	
	DEI6 – I feel included in all school activities.	DEI6 – 70.1% SA/A	DEI6 – 75% SA/A	
<b>Staff Survey</b>	T52 – Students feel secure in taking risks and asking questions in class.	T52 – 90.9% SA/A	T52 – 95% SA/A	
	S65 – Procedures are in place to prevent and deal with bullying.	S65 – 90.9% SA/A	S65 – 95% SA/A	
	S69 – Student behavior does not interfere with instruction.	S69 – 33.3% SA/A	S69 – 20% SA/A	
<b>Family Survey</b>	S33 – Our school has an effective program for dealing with bullying.	S33 - 72.7% SA/A	S33 – 75% SA/A	

Commitment 1

	<p>S35 – Our Student Service Team (guidance, social workers, psychologists, etc.) provide student support.</p> <p>S38 – Our school provides a safe environment for staff and students.</p> <p>S40 – Teachers support children’s emotional needs, increasing their confidence as learners.</p> <p>DEI4 – Our school has classroom environments of affirmation and acceptance.</p>	<p>S35 - 92.3% SA/A</p> <p>S38 – 92.9% SA/A</p> <p>S40 – 92.9% SA/A</p> <p>DEI4 – 90% SA/A</p>	<p>S35 – 95% SA/A</p> <p>S38 – 95% SA/A</p> <p>S40 – 95% SA/A</p> <p>DEI4 – 95% SA/A</p>	
--	--	--	--	--

## COMMITMENT 2

### Our Commitment

<p><b>What is one Commitment we will promote for 2024-25?</b></p>	<p>We commit to providing every child the opportunity to practice and build cognitive skills and the authority to monitor, shape, and share their own learning.</p>
<p><b>Why are we making this Commitment?</b>  <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>	<ul style="list-style-type: none"> <li>• Because the demographics of the building include many ELLs, SWDs, and students who are economically disadvantaged, this commitment encourages student agency and equity among a diverse population of students. Opportunities will be provided for students to practice the skills and abilities necessary to articulate what they have learned, supporting student ownership of their learning through teacher prepared daily learning targets and success criteria. (Growth monitoring chart for progress in iReady diagnostic for reading and math, CAM data, Read 180, F&amp;P goal trajectory, Collins Writing, IEP goals, weekly lessons completed in iReady, and student self-reflections).</li> <li>• Commitment 2 is aligned to the district’s initiative for students to be more engaged in their own learning. This commitment supports SEDs pivot toward greater student agency and executive function. (Students set personal academic and behavioral goals based on data collected and communicated with their teacher. Teachers consistently monitor progress and identify next steps for goal setting).</li> <li>• When students practice monitoring their own learning and success, they practice agency and become more engaged in their learning. (Students are setting personal and academic goals while monitoring them in district approved programs).</li> <li>• Based on feedback from student interviews, students will become more active participants and cognitively engaged in monitoring their progress towards their academic goals. When students are aware of their strengths and struggles, they can be more active participants in choosing learning paths and resources (shape their own learning) that will provide them with additional learning opportunities to persevere through their “productive struggles” enhancing their ability to learn and deepen their understanding and experience success.</li> <li>• This commitment is derived from the themes that emerged from the Equity Self Reflection, district level staff, student and family surveys, and student interviews.</li> </ul>

### Key Strategies

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

Commitment 2

KEY STRATEGY	HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?	<b>WHY:</b> What did we learn from our needs assessment that suggests this is the right Key Strategy? <i>Consider both data trends observed and student interview responses.</i>  <i>For key strategy that does not represent something new, also provide 1-2 sentences on how the school will expand or refine the key strategy next year.</i>
Develop student awareness, ownership, and accountability of their individual academic performance and standard-specific data based on Into Reading progress monitoring assessments.	<input checked="" type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	<b>NEW:</b> Develop a protocol for students to monitor their progress and SWDs connecting instructional goals to their IEPs goals (determine how frequent this occurs: example can include bookmark of reading level strategies, student maintained/reported academic growth). Students self-reflect on their own learning and individual metacognition. All students focus on standard specific data to reach grade level proficiency.
Ongoing professional learning to support the development and use of standards-based learning targets, success criteria, and checking for understanding that provides students with access to cognition and vocabulary, through strategic use of grade-level common planning time.	<input type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input checked="" type="checkbox"/> REFINE	<b>REFINE:</b> Refining the academic, content/critical vocabulary (HMH) in alignment with standard language/vocabulary in learning targets/I can statements. Refine success criteria to serve as the explicit steps to what success looks like within a task. Explicit indicated scoring rubric (points) for each step of the task. Cohesive implementation of HMH assessments to further engage in HMH resources. Providing common planning for grade levels and scheduling additional common planning time for ENL Teachers/Co-Teachers.

Implementation

KEY STRATEGY 1	Develop student awareness, ownership, and accountability of their individual academic performance and standard-specific data based on HMH Into Reading progress monitoring assessments.	
<b>IMPLEMENTATION</b> What is our plan for implementing Key Strategy 1? What steps are involved?		When will this be in place?
Collaboratively develop a progress monitoring protocol where students conference with the teacher to review and track their individual academic progress in HMH Into Reading to set short and long terms goals. Allow students to articulate what they have learned and what they are working towards. Collaboratively develop an aligned model for use in Special Education classrooms that addresses the use of the district reading program.		<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Develop building-wide expectations regarding the regular engagement of students in the progress monitoring protocol. Clarify and revise the expectations with faculty. Provide opportunities to practice the protocol.		<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Align progress check protocol and building expectations with district plan for supporting HMH assessment		<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB



Commitment 2

<p>Establish a monitoring system that captures and gathers data regarding teacher – student progress checks. Present progress check monitoring data to SCEP/SIT team to determine necessary changes and revisions in protocol. Provide feedback to faculty to improve the protocol.</p>	<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB
---	---

<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>The English Language Arts department will support and lead the Into Reading progress monitoring pilot at HP to establish the clarified ELA standards and learning objectives for each module and the alignment to the program assessment, adjusting as needed.</p>	

<p><b>KEY STRATEGY 2</b></p>	<p>Ongoing professional learning to support the development and use of standards-based learning targets, success criteria, and checking for understanding that provides students with access to cognition and vocabulary, through strategic use of grade-level common planning time.</p>	
<p style="text-align: center;"><b>IMPLEMENTATION</b></p> <p style="text-align: center;">What is our plan for implementing Key Strategy 2? What steps are involved?</p>		<p style="text-align: center;">When will this be in place?</p>
<p>Review and update building instructional expectations around formative assessment based on progress made in 2022-2023 school year.</p>		<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
<p>Provide ongoing clarification and practice.</p> <ul style="list-style-type: none"> <li>• Continue to engage in professional learning experiences supported by William Atwood.</li> <li>• Strategically use grade-level common planning time to further develop a cohesive set of practices supporting the Structured Literacy (systematic, explicit, diagnostic instruction that integrates listening, speaking, and writing) component to the HMH Into Reading program.</li> <li>• Align instructional planning to the district ELA Assessment and Writing project to support student progress checking and monitoring.</li> <li>• Continue building-developed professional learning related to formative assessment practices: standards aligned learning objectives, success criteria, checks for understanding.</li> </ul>		<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB
<p>Continue monitoring of the use and effectiveness of the instructional expectations in the classrooms. Develop a schedule of class visits along with cycles of data capture. Used the data to measure the effectiveness of the supports and modify supports as needed to support teacher's practice.</p>		<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
<p>Provide regular and ongoing grouped and individual feedback regarding teachers' use of instructional best practices. Analyze the feedback to check for alignment to improvement, allocation of resources and supports, and overall progress toward metrics.</p>		<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB

<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>Continued common planning time with possible consideration for ENL and CO-Teacher common planning time</p>	

## 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> )
<p>Develop student awareness, ownership, and accountability of their individual academic performance and standard-specific data based on Into Reading progress monitoring assessments.</p>	<p>Student Progress Monitor Protocol and implementation plan</p>	<ul style="list-style-type: none"> <li>Collaborate with teachers to develop a progress monitoring protocol</li> <li>Expectations and guidelines for use in both regular education and special education classrooms</li> <li>Schedule and develop calendar dates to plan with teachers</li> </ul>	
<p>Ongoing professional learning to support the development and use of standards-based learning targets, success criteria, and checking for understanding that provides students with access to cognition and vocabulary, through strategic use of grade-level common planning time.</p>	<p>Updated building instructional expectations professional learning plan</p>	<ul style="list-style-type: none"> <li>Outline instructional steps that build upon standard aligned learning targets and success criteria for next instructional steps: teacher to student(s) conferencing to check for understanding and guide next instructional teacher moves</li> <li>Schedule for clarification and practice for faculty aligned with necessary resources</li> </ul>	
<p>Ongoing professional learning to support the development and use of standards-based learning targets, success criteria, and checking for understanding that provides students with access to cognition and vocabulary, through strategic use of grade-level common planning time.</p>	<p>Class visit/wisdom walk plan</p>	<ul style="list-style-type: none"> <li>Schedule of regular classroom visits and frequency of data capture cycles</li> <li>Data capture method and model</li> <li>Feedback delivery plan</li> </ul>	

Commitment 2

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

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

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing <i>(complete when reviewing mid-year data)</i>
<b>Mid-Year Benchmark(s)</b>	iReady Typical Annual Growth Goal <b>Reading - All</b>	Grade 1 – 63% Grade 2 – 57% Grade 3 – 59% Grade 4 – 58% Grade 5 – 53%	
	iReady <i>Stretch</i> Growth Goal <b>Reading - All</b>	Grade 1 – 38% Grade 2 – 31% Grade 3 – 30% Grade 4 – 35% Grade 5 – 25%	
	iReady Typical Annual Growth Goal <b>Math - All</b>	Grade 1 – 78% Grade 2 – 61% Grade 3 – 62% Grade 4 – 67% Grade 5 – 63%	
	iReady <i>Stretch</i> Growth Goal <b>Math-All</b>	Grade 1 – 56% Grade 2 – 28% Grade 3 – 30% Grade 4 – 36% Grade 5 – 22%	
	iReady Typical Annual Growth Goal <b>Reading - SWD</b>	Grade 1 – 42% Grade 2 – 47% Grade 3 – 68% Grade 4 – 56% Grade 5 – 67%	
	iReady <i>Stretch</i> Growth Goal <b>Reading-SWD</b>	Grade 1 – 21% Grade 2 – 21% Grade 3 – 29% Grade 4 – 28% Grade 5 – 31%	
	iReady Typical Annual Growth Goal <b>Math - SWD</b>	Grade 1 – 72% Grade 2 – 53% Grade 3 – 66% Grade 4 – 71% Grade 5 – 59%	
	iReady <i>Stretch</i> Growth Goal <b>Math-SWD</b>	Grade 1 – 59% Grade 2 – 20% Grade 3 – 31% Grade 4 – 26% Grade 5 – 18%	

Commitment 2

	Class Visit/Wisdom Walk Data	<p><b>90%</b> of teachers regularly post a visible learning objective for ELA (reading and writing) and Mathematics</p> <p><b>90%</b> of teachers' learning objective clearly align to the cognition and vocabulary of the NYS NG Standards</p> <p><b>70%</b> of teachers unpack their learning objective into success criteria and use them in instruction and student progress checks.</p>	
<b>End-of-the Year Targets</b>	iReady Typical Annual Growth Goal <b>Reading - All</b>	Grade 1 – 100% Grade 2 – 100% Grade 3 – 100% Grade 4 – 100% Grade 5 – 100%	
	iReady <i>Stretch</i> Growth Goal <b>Reading - All</b>	Grade 1 – 42% Grade 2 – 36% Grade 3 – 36% Grade 4 – 40% Grade 5 – 12%	
	iReady Typical Annual Growth Goal <b>Math - All</b>	Grade 1 – 100% Grade 2 – 100% Grade 3 – 100% Grade 4 – 100% Grade 5 – 100%	
	iReady <i>Stretch</i> Growth Goal <b>Math-All</b>	Grade 1 – 58% Grade 2 – 33% Grade 3 – 36% Grade 4 – 41% Grade 5 – 28%	
	iReady Typical Annual Growth Goal <b>Reading - SWD</b>	Grade 1 – 100% Grade 2 – 100% Grade 3 – 100% Grade 4 – 100% Grade 5 – 100%	
	iReady <i>Stretch</i> Growth Goal <b>Reading-SWD</b>	Grade 1 – 27% Grade 2 – 27% Grade 3 – 35% Grade 4 – 33% Grade 5 – 36%	
	iReady Typical Annual Growth Goal <b>Math - SWD</b>	Grade 1 – 100% Grade 2 – 100% Grade 3 – 100% Grade 4 – 100% Grade 5 – 100%	

Commitment 2

	iReady <i>Stretch</i> Growth Goal <b>Math-SWD</b>	Grade 1 – 61% Grade 2 – 27% Grade 3 – 37% Grade 4 – 32% Grade 5 – 24%	
	Class Visit/Wisdom Walk Data	<b>100%</b> of teachers regularly post a visible learning objective for ELA (reading and writing) and Mathematics <b>100%</b> of teachers’ learning objective clearly align to the cognition and vocabulary of the NYS NG Standards <b>80%</b> of teachers unpack their learning objective into success criteria and use it in instruction and student progress checks	

**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)
<b>Student Survey</b>	DE17. I understand why what we are learning is important.  T20. My teachers explain things clearly when I make mistakes in class or on a test.	DE17 - 86.4% SA/A  T20 - 89.0% SA/A	DE17 – 90% SA/A  T20 – 95% SA/A	
<b>Staff Survey</b>	C36. Teachers are skilled in using formative assessments in their instruction.  C38. As a school, we have created structures, so students are able to reflect on their learning and keep track of their own progress.	C36 - 90.0% SA/A  C38 - 81.8% SA/A	C36 – 95% SA/A  C38 – 90% SA/A	

Commitment 2

	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)
<b>Student Survey</b>	DEI7. I understand why what we are learning is important.	DEI7 - 86.4% SA/A	DEI7 – 90% SA/A	
	T20. My teachers explain things clearly when I make mistakes in class or on a test.	T20 - 89.0% SA/A	T20 – 95% SA/A	
	T45. Students in this school have strategies to track their own learning.	T45 - 81.8% SA/A	T45 – 90% SA/A	
	T57. I give students regular and precise feedback throughout lessons.	T57 - 100% SA/A	T57 – 100% SA/A	
<b>Family Survey</b>	T26 -My child(ren) feels secure in taking risks and asking questions in class.	T26 – 84.6% SA/A	T26 – 90% SA/A	
	T30 – My child(ren) is required to self-monitor their progress and keep track of their own learning.	T30 – 54.5% SA/A	T30 – 75% SA/A	

## 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.

Meeting Dates: 5/20, 5/24??, 6/4, 6/26, 6/27

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
Andrew Rudd	PLC Associates	5/20		6/27	6/4, 6/27		6/26	6/27
Cindy Hessel	Bilingual Teacher	5/20		6/27	6/4, 6/27	5/30	6/26	6/27
Roberta Kelly	Special Education Teacher	5/20		6/27	6/4, 6/27	5/30	6/26	6/27
Mia Vogt	Reading Specialist	5/20		6/27	6/4, 6/27	5/30	6/26	6/27
Eileen Imhoff	Math Consultant	5/20			6/4	5/30	6/26	6/27
Karen Batinsey	General Education Teacher	5/20		6/27	6/4, 6/27	5/30	6/26	6/27
Christopher Dalley	Bldg. Admin	5/20		6/27	6/4, 6/27	5/30	6/26	6/27



### Our Team's Process

Farrah Padro	Bldg. Admin	5/20		6/27	6/4, 6/27	5/30	6/26	6/27
Heather Melo	Special Education Teacher					5/30	6/26	
Douglas Borsuk	General Education Teacher			6/27	6/4, 6/27	5/30	6/26	6/27
Victoria Lawrence	Special Education Teacher			6/27	6/4, 6/27	5/30	6/26	6/27
Jackie Merriweather	Parent Member			6/27	6/4, 6/27	5/30	6/26	6/27
Luticia Robertson	Parent Member			6/27	6/4, 6/27	5/30	6/26	6/27

## 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**

Themes across the interviews included:

- Students becoming more aware of the report cards grades and quarterly progress in reading and math.
- SWD being made more explicitly aware of the IEP goals.
- Teachers provide motivation and acknowledgement of student success
- Students enjoy the use of the technology and understand that it is designed to help them improve.
- Students depend on test results to know if they are doing well.
- Students enjoy when learning is fun and engaging – hands on.
- Socializing is important to the students. Adults who talk with them are important to them.

#### 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.**

- The attendance of the SWD population is lower than that of their regular education peers. Emphasizing tier 1 interventions for all students and including SWDs in those interventions will increase the attendance across the building. Improving student attendance also improves students' academic progress.
- Tier 1 student management interventions and support ensures that identified students remain more engaged in classroom instruction supporting their time on task and improving their instructional outcomes supported by PBIS Classroom matrices.
- An emphasis on the best-practices related to formative assessment and student engagement in the metacognition of their learning progress supports all students' effective learning and has an effect size that allows for three times faster progress.

## 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.