



School Comprehensive Education Plan

2024-25

District	School Name	Grades Served
Jamestown Public Schools	Milton J Fletcher Elementary	Pre K-4

Collaboratively Developed By:

The Milton J Fletcher Elementary SCEP Development Team

SCEP Team Members:

- Amanda Sischo
- Michelle Trussalo
- Everett Nelson
- Brenda Brown
- Trevor Hitchcock
- Lori Kindberg
- Shannon Osborne
- Kelly Orlando
- Joe Leone
- Kori Hughes

Lisa Campbell
Ryan Lundgren
Rosa Velasquez
Carmen Perez
Yanira Castellano
Chris Collins
Carmen Lopez
Megan Robbins
Karley Liberati

And in partnership with the staff, students, and families of Milton J. Fletcher.

Guidance for Teams

Template

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

Prior to Writing the Plan

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

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

Commitments

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

Key Strategies

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

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

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

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

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

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

Implementation

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

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

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

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

Success Criteria and Benchmark Targets

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

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

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

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

SCEP Rubric

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

Resources for Team

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

Evidence-Based Intervention

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

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

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

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

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

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

X State-Supported Evidence Based Intervention

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

Evidence-Based Intervention Identified	Instructional Coaching
We envision that this Evidence-Based Intervention will support the following Commitment(s)	Commitments 1 and 2
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	Teachers need more support in utilizing evidence-based instructional strategies.

Clearinghouse-Identified

If “X” is marked above, provide responses to the prompts below to identify the intervention, the Commitment(s) it will support, the Clearinghouse that supports this as an evidence-based intervention, and the rating that Clearinghouse gave that intervention:

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

Clearinghouse used and corresponding rating

- What Works Clearinghouse**
 - Rating: Meets WWC Standards Without Reservations
 - Rating: Meets WWC Standards With Reservations
- Social Programs That Work**
 - Rating: Top Tier
 - Rating: Near Top Tier
- Blueprints for Healthy Youth Development**
 - Rating: Model Plus
 - Rating: Model
 - Rating: Promising

School-Identified

If “X” is marked above, complete the prompts below to identify the intervention, the Commitment(s) it will support, and the research that supports this as an evidence-based intervention.

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

COMMITMENT I

Our Commitment

<p>What is one Commitment we will promote for 2024-25?</p>	<p>M.J. Fletcher will commit to providing a student-centered community in which all teachers provide explicit and rigorous instruction.</p>
<p>Why are we making this Commitment?</p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this Commitment fit into what we envision for the school?</i> • <i>How does this Commitment relate to what we heard when listening to others?</i> • <i>How does this Commitment connect to what we observed through analysis?</i> 	<p>At MJ Fletcher we envision that all teachers will provide explicit instruction in Math and ELA by intentionally planning for student-friendly learning goals and targets. We haven't seen a significant increase in student performance, sometimes observing stagnate or a decrease in student performance. This was observed on Acadience, NWEA, as well as NYS Assessments. According to this year's data, a low percentage of students are on, at, or above grade level with the percentage of students at or above benchmark becoming less and less as students progress through the grade levels.</p> <p>2023-2024 Mid-Year Benchmark compared to Beg-Year Acadience Benchmark for ELA</p> <p>Kindergarten: 40% of students are at or above benchmark compared to 47% of students at the beginning of the year.</p> <p>1st grade: 31% of students are at or above benchmark compared to 28% at the beginning of the year.</p> <p>2nd grade: 37% of students are at or above benchmark compared to 36% of students at the beginning of the school year.</p> <p>3rd grade: 37% of students are at or above benchmark compared to 48% of students at the beginning of the school year.</p> <p>4th grade: 39% of students are at or above benchmark compared to 38% of students at the beginning of the year</p> <p>2023-2024 Mid-Year Benchmark compared to Beg-Year Benchmark NWEA for Math</p> <p>Kindergarten: 44% of students are at or above benchmark compared to 32% of students at the beginning of the year.</p> <p>1st grade: 26% of students are at or above benchmark compared to 22% at the beginning of the year.</p> <p>2nd grade: 23% of students are at or above benchmark compared to 23% of students at the beginning of the school year.</p> <p>3rd grade: 14% of students are at or above benchmark compared to 22% of students at the beginning of the school year.</p> <p>4th grade: 15% of students are at or above benchmark compared to 18% of students at the beginning of the year</p> <p>Specifically focusing on the Hispanic population for NWEA Math:</p>

Commitment 1

	<p>21% of students were at or above benchmark in the Winter benchmark compared to 19% of students in the Fall benchmark.</p> <p>2023 NYS ELA Assessment: 18% of students in grades 3 and 4 scored a level 3 or 4 compared to 16% in 2022 and 39% in 2021. Specific to Hispanic students, 19% of 3rd graders scored a level 3 or 4. 13% of 4th graders scored a 3 or 4.</p> <p>2023 NYS Math Assessment: 22% of students in grades 3 and 4 scored a level 3 or 4 compared to 18% in 2022 and 25% in 2021. Specific to Hispanic students, 24% of 3rd graders scored a level 3 or 4. 0% of 4th graders scored a level 3 or 4.</p>
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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?	WHY: 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>
Teachers will provide explicit instruction in Math and ELA.	<input checked="" type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	<p>The following subgroups scored a 1 for core subject performance on the State Report Card: All Students, Hispanic and Economically Disadvantaged.</p> <p>In the student interviews, the majority of Students in grades 3 and 4 responded that they were struggling with their academics.</p>
	<input checked="" type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	
	<input checked="" type="checkbox"/> NEW <input type="checkbox"/> EXPAND	

Commitment 1

	<input type="checkbox"/> REFINE	
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Implementation

KEY STRATEGY 1	Teachers will provide explicit instruction in Math and ELA.
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IMPLEMENTATION	When will this be in place?
What is our plan for implementing Key Strategy 1? What steps are involved?	
Teachers will receive professional learning in explicit instruction from BOCES to include intentional learning targets and structured lessons.	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Teachers will receive coaching from Jamestown and/or BOCES Instructional coaches in utilizing explicit instruction strategies taught in the initial Professional learning session.	by EPM <input checked="" type="checkbox"/> by MYB
Teachers will use an explicit instruction rubric to reflect upon their current practices and coaching needs.	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Prior to implementing explicit instruction in Math and ELA, teachers will teach school and classroom procedures using the following model: what does it look like, sound like, and feel like to be respectful, responsible, and safe in all areas of the building, as reflected by the PBIS lesson plans within the first 2 weeks of school.	<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?	
Professional learning, Instructional Coaches' time	

Progress Targets

Early Progress Milestones

We believe we are on track with the implementation of our strategies if we reach the following **Early Progress Milestones six to ten weeks** into implementation: *Identify Quantitative Data or Qualitative Descriptors that can serve as signals that our implementation is on track and we should continue pursuing these strategies.*

Key Strategy	What Early Progress Milestone data will we be reviewing?	What do we hope to see when we review that data? (consider Student Data, Adult/Schoolwide Behaviors and Practices, and Student Behaviors and Practices)	What we ended up seeing (complete six to ten weeks into the school year)
1	Data from a building walk-through tool	Teachers will have learning targets displayed in student-friendly language and will be written in lesson plans for ELA and Math	

Commitment 1

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>
Mid-Year Benchmark(s)	Teacher Lesson Plans	80% of teachers are intentionally planning using learning targets.	
End-of-the Year Targets	Teacher Lesson Plans	100% of teachers are intentionally planning using learning targets.	
	Observation of teachers	The principal will observe teachers using learning targets and structured lessons during classroom observations.	
	Student interviews	Students will be able to articulate what the learning target is for the lesson.	

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>
Student Survey	My school wants me to do well	average: 2.72	An average of 3 or higher	
Staff Survey	Teachers at my school have high standards for achievement	average: 3.3	An average of 3.6 or higher	

Commitment 1

Family Survey	Teachers at my student's school have high standards for achievement	Average: 3.47	An average of 3.7 or higher	
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COMMITMENT 2

Our Commitment

<p>What is one Commitment we will promote for 2024-25?</p>	<p>M.J. Fletcher Elementary commits to a welcoming and affirming environment for all school stakeholders where meaningful and trusting relationships are built.</p>
<p>Why are we making this Commitment?</p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this Commitment fit into what we envision for the school?</i> • <i>How does this Commitment relate to what we heard when listening to others?</i> • <i>How does this Commitment connect to what we observed through analysis?</i> 	<p>At MJ Fletcher Elementary we envision a culturally inclusive environment with more parent involvement in which all stakeholders have a sense of connection and belonging</p>

Key Strategies

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

<p>KEY STRATEGY</p>	<p>HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?</p>	<p>WHY: 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>Multi-tiered system of interventions for attendance addressing chronic absenteeism.</p>	<p><input type="checkbox"/> NEW <input checked="" type="checkbox"/> EXPAND <input type="checkbox"/> REFINE</p>	<p>Attendance is improving this year. However, 35 students are chronically absent.</p>
<p>Improve Family and Community Engagement</p>	<p><input type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input checked="" type="checkbox"/> REFINE</p>	<p>On the Family climate survey in the Spring of 2024, the question I frequently volunteer to help on special projects at my school the average response was 2.72.</p>

Commitment 2

		Additionally, only 1 participant was in regular attendance at PTA meetings.
	<input type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	

Implementation

KEY STRATEGY 1

Multi-tiered system of interventions for attendance.

IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 1? What steps are involved?		
Student Support team and office staff will utilize the tiered attendance system. <ul style="list-style-type: none"> Tiered Attendance System 		<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
All staff are expected to attend the beginning of the year Open House with a focus on daily attendance and communication. <ul style="list-style-type: none"> Building Attendance Policy and procedures provided to families with information aligned to Attendance Works provided in native language. 		<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Attendance expectations will be communicated to all parents prior to school starting and in monthly newsletters. <ul style="list-style-type: none"> When a student is absent or tardy, a reminder of the school schedule will be sent along with the importance of being on time or missing instruction. 		<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Students with perfect attendance for the month and no tardies will be recognized.		<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Homerooms with perfect attendance will be recognized on a daily basis on the morning announcements.		<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Homerooms in each grade level with the best weekly attendance will be recognized on the morning announcements and receive a trophy to display for the week.		<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?		

KEY STRATEGY 2

Improve Family and Community engagement.

IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 2? What steps are involved?		
All staff will receive Scholastic's Family and Community Engagement training. <ul style="list-style-type: none"> Training will be provided during a fall in-service day. 		<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
New after-school clubs will be created based on students' interests		<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB

Commitment 2

All school communication, signage, and announcements will continue to be translated into the native languages of families.	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Each grade level will plan and execute a family engagement activity	<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB
Fletcher teachers will apply the family and community engagement strategies on a daily basis.	<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
RESOURCES	
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	
Scholastic Family and Community Engagement Training	

Progress Targets

Early Progress Milestones

We believe we are on track with the implementation of our strategies if we reach the following Early Progress Milestones **six to ten weeks** into implementation: *Identify Quantitative Data or Qualitative Descriptors that can serve as signals that our implementation is on track and we should continue pursuing these strategies.*

Key Strategy	What Early Progress Milestone data will we be reviewing?	What do we hope to see when we review that data? (consider Student Data, Adult/Schoolwide Behaviors and Practices, and Student Behaviors and Practices)	What we ended up seeing (complete six to ten weeks into the school year)
1	PowerSchool data Learning Circle data	The number of Hispanic students in grades 1-4 who are at risk or chronically absent will decrease from 40% to 35%.	
2	Grade-Level Action Plans	Professional Learning Communities will develop action plans to increase family and community engagement following professional development.	

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 (complete when reviewing mid-year data)
Mid-Year Benchmark(s)	PowerSchool data Learning Circle data	Hispanic student chronic absenteeism will decrease from 40% to 35%.	
End-of-the Year Targets	Event Attendance Log	Grade-level teams will host one family event/activity centered around a topic of their choice with an anticipated 50% attendance rate.	
	PowerSchool data Learning Circle data	Hispanic student chronic absenteeism will decrease from 40% to 35%.	

Spring Survey Targets

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

	Survey Question(s) or Statement(s)	2023-24 data if available (e.g., % agree or strongly agree)	Desired response (e.g., % agree or strongly agree)	What we ended up seeing (complete once Spring survey results are available)
Student Survey	I like school	average 2.73	average of 3 or higher	
Staff Survey	Parents at this school frequently attend school activities	average 2.75	average of 3 or higher	
Family Survey	I am actively involved in activities at my student's school	average 3.12	average of 3.25 or higher	

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)

Our Team's Process

Background

NYSED requires that the SCEP is developed in consultation with parents and school staff, and in accordance with §100.11 of Commissioner's Regulations. All schools are expected to follow the guidelines outlined in the document "Assembling Your Improvement Planning Team" found at:

<https://www.nysed.gov/sites/default/files/programs/accountability/assembling-your-improvement-planning-team.pdf>. This section outlines how we worked together to develop our plan.

Our Team's Steps

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

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

Team Collaboration

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

Name	Role	Ori ent atio n to Sch ool Tea ms (re quir ed for ne w TSI)	Env isio n: Exp lori ng the Visi on, Val ues and Asp irati ons	Ana lyze : Inte rnal and Ext ern al Dat a	Ana lyze : Sur vey Dat a	List en: Stu den t Inte rvie ws	Env isio n: Ref lect, Syn the size and Pla n	Pla n Wri ting and Rev isio n
<i>Example: Mary James</i>	<i>ELL Teacher</i>	3/5	3/12	3/19		4/10, 4/11	4/17	5/2 5/9 5/16
Amanda Sischo	Principal	3/4	3/18	4/10	3/25	4/15, 4/22	4/29, 5/6	5/13, 5/20
Michelle Trussalo	Assistant Principal	3/4	3/18	4/10	3/25	4/15, 4/22	4/29, 5/6	5/13, 5/20
Chris Collins	TOSA	3/4	3/18		3/25	4/15	4/29, 5/6	5/13, 5/20
Lisa Campbell	SpEd UPK	3/4	3/18	4/10	3/25	4/15, 4/22	4/29, 5/6	5/13, 5/20

Our Team's Process

Everett Nelson	UPK Teacher	3/4	3/18		3/25			
Travis Knight	UPK Teacher			4/10	3/25	4/15, 4/22	4/29, 5/6	5/13, 5/20
Brenda Brown	Kindergarten Teacher	3/4	3/18	4/10	3/25	4/15, 4/22	4/29, 5/6	5/13, 5/20
Lori Kindberg	1st Grade Teacher	3/4	3/18	4/10	3/25	4/15, 4/22	4/29, 5/6	5/13, 5/20
Shannon Osborne	2nd Grade Teacher	3/4	3/18	4/10	3/25	4/22	4/29, 5/6	5/13
Kelly Orlando	3rd Grade Teacher	3/4	3/18	4/10	3/25	4/15	4/29, 5/6	5/13, 5/20
Joe Leone	4th Grade Teacher	3/4	3/18	4/10	3/25	4/15, 4/22	4/29, 5/6	5/20
Ryan Lundgren	ELL Teacher	3/4	3/18	4/10	3/25	4/15, 4/22	4/29, 5/6	5/13, 5/20
Kori Hughes	Reading Interventionist	3/4	3/18	4/10	3/25	4/15, 4/22	4/29, 5/6	5/13, 5/20
Carmen Perez	Community Navigator	3/4	3/18	4/10	3/25	4/15	4/29, 5/6	
Yanira Castellano	Community Navigator	3/4	3/18	4/10	3/25	4/15	4/29, 5/6	
Jennifer Hobbs	Coordinator of School Improvement and Innovation	3/4	3/18	4/10	3/25	4/15, 4/22	4/29	5/20
Carmen Lopez	Parent							
Karley Liberati	Parent	3/4	3/18					
Megan Robbins	Parent							
Elizabeth Davidson	BOCES Facilitator	3/4	3/18	4/10	3/25	4/15, 4/22	4/29, 5/6	5/13, 5/20

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 played a crucial role in shaping the team's plan by providing firsthand insights into the students' experiences, needs, and perspectives. Through interviews, students shared their challenges and areas where they felt they needed more support. This information helped the team identify specific instructional strategies to address these needs. The interviews also confirmed the strong relationships between students and teachers and recognized the need to build opportunities for positive peer-to-peer relationships and interactions.

Schools in the ATSI and TSI model only

Subgroup Spotlight

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

We believe that the strategies identified will result in improved performance for our Hispanic population by improving student attendance and strengthening family relationships within the building developing a stronger sense of community and belonging.

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.