



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

School Comprehensive Education Plan 2024-25

District	School Name	Grades Served
Mt Vernon City School District	Graham School	Pre-K - 8

Collaboratively Developed By:		
The Graham School SCEP (School Comprehensive Education Plan) Development Team		
NAME	POSITION	<i>And in partnership with the staff, students, and families of Graham School</i>
Dr. Natasha Hunter-McGregor	Administrator	
Stephanie Milani	Teacher-Homeroom	
Sherry Solomon	Teacher-ENL	
Annabelle Strozza	Teacher-SpEd	
Keisha Esson	Teacher Assistant	
Sarah McNamee	Social Worker	
Veronica Graham	Parent Liaison	
Michela Byrne	Teacher-Reading	
Marisha Murphy	Parent	
Mali Cerease	Student	

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 (New York State Education Department) 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 to self-assess 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 (Comprehensive Support and Improvement) 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 (Every Student Succeeds Act). More information can be found at: <http://www.nysed.gov/accountability/evidence-based-interventions>.

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

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

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

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

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

☐ State-Supported Evidence Based Intervention

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

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

☐ Clearinghouse-Identified

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

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

Clearinghouse used and corresponding rating

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

☐ 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

What is one Commitment we will promote for 2024-25?	We are dedicated to implementing Multi-Tier Systems of Support (MTSS) to enhance student achievement and assist students' social, emotional, and behavioral needs from a strengths-based perspective across all content areas.
Why are we making this Commitment? <i>Things to potentially take into consideration when crafting this response:</i> <ul style="list-style-type: none"> • How does this Commitment fit into what we envision for the school? • How does this Commitment relate to what we heard when listening to others? • How does this Commitment connect to what we observed through analysis? 	<p>According to the EOY (End of Year) iReady Assessment, 46% of students at Graham School are performing On-Grade Level or Above Grade Level in ELA (English Language Arts). 54% of students are performing Below or Well-Below Grade Level in ELA.</p> <p>According to the EOY (End of Year) iReady Assessment, 34% of students at Graham School are performing On-Grade Level or Above Grade Level in Math. 66% of students are performing Below or Well-Below Grade Level in Math.</p> <p>This data addresses why MTSS needs to be implemented to ensure teachers are using research-based intervention at a tier-one level to address struggling students' needs.</p> <p>Direct communication between the Child Study Team (CST) committee and classroom teachers will occur regularly to ensure all stakeholders know the student's progress.</p>

Key Strategies

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

KEY STRATEGY	HOW DOES THIS compared 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>
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Commitment 1

Revised version of the MTSS process	<input type="checkbox"/> NEW <input checked="" type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	We need more structures and efficient processes in our MTSS when looking at student performance.
Implementation of the Child Study Team (CST)	<input checked="" type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	We need to create a team to help move our students.
Determine if there is a correlation of student performance and attendance	<input type="checkbox"/> NEW <input checked="" type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	Students that have chronic lateness and absenteeism are not demonstrating academic growth.

Implementation

KEY STRATEGY 1	
IMPLEMENTATION	
What is our plan for implementing Key Strategy 1? What steps are involved?	When will this be in place?
Creating the Child Study Team (CTS)– consisting of the Administrator, Resource Teachers, Psychologist, and Guidance Counselor (Social Worker, ENL (English as a New Language), and reading teachers when needed).	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Creating an effective protocol for a support system in general education to develop interventions for children with learning or behavioral challenges at school.	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Systematic Scheduling Monthly (based on the targeted number of students) Every 2 to 4 weeks	<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
RESOURCES	
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	
Scheduling, space, staff, progress monitoring tool	
Creating an office 365 document to track student performance based on the goals of the targeted student's evidence uploaded by the teacher	
Create research-based tools in office 365 for implementation for teachers/guidance counselor, coaching.	

KEY STRATEGY 2	
IMPLEMENTATION	
What is our plan for implementing Key Strategy 2? What steps are involved?	When will this be in place?
Upload student evidence (work samples) to 365 folders.	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Tracking student data, evaluating if intervention is working at monthly meetings.	<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
RESOURCES	

Commitment 1

What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Scheduling, space, staff, progress monitoring tool

KEY STRATEGY 3	
IMPLEMENTATION	
What is our plan for implementing Key Strategy 3? What steps are involved?	When will this be in place?
Create attendance monitoring tool to see if attendance or lack thereof is affecting student performance	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Monthly meetings to review attendance data from attendance teacher with the team	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Follow up with concerns and issues regarding individual student attendance.	<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
RESOURCES	
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	
Attendance team, office 365 document to track chronic absenteeism, communications between attendance team and MTSS Team	

KEY STRATEGY 4	
IMPLEMENTATION	
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
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
RESOURCES	
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.*

Commitment 1

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>)
MTSS training staff	Review process and purpose of Child Study Team	The staff understands the process and the purpose of the CST committee	
Goal setting	BOY i-Ready (math/reading) and running records	Goals will be designed by the CST team based on student needs.	
Creating binder for teacher for progress monitoring sheets and evidence	Preparedness	Easy access to resources necessary for monitoring the student process.	
What does progress monitoring look like	Based on the students work and data collected the CST committee will determine if the goals are being met	Progress monitoring is being utilized with fidelity.	

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>)

Commitment 1

Mid-Year Benchmark(s)	MTSS/CST Data	Reduction of the number of students being referred for MTSS or to CSE (Committee on Special Education) (Committee on Special Education) by 25%	
	i-Ready BOY to MOY	Administrative MTSS checklist will show that MTSS is implemented with fidelity.	
	Running Records (Fluency)	Multiple data assessment points that show an increase in grade-level proficiency rates of 25%	
	Data Trackers		
	Attendance Data	Projected attendance rate of 95%	

Commitment 1

End-of-the Year Targets	iReady - Data BOY (Beginning of Year), MOY (Middle of Year), and EOY, Continued	55% of the student population will achieve an “on level” or “above” rating based on EOY iReady progress monitoring data in Reading and Math.	
	Running Record data, NYS ELA & Math	Running records will show improved performance and growth	
	Agendas and Minutes of MTSS meetings	MTSS Data – will show that students are meeting goals set by using research-based interventions set by the CST committee.	
		Student data and district common assessments will show targeted growth.	
	Data Trackers	Projected attendance rate of 95%	
	Report Card Data	Administration/Teachers/Counselors review data conference with student and or parent – refer to CTS or Celebrate Student success.	
	Attendance Data	Reinstate quarterly perfect attendance awards.	

Commitment 1

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 enjoy coming to school.	57% responded highly.	75%	
	My grades are improving each marking period at Graham.	77% rated between a 4/5	80%	
	Teachers help me set goals and give me feedback on how to make my work better during one-on-one conferences	65% rated between a 4/5	90%	
Staff Survey	I like working at this school.	60% of staff agree or strongly agree. 30% are neutral.	100% overall	
	This is a great place for students to come to get an education.	70% agree or strongly agree. 10% are neutral.	90% overall	
	This school places a lot of emphasis on academic standards.	70% agree or strongly agree. 10% are neutral	90% overall	
Family Survey	My child's teacher lets me know that I can make a difference in my child's learning.	82% responded agree or strongly agree. 10% are neutral.	95% overall	
	I can work with school staff on how to help my child learn and succeed.	77% responded agree or strongly agree. 10% were neutral.	95% overall	
	My child feels like they belong at this school.	74% responded agree or strongly agree.	100% overall	

Commitment 1

		21% were neutral		
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COMMITMENT 2

Our Commitment

What is one Commitment we will promote for 2024-25?	We commit to continuing to decrease the amount of chronic absenteeism to meet State and Federal Guidelines.
Why are we making this Commitment? <i>Things to potentially take into consideration when crafting this response:</i> <ul style="list-style-type: none"> • How does this Commitment fit into what we envision for the school? • How does this Commitment relate to what we heard when listening to others? • How does this Commitment connect to what we observed through analysis? 	<p>It is critical that students are in school consistently to ensure their academic success. Chronic absenteeism has a proven negative impact on academic achievement and social skills.</p> <p>Although we continue to experience absenteeism, our scholars are continuing to improve their rate of attendance.</p> <p>Administration and faculty will continue to aim for a safe, warm, and engaging school climate to promote attendance. This aligns with the vision that students are Responsible, Respectful and Ready to Learn, and of good character.</p>

Key Strategies

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

KEY STRATEGY	HOW DOES THIS compared 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>
Attendance teacher will follow up on students who have chronic absenteeism.	<input type="checkbox"/> NEW <input checked="" type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	The Attendance teacher will conduct phone conversations and home visits with families of concern and report back to the building.
Teachers will call home after 2 consecutive absences.	<input type="checkbox"/> NEW <input checked="" type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	Teachers will address parents via email and phone calls after 2 consecutive absences to proactively address chronic absenteeism.
Attendance teacher and guidance counselor will be CC'd on all	<input type="checkbox"/> NEW <input checked="" type="checkbox"/> EXPAND	Teacher will CC the attendance teacher and guidance counselor on all communications with parents

Commitment 2

communications with parents regarding absenteeism.	<input type="checkbox"/> REFINE	regarding student absenteeism. A 365 Excel sheet will be created to share communication log.
Communication with families regarding the importance of attendance.	<input type="checkbox"/> NEW <input checked="" type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	<p>An information sheet should be sent home to all families at the beginning of each quarter explaining the importance of attendance and how chronic absenteeism affects their children.</p> <p>For students, whose families speak another language at home (not just those in ENL (English as a New Language classes), ensure that information is sent home in their predominant language.</p>

Implementation

[illegible]

KEY STRATEGY 2	IMPLEMENTATION		When will this be in place?
	What is our plan for implementing Key Strategy 2? What steps are involved?		
Teacher will contact families/guardian when a student is absent or late 2 days in a row.	<input type="checkbox"/>	by EPM	<input type="checkbox"/>
	<input type="checkbox"/>	by MYB	<input type="checkbox"/>
	<input type="checkbox"/>	by EPM	<input type="checkbox"/>
	<input type="checkbox"/>	by MYB	<input type="checkbox"/>
	<input type="checkbox"/>	by EPM	<input type="checkbox"/>
	<input type="checkbox"/>	by MYB	<input type="checkbox"/>
	<input type="checkbox"/>	by EPM	<input type="checkbox"/>
	<input type="checkbox"/>	by MYB	<input type="checkbox"/>

Commitment 2

	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
RESOURCES	
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	
Updated student information, 365 document	

KEY STRATEGY 3		
IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 3? What steps are involved?		
The teacher will contact the attendance teacher and guidance counselor when a student is absent for three days or chronically late, and the parent/guardian has not responded.		<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
RESOURCES		
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?		
Guidance counselor, 365 document, attendance teacher, teacher		

KEY STRATEGY 4		
IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 4? What steps are involved?		
Communication with families regarding the importance of attendance. Translate communication to families' home languages.		<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
RESOURCES		
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?		
Translation devices, 365 document, teacher		

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 <i>Student Data, Adult/Schoolwide Behaviors and Practices, and Student Behaviors and Practices</i>)	What we ended up seeing (complete six to ten weeks into the school year)
Attendance will be taken daily by the teacher with fidelity.	The Attendance teacher will review attendance records and documentation	Increase in daily attendance to maintain 92%-94 % daily rate.	
Teacher will contact families/guardian when a student is absent or late 2 days in a row.	Review of infinite campus data/office 365 document	Increase in daily attendance to maintain 92%-94 % daily rate. Decrease in tardiness.	
The teacher will contact the attendance teacher and guidance counselor when a student is absent five days or chronically late and the parent/guardian has not responded.	Review of infinite campus data/office 365 document	Increase in daily attendance to maintain 92%-94 % daily rate. Decrease in tardiness.	

Commitment 2

Communication with families regarding the importance of attendance. Translate communication to families' home languages.	The Attendance teacher will review attendance records and documentation.	Increase in daily attendance to maintain 92%-94 % daily rate.	
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Mid-Year Benchmarks and End-Of-The-Year Targets

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

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing (complete when reviewing mid-year data)
Mid-Year Benchmark(s)	<p>Attendance Report</p> <p>No Place for Hate</p> <p>Student Survey on school climate (To measure the increase in student enjoyment while attending school)</p>	<p>Increase in school daily attendance to 95%</p> <p>Quarterly Report analysis - to see correlation between no place for hate and attendance.</p> <p>Student enjoyment while attending school will increase resulting in a more positive school experience.</p> <p>Review Data of Student Survey for students, parents, and school staff</p>	
End-of-the Year Targets	The Attendance officer/counselor will review attendance records and documentation.	<p>Improvement in attendance rate and understanding of reason for absenteeism and to assist families if needed.</p> <p>Awards celebration with students of 95% and above attendance at the end of each quarter.</p>	

Commitment 2

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 enjoy going to school.	57% of the students responded highly	90% of the students responded highly	
Staff Survey	I like working at Graham school.	63% of staff members strongly agree or agree	95% of staff members strongly agree or agree	
Family Survey	My child feels they belong at the school.	74% of families strongly agree or agree	100% of families strongly agree or agree	

COMMITMENT 3

Our Commitment

What is one Commitment we will promote for 2024-25?	To establish a school environment at Graham that improves student and family engagement, leading to increased academic achievement and social well-being.
Why are we making this Commitment? <i>Things to potentially take into consideration when crafting this response:</i> <ul style="list-style-type: none"> • How does this Commitment fit into what we envision for the school? • How does this Commitment relate to what we heard when listening to others? • How does this Commitment connect to what we observed through analysis? 	<p>"Graham is committed to providing a safe environment where all staff members, in partnership with parents and families, are dedicated to educating students. Our vision is to empower students to acquire, demonstrate, and communicate skills that will support them as lifelong learners and prepare them to contribute to the global community."</p> <p>The goal of Graham Elementary School (PreK-8)'s No Place for Hate is to promote and teach positive behaviors and to maximize academic success for all students.</p> <p>We are committed to this because we believe that being proactive in addressing students' emotional and behavioral needs can be effective in promoting positive behavior in the school.</p> <p>Our school vision is that our students: <i>Be Responsible, Respectful and Ready to Learn, Today, Tomorrow, and in the Future</i>. No Place for Hate supports and responds to students' social, emotional, and behavioral needs.</p> <p>We are committed to implementing a revised and updated No Place for Hate plan to proactively support appropriate behavior and prioritize the full scope of child development.</p> <p>We are committed to having more positive structured interaction between staff and students such as Field Day, Halloween celebrations, Spirit Weeks, etc.</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 3

KEY STRATEGY	HOW DOES THIS compared 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>
Building relationships with families and promoting a student, parent, teacher connection through training on the school's family role in education.	<input type="checkbox"/> NEW <input type="checkbox"/> X EXPAND <input type="checkbox"/> REFINE	Graham School needs to provide more opportunities for families to join in their child's educational experiences. Such as: literacy night, math night, parent involvement, parent academy.
Increase staff/student communication to foster an open environment for students to share their preferences, interests, concerns, and suggestions about school climate.	<input type="checkbox"/> NEW <input type="checkbox"/> X EXPAND <input type="checkbox"/> REFINE	The school needs to provide updated events calendar, newsletters, robo-calls, Schoology, and infinite campus.
Educating the families on the No Pace for Hate Incentive	<input type="checkbox"/> XNEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	Beginning of the year workshop for parents/students.
Develop a schedule of events to promote a sense of community, belonging, and positivity.	<input type="checkbox"/> NEW X EXPAND <input type="checkbox"/> REFINE	Organized activities that include parents.

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

Implementation

KEY STRATEGY 1	IMPLEMENTATION	
	What is our plan for implementing Key Strategy 1? What steps are involved?	When will this be in place?
	Encourage parental participation in school through events and consistent communication via the school monthly calendar, Infinite Campus Messenger, Schoology postings, robo-calls, and flyers sent home with students.	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
	"Parent workshop available in person or virtually, in collaboration with our Parent Liaison and PTA."	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
	Parent and student events to cultivate a culture at Graham where students learn the importance of being responsible, respectful, ready to learn, and of good character, serving as a life motto for our scholars.	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB

Commitment 3

	<input type="checkbox"/> by EPM
	<input type="checkbox"/> by MYB
	<input type="checkbox"/> by EPM
	<input type="checkbox"/> by MYB
RESOURCES	
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	
Schedules, Space, Zoom, Staff, and supplies	

KEY STRATEGY 2	
IMPLEMENTATION	
What is our plan for implementing Key Strategy 2? What steps are involved?	
Implement social emotional learning into the curriculum.	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Implement morning meetings within the classroom for students to share news and express their feelings.	<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
RESOURCES	
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	

KEY STRATEGY 3	
IMPLEMENTATION	
What is our plan for implementing Key Strategy 3? What steps are involved?	
Workshop on No Place for Hate to provide parents with insights into students, educators, administrators, and families to design and achieve their school climate objectives.	<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
RESOURCES	
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	
Schedule, location (in person and Virtual Platform, Staff, incentives	

KEY STRATEGY 4	
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Commitment 3

IMPLEMENTATION	
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
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB

RESOURCES
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>)
Building relationships with families and promoting a student, parent, teacher connection through training on the school's family role in education.	Past attendance sign in sheets at school events	An increase of parent participation in school events.	

Commitment 3

Increase staff/student communication to foster an open environment for students to share their preferences, interests, concerns, and suggestions about school climate.	Past survey data regarding staff and students' communication	Decrease in referral due to staff and students participating in SEL (Social Emotional Learning) activities both in and outside the classroom.	
Educating the families on the No Place for Hate Incentive	Based on parents limited understanding of No Place for Hate implement a kickoff	Parent attendance and survey after kickoff to make sure they understand the purpose of No Place for Hate and are prepared to reinforce the objectives of No Place for Hate at Graham School.	

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)	Survey data from "No Place for Hate" Referral and Suspension Data	Administer ongoing surveys to monitor trends over time BOY to MOY. Monitor the effectiveness of existing interventions. Monitor the effectiveness of existing interventions regarding referral and suspensions.	
End-of-the Year Targets	Major and minor referral forms will be reviewed	A decrease in major and minor referrals of 25% on the previous year.	

Commitment 3

Spring Survey Targets

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

	Survey Question(s) or Statement(s)	2023-24 data if available (e.g., % agree or strongly agree)	Desired response (e.g., % agree or strongly agree)	What we ended up seeing (complete once Spring survey results are available)
Student Survey	My school encourages my family to be involved.	44% responded highly	60% for highly (5 Stars)	
Staff Survey	Teachers show respect for students at this school.	73% strongly agree or agree	90% strongly agree or agree.	
Family Survey	I value that my child's school promotes family and community involvement in the school.	88% strongly agree or agree.	90% strongly agree or agree.	
	I feel good that my child's school promotes family and community involvement in the school.	82% Strongly agree or agree and 18% Neutral.	90% strongly agree or agree	

Commitment 4

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

Our Team's Process

Background

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

Name	Role	Orientation to School Teams (required for new TSI)	Envision: Exploring the Vision, Values and Aspirations	Analyze: Internal and External Data	Analyze: Survey Data	Listen: Student Interviews	Envision: Reflect, Synthesize and Plan	Plan To Write and Revision
			6/11/24	6/11/24	6/18/24	6/21/24	6/11/24, 6/13/24	6/11/24, 6/13/24 6/18/24, 6/21/24, 6/22/24, 6/24/24
Dr. Hunter McGregor	Principal				X			X
Mrs. M. Byrne	AIS (Academic Intervention Services) Teacher		X	X	X	X	X	X
Mrs. S. Solomon	ENL Teacher		X	X	X	X	X	X
Mrs. S. Milani	1 st Grade Teacher		X	X	X		X	X
Mrs. A. Strozza	Special Education Teacher		X	X	X		X	X

Our Team's Process

Ms. S. Mc Namee	Social Worker		X	X		x	X	X
Ms. K. Esson	Teacher Assistant		X	X	X		X	X
Veronica Graham	Parent Liaison							x
Ms. M. Cereace	Student					X		
Marisha Murphy	Parent							

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

A few of the students expressed concerns about aggressive verbal and/or physical behavior and their safety in the school. This informed the team's decision to include Commitment 3. Additionally, enhancing MTSS will reduce behavioral issues in the classroom leading to an increased perception of well-being.

Some students expressed concerns regarding different areas of academic learning. Implementing the Child Study Team (CST) and enhancing MTSS will improve students' academic achievement alleviating these concerns. Some students stated that their schoolwork is too hard and there is too much work. As the students gain academic proficiency, their confidence levels will increase.

Students expressed a desire to have more non-academic team-building activities. This informed strategy 4 for commitment 3.

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 designer) 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.