



School Comprehensive Education Plan 2024-25

District	School Name	Grades Served
Mount Vernon	Hamilton	K-8

Collaboratively Developed By:

Delete the red text upon completion.

The **Insert School Name** SCEP Development Team

(SCEP Team Members: consider including a list of team members' names here)

*And in partnership with the staff, students, and families of **INSERT SCHOOL NAME.***

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:

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?	To diminish disruptive behaviors
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? 	We are making this commitment because: <ul style="list-style-type: none"> • disruptive behaviors have gotten in the way of academic success, especially in Middle School • it aligns with our school’s mission to provide a safe environment and assist students in becoming successful professionals and global citizens • it will provide students and families outside resources • More parent/teacher collab.

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>
Drug & Alcohol Counselor Assembly SNUGS Assembly	<input type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	Speakers come in to discuss the impact of drug use on academics
Big Brothers Big Sisters program (ages 7-17) Youth Bureau (Woodbury) Mental Health	<input type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	Mental Health professionals will speak to the children Mentoring program provided through SNUGS Meetings with at-risk youth & parents

Commitment 1

Honor		
Early College Readiness	<input type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	Exposure of higher education

Implementation

KEY STRATEGY 1	Drug & Alcohol Counselor Assembly
IMPLEMENTATION	
What is our plan for implementing Key Strategy 1? What steps are involved?	
Speakers come in to discuss the impact of drug use on academics	<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?	

KEY STRATEGY 2	Big Brothers Big Sisters program (ages 7-17)
IMPLEMENTATION	
What is our plan for implementing Key Strategy 2? What steps are involved?	
Mental Health professionals will speak to the children	<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?	

Commitment 1

KEY STRATEGY 3	Youth Bureau (Woodbury)	
	Mental Health	
IMPLEMENTATION		
What is our plan for implementing Key Strategy 3? What steps are involved?		When will this be in place?
Meetings with at-risk youth & parents		<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?		

KEY STRATEGY 4	NED Program	
IMPLEMENTATION		
What is our plan for implementing Key Strategy 4? What steps are involved?		When will this be in place?
Assembly on Anti-Bullying and Kindness -Mental Health		<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

Early Progress Milestones	What data will we be reviewing?	What do we hope to see when we review that data? (<i>Identify Quantitative Data or Qualitative Descriptors in this space</i>)	What we ended up seeing (<i>complete six to ten weeks into the school year</i>)
Student Data	PBIS Spreadsheets & Forms Attendance Tracker	Increase of attendance and decrease in major behaviors	
Adult/Schoolwide Behaviors and Practices	Attendance Committee	Following up with parents and guardians regarding attendance concerns	
Student Behaviors and Practices	Setting goals for attendance	Meetings with school support staff	

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>)
Mid-Year Benchmark(s)			
End-of-the Year Targets			

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)	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	What behavior(s) upset you and make you feel uncomfortable in school? What do you think makes students behave well in school?	70%		

Commitment 1

Staff Survey	If you had only 3 rules in the school about behavior what 3 do you think would be the most important rules to have?	92%		
Family Survey	Have you any thoughts about behavior in our school?	65%		

COMMITMENT 2

Our Commitment

What is one Commitment we will promote for 2024-25?	School-Wide Student Incentives
<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>We are making this commitment because:</p> <ul style="list-style-type: none"> • it will support student academic and behavioral progress • It will provide adequate communication between staff, student, and parents in terms of behavioral/academic concerns

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.

	HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?	<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>
<ul style="list-style-type: none"> • JTAP was renamed to the STEP Program (Student Teacher Experience Program) 	<input type="checkbox"/> NEW <input checked="" type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	<p>The success of the program has resulted in the need to include more students. Students will be given more responsibilities and opportunities to collaborate with classroom teachers, regarding their roles in the classroom. The program will commence earlier, hours will be extended, and will include more staff involvement.</p>
<ul style="list-style-type: none"> • PBIS Program 	<input type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input checked="" type="checkbox"/> REFINE	<p>The program will continue to elaborate and recognize academic achievement and add additional categories to acknowledge positive behavior, both in and outside of the classroom. The Hamilton BUZZ Pledge and the Hamilton Hornets STING motto will be incorporated more</p>

Commitment 2

		into school wide events, to instill pride and positive behavior. More emphasis will be placed on tracking the data from Major and Minor forms, to pinpoint areas of need.
<ul style="list-style-type: none"> Curriculum-Based Field Trips 	<input type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input checked="" type="checkbox"/> REFINE	Grade level trips will be planned to provide curriculum-based enrichment opportunities for all students. Link Up Music Concert will be expanded to include more students in grades 3-5.

Implementation

KEY STRATEGY 1	JTAP was renamed to the STEP Program (Student Teacher Experience Program)	
IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 1? What steps are involved?		
<p>The STEP Program will be expanded to ensure fidelity throughout the school. Teachers will recommend students for participation in the STEP Program. Students will complete an application and participate in an interview process. Students will provide input regarding grade level preference. They will also sign a contract outlining their responsibilities and duties within the classroom. Additional Staff support will be provided to assist with program success. Time will be provided for ongoing follow-up with teachers, to check-in and address scheduling issues or concerns and make changes if needed.</p>		<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?		
<ul style="list-style-type: none"> Staff to implement Supplies for ID's, clipboards, donations for culminating celebration 		

Commitment 2

KEY STRATEGY 2	PBIS Program	
IMPLEMENTATION		
	What is our plan for implementing Key Strategy 2? What steps are involved?	When will this be in place?
	<p>PBIS continues to be used to encourage positive behavior and academic excellence. Over the years PBIS has been expanded to include additional areas of recognition. The Hamilton Pledge has been adapted to the “BUZZ” Pledge and The Hamilton STING Motto was added, to correlate with our school mascot, The Hamilton Hornet, which helps instill school-wise spirit.</p> <p>S-scholarship T-teamwork I-integrity N-oily G-Roth</p> <p>B- elieve in ourselves and each other U-uphold respect and kindness Z-ere in on our goals with determination Z- imp towards excellence in all endeavors</p>	<p><input type="checkbox"/> by EPM <input type="checkbox"/> by MYB</p>
	<p>Ongoing monthly committee meetings will be held to evaluate and improve the PBIS process. Input from all members will ensure criteria is being met and that the program is being followed with fidelity.</p>	<p><input type="checkbox"/> by EPM <input type="checkbox"/> by MYB</p>
	<p>Continue to ensure that PBIS Assembly routines are followed. This will help with student engagement and familiarity of expectations.</p>	<p><input type="checkbox"/> by EPM <input type="checkbox"/> by MYB</p>
		<p><input type="checkbox"/> by EPM <input type="checkbox"/> by MYB</p>
		<p><input type="checkbox"/> by EPM <input type="checkbox"/> by MYB</p>
RESOURCES		
	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	

Commitment 2

- Funds needed for rewards and incentives
- Scheduled dates for Hamilton Hornet Assemblies
- Google Forms for monthly tracking and accountability
- Major and Minor Forms

KEY STRATEGY 3	Curriculum-Based Field Trips	
IMPLEMENTATION		
What is our plan for implementing Key Strategy 3? What steps are involved?		When will this be in place?
Hamilton School grade levels will plan and organize a curriculum-based enrichment field trip opportunity, to promote learning beyond the classroom. This will require student input and research into a multisensory and interactive experience for students. The Link Up Program in Music for Grades 3-5 will be expanded to include more students.		<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?		
<ul style="list-style-type: none"> • Funds to help defray costs for students (bus, entry fees) • Chaperones • Appropriate Paperwork (approval forms, permission slips, safety plans, etc) • Careful scheduling to avoid conflict with schoolwide events and state testing 		

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 2

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>)
JTAP was renamed to the STEP Program (Student Teacher Experience Program)	Attendance and punctuality of students. (Time sheet)	STEP students are consistently attending their class assignments. Teacher feedback is positive and constructive. Students within the classroom are highly engaged with the STEP students and are showing growth.	
PBIS Program	Google Forms for Major and Minor infractions	As the year progresses, the number of major and minor forms submitted will decrease by 20%. Careful review of minor and major forms will be completed to identify students that require staff/family support to reduce behavioral issues.	
Curriculum-Based Field Trips-	Grade Levels will meet and narrow down choice of field trip to two options.	The teachers will use input from students to determine options for field trips. Each grade will decide on a field trip or in-school experience to engage the students with the curriculum/SEL. Teachers will outline lessons/projects to prepare students so that they may fully participate in the experience.	

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

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

What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing (<i>complete when reviewing mid-year data</i>)
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Commitment 2

<ul style="list-style-type: none"> • Mid-Year Benchmark(s) 	<ul style="list-style-type: none"> • Student/Parent/Staff Survey • # of Major and Minor Forms • Status of Field Trip Planning 	<ul style="list-style-type: none"> • That the concerns were addressed by all participants. • A noticeable reduction in Major and Minor Fors • Increased feedback from students and staff regarding participation in Field Trips and In-School Enrichment Programs. 	
<p>End-of-the Year Targets</p>	<p>Update data from surveys, major and minor forms, and number of field trip/in-school enrichment programs completed.</p>	<ul style="list-style-type: none"> • Increased participation of staff utilizing PBIS Program/strategies • Increase in the number of students participating in field trips and enrichment programs. 	

Spring Survey Targets

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

	Survey Question(s) or Statement(s)	2023-24 data if available	Desired response	What we ended up seeing <i>(complete once</i>
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Commitment 2

		(e.g., % agree or strongly agree)	(e.g., % agree or strongly agree)	Spring survey results are available)
Student Survey	<ul style="list-style-type: none"> • How frequently do you receive rewards or acknowledgment for exhibiting appropriate behavior? • How often are school rules and expectations communicated to you? • How effective do you think positive reinforcement systems (PBIS) improve your behavior? • Is the STEP program something you would be interested in participating in? • What types of field trips or programs would you like to participate in? 			
Staff Survey	<ul style="list-style-type: none"> • Do you have any suggestions on how we can improve PBIS? • Are there any other ways to provide an opportunity for more students to receive an award? (not just academic based/most improved) • Would you like to see field trips brought back? • In addition to taking students out of the building on field trips, what are your thoughts on bringing outside agencies/speakers/programs into the building as well? • Do you think the STEP program is having a positive impact on both the STEP students as well as students in those classes they are assigned to? 			
Family Survey	<div style="background-color: #e0e0e0; height: 20px; width: 100%; margin-bottom: 5px;"></div> <ul style="list-style-type: none"> • What expectations do you have for your child? 			

Commitment 2

	<ul style="list-style-type: none">• What are some clear expectations you can use at home that are similar to those at school?• How would you prefer to communicate with your child's teacher or staff in the building?• Are you concerned about your child's behavior in school?• What types of field trips would you like to see the students participating in?• Would you be willing to cover the cost of the trip?			
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COMMITMENT 3

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

Our Commitment

<p>What is one Commitment we will promote for 2024-25?</p>	<p>To foster a school environment that provides opportunities to increase student motivation that will enhance academic achievement.</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>Hamilton will promote student ownership of their learning and assessment outcomes. Our goal is high student achievement. The first two tenets focus on the school environment and student’s social emotional well-being. With those in place, students can focus on learning. The next step is to have students take responsibility for their learning in many ways in partnership with their teachers and the rest of the school community.</p> <p>Increase staff training/ professional development to motivate students and understand that student success depends on engagement of the learning process.</p> <p>Increase staff/student conversation to create an environment for students to express their preferences, interests, concerns, and suggestions regarding school climate.</p> <p>Development of career study/topics to broaden the knowledge of students to increase awareness of career opportunities.</p>

Key Strategies

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

KEY STRATEGY	HOW TO DOES THIS COMPARE TO	WHY: What did we learn from our needs assessment that suggests this is the right Key Strategy?
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Commitment 3

KEY STRATEGY 2	Exposure to Colleges and Careers
IMPLEMENTATION	
What is our plan for implementing Key Strategy 2? What steps are involved?	
A committee will be established at the beginning of the school year to plan and schedule these events. Planning will include outreach to institutions of higher education and professional individuals that would visit the school and speak with students.	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Students will participate in the planning and running of both events. They will also be responsible (with teacher guidance) for preparing questions and completing questionnaires about their experiences. These will help them to reflect and plan for the future.	<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?	
Staff and student committee members as well as PTA participants are needed. Fundraising will probably be necessary to purchase materials and refreshments. All public spaces and classrooms would be needed to conduct these events.	

KEY STRATEGY 3	Academic expectations meeting with parents
IMPLEMENTATION	
What is our plan for implementing Key Strategy 3? What steps are involved?	
A committee of teachers and administrators will meet to prepare a slide presentation that clearly details general academic expectations and specific ones regarding iReady requirements. Assessments times will also be included.	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
During Meet and Greet and the first PTA meeting in September, school leadership will present the slide show and hold a question-and-answer session.	
Conference nights and Parent Involvement Day will be other opportunities to revisit expectations by both teachers and school leadership.	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
A final communication with parents will take place just prior to NYS assessments and iReady EOY during the last conference day and/or a PTA meeting in early Spring.	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB

RESOURCES	
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	
It is necessary to assemble the committee and prepare the presentation early in September during professional development days preferably prior to the arrival of students.	

KEY STRATEGY 4	
IMPLEMENTATION	
What is our plan for implementing Key Strategy 4? What steps are involved?	
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
	<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
	<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? (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	Goals sheets and MOY iReady data	All classes have completed goal sheets and have conferred with teachers to review. 80% of all students have met their goals as measured by iReady MOY and other data.	
#2	Dates established and contacts made	An outline of planned activities and speakers scheduled.	
#3	Presentation prepared	The first presentation delivered during Meet and Greet.	

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)

Commitment 3

Mid-Year Benchmark(s)	Student Survey Report Card grades	We hope to see data that shows that the students gained knowledge of high school expectations, career awareness and their student responsibility as they transition from elementary to middle school to high school.	
End-of-the Year Targets	Final grades	Improvement of grades from last year and consistent grades throughout the school year.	

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	I am a responsible student. I am well prepared to enter High School. My teachers helped to support me. My school provided opportunities for me to share my opinions and interests. My teacher shared data regarding my progress. My teachers helped me select appropriate goals. My teachers challenged me to work hard. I was able to speak to guidance counselors and support staff when stressed. I can name 3 careers I am interested in.		60% to 85% agree or strongly agree	

Commitment 3

<p>Staff Survey</p>	<p>I shared expectations with my students. I shared data from schoolwide and state assessments with my students. I guided students to pick appropriate goals. I provided differentiated materials to help students meet and exceed their goals. I communicated to support staff regarding students at risk or in emotional turmoil. I gave parents suggestions of how to help their child academically.</p>		<p>60% to 85% agree or strongly agree</p>	
<p>Family Survey</p>	<p>I am aware of the academic requirements of my child. I am aware of the academic requirements of my child to enter High School.</p>		<p>60% to 85% agree or strongly agree</p>	

COMMITMENT 4

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

Our Commitment

What is one Commitment we will promote for 2024-25?	Delivery of sound, “effective” instruction.
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? 	<ul style="list-style-type: none"> • Providing sufficient time and appropriate instruction will enable students to master any subject. • Improve student behavior and focus • District leaders and school administrators understand the common focus of the district • Help students feel safe and valued, which can contribute to a better school culture • Effective teaching can also help teachers assess student needs and design interesting lesson plans that encourage enthusiasm for the material.

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>
Frequent walkthroughs	<input type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	School leaders will provide meaningful feedback to teachers on their teaching which can lead to improvements in instruction and benefit students.

Commitment 4

Feedback	<input type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	A culture of feedback to encourage candid conversations, reflective listening, and help with teacher and school improvement
Visit classrooms regularly to make sure that the curriculum was being taught, teachers are given time to meet and plan in their grade levels to help each other develop lesson plans and strategies (PLC)	<input type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	Observe teacher effectiveness in real time and get a true feel for classroom and building culture

Implementation

KEY STRATEGY 1	
IMPLEMENTATION	
What is our plan for implementing Key Strategy 1? What steps are involved?	When will this be in place?
Utilize walkthrough data and student data to design the focus for PLC meetings	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Continue to monitor and collect data (RtI periods and MTSS), ensure differentiation is occurring in every classroom.	<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?	
Checklist, Ed Vistas, Danielson Rubric, MTSS Digital Notebook	

KEY STRATEGY 2	
IMPLEMENTATION	
What is our plan for implementing Key Strategy 2? What steps are involved?	When will this be in place?
Core instruction consistently scaffolded and differentiated	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Observations focused on very specific tenets of a lesson such as: curriculum-based lesson plans that included chunked lessons, checks for understanding, and guided practice.	<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

Commitment 4

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?	
When will this be in place?	
Teachers given time to meet and plan in their grade levels to help each other develop lesson plans	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Data-Driven Decision Making: Using data to inform instruction and make necessary adjustments	<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?	
IrEADY BOY, MOY, EOY, Data Tracker, NYS Assessments, Running Records, Formative Assessments	

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
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*

Commitment 4

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>)
#1	BOY	Student engagement, Teacher performance, Identify what supports and training teachers need	
#2	BOY, Progress Reports, PLC Meetings	Refined or improved teaching practice, Understanding of teaching practice from different angles	
#3	BOY, Formative Assessments	Student grouping and differentiation	

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>)
Mid-Year Benchmark(s)	MOY, Data Tracker, Formative Assessments, Report Card	Improved teacher practice and student performance	
End-of-the Year Targets	EOY, Data Tracker, Formative Assessments	Improved teacher practice and student performance	

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 (<i>complete once Spring survey results are available</i>)

Commitment 4

Student Survey	What classroom activities do you learn from the most?			
Staff Survey	How effective is your school's evaluation system at helping you improve?			
Family Survey	How motivating are the classroom lessons at your child's school?			

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	Orientation to School Teams (required for new TSI)	Envision: Exploring the Vision, Values and Aspirations	Analyze: Internal and External Data	Analyze: Survey Data	Listen: Student Interviews	Envision: Reflect, Synthesize and Plan	Plan Writing and Revision
	<i>ELL Teacher</i>	<i>3/5</i>	<i>3/12</i>	<i>3/19</i>		<i>4/10, 4/11</i>	<i>4/17</i>	
Marc Molina	Principal	10/10/	3/6	5/19	5/27	6/7/6/1 0	6/13	6/3,6/6, 6/20
Veronica Cordero-Turner	Reading Specialist	10/10	3/6	5/19	5/27	6/7/6/1 0	6/13	6/3,6/6, 6/20
Juli-Ann Barbuto	Special Education Teacher	10/10/	3/6	5/19	5/27	6/7/6/1 0	6/13	6/3,6/6, 6/20
Wendy Lang	Teacher	10/10/	3/6	5/19	5/27	6/7/6/1 0	6/13	6/3,6/6, 6/20
Lorena Payne	Teaching Assistant	10/10/	3/6	5/19	5/27	6/7/6/1 0	6/13	6/3,6/6, 6/20

Our Team's Process

Yassenia Avenaut-DeFreitas	Guidance Counselor	10/10/	3/6	5/19	5/27	6/7/6/1 0	6/13	6/3,6/6, 6/20
Tryudiann Lyon	Parent	10/10/	3/6	5/19	5/27	6/7/6/1 0	6/13	6/3,6/6, 6/20
Queen Inwang	Student	10/10/	3/6	5/19	5/27	6/7/6/1 0	6/13	6/3,6/6, 6/20

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

Schools in the ATSI and TSI model only

Subgroup Spotlight

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

Next Steps

Sharing the Plan

Schools in the CSI Model

As you develop your plan, please feel free to share the plan with your NYSED liaison for input when it would be helpful. When the SCEP team is satisfied with the plan, **please compare the completed plan to the [SCEP Rubric to consider where there may be opportunities to strengthen the plan](#)**. After the team has analyzed the completed plan in relation to the [SCEP Rubric](#) and made any necessary revisions, the principal should email the NYSED liaison and:

1. Confirm that the team has reviewed the plan against the SCEP rubric, ensured the plan met [minimum expectations](#), and made any necessary changes;
2. Identify the areas of the plan about which the team is most confident;
3. If applicable, identify if there are any specific areas of the plan about which the team is less confident. The principal is also able to request a follow-up meeting to further explore these areas prior to [Pre-SCEP Team Meeting Planning Session 5](#) indicate to your liaison that the school is ready to share its full plan for approval. Plans should be shared by **July 15, 2024**.
4. Once your plan is finalized, ensure that the District (Superintendent or designee) and local Board of Education have approved the plan and that the plan is posted on the district website.

Schools in the ATSI model and TSI Model

When the SCEP team is satisfied with the plan, **please compare the completed plan to the [SCEP Rubric to consider where there may be opportunities to strengthen the plan](#)**. After the team has analyzed the completed plan in relation to the SCEP rubric and made any necessary revisions, please share the plan with your District, who will verify that the plan meets [NYSED's minimum expectations](#). Plans will need to be approved by the District before the first day of the 2024-25 school year.

Once the plan has been finalized, ensure that the District (Superintendent or designee) and the local Board of Education have approved the plan and that the plan is posted on the district website.

Implementing the Plan (All Schools)

1. Ensure that the plan is implemented no later than the first day of school.
2. Monitor implementation closely and adjust as needed.
3. Plan to have the SCEP team reconvene during the year to discuss implementation and review progress in relation to the Early Progress Milestones and Mid-Year benchmarks identified.
4. Ensure that there is professional development provided to support the strategic efforts described within this plan.
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.