New York State
EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

School Comprehensive Education Plan
2024-25

District	School Name	Grades Served
Mount Vernon City School District	Traphagen School	Pre K- 8

Collaboratively Developed By:
The Traphagen School SCEP Development Team • **Carol Quinones-Dixon, Principal** • **Alexandra Jean- Reading Specialist** • **Claudia Carmona- ENL** • **Sparkle Richardson- Social Worker** • **Megan Carlisto- Special Education** • **Reno Benitez- Teaching Assistant** • **Stephanie Martino- School Counselor** • **Shane Davanzo- General Education** • **Denada Golemi- Parent** • **Genesis Bowen- Student** ***And in partnership with the staff, students, and families of Traphagen.***

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 1

Our Commitment

What is one Commitment we will promote for 2024-25?	We are committed to helping students and adults build positive relationships to promote a supportive and safe learning environment where students thrive socially, physically, emotionally, and academically.
Why are we making this Commitment? *Things to potentially take into consideration when crafting this response:* • *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?*	This commitment fits into the Traphagen school's vision by addressing social and emotional needs through literacy. Literacy is inherently academic, and this commitment will allow Traphagen to explore social, emotional, and physical needs through an academic lens. This emerged as something to commit to because our students are presenting a need due to the current societal issues. According to the DTSDE Survey, 51% of students are of the opinion that they are not comfortable expressing their feelings to staff members. According to a school-based survey, 65% of our students are of the opinion that the school does not take into consideration student opinions about changes that should happen in the building. The "Envisioning Activity" document influenced this commitment because when the social, emotional, and cognitive dimensions of learning work together, young people are more likely to achieve academic success and enhance life skills such as teamwork and empathy, which helps them thrive inside and outside of the classroom. The Envisioning Activity and the Student Survey made it abundantly clear that our staff needs support in addressing societal issues that surround our students. Weaving social-emotional learning into all aspects of the curriculum. This commitment fits into other commitments and the school's long-term plans by allowing students to explore current issues in a safe space, promoting student agency and academic success through speaking, listening, reading, writing and math.

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? *Consider both data trends observed and student interview responses.* *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.*
Peer to peer learning opportunities	☐ NEW ☒ **EXPAND** ☐ REFINE	Using the school's academic power hours and time slots arranged throughout the school schedule, students will have the opportunity to engage in peer-to-peer tutoring. Continuing to implement the morning program will allow students the opportunity for peer-to-peer learning.
Homework Help	☐ NEW ☒ **EXPAND** ☐ REFINE	Homework help will be offered before school, during lunch/recess, and after school. Students that meet success will be rotated out of the program to provide space for other students who need assistance. In addition, homework support stations will be in the classrooms. Students can visit the support station upon arrival if they are unable to complete their homework at home.
Student Safe Space	☐ NEW ☐ EXPAND ☒ **REFINE**	Students will have a voluntary open forum to talk about social and emotional concerns. This can be done during lunch periods or after school. This can also be during group sessions with the school counselor and the school social worker.
Staff to Student Mentoring	☐ NEW ☐ EXPAND ☒ **REFINE**	Staff volunteers will be assigned to a student who could benefit from a mentorship. Staff and students will share interests and likes, with a focus on social emotional well-being as well as academics.
Fitness and Wellness Event	☐ NEW ☐ EXPAND ☒ **REFINE**	A fitness and wellness event (Jump Rope for Heart, Hoops for Heart, et al) that will promote physical wellness and confidence. Staff and students are welcome to participate in these events and encourage physical fitness and wellness throughout the school community.
No Place for Hate	☐ NEW ☐ EXPAND ☒ **REFINE**	No Place for Hate builds a community of inclusivity, respect and equity. This is a student-led climate improvement program that fits the school's unique culture and needs. This includes No Place for Hate assemblies and trips to encourage a positive social environment and encourage learning.

Implementation of MTSS	☐ NEW ☐ EXPAND ☒ REFINE	Combining the RTI and PBIS process will positively impact the academic, social, and behavioral culture of the school. Continuing the use of the Child Study Team to identify and provide interventions and the use of the progress monitoring tool promotes academic success which will aid in social and emotional well-being.
Family Math Night	☐ NEW ☐ EXPAND ☒ REFINE	Inviting families into the school to learn about the math curriculum and best practices to implement at home to assist their children with math
Family Literacy Night	☐ NEW ☐ EXPAND ☒ REFINE	Inviting families into the school to learn about the literacy curriculum and best practices to implement at home to assist their children with literacy

Implementation

KEY STRATEGY 1	**Peer to peer learning opportunities**
IMPLEMENTATION What is our plan for implementing Key Strategy 1? What steps are involved?	When will this be in place?
Continue to implement academic power hour	☐ by EPM ☒ by **MYB**
Continue the use of the morning program	☐ by EPM ☒ by **MYB**
Provide opportunities for discussion regarding academics and social issues throughout the school day	☐ by EPM ☒ by **MYB**
	☐ by EPM ☐ by **MYB**
	☐ by EPM ☐ by **MYB**
RESOURCES What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	
Teachers to supervise students	
Money	
Space	

KEY STRATEGY 2	**Homework Help**
IMPLEMENTATION What is our plan for implementing Key Strategy 2? What steps are involved?	When will this be in place?
Continue the morning program before school to assist with homework completion	☐ by EPM ☒ by **MYB**
Set up a homework center in the classroom to be used upon student arrival	☐ by EPM ☒ by **MYB**
Allow students to be "experts" in certain homework areas and assist peers	☐ by EPM ☒ by **MYB**

	☐ by EPM ☐ by MYB
	☐ by EPM ☐ by MYB

RESOURCES What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Teachers to supervise students in the morning before school
Space
Money

KEY STRATEGY 3	Student Safe Space	
IMPLEMENTATION What is our plan for implementing Key Strategy 3? What steps are involved?		When will this be in place?
Provide a schedule for when the safe space sessions will occur		☐ by EPM ☒ by MYB
Provide a drop box where students can place their thoughts and feelings if they do not want to speak to them aloud		☐ by EPM ☒ by MYB
Provide a schedule for when the school counselor and social worker are available to address any individual needs		☐ by EPM ☒ by MYB
		☐ by EPM ☐ by MYB
		☐ by EPM ☐ by MYB

RESOURCES What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Staff
Space
Time in the school schedule

KEY STRATEGY 4	Staff to Student Mentoring	
IMPLEMENTATION What is our plan for implementing Key Strategy 4? What steps are involved?		When will this be in place?
Establish set check in and check out times for students who may benefit		☐ by EPM ☒ by **MYB**
Assign a mentor who the student is comfortable with		☐ by EPM ☒ by **MYB**
Implement check in, check out, and mentoring times with fidelity		☐ by EPM ☒ by MYB

RESOURCES What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Staff volunteers
Time in the schedule to provide mentoring

KEY STRATEGY 5	Fitness and Wellness Event	
IMPLEMENTATION What is our plan for implementing Key Strategy 4? What steps are involved?		**When will this be in place?**

Provide a variety of opportunities for students and staff to participate in fitness and wellness events	☐ by EPM ☒ by **MYB**
Provide a fitness and wellness event quarterly	☐ by EPM ☒ by **MYB**
	by EPM by MYB
RESOURCES What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	
Staff and student participants	
Space	

KEY STRATEGY 6	**No Place for Hate**
IMPLEMENTATION What is our plan for implementing Key Strategy 4? What steps are involved?	**When will this be in place?**
Introduce No Place for Hate at the beginning of the school year	☐ by EPM ☒ by **MYB**
Conduct No Place for Hate assemblies quarterly	☐ by EPM ☒ by **MYB**
Participate in No Place for Hate field trip	☐ by EPM ☒ by **MYB**
Participate in Not Place for Hate walk to school day	
RESOURCES What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	
Staff and student participants	

KEY STRATEGY 7	**Implementation of MTSS**
IMPLEMENTATION What is our plan for implementing Key Strategy 4? What steps are involved?	**When will this be in place?**
Evaluate iReady data to determine students in need	☐ by EPM ☒ by **MYB**
Continue Child Study Team Meetings to determine interventions	☐ by EPM ☒ by **MYB**
Continue coaching sessions to assist staff members in need of guidance with MTSS process	☐ by EPM ☒ by **MYB**
Continue to refine and implement the progress monitoring tool to determine the effectiveness of established interventions	
RESOURCES What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	
Staff	
Schedule for Child Study Meetings	

KEY STRATEGY 7	Family Math Night

IMPLEMENTATION What is our plan for implementing Key Strategy 4? What steps are involved?	When will this be in place?
Schedule for family math night	☐ by EPM ☒ by **MYB**
Identify topics and research based strategies to be demonstrated	☐ by EPM ☒ by **MYB**
Implement math games to assist with math skills	☐ by EPM ☒ by **MYB**
Identify math websites that provide research based strategies to assist families with math needs	☐ by EPM ☒ by **MYB**
RESOURCES What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	
Staff volunteers	
Space	
Schedule	

KEY STRATEGY 8	Family Literacy Night

IMPLEMENTATION What is our plan for implementing Key Strategy 4? What steps are involved?	When will this be in place?
Schedule for family literacy night	☐ by EPM ☒ by **MYB**
Identify topics and research-based strategies to be demonstrated	☐ by EPM ☒ by **MYB**
Implement literacy games to assist with literacy skills	☐ by EPM ☒ by **MYB**
Identify literacy websites that the district supports to assist families with literacy needs	☐ by EPM ☒ by **MYB**
RESOURCES What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	
Staff volunteers	
Space	
Schedule	

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? (*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	Academic Power Hour and Morning Program Attendance	At least 75% of the students who are eligible for these programs are in attendance	
2	Homework Help (use of station and morning program attendance)	All classrooms have a homework station set up At least 75% of the students eligible for morning program are in attendance	
3	Student safe space attendance	At least 75% of students asked to participate in lunch safe spaces will attend	
4	Staff to student mentoring volunteers	One classroom teacher on each grade will volunteer to be a mentor to a student One support staff from each area will volunteer to be a mentor to a student	
5	Fitness and wellness activities	At least one fitness and wellness activity per quarter	
6	MTSS meeting schedule and CST schedule	85% of teachers implementing MTSS with fidelity as evidenced by initial form and progress monitoring tool	
7	Family Math Night Attendance	At least 60% of our school parents and guardians attend family math night with their students	
8	Family Literacy Night Attendance	At least 75% of our school parents and guardians attend family literacy night with their students	

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)	Attendance and participation in academic, social, and physical programs provided throughout the year	At least 70% of the school population participating in the academic, social, and physical programs provided	
End-of-the Year Targets	Staff, Student and Family Surveys	Student, staff, and families feel that they are integral and valued members of the school community where their academic, social, and emotional needs are addressed	

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 feel that the staff provides me with support and listens to me when I face challenges with my peers	62%	75%	
Staff Survey	I am equipped with the necessary supports and strategies to address the diverse learners in my classroom	NA	70%	
Family Survey	The staff at this school address the diverse social and emotional needs of the students.	NA	70%	

COMMITMENT 2

Our Commitment

What is one Commitment we will promote for 2024-25?	We are committed to building student agency by creating learning opportunities that promote critical thinking and social emotional well-being. Students will be challenged with rigorous work and learn how to navigate obstacles and access help and support both in and outside the classroom.
Why are we making this Commitment? *Things to potentially take into consideration when crafting this response:* • *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 believe that student agency is critical for engagement throughout the teaching and learning process. When students develop agency, they can navigate obstacles in their learning and learn how to access help and support. This will prepare students for higher education and social success. When students develop agency it increases their engagement, motivation, and ability or potential to act, influence, or change their surroundings. Student agencies also help to educate students in making positive choices that benefit them. According to the Student Interest Survey data, only half of the student body felt their opinions, feelings and thoughts were considered by the staff. Additionally, only 61% of students felt that they were a valued member of the school community. We believe this commitment is crucial to pursue because student agency promotes student engagement, creativity, and inquiry while building positive relationships with their peers and staff. Creativity and inquiry are beneficial and encourage students to pose questions, make connections, and share experiences. This foundation increases their knowledge base of content 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? *Consider both data trends observed and student interview responses.* *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.*
Involve students in decision making process	☐ NEW ☒ **EXPAND** ☐ REFINE	Students will be involved in their learning process where they are given voice and choices in their learning, problem solving and creating something using a defined skill set.
Incorporate SEL activities in the morning schoolwide	☐ NEW ☒ **EXPAND** ☐ REFINE	Morning meetings, check ins with students, focus on positive behavior and goal setting.
Create a professional learning community	☐ NEW ☒ **EXPAND** ☐ REFINE	A professional learning community will allow staff members to work collaboratively on rigorous lessons that provide students with equity and access, critical thinking, and reflection. We learned that scheduling PLC's due to staffing is a concern.
Students will develop strategies to explicitly model, teach problem-solving skills while learning how to reflect and plan for the next steps in their learning	☐ NEW ☒ **EXPAND** ☐ REFINE	Students will work in small groups and in partnerships and demonstrate problem solving skills, overcome obstacles using student agency, and use reflection as way to assess their understanding of learning

Implementation

KEY STRATEGY 1	Involve students in decision making process
IMPLEMENTATION What is our plan for implementing Key Strategy 1? What steps are involved?	When will this be in place?
Students in grades 4-8 will complete a survey sharing their educational and social-emotional experiences at school.	☒ by EPM ☐ **by MYB**
Students in the Honor Society complete volunteer service hours within the school community helping the lower grades during small group instruction.	☐ by EPM ☒ **by MYB**
Students develop SMART goals for each marking period during a student teacher conference.	☒ by EPM ☒ **by MYB**
Student SMART goals are reviewed and revised during a student teacher conference.	☒ by EPM ☒ **by MYB**
Student Advisory Council meet and discuss feedback from the student survey.	☒ by EPM ☒ **by MYB**

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

Honor Society Students & grades 1-2

KEY STRATEGY 2	Incorporate SEL activities schoolwide
IMPLEMENTATION What is our plan for implementing Key Strategy 2? What steps are involved?	When will this be in place?
Students in grades 4-8 will complete a survey sharing their educational experience.	☐ by EPM ☒ **by MYB**
During morning announcements, student accomplishments and birthdays are announced to celebrate students.	☒ by EPM ☒ **by MYB**
Mindfulness exercises such as deep breathing and movement to assist children in managing stress.	☒ by EPM ☒ **by MYB**
Family Involvement Events such as Literacy night, Family Math Night, Dads and Donuts, Moms and Muffins, Parent Involvement Day and Family Cultural Celebration.	☒ by EPM ☒ **by MYB**

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

KEY STRATEGY 3	Create a professional learning community
IMPLEMENTATION What is our plan for implementing Key Strategy 3? What steps are involved?	When will this be in place?
Faculty meets weekly with their grade level colleagues to discuss curriculum and student needs	☒ by EPM ☒ **by MYB**
Faculty meets monthly for Curriculum meetings after school.	☒ by EPM ☒ **by MYB**
Teachers review data and plan accordingly for small group instruction.	☒ by EPM ☒ **by MYB**

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

KEY STRATEGY 4	Student – Teacher Conferences
IMPLEMENTATION What is our plan for implementing Key Strategy 4? What steps are involved?	When will this be in place?
Teachers meet with students to develop SMART goals for each quarter's beginning and steps necessary to achieve them.	☒ by EPM ☒ **by MYB**
Teachers meet with students to review their goals at the end of the quarter and evaluate if they were achieved.	☒ by EPM ☒ **by MYB**
Teachers conference with students during the writing process.	☒ by EPM ☒ **by MYB**

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

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 Involve students in decision making process	SMART goals	We hope to see students following the steps to achieve their SMART goals and make improvements in their benchmarks, writing, and report cards.	
2 Incorporate SEL activities schoolwide	Attendance for Family School Events	We hope to see less behavior management issues and well attended family centered activities. More than 70% of school families participate in school sponsored activities.	
3 Create a professional learning community	PLC agendas and data reviewed	We hope to see PLC's that evaluate curriculum and resources as they address student needs for whole group and small group instruction.	
4 Student – Teacher Conferences	Benchmark assessments, progress reports, and report cards	We expect to see at least a 10–15-point growth with each benchmark assessment. A 10% increase in Honor Roll recipients for grades 4-8.	

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)	Attendance and participation in academic, social, and physical programs provided throughout the year	We hope to see improvements of at least 10-15 points in student benchmarks as well as at least 70% of the families participating in school programs .	
End-of-the Year Targets	Student, staff and family surveys	Students feel that they are an integral member of the community who contribute to the school environment and climate that positively impacts students' academic achievement.	

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 feel supported by the teachers and the staff when I am struggling with a particular subject. I feel that the school values my opinion on changes I	54% of the students that participated in the survey agree with this statement. 38% agree and most of the time	<38% disagree with this statement.	

	would like to see in my school. The school offers opportunities to celebrate and recognize students' academic achievements.	agree with this statement. 48% of students agree their achievements are recognized.	<33% disagree with this statement. <26% sometimes and never feel celebrated.	
Staff Survey	I am committed to growing my instructional practice by continuously seeking out professional development opportunities, staying up to date with current educational research and best practices, and implementing innovative teaching strategies in the classroom.	52% of the staff that completed the survey agreed with the statement.	<11% of the staff that completed the survey were neutral. No one disagreed with the statement.	
Family Survey	I feel that the staff at this school address the diverse learning needs of the students.	80% of the participating families agree & strongly agree with this statement.	<19% of the participating families disagree with this statement.	

COMMITMENT 3

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

Our Commitment

What is one Commitment we will promote for 2024-25?	We commit to strengthening our ability to provide a cohesive, rigorous, and diverse educational learning experience for all scholars.
Why are we making this Commitment? *Things to potentially take into consideration when crafting this response:* • *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 believe our students need to learn from a diverse curriculum that is meaningful and engaging while offering collaborative opportunities. The curriculum must be rigorous, academically challenging, and cohesive; building on concepts taught from previous grades and allow students to feel connected interpersonally. Literacy skills will be taught through the balanced literacy approach which allows for the gradual release of responsibility for students. Instruction in the lower grades will emphasize the foundations of literacy, such as phonological awareness, phonics, high frequency words, fluency, and comprehension. Students across all grade levels will focus on the implicit instruction of vocabulary to build on understanding. The math curriculum will be built on spiraling fundamental skills, scaffolded through the years, allowing students to apply their knowledge to solve problems. 41% of the students surveyed felt that their thoughts and opinions on matters related to school were not valued. Professional development needs to be provided to the staff to support them in listening to and empathizing with their students. 72% of the students felt that the staff supported them academically. Creating a curriculum that encourages independent learning and provides opportunities for voice and choice will give students greater ownership and allow them to be heard. The results of the 2023-2024 survey indicated that teachers and parents in the school community feel that meeting the diverse needs of students was a concern. On the teacher survey, only 41% of teachers agreed that they had the necessary supports and strategies to address the diverse learners in their classroom. Additionally, almost 20% of parents surveyed believed that the staff did not address the diverse learning needs of their child. We believe in creating a relevant and engaging curriculum that addresses the needs of our diverse learners, fosters critical thinking, and allows students to pursue their own studies autonomously.

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? *Consider both data trends observed and student interview responses.* *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.*
Assess student abilities	☐ NEW ☐ EXPAND ☒ **REFINE**	We learned that we reached our academic goals in both ELA and Math in 2023-24. In refining this strategy, we are adding new programs to build upon developing skills.
Creating a professional learning community	☐ NEW ☐ EXPAND ☒ **REFINE**	We learned that scheduling and staffing issues impeded our ability to facilitate PLCs consistently. We need to refine the scheduling process for PLCs to ensure staff can meet regularly with their colleagues.
Co-design of Curriculum / Engagement	☐ NEW ☐ EXPAND ☒ **REFINE**	We learned that student reflection on units of study were not happening regularly. We also learned that we need to adjust the grade-level of students participating in this reflection. In refining this strategy, we will provide teachers with a template for a survey to engage their students in the learning process.
Instill positivity in students by celebrating their work.	☐ NEW ☒ **EXPAND** ☐ REFINE	We learned that the celebration of student work was happening, and the results were rewarding, but that it needs to happen on a larger scale and consistently throughout the year.

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

Implementation

KEY STRATEGY 1	Assess student abilities

IMPLEMENTATION What is our plan for implementing Key Strategy 1? What steps are involved?	When will this be in place?
Administer ELA I-Ready and TRC (K-1) benchmark assessments; progress monitoring; Leveled Literacy Intervention most at-risk; DIG (Develop, Inspire, Grow) (Pre-K), Second Step Curriculum (Pre-K); CLI Engage (Pre-K), Waterford; *Fundations* (K-3), A-Z Learning (Raz Kids) (K-6); Literacy Roll-out Units of Study (Running Records); *McGraw-Hill* (Social Studies K-6); HMH (Social Studies 7-8); Discovery Education (Science K-6) Administer Math I-Ready assessment; progress monitoring; collecting and evaluating data to differentiate instruction.	☒ by EPM ☒ **by MYB**
Assessment of small group instruction through checklists, rubrics, standards, skills and strategies templates, and conferencing with students to effectively plan next instructional goals based on the data collected.	☒ by EPM ☒ **by MYB**
MTSS Team will identify students most at risk based on Progress Monitoring Tools, State exam results, iReady, common formative assessments (CFM's) end of unit summative assessment data, conduct meetings to identify gaps in students' performance alongside standards-address specific skills and strategies.	☒ by EPM ☒ **by MYB**
The Child Study Team (CST) will identify students most at risk and meet with teachers to discuss strategies and interventions in a 6–8-week time frame, three times, before evaluation is considered.	☒ by EPM ☒ **by MYB**
ELL's teacher will identify students' needs and proficiency levels based on the NYSESLAT and NYSITELL data; allocating number of meeting times according to proficiency levels, utilizing *Fundations*, Literacy Roll-out Units of Study (Running Records), Imagine Learning, SPIRE, I-Ready and Raz Kids programs for differentiated instruction.	☒ by EPM ☒ **by MYB**
Students will develop student agency by applying structures and checklists to help them navigate through difficult concepts and self-monitoring their work. Following the lesson, students will follow a routine that includes rereading, checklists, supplemental materials, and peer consultation among other strategies. Students will be presented with common checklists from grade-to-grade to ensure continuity.	☒ by EPM ☒ **by MYB**

RESOURCES

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

Schedule 1a:

- Diagnostic Dates: September/October, January, May/June
- Progress Monitoring: November and March

Schedule 1b:

- Tier 3: 4-5 times per week, Tier 2: 2-3 times per week, Tier 1: 1-2 times per week

Schedule 1c:

- Initial Meetings: October
- Follow-up Meetings: 6-8 weeks after

Schedule 1d:

- Initial Meetings: October

- Follow-up Meetings: 6-8 weeks after

Schedule 1e:

- Diagnostic Dates: September/October, January, May/June
- Progress Monitoring: November and March
- Administer assessments on entry for incoming ELLs

Schedule 1f:

- Year-long

Individuals 1a:

- Pre-K – 8 students administered by classroom teachers and AIS teachers

Individuals 1b:

- Tier 3: classroom teachers, AIS, ELL, Special Education and Resource teachers
- Tier 2: classroom teachers, AIS teachers, ELLs, and Resource teachers
- Tier 1: classroom teachers

Individuals 1c and 1d:

- At-risk Tier 2 and Tier 3 students

Individuals 1e:

- ELL students prior to reaching commanding proficiency levels

Individuals 1f:

- All students

KEY STRATEGY 2	Creating a professional learning community
IMPLEMENTATION What is our plan for implementing Key Strategy 2? What steps are involved?	When will this be in place?
PLCs will be scheduled twice per cycle to allow teachers to review data, plan, collaborate, view student work, and share best practices. Classroom teachers will have the opportunity to work with the reading specialists, ELL teachers, resource teachers and speech teachers to review student performance and data and set academic goals for students.	☒ by EPM ☒ **by MYB**
Professional development opportunities will be provided to all staff members throughout the year to continue to hone their professional craft.	☒ by EPM ☒ **by MYB**

RESOURCES

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

Schedule 2a:

- PLCs will be scheduled twice in a six-day cycle for each classroom teacher
- Vertical PLCs will be scheduled once per quarter

Schedule 2b:

- Faculty and curriculum meetings are schedule once per month
- District provided year-long professional development scheduled for 3 days over the course of the year

Processes 2a:

- Staff will be required to read and discuss current SCEP with their grade level

Space 2b:

- Meetings will be held in the gym, Media Center, or auditorium

KEY STRATEGY 3	Co-design of Curriculum / Engagement	
IMPLEMENTATION What is our plan for implementing Key Strategy 3? What steps are involved?		When will this be in place?
Students will have a voice in choosing content and reading materials. Students will reflect on the completion of units across the curriculum. Students in the upper grades will provide feedback on the engagement, relevancy, and pace of the unit to help guide instruction of future units.		☒ by EPM ☒ **by MYB**
Students in the primary grades will have an opportunity to choose a topic of interest, with an assessment guided by the teacher.		☐ by EPM ☒ **by MYB**
Students in the intermediate grades will have a chance to create their own independent project and self-assess their work on an established criteria created by the student and teacher.		☐ by EPM ☒ **by MYB**
Students will be encouraged to use technology to present information in different ways. Students will be taught digital citizenship and asked to communicate, collaborate, create, and think critically using technology. Students will be given the choice to present information using different technological tools. Students will be exposed to coding, Virtual Field Trips, podcasting, and video creation, in addition to other digital media.		☒ by EPM ☒ **by MYB**

RESOURCES

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

Schedule 3a:

- Upon completion of each unit

Schedule 3b and 3c:

- Once per year

Schedule 3d:

- Year-long

Money 3d:

- Replacement headphones/classroom sets
- Additional device chargers and power strips for classroom use

Processes 3a:

- Template on Microsoft Forms

Processes 3d:

- Include Type-to-Learn program

Individuals 3a:

- All students

Individuals 3b:

- Pre-K to 3rd Grade

Individuals 3c:

- 4th Grade to 8th Grade

Individuals 3d:
- All students

KEY STRATEGY 4	Instill positivity in students by celebrating their work.
IMPLEMENTATION What is our plan for implementing Key Strategy 4? What steps are involved?	When will this be in place?
Students will be celebrated for the work they complete at the end of each unit. Student work will be displayed through celebration events throughout the school year. Students will be invited to share their work and view work accomplished by their peers across grade levels. Specific actionable feedback will be required of all participants.	☒ by EPM ☒ by MYB

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

Schedule 4a:
- End of applicable units

Space 4a:
- Media Center, Auditorium, Classroom, Gymnasium, Hallway

Money 4a:
- Refreshments for parents/students on occasion

Processes 4a:
- Scheduling events
- Communicating the time/date to parents and community
- Set up tables and chairs

Individuals 4a:
- Students, teachers, community members, custodial staff

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)*
Assess student abilities	Progress Monitoring	We expect to see growth of at least 5-10 points.	

Creating a professional learning community	PLCs	We expect to see that PLCs are occurring regularly, allowing teachers to collaboratively plan with their colleagues. We also expect to see that vertical PLCs are built into the schedule.	
Co-design of Curriculum / Engagement	End of Unit Surveys	We expect to see positive results from the End of Unit Surveys (Microsoft Forms).	
Instill positivity in students by celebrating their work.	Celebrations	We expect to see celebrations occurring across all grade levels at the end of select units.	

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)	iReady ELA iReady Math	10% increase from last year's results.	
End-of-the Year Targets	iReady ELA iReady Math NYSESLAT Imagine Learning	20% increase from last year's result.	

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 feel supported by the teachers and the staff when I am	28% disagree with this statement.	<10% disagree with this statement	

	struggling with a particular subject.			
Staff Survey	I am equipped with the necessary supports and strategies to address the diverse learners in my classroom.	59% disagree with this statement.	<40% disagree with this statement.	
Family Survey	I feel that the staff at this school addresses the diverse learning needs of the students.	19% disagree with this statement.	<10% disagree with this statement.	

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?	Continue to promote family engagement and participation in schoolwide and grade level events
Why are we making this Commitment? *Things to potentially take into consideration when crafting this response:* • *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?*	Parents continue to express interest in participating in school-related activities. This was evident in past surveys. This fits with our school vision because our parents are an integral part of our school community and contribute to and support the overall success of their child (ren). This commitment is important to us because building relationships with parents builds the home school connection. As result, it builds trust with families who entrust their children in our care. This foundation is essential to a child's social and emotional well-being and academic success. This commitment is also important because the voices of our families and students are important to the overall success of our school.

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? *Consider both data trends observed and student interview responses.* *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.*
Grade level Writing Celebrations	☐ NEW ☐ EXPAND ☒ REFINE	At the end of a writing unit parents will be invited to attend a writing Parents will have the opportunity to provide feedback to student writers

Parent Literacy Workshops	☐ NEW ☐ EXPAND X REFINE	Parents will be invited to attend a literacy workshop where they will read alongside their child (ren) and learn various strategies for interacting with a text.
Family Math Night	☐ NEW ☐ EXPAND ☐ X REFINE	Parents will engage in math activities with their children using problem-solving strategies and critical thinking.
Principal Grade Level Chats	NEW EXPAND X REFINE	Chats focused on grade level instruction and goal setting
Family Cultural Celebration	X NEW EXPAND REFINE	Families come with a cultural dish to share amongst the school community.
Monthly Calendar of Events	NEW EXPAND X REFINE	Every month a calendar of events will be posted on Schoology.
Walk Your Child to School	NEW EXPAND REFINE	Dads or dad-like figures walk their child to school.
Moms and Muffins **Dads and Donuts**	NEW EXPAND X REFINE	Family members come in the morning to enjoy a breakfast treat with their child.
Book Fair	NEW X EXPAND REFINE	Scholastic books are sold, and families are encouraged to purchase books.
Honor Roll Breakfast	NEW EXPAND X REFINE	Students are celebrated with breakfast for their scholastic achievements.
Parent Involvement Day	NEW EXPAND X REFINE	Parents visit their child's classroom and participate in workshops. Breakfast and lunch are provided as well.

Implementation

KEY STRATEGY 1	**Grade level Writing Celebrations**
IMPLEMENTATION What is our plan for implementing Key Strategy 1? What steps are involved?	When will this be in place?
Teachers will work together and with the building administration to coordinate dates for grade level Writing Celebrations	☐ by EPM ☐ by MYB
Teachers will work on writing lessons using the writing units of study with grade level colleagues.	☐ by EPM ☐ by MYB
	☐ by EPM ☐ by MYB
	☐ by EPM ☐ by MYB
	☐ by EPM ☐ by MYB

RESOURCES What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Teachers, parents, and students
Media Center

KEY STRATEGY 2	Parent Literacy Workshops	
IMPLEMENTATION What is our plan for implementing Key Strategy 2? What steps are involved?		When will this be in place?
Teachers will plan literacy workshops for parents of students in grades K-6		☐ by EPM ☐ by MYB
Teachers will create literacy centers for Parent Literacy Night. Parents will learn various comprehension strategies to support their child with reading and writing.		☐ by EPM ☐ by MYB
		☐ by EPM ☐ by MYB
		☐ by EPM ☐ by MYB
		☐ by EPM ☐ by MYB

RESOURCES What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Teachers, parents, students
Media center

KEY STRATEGY 3	Family Math Night	
IMPLEMENTATION What is our plan for implementing Key Strategy 3? What steps are involved?		When will this be in place?
The Parent Liaison will work with classroom teachers to design a Family Math Night.		☐ by EPM ☐ by MYB
The Parent Liaison will contact parents to extend an invitation to Family Math Night.		☐ by EPM ☐ by MYB
		☐ by EPM ☐ by MYB
		☐ by EPM ☐ by MYB
		☐ by EPM ☐ by MYB

RESOURCES What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Parents, Teachers, and Students
Math manipulatives, math games, chart paper
Media Center or cafeteria
money

KEY STRATEGY 4	Principal Grade Level Chats	
IMPLEMENTATION What is our plan for implementing Key Strategy 4? What steps are involved?		When will this be in place?
Contacting Parents to invite them to grade level chats.		☐ by EPM

	☐ by MYB
Have a clear focus for principal chats that communicate grade level goals.	☐ by EPM ☐ by MYB
Communicate to parents how they can help support the grade level goals at home.	☐ by EPM ☐ by MYB
	☐ by EPM ☐ by MYB
	☐ by EPM ☐ by MYB

RESOURCES What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Parents, Principal, Grade level data, office space

KEY STRATEGY 5	Family Cultural Celebrations
IMPLEMENTATION What is our plan for implementing Key Strategy 2? What steps are involved?	When will this be in place?
The ENL teacher will lead this initiative to invite parents to a cultural celebration.	by EPM by MYB
The ENL teacher will work with teachers and teaching assistants to coordinate this event.	by EPM by MYB
Send invitation to parents	by EPM by MYB
	by EPM by MYB
	by EPM by MYB

RESOURCES What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Parents, students, faculty, staff, music, and food
gymnasium

KEY STRATEGY 6	**Monthly Calendar of Events**
IMPLEMENTATION What is our plan for implementing Key Strategy 1? What steps are involved?	When will this be in place?
The guidance counselor along with the student government will calendar school wide monthly events to build school community	by EPM by MYB
	by EPM by MYB
	by EPM by MYB
	by EPM by MYB
	by EPM by MYB
Resources:	

Students, Staff, Parents, space and money	
KEY STRATEGY 7	**Walk Your Child to School**
IMPLEMENTATION What is our plan for implementing Key Strategy 1? What steps are involved?	When will this be in place?
Notices will be sent home for Dads and Dad figures to walk their child to school	by EPM by MYB
The Leadership Team will work with the PTA to organize this event and welcome Dads and Dad Figures	by EPM by MYB
	by EPM by MYB
	by EPM by MYB
	by EPM by MYB
Resources: Parents, staff, students, space, and refreshments	
KEY STRATEGY 8	**Moms and Muffins** **Dads and Donuts**
IMPLEMENTATION What is our plan for implementing Key Strategy 1? What steps are involved?	When will this be in place?
The Leadership Team along with the student government will work with the PTA to celebrate Moms and Dads. Moms and Dads will be celebrated for Mother's Day and Father's Day respectively.	by EPM by MYB
	by EPM by MYB
	by EPM by MYB
	by EPM by MYB
Resources: Staff, students, parents, refreshments, space	
KEY STRATEGY 9	**Book Fair**
IMPLEMENTATION What is our plan for implementing Key Strategy 1? What steps are involved?	When will this be in place?
The PTA will work with building administration to coordinate calendar dates for a Book Fair. The Book Fair will allow parents to come and visit the school and do book reads in the primary classes.	by EPM by MYB
	by EPM by MYB
	by EPM by MYB
	by EPM by MYB
Resources: Staff, administration, students, books and supplies, space, and refreshments	
KEY STRATEGY 10	**Honor Roll Breakfast**
IMPLEMENTATION What is our plan for implementing Key Strategy 1? What steps are involved?	When will this be in place?

Parents and Honor Roll students will be invited to a culminating Honor Roll Breakfast.	by EPM by MYB
Administration will work with the PTA to coordinate this event.	by EPM by MYB
	by EPM by MYB
	by EPM by MYB
	by EPM by MYB
KEY STRATEGY 11	Parent Involvement Day

IMPLEMENTATION What is our plan for implementing Key Strategy 4? What steps are involved?	When will this be in place?
The Parent Involvement Day (PID) Committee will work together to organize this event	by EPM by MYB
The PID Committee will extend an outreach to the community to invite them to present during PID	by EPM by MYB
The PID will also work with the PTA to organize and coordinate this event.	by EPM **by MYB**
The PID Committe will create a schedule for the day to be shared with all staff members.	by EPM by MYB
A survey will be conducted to measure the effectiveness and success of the presentations.	by EPM by MYB

RESOURCES What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Parents, administration, staff, community members, refreshments, space, and money

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? (*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)*

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)			
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)	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				
Staff Survey				
Family Survey				

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**
Example: Mary James	*ELL Teacher*	*3/5*	*3/12*	*3/19*		*4/10, 4/11*	*4/17*	*5/2 5/9 5/16*
Carol Quinones-Dixon	Principal							
Alexandra Jean	Reading Specialist							
Claudia Carmona	ENL							
Sparkle Richardson	Social Worker							
Megan Carlisto	Special Education							
Reno Benitez	Teaching Assistant							
Stephanie Martino	School Counselor							

Shane Davanzo	General Education							
Denada Golemi	Parent							
Genesis Bowden	Student							

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

- Some students shared that their diverse needs weren't addressed. Student feedback will be encouraged after each unit and more student-choice opportunities will be presented. Giving students opportunities to present their information using digital media will address some of the needs of diverse styles of learning.
- Not all students agreed that their work was being celebrated. Students' voices will be heard during their celebrations and will occur more frequently.
- Only half of the students felt they were supported instructionally. Staff will use check-ins, conferences, and goal-setting to close the instructional gap.
- Less than half felt their opinions were valued. The Student Advisory Council will follow up to get more specific information from the students.
- Half of the students felt that they are not comfortable speaking to staff about their social and emotional needs
- More than half of the students felt that their opinions are not valued when it comes to changes in the school building

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.