



School Comprehensive Education Plan 2024-25

District	School Name	Grades Served
Geneva City School District	Geneva Middle School	6-8

Collaboratively Developed By:

The Geneva Middle School SCEP Development Team:
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And in partnership with the staff, students, and families of Geneva Middle School.

Guidance for Teams

Template

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

Prior to Writing the Plan

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

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

Commitments

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

Key Strategies

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

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

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

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

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

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

Implementation

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

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

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

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

Success Criteria and Benchmark Targets

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

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

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

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

SCEP Rubric

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

Resources for Team

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

Evidence-Based Intervention

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

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

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

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

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

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

X State-Supported Evidence Based Intervention

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

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

Clearinghouse-Identified

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

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

Clearinghouse used and corresponding rating

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

School-Identified

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

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

COMMITMENT I

Our Commitment

<p>What is one Commitment we will promote for 2024-25?</p>	<p>Geneva Middle School commits to cultivating an inclusive culture where our community feels a sense of belonging and safety.</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> 	<ul style="list-style-type: none"> • All stakeholders explicitly expressed their desire to create a safe and positive learning environment for our students and families during the envisioning stage of planning. • When students feel safe and have a sense of belonging, they are more likely to take academic risks and connect with the broader school community. • Our student survey data indicates a strong desire among students to feel heard and represented in the curriculum and school environment. • Our parent, guardian, and family data illustrated that there needs to be increased communication between the school and their student’s progress. • The feedback from our parent/guardian focus groups reiterated the desire to be more actively involved in their student’s academic experience. • Social-Emotional Learning (SEL) is necessary tier 1 practices that allow our students to meet academically rigorous expectations.

Key Strategies

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

<p>KEY STRATEGY</p>	<p>HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?</p>	<p>WHY: What did we learn from our needs assessment that suggests this is the right Key Strategy?</p> <p><i>Consider both data trends observed and student interview responses.</i></p>
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Commitment 1

		<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>
Family and Student Engagement	X NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	Families indicated during the focus group sessions that they would like greater opportunities to attend events here at the middle school alongside their students. GMS has offered school-hour events for our students, but this often excludes our families.
School-Home Communication	X NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	It was made clear through our family survey data (51%) and focus groups that parents and guardians do not feel like they are being regularly updated about what is happening in their student's school or classrooms.
Student Leadership	X NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	GMS has an established student council that meets regularly, but often to only plan events. Student advisory committees will be created to help inform the school when making decisions, or to help identify issues that need solutions.

Implementation

KEY STRATEGY 1

Family and Student Engagement

IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 1? What steps are involved?		
Hire a PBIS advisor to coordinate family & student engagement events.		X by EPM <input type="checkbox"/> by MYB
Ensure that school-sponsored events incorporate family and community groups that host sessions during each event.		<input type="checkbox"/> by EPM X by MYB
Conduct relationship mapping using the dot project to identify students who need additional connections to ensure that all students feel safe, supported, and connected at school.		X by EPM <input type="checkbox"/> by MYB
Conduct relationship mapping using the dot project to identify students who need additional connections to ensure that all students feel safe, supported, and connected at school.		<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
RESOURCES		
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?		
Facilities - GMS gym, cafeteria, auditorium, and classroom spaces.		
Financial Resources - This would be used to pay outside agencies supporting these events and for teachers putting in additional work time to plan the events.		

KEY STRATEGY 2

School-to-Home Communication

Commitment 1

IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 2? What steps are involved?		
The principal will produce a quarterly newsletter that is available in digital and print versions.		<input type="checkbox"/> by EPM X by MYB
Teams will dedicate a day from common planning time for weekly family communication. This can include Parent Square messages, a newsletter, direct communication over the phone, or family meetings.		X by EPM <input type="checkbox"/> by MYB
School personnel, including counseling, instructional coaches, and/or clubs, will provide updates on current strategies that parents can use to support at-home and ongoing projects as part of the principal's quarterly communication.		X by EPM <input type="checkbox"/> by MYB
Coordinated communication methods by building principal, the team level, and departments that inform families of their student's SEL and academic progress.		<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
RESOURCES		
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?		
Common planning time.		
Professional learning centered around communication practices with families.		

KEY STRATEGY 3	Student Leadership
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IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 3? What steps are involved?		
Create a principal advisory committee that meets monthly to discuss current building needs, wants, and upcoming school wide events.		<input type="checkbox"/> by EPM X by MYB
Using our existing student council system, create sub-groups that work on specific areas within our school community. These sub-groups would be created based on needs (e.g., event planning).		<input type="checkbox"/> by EPM X by MYB
RESOURCES		
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?		
A process for selecting these students will need to be established.		
Time for these committees to meet.		

Progress Targets

Early Progress Milestones

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

Commitment 1

Key Strategy	What Early Progress Milestone data will we be reviewing?	What do we hope to see when we review that data? (<i>consider Student Data, Adult/Schoolwide Behaviors and Practices, and Student Behaviors and Practices</i>)	What we ended up seeing (<i>complete six to ten weeks into the school year</i>)						
1	Family attendance;PBI S meeting agendas;Fall Family survey data	<ul style="list-style-type: none"> ● PBIS meetings occur regularly with coordinated agendas. ● Survey data showing that over 50% of respondents attended a family event at GMS. ● Decrease in behavioral referrals by 10%. ● A chronic absenteeism rate of less than 20%. 	<table border="1"> <tr> <td data-bbox="1182 363 1466 464">Chronic Absenteeism Rate</td> </tr> <tr> <td data-bbox="1182 464 1466 531">June 2024</td> </tr> <tr> <td data-bbox="1182 531 1466 598">27%</td> </tr> </table> <table border="1"> <tr> <td data-bbox="1182 674 1466 774"># of Behavior Referrals</td> </tr> <tr> <td data-bbox="1182 774 1466 842">June 2024</td> </tr> <tr> <td data-bbox="1182 842 1466 909">1,337</td> </tr> </table>	Chronic Absenteeism Rate	June 2024	27%	# of Behavior Referrals	June 2024	1,337
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2	Fall Family Survey Data; Frequency of newsletters; Established common-planning time	<ul style="list-style-type: none"> ● Team-leader agendas that capture families communicated with during common-planning time. ● Newsletters are distributed by the principal at least once every marking period. ● Newsletters going out by the teams every two weeks. 							
3	Establishment of student council groups; frequency of meetings and agendas	<ul style="list-style-type: none"> ● Student council meeting once a week. ● Established agendas for student council meetings. ● Sharing out joint decisions through the announcements. 							

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

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

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

Commitment 1

Mid-Year Benchmark(s)	Teacher survey data, student survey data, family survey data, behavioral referrals	<ul style="list-style-type: none"> • Responses and data that support a safe and positive school community as indicated by strongly agree or agree. • A chronic absenteeism rate of less than 20%. • Reduction of Out of School Suspensions 	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr style="background-color: #f2cbcb;"><td style="text-align: center;">Chronic Absenteeism Rate</td></tr> <tr><td style="text-align: center;">February 2025</td></tr> <tr><td style="height: 20px;"></td></tr> </table>	Chronic Absenteeism Rate	February 2025								
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Commitment 1

	Teacher survey data, student survey data, family survey data, behavioral referrals	<ul style="list-style-type: none"> • Responses and data that support a safe and positive school community. • Reduction of behavioral referrals. 	
			June 2025
			June 2025
			June 2025

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 feel connected to my school (peers and teachers).	N/A	95% Strongly agree or agree	
	I feel like I am represented in my school community.		95% Strongly agree or agree	
	I take part in school activities and after-school events.		95% Strongly agree or agree	

Commitment 1

Staff Survey	I feel that my professional opinions and experiences matter.	92% Strongly agree or agree	95% Strongly agree or agree	
	I feel supported by my co-workers and administration.	95% Strongly agree or agree	95% Strongly agree or agree	
	I attend or participate in extracurricular activities at my school.	81% Strongly agree or agree	95% Strongly agree or agree	
Family Survey	I feel welcome and comfortable in my child's school.	77% Strongly agree or agree	95% Strongly agree or agree	
	I feel represented in the school community.	64% Strongly agree or agree	95% Strongly agree or agree	
	I feel the school communicates with me regularly about my child's education.	48% Strongly agree or agree	95% Strongly agree or agree	

COMMITMENT 2

Our Commitment

<p>What is one Commitment we will promote for 2024-25?</p>	<p>Geneva Middle School commits to strengthening instructional practices, implementing a consistent core curriculum, and providing differentiated learning for all students.</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> 	<ul style="list-style-type: none"> • Our data shows our students academic proficiency levels are below the regional average for math and ELA. • 68% of our students are reading below grade level. • 70% of our students are below grade level for math. • Throughout the envisioning exercise, it was identified that barriers within our control have mitigated the impact our Multi-Tier System of Support (MTSS) teams were having. • Through interviews, students expressed confusion about grading and feedback from teachers.

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?	<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>
Multi-Tiered Systems of Support	<input type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input checked="" type="checkbox"/> REFINE	Meetings will be conducted following the data-wise process allowing for a formal approach to each meeting.
Tier 1 Curriculum	<input checked="" type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	Our math state test scores indicate we are still below the regional average for proficiency.
Curriculum Refinement	<input type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input checked="" type="checkbox"/> REFINE	Our ELA state test scores indicate proficiency below the regional average.

Commitment 2

Tier 2 Instruction	<input type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input checked="" type="checkbox"/> REFINE	Through the use of diagnostic assessments and screeners, student needs have been further identified.
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Implementation

KEY STRATEGY 1	Multi-Tiered Systems of Support
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IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 1? What steps are involved?		
Implementing the Data-Wise process with fidelity throughout all MTSS work.	X by EPM <input type="checkbox"/> by MYB	
Counseling will update attendance initiatives, coaches will provide instructional updates, and administration will share behavioral data.	X by EPM <input type="checkbox"/> by MYB	
Implement the Meeting Wise protocols to establish Step 1 of Data Wise: Organize for Collaboration	<input type="checkbox"/> by EPM X by MYB	
RESOURCES		
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?		
Professional learning provided to building MTSS members and team-leaders.		
Data-Wise agenda template.		

KEY STRATEGY 2	Tier 1 Instruction
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IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 2? What steps are involved?		
Professional learning for math teachers and instructional coaches to support the implementation of the new math curricular resource.	X by EPM <input type="checkbox"/> by MYB	
Opportunities for teachers and co-teachers to unpack curriculum resources in Math for the success of tier 1 instruction.	X by EPM <input type="checkbox"/> by MYB	
Establishing a scope and sequence for math in grades 6-8 for the school year.	X by EPM <input type="checkbox"/> by MYB	
Establish and support the three critical elements of tier 1 instruction at Geneva Middle School - classroom routines and procedures, purposeful instruction, and small targeted group instruction	X by EPM <input type="checkbox"/> by MYB	
RESOURCES		
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?		
Professional learning.		
Financial resources to support professional learning over the summer months.		

KEY STRATEGY 3	Curriculum Refinement
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Commitment 2

IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 3? What steps are involved?		
Professional learning for ELA teachers and instructional coaches to support the implementation of the new ELA curricular resource.		X by EPM <input type="checkbox"/> by MYB
Teachers (co-teaching pairs and trios) unpack curriculum resources in ELA to ensure the success of tier 1 instruction.		X by EPM <input type="checkbox"/> by MYB
Establishing a scope and sequence for ELA in grades 6-8 for the school year.		X by EPM <input type="checkbox"/> by MYB
RESOURCES		
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?		
Professional learning.		
Money for professional learning over the summer months.		

KEY STRATEGY 4	Tier 2 Instruction
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IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 4? What steps are involved?		
Data analysis of student state test, iReady, and local data to create instructional groupings.		X by EPM <input type="checkbox"/> by MYB
Monitoring WIN groups using data collection tools previously mentioned.		<input type="checkbox"/> by EPM X by MYB
Provide instructional resources that meet the needs of our diverse learners (literacy interventions and math interventions).		<input type="checkbox"/> by EPM X by MYB
RESOURCES		
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?		
MTSS team.		
Instructional coaches and administration to review data.		

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)

Commitment 2

1	MTSS Meeting Agendas	<ul style="list-style-type: none"> ● Tier 2 students identified ● Plans created for those students with clearly articulated plans 	
2	iReady diagnostic data; local data sources	<ul style="list-style-type: none"> ● Baseline data with a participation rate of 95% ● Small group instruction within the tier 1 classroom space 	
3	iReady diagnostic data; local data sources	<ul style="list-style-type: none"> ● Baseline data with a participation rate of 95% ● Small group instruction within the tier 1 classroom space 	
4	iReady diagnostic data; local data sources; data chats	<ul style="list-style-type: none"> ● Students should be able to explain their own data and WIN placement ● Baseline data that will be used to measure growth throughout the 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 <i>(complete when reviewing mid-year data)</i>

Commitment 2

<p>Mid-Year Benchmark(s)</p>	<p>NYS Test Data/ iReady Diagnostic</p>	<table border="1"> <thead> <tr> <th colspan="3">6-8 ELA Prof. Levels (NYS)</th> </tr> <tr> <th>Grade</th> <th>23-24 GMS</th> <th>23-24 Region/State</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>34%</td> <td>38% (3-8)</td> </tr> <tr> <td>7</td> <td></td> <td></td> </tr> <tr> <td>8</td> <td></td> <td></td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="3">6-8 Math Prof. Levels (NYS)</th> </tr> <tr> <th>Grade</th> <th>23-24 GMS</th> <th>23-24 Region/State</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>33%</td> <td>44% (3-8)</td> </tr> <tr> <td>7</td> <td></td> <td></td> </tr> <tr> <td>8</td> <td></td> <td></td> </tr> </tbody> </table>	6-8 ELA Prof. Levels (NYS)			Grade	23-24 GMS	23-24 Region/State	6	34%	38% (3-8)	7			8			6-8 Math Prof. Levels (NYS)			Grade	23-24 GMS	23-24 Region/State	6	33%	44% (3-8)	7			8			<table border="1"> <thead> <tr> <th colspan="2">6-8 ELA Prof. Levels (iReady)</th> </tr> </thead> <tbody> <tr> <td colspan="2">Winter GMS</td> </tr> <tr> <td colspan="2"></td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="2">6-8 Math Prof. Levels (iReady)</th> </tr> </thead> <tbody> <tr> <td colspan="2">Winter GMS</td> </tr> <tr> <td colspan="2"></td> </tr> </tbody> </table>	6-8 ELA Prof. Levels (iReady)		Winter GMS				6-8 Math Prof. Levels (iReady)		Winter GMS			
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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	<ul style="list-style-type: none"> ● I feel that my WIN class helps me grow as a learner. ● I meet with my WIN teacher to discuss my data in WIN ● I feel like my teachers challenge me 	N/A	95% Strongly agree or agree 95% Strongly agree or agree 95% Strongly agree or agree	
Staff Survey	<ul style="list-style-type: none"> ● I believe our MTSS systems helps to provide students with the interventions they need ● I believe that WIN is having a positive impact on my students ● I use small groups to target my instruction 	N/A	95% Strongly agree or agree 95% Strongly agree or agree 95% Strongly agree or agree	
Family Survey	<ul style="list-style-type: none"> ● I understand the purpose of WIN in my child’s school. ● I feel like my child’s academic progress is communicated to me throughout the school year ● I am aware of the support that is provided my student to address academics, attendance, and their behavior 	N/A	95% Strongly agree or agree 95% Strongly agree or agree 85% Strongly agree or agree	

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	Orient ation to School Teams (requir ed for new TSI)	Envisio n: Explori ng the Vision, Values and Aspirat ions	Analyz e: Intern al and Extern al Data	Analyz e: Survey Data	Listen: Studen t/Pare nt Intervi ews	Envisio n: Reflect , Synthe size and Plan	Plan Writin g and Revisi on
<i>Example: Mary James</i>	<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>	<i>5/2 5/9 5/16</i>
Entire GMS Staff	Teachers		5/6/24					
Cynthia Velazquez	Staff		5/6/24	5/29/24	5/29/24		6/20/24	6/20/24, 6/26/24
Kelley Monson	Parent/Guardian			5/29/24	5/29/24			
Meghan Guard	Teacher		5/6/24	5/29/24	5/29/24		6/20/24	6/20/24, 6/26/24
Stacey Baxter	Teacher		5/6/24	5/29/24	5/29/24		6/20/24	6/20/24, 6/26/24
Jill Combs	Teacher		5/6/24	5/29/24	5/29/24		6/20/24	6/20/24, 6/26/24

Our Team's Process

Lindsay Kelly	Counselor		5/6/24				6/20/24	6/20/24, 6/26/24
Emily McCarter	Teacher		5/6/24					
Shannon Kelley	Assistant Principal		5/6/24				6/20/24	6/20/24, 6/26/24
Matthew Heath	Principal		5/6/24				6/20/24	6/20/24, 6/26/24
Angela Freeman	Parent/Guardian					6/17/24		
Suzanne Choate	Parent/Guardian					6/17/24		
Shandaneka Howard	Parent/Guardian					6/17/24		
Lucille Mallard	Parent/Guardian					6/17/24		
Yadinette Negrón	Parent/Guardian					6/17/24		
Marilyn Segura	Parent/Guardian					6/17/24		
GMS Students	Students					6/3/24		

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

- Completing student interviews allowed us to gain valuable insight into what our students need and how they feel about our school. With this information, we can make informed decisions around our priorities as a building and the action plan we need to achieve this.
- We interviewed a diverse representation of our student body to collect data that accurately represents our student population.
- We wanted all of our students' voices to be heard throughout this process, both academically and socially/emotionally.

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.

- Creating a more welcoming environment for our students and families will better connect our students to our schools. Too often, our subgroups are those that are disenfranchised from the educational process. Connecting families to our schools will only have a positive impact on our students.
- By meeting the needs of our subgroups, they will benefit from the emphasis placed on our academic interventions and the support provided to them.

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.