



School Comprehensive Education Plan 2024-25

District	School Name	Grades Served
Geneva City School District	North Street School	3-5

Collaboratively Developed By:

The **North Street School** SCEP Development Team

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

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*And in partnership with the staff, students, and families of **North Street 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	Restorative Practices
We envision that this Evidence-Based Intervention will support the following Commitment(s)	Commitment 3
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	Teachers and students are still not clear as to what restorative practices are and what they look like in individual classrooms, as well as building-wide.

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>North Street School commits to providing students with targeted, individualized instruction.</p>
<p>Why are we making this Commitment?</p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this Commitment fit into what we envision for the school?</i> • <i>How does this Commitment relate to what we heard when listening to others?</i> • <i>How does this Commitment connect to what we observed through analysis?</i> 	<ul style="list-style-type: none"> • During our envisioning activity and teacher/student interviews, it became apparent that North Street School was lacking a systematic way of students' recording and reflecting on their current data and utilizing this data for goal setting within the classroom. • As a school, teams will establish a comprehensive system for recording and reflecting on data and goal setting. Students will be able to adjust and monitor their own progress. • During student interviews, over half of students could not report their current math and/or ELA levels. According to the 23-24 final i Ready diagnostic, 42% of students were still more than 2 grade levels below proficiency in ELA and 33% in 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.

<p>KEY STRATEGY</p>	<p>HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?</p>	<p>WHY: What did we learn from our needs assessment that suggests this is the right Key Strategy?</p> <p><i>Consider both data trends observed and student interview responses.</i></p> <p><i>For key strategy that does not represent something new, also provide 1-2 sentences on how the school will expand or refine the key strategy next year.</i></p>
<p>Student-Driven Learning</p>	<p><input type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input checked="" type="checkbox"/> REFINE</p>	<p>During student interviews, over half of students could not report their current math and/or ELA levels.</p>

Commitment 1

Feedback system to monitor teacher/student data chats.	X NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	Student interviews indicated that academic goal-setting occurred in about 75% of classrooms. Goal- setting, however, was taking place in only 25% of classrooms.
Differentiate WIN time to reach students at their academic levels.	X NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	

Implementation

KEY STRATEGY Student Driven Learning

1

IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 1? What steps are involved?		
Multi-Tiered System of Support (MTSS) Team will work to develop succinct practices for student data collection for each specific grade level.		X by EPM <input type="checkbox"/> by MYB
Instructional coaches, grade-level leaders, and administration will prepare professional development sessions to be delivered during and opening Superintendent Conference Day, outlining the expectations and possible procedures for data collection. PD will occur as needed throughout the year.		X by EPM <input type="checkbox"/> by MYB
Regularly scheduled check-ins to assess the data collection process will be held monthly during grade-level meetings.		<input type="checkbox"/> by EPM X by MYB
RESOURCES		
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?		
Pay for instructional coaches and grade-level leaders to develop practices and professional development, as well as processes for checking in during grade-level meetings was budgeted for over Summer 2024.		

KEY STRATEGY Feedback system to monitor teacher/student data chats.

2

IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 2? What steps are involved?		
MTSS team will develop a schedule of data chats centered around benchmark assessments		X by EPM <input type="checkbox"/> by MYB
Regularly scheduled check-ins to assess the data chat process will be held monthly during grade-level meetings.		<input type="checkbox"/> by EPM X by MYB
Incorporate data meeting evidence into walk-through look fors for teachers.		X by EPM <input type="checkbox"/> by MYB
RESOURCES		
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?		
Summer work hours (pay) for MTSS team, processes for checking in during grade-level meetings.		

Commitment 1

KEY STRATEGY 3	Differentiate WIN time to reach students at their academic levels.
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IMPLEMENTATION	
What is our plan for implementing Key Strategy 3? What steps are involved?	When will this be in place?
Master schedule will allow for dedicated What I Need (WIN) time and the ability to group between teachers in a pod flexibly.	X by EPM <input type="checkbox"/> by MYB
Instructional coaches will develop a menu of tier 2 and 3 intervention choices to support students during WIN time.	X by EPM <input type="checkbox"/> by MYB
Plan for ongoing teacher professional development supporting the tier 2 and tier 3 interventions.	<input type="checkbox"/> by EPM X by MYB
The administration will conduct monthly walk-throughs targeting WIN time, and 1:1 feedback will be given.	X by EPM <input type="checkbox"/> by MYB
Expand the practice of fishbowl lessons in both math and ELA.	<input type="checkbox"/> by EPM X by MYB
RESOURCES	
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	
Summer work hours (pay) for MTSS team, processes for checking in during grade-level meetings (From SIG grant funding).	

Progress Targets

Early Progress Milestones

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

Key Strategy	What Early Progress Milestone data will we be reviewing?	What do we hope to see when we review that data? (<i>consider Student Data, Adult/Schoolwide Behaviors and Practices, and Student Behaviors and Practices</i>)	What we ended up seeing (<i>complete six to ten weeks into the school year</i>)
Differentiation	Data collection practices codified	A system of data collection practices planned out	https://docs.google.com/document/d/1TfnRp4swXadglQs4OmBZ9TUGJol5rUQegXINzBpUUkY/edit?tab=t.0

Commitment 1

Differentiation	Data chat protocols codified and presented to staff	Developed system presented to staff	
Data Chats/Feedback	Schedule of data chats and feedback to teachers	The schedule is given and being followed	
Differentiation/ WIN Time	Master schedule to allow WIN time	Dedicated time in the schedule	In place
Differentiation/ WIN Time	Menu developed of tier 2 and tier 3 intervention strategies	Menu developed and given to teachers	https://docs.google.com/document/d/1ttGrHJcnezFh06aC4LvcOs6vudfSIsaDZUNU5AVsp3U/edit?tab=t.0

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)	NYS Test Data/ iReady Diagnostic							
		Grade	3-8 ELA Prof. Levels (NYS)		24-25 Goal			
			23-24 GCS D	23-24 Region				
			29%	38%	32%	3-8 ELA Prof. Levels (iReady)		
		3	25%		28%			
		4	24%		27%			
		5	26%		29%			
		Grade	3-8 Math Prof. Levels (NYS)		24-25 Goal			
			23-24 GCS D	23-24 Region				
			26%	44%		3-8 Math Prof. Levels (iReady)		
		3	28%		31%			
		4	26%		29%			
		5	22%		25%			
				Winter NSS				

Commitment 1

End-of-the Year Targets	NYS Test Data		3-8 ELA Prof. Levels (NYS)	
			24-25 NSS	24-25 Region
			3-8 Math Prof. Levels (NYS)	
			24-25 NSS	24-25 Region

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 know my academic and SEL goals.	85% overall agreeing or strongly agreeing	100% overall agreeing or strongly agreeing	
	I meet regularly with my teachers to discuss my goals.			
	I know what strategies I can use to meet my goals.			
Staff Survey	My class has a system of data collection and data chats in place.	85% overall agreeing or strongly agreeing	100% overall agreeing or strongly agreeing	
	I meet regularly with students for their data chats.			

Commitment 1

	My students share their goals and progress with their families.			
Family Survey	<p>I am aware of my student's goals for this school year.</p> <p>I receive regular updates on my student's progress towards their goals.</p>	85% overall agreeing or strongly agreeing	100% overall agreeing or strongly agreeing	

COMMITMENT 2

Our Commitment

<p>What is one Commitment we will promote for 2024-25?</p>	<p>North Street School commits to providing students and teachers access to more diverse resources and restorative practices.</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 current data demonstrates that there are more places in our programming where we could provide greater access and support to enhancing curricular resources and embedding restorative practices. • In the mid-year interviews, teachers indicated that there were not enough culturally responsive materials to be able to utilize. • Current practices in place have led to an increase in average daily attendance, a decrease in behaviors resulting in referrals written. • In the 22-23 school year, there were 4249 incidents of reported behaviors that resulted in referrals. In the 23-24 school year, there were 1088 incidents. • In the 22-23 school year, average attendance was 92.68%. In the 23-24 school year, average attendance was 94.77%. • Our school’s commitment to the tenets of a Responsive Classroom and restorative practices will be strengthened, and our ELA curriculum will begin to undergo changes that will allow for the utilization of more culturally responsive resources. • Continuing Responsive Classroom restorative practices and expanding to utilize more culturally diverse resources will increase the welcoming and affirming environment at North Street 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

Commitment 2

column 3, identify the data that indicates these strategies will be beneficial to our school. For any key strategy that is not something new, provide a 1-2 sentence summary of how the key strategy will be expanded or refined next year.

KEY STRATEGY	HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?	WHY: What did we learn from our needs assessment that suggests this is the right Key Strategy? <i>Consider both data trends observed and student interview responses.</i> <i>For key strategy that does not represent something new, also provide 1-2 sentences on how the school will expand or refine the key strategy next year.</i>
Restorative Practices	<input checked="" type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	Over half of students indicated during interviews that their class did not engage in quiet time regularly. Over 75% of students could not identify closing circles as part of their regular classroom routine.
Curriculum Refinement	<input checked="" type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	The current resources for ELA units are lacking in diversity and relatable cultural relevance for our students. Staff has indicated (survey) that they do not feel as though they have access to enough resources.

Implementation

KEY STRATEGY 1	Restorative Practices
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IMPLEMENTATION	
What is our plan for implementing Key Strategy 1? What steps are involved?	When will this be in place?
Alter the master schedule to allow for the Responsive Classroom element of quiet time and closing circle (at least on Fridays)	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Share process and PD on circles with staff during opening days	
Monitor the implementation of RP in classrooms	
Align building expectations with the work that has been done thus far on RP	
Continue Restorative Practice work in the district-professional Development	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Develop a process for circles in classrooms	
Share process and PD on circles with staff during opening days	
Monitor the implementation of RP in classrooms	
Align building expectations with the work done thus far on RP.	

Commitment 2

Continue Restorative Practice work in the district-professional Development	X by EPM <input type="checkbox"/> by MYB
Develop a process for circles in classrooms	<input type="checkbox"/> by EPM X by MYB
	<input type="checkbox"/> by EPM X by MYB
	<input type="checkbox"/> by EPM X by MYB
	X by EPM <input type="checkbox"/> by MYB
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	X by EPM <input type="checkbox"/> by MYB
	<input type="checkbox"/> by EPM X by MYB

KEY STRATEGY 2	Curriculum Refinement
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IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 2? What steps are involved?		
Curriculum teams rewriting units this summer		X by EPM <input type="checkbox"/> by MYB
Hold an opening day for professional development for staff utilizing and teaching this unit.		X by EPM <input type="checkbox"/> by MYB
RESOURCES		
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?		
Budget and time for curriculum writing		

Progress Targets

Early Progress Milestones

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

Key Strategy	What Early Progress Milestone data will we be reviewing?	What do we hope to see when we review that data? (<i>consider Student Data, Adult/Schoolwide Behaviors and Practices, and Student Behaviors and Practices</i>)	What we ended up seeing (<i>complete six to ten weeks into the school year</i>)

Commitment 2

Restorative Practices	Master Schedule; classroom observations	Quiet time and closing circle being consistently implemented and adhering to expectations of building.	96% as measured by walk-throughs
Curriculum Refinement	Curriculum resources; classroom observations	The entire unit at each grade level was developed and implemented.	Developed, implementation is ongoing
Restorative Practices	Building expectations; classroom observations	Staff comfortable with and utilizing Restorative Practices.	

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

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

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing <i>(complete when reviewing mid-year data)</i>							
Mid-Year Benchmark(s)	Classroom observations; teacher feedback	Practices being implemented and having positive results of the classroom and school environment								
		<table border="1" style="width: 100%; text-align: center;"> <tr> <th colspan="2">Total # Classroom Walkthroughs</th> </tr> <tr> <td>By June 2024</td> <td>By November 4, 2024</td> </tr> <tr> <td>89</td> <td>23</td> </tr> </table>	Total # Classroom Walkthroughs		By June 2024	By November 4, 2024	89	23	<table border="1" style="width: 100%; text-align: center;"> <tr> <th>Total # Classroom Walkthroughs</th> </tr> <tr> <td>By February 2025</td> </tr> <tr> <td> </td> </tr> </table>	Total # Classroom Walkthroughs
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By June 2024	By November 4, 2024									
89	23									
Total # Classroom Walkthroughs										
By February 2025										
End-of-the Year Targets	Classroom observations; teacher feedback	Practices being implemented and having positive results of the classroom and school environment								

Commitment 2

			<table border="1"> <tr> <td>Total # Classroom Walkthroughs</td> </tr> <tr> <td>By June 2025</td> </tr> <tr> <td> </td> </tr> </table>	Total # Classroom Walkthroughs	By June 2025	
Total # Classroom Walkthroughs						
By 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	<p>Quiet Time is a regular part of my school day.</p> <p>Closing circle is something my class participates in regularly.</p> <p>I can participate in restorative practices when I need.</p>	85% overall agreeing or strongly agreeing	100% overall agreeing or strongly agreeing	
Staff Survey	<p>I regularly utilize quiet time and closing circle in my classroom.</p> <p>I am comfortable utilizing restorative practices with my students.</p> <p>I have access to support for my own growth concerning restorative practices in the classroom.</p>	85% overall agreeing or strongly agreeing	100% overall agreeing or strongly agreeing	
Family Survey	<p>I am aware of what restorative practices look like at my student's building.</p>	85% overall agreeing or strongly agreeing	100% overall agreeing or strongly agreeing	

Commitment 2

	I know that my student has access to adult support to engage in restorative practices as needed.			
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COMMITMENT 3

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

Our Commitment

<p>What is one Commitment we will promote for 2024-25?</p>	<p>North Street School commits to providing students, staff, and families more opportunities to collaborate in shared decision-making.</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"> • We envision a school where students, their families and staff join administration in shared decision-making for the good of the school community. • During student interviews and daily student interactions, it became clear that there was a need for more student voices in the planning and executing of school-wide activities. • A family survey sent mid-year in the 23-24 school year indicated that 40% of parents/guardians could not identify supports either socially or academically that their students had access to. • North Street School staff would like to have the opportunity to engage more with families in an effort to keep them informed of our school wide initiatives and goals. As indicated by past family surveys, there is a desire to be more involved in shared decision making.

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 3

		<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>
Collective Action - Students	<input checked="" type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	Student voice was missing in our building-wide practices. There was no standing system or space where students could have input into events or projects they would like to engage in.
Collective Action-Families	<input type="checkbox"/> NEW <input checked="" type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	Family input has been solicited for large initiatives such as the SCEP development process with little participation.
Parent Engagement	<input type="checkbox"/> NEW <input checked="" type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	Through the mid-year survey, less than half of families indicated they were aware of programs and initiatives that all students engaged in (SEL curriculum in particular).

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

Implementation

KEY STRATEGY 1 Collective Action-Students

IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 1? What steps are involved?		
Recruit a group of advisors who are willing to begin this group		<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Work with 21st-century grant coordinator to ensure student government is a recognized, funded, student-run group.		<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Include a standing meeting with student officers on the admin calendar		<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Create a running agenda for student government officers to utilize with administrators		<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
RESOURCES		
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?		
Schedule of meetings, space for meetings, money to support the individual teachers/staff supporting the group		

KEY STRATEGY 2 Collective Action-Families

IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 2? What steps are involved?		

Commitment 3

Formal composition of the Instructional Leadership Team developed	X by EPM <input type="checkbox"/> by MYB
Schedule of meetings created and disseminated	X by EPM <input type="checkbox"/> by MYB
Recruitment of interested adults from the school community	X by EPM <input type="checkbox"/> by MYB
Restructure the Instructional Leadership Team to include a standing meeting time and family member input.	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
RESOURCES	
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	
Schedule, space, processes, individuals	

KEY STRATEGY 3	Parent Engagement
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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 schedule of CARES nights with 21st-century directors and site leaders.	X by EPM <input type="checkbox"/> by MYB	
Develop a schedule of sessions for monthly family events.	X by EPM <input type="checkbox"/> by MYB	
Recruit staff/community partners, if necessary, for each month’s event.	<input type="checkbox"/> by EPM X by MYB	
RESOURCES		
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?		
Schedule, space, individuals		

Progress Targets

Early Progress Milestones

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

Key Strategy	What Early Progress Milestone data will we be reviewing?	What do we hope to see when we review that data? (<i>consider Student Data, Adult/Schoolwide Behaviors and Practices, and Student Behaviors and Practices</i>)	What we ended up seeing (<i>complete six to ten weeks into the school year</i>)
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Commitment 3

Student Government	Student Government minutes, meeting agendas	Students presenting ideas for events at school; ideas turning into executed plans.	Student Government applications submitted, interviews beginning 11/12/24
Instructional Leadership	Instructional Leadership Team (ILT) minutes, agendas	Family member input into school-wide decision-making.	Parent on ILT
Family Information sessions	Attendance by families at sessions provided	At least 25 family members taking part in the parent education session monthly.	Beginning 11/7/24

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

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

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing <i>(complete when reviewing mid-year data)</i>
Mid-Year Benchmark(s)	Meeting minutes	Participation in meetings and execution of student and family generated ideas	
End-of-the Year Targets	Event Attendance	10% of student's families participating in regularly scheduled family events	

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 know who my student government class representative is.	85% overall agreeing or strongly agreeing	100% overall agreeing or strongly agreeing	

Commitment 3

	<p>I have time to talk to my student government class representative about my ideas for North Street School.</p> <p>I look forward to participating in school-wide activities.</p>			
Staff Survey	<p>I know the purpose of the ILT team at NSS.</p> <p>I know who I can talk to if I want something brought to ILT.</p> <p>I know where I can access the agendas and minutes for ITL meetings.</p>	85% overall agreeing or strongly agreeing	100% overall agreeing or strongly agreeing	
Family Survey	<p>I am aware that there is a NSS student government.</p> <p>I know that there are family information sessions at each CARES nights.</p> <p>I have attended an information session while I have been at a CARES night.</p>	85% overall agreeing or strongly agreeing	100% overall agreeing or strongly agreeing	

Civic Empowerment Project (schools in CSI only)

Background

As part of the New York State Every Student Succeeds Act Plan (ESSA) and Commissioner's Regulation 100.21, all schools identified for Comprehensive Support and Improvement (CSI) Support Model are required to annually implement a Participatory Budgeting Process or provide opportunities for parent and student engagement in a manner prescribed by the Commissioner.

Options for Schools

The Department has outlined six ways in which schools may address the requirement for schools in the CSI Support Model to implement Participatory Budgeting or an Approved Alternative:

1. Participatory Budgeting
2. Monthly School Focus Groups
3. Climate Survey Inquiry Team
4. Schoolwide Voting
5. Collaborative School Improvement Grant Development
6. Design Your Own

These options were identified because they build on essential components of Participatory Budgeting: ***expanding stakeholder voice, providing opportunities to practice democracy, and promoting civic engagement.***

The available options are described in more detail in the guidebooks available on the NYSED [Civic Empowerment Projects](#) website. Schools should consider how to incorporate their selection into their existing commitments.

Directions (Schools in CSI only)

Place an "X" in the box next to the Civic Empowerment Project the SCEP Development Team has selected for the 2024-25 school year.

- Participatory Budgeting
- Monthly School Focus Groups
- Climate Survey Inquiry Team
- Schoolwide Voting
- Collaborative School Improvement Grant Development
- Design Your Own (proposals should be sent to FieldSupport@nysed.gov)

Our Team's Process

Background

NYSED requires that the SCEP is developed in consultation with parents and school staff, and in accordance with §100.11 of Commissioner's Regulations. All schools are expected to follow the guidelines outlined in the document "Assembling Your Improvement Planning Team" found at: <https://www.nysed.gov/sites/default/files/programs/accountability/assembling-your-improvement-planning-team.pdf>. This section outlines how we worked together to develop our plan.

Our Team's Steps

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

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

Team Collaboration

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

Name	Role	Ori ent atio n to Sch ool Tea ms (re quir ed for ne w TSI)	Env isio n: Exp lori ng the Visi on, Val ues and Asp irati ons	Ana lyze : Inte rnal and Ext ern al Dat a	Ana lyze : Sur vey Dat a	List en: Stu den t Inte rvie ws	Env isio n: Ref lect, Syn the size and Pla n	Pla n Wri ting and Rev isio n
			4/15	5/1	5/6	6/7,6/10, 6/11	6/13	6/18, 6/21
Heather Eysaman	Principal			x	x	x	x	x
Aracelis Ayala	Assistant Prinicipal			x	x		x	x
Julie Ricciuto	Assistant Prinicipal		x	x	x	x	x	x
Shannon Horan	Instructional Coach			x	x			x
Erin O'Brien	Instructional Coach			x	x			x

Our Team's Process

Angela Brown	Teacher			x	x			
Michael Roesser	Teacher			x	x		x	x
Christine Spina	Parent						x	x
Deana Rusinko	Parent						x	x

Learning As A Team

Directions

After completing the previous sections, the team should complete the reflective prompt below.

Student Interviews

Describe how the Student Interview process informed the team's plan

The student interview process helped to inform the team of the discrepancies in some practices that should be building-wide. The answers given and conversations indicated that there needed to be adjustments to the schedules and expectations of these elements occurring.

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.

Our entire school community, including the subgroups identified, will benefit from these strategies being implemented.

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.