New York State
EDUCATION DEPARTMENT
Knowledge ❯ Skill ❯ Opportunity

School Comprehensive Education Plan

2024-25

District	School Name	Grades Served
Geneva City School	West Street School	K-2

Collaboratively Developed By:
The West Street School SCEP Development Team: Mason Winters Marilu Segura Jenna Keeton Jessica O'Neill Jamie Wagner Kathryn Roberts Melissa Berg Jackie Bateman Toby Kayser Katie Jarema Sarah Humphrey Deb Mittiga Robert Bement Jessica Comi Tricia Budgar *And in partnership with the staff, students, and families of West 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.

☐   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 commit to ensuring on-grade-level academic achievement for all of our students. We know that students reading on grade level at the end of primary grades is a predictor for future academic success.
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?*	• All students are provided with an equitable education to achieve on grade level standards for ELA and Math • The need for coaching and research-based strategies around literacy and math instruction and providing the appropriate resources for instructional staff to succeed • Across the board, we have many students within our building that are below grade level

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.*
Consistent implementation of research-based instruction	☐ NEW ☐ EXPAND X REFINE	We will be holding data meetings for each grade level pod once in a six day cycle. We will be getting even more of our teachers through LETRS training in order to implement the science of reading practices in the classroom.
MTSS Process	☐ NEW ☐ EXPAND X REFINE	Refine our MTSS process and streamline the data that we are using to increase academic achievement. Hold more professional development about data analysis and how we can use data to inform our instruction.

	☐ NEW ☐ EXPAND ☐ REFINE

Implementation

KEY STRATEGY 1	Consistent implementation of research-based literacy and math instructional practices in all classrooms

IMPLEMENTATION What is our plan for implementing Key Strategy 1? What steps are involved?	When will this be in place?
• Consistent adherence to standards-based curriculum - modified ELA units and addition of SS standards will be included in units. Improved systems for collaboration to ensure cohesive practices and data-based instruction. • Explicit foundational skills instruction daily - incorporate foundational skills into ELA units to ensure application across the academic day.	X by EPM ☐ by MYB
• Instructional coaching cycles provided to instructional staff in support of instructional practices	X by EPM ☐ by MYB
• Consistent data analysis through collaborative teacher meetings using the Data-Wise process	X by EPM ☐ by MYB
• LETRS training for all teachers	☐ by EPM X by MYB
• Administrative walk-throughs to collect data and improve practices	X by EPM ☐ by MYB

RESOURCES What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Data-Wise Training, LETRS Training for Teachers, Science of Reading PD for Teaching Assistants, Instructional Resources, GCSD ELA Curriculum, EVDM Curriculum, Professional Development Yearly Plan, Decodable Text Libraries for classrooms

KEY STRATEGY 2	MTSS Process

IMPLEMENTATION What is our plan for implementing Key Strategy 2? What steps are involved?	When will this be in place?
• Building-wide MTSS Team examination of data to determine problem of practice and action steps to improve	X by EPM ☐ by MYB
• Multidisciplinary IST Team support for students at risk for not meeting academic or behavioral expectations	X by EPM ☐ by MYB
• PD and protocol to analyze building data with staff	☐ by EPM X by MYB
• Classroom data meetings - using the Data Wise Process to examine strengths and needs.	X by EPM ☐ by MYB
• Intervention resources that are easy to access	X by EPM ☐ by MYB

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

MTSS multi-disciplinary team, Data Dashboard, Data Meeting schedules, Data-Wise Training, Tiered Intervention Resource

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*)
Consistent implementation of research-based literacy and math instructional practices in all classrooms	Walkthroughs and Observations Infusion of foundational skills into the curriculum units Infusion of research-based strategies into the curriculum	• Consistent adherence to standards-based curriculum • Explicit foundational skills instruction daily • Instructional coaching cycles provided to instructional staff in support of instructional practices	
MTSS Process	Meeting notes Tiered intervention resources Data Sheets	• Access to resources on the hub • Initial meeting notes for MTSS and data meetings (collaborative conversations) • Communication of MTSS work • Beginning of the year DIBELS and iReady data compiled • Teacher goals ○ one of the two smart goals needs to be around academic achievement	

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 DIBELS Math-Unit Assessments ELA-Fundations	5% increase of students on grade level by February 2025	

	% On-Grade Level DIBELS (ELA)	
Grade	DIBELS June 2024	DIBELS Fall 2024
K	36%	
1	35%	
2	38%	

	% On-Grade Level DIBELS (ELA)
Grade	DIBELS Winter 2025
K	
1	
2	

	% On-Grade Level iReady (ELA)	
Grade	iReady June 2024	DIBELS Fall 2024
K	63%	
1	42%	
2	42%	

	% On-Grade Level iReady (ELA)
Grade	iReady Winter 2025
K	
1	
2	

	% On-Grade Level (Math)	
Grade	i-Ready Spring 2024	i-Ready Fall 2024
K		
1		
2		

	% On-Grade Level (Math)
Grade	i-Ready Winter 2025
K	
1	
2	

End-of-the Year Target	iReady DIBELS Math-End of Year Assessment ELA-Fundations	10% increase of students on grade level by June 2025	

	% On-Grade Level (ELA)	
Grade	**iReady Spring 2025**	
K		
1		
2		

	% On-Grade Level (ELA)	
Grade	**iReady Spring 2025**	
K		
1		
2		

	% On-Grade Level (Math)	
Grade	**i-Ready Spring 2025**	
K		
1		
2		

Spring Survey Targets

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

	Survey Question(s) or Statement(s)	2023-24 data if available *(e.g., % agree or strongly agree)*	Desired response *(e.g., % agree or strongly agree)*	What we ended up seeing *(complete once Spring survey results are available)*

Student Survey	I can tell you what I am learning at school (Agree or disagree)		100% of responders to agree and participate	
Staff Survey	I use data to guide my instruction (agree or disagree) I use research-based instructional strategies to improve my teaching. (agree or disagree)		100% of responders to agree and participate	
Family Survey	I know what my child is learning at school. (agree or disagree) I know how well my child is doing at school. (agree or disagree)		100% of responders to agree and participate	

COMMITMENT 2

Our Commitment

What is one Commitment we will promote for 2024-25?	West Street School will foster learning environments that promote high standards for behavior, positive relationships among all stakeholders, and use a trauma informed framework.
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?*	- Our philosophy at West Street School is to use trauma informed practices in all aspects of educating the whole child and supporting our staff - Our students feel safe and connected when they are in their classrooms with their teachers and friends based on their survey responses - A noticeable decrease in support calls and increase in students brought to IST

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.*
Recommitting to responsive classroom practices.	☐ NEW X EXPAND ☐ REFINE	Student interviews demonstrated a need to review and reinforce the CARES statements
Use the Data Wise process to inform tiered strategies.	☐ NEW ☐ EXPAND X REFINE	This data process will occur within the building Instructional Leadership Team for building wide decision making.

Implementation

KEY STRATEGY 1	Responsive classroom practices.

IMPLEMENTATION What is our plan for implementing Key Strategy 1? What steps are involved?	When will this be in place?
Develop a classroom visitation process, including teachers, that is specific to Responsive Classroom practices	X by EPM ☐ by MYB
Having CARES language visible in all classrooms	X by EPM ☐ by MYB
Provide coaching and support based on classroom observation and visitation data	☐ by EPM X by MYB

RESOURCES What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Tier 1 Instructional Coaches
Responsive classroom text resources

KEY STRATEGY 2	Use the Data Wise process to inform tiered strategies.

IMPLEMENTATION What is our plan for implementing Key Strategy 2? What steps are involved?	When will this be in place?
Data-wise professional development	☐ by EPM X by MYB
Collect accurate data about tiered interventions assigned and provided.	☐ by EPM X by MYB
Engage in the Data Wise process to determine the efficacy of the interventions and steps to adjust assigned interventions.	☐ by EPM X by MYB

RESOURCES What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Data Wise Professional Development
Data Wise texts
Tier 1 Instructional Coaches

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*)
Develop a classroom visitation schedule specific to Responsive Classroom practices	Classroom Visitation Attendance	Classroom visitation data shows consistent use of CARES language	
Having CARES language visible in the classroom	Classroom CARES Posters visible in ALL classrooms	All classrooms will have CARES language posted and visible.	
Use the Data Wise process to inform tiered strategies.	Tiered intervention tracker	All data regarding tiered interventions is collected in a spreadsheet.	

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)	Referrals IST DESSA Support Call Log	Decrease in referrals and support calls Goals met in IST Improved DESSA ratings	

		# of IST Referrals		# of IST Referrals
		Spring 2024	**Fall 2024**	**Winter 2025**
		17		
		# of Support Calls		# of Support Calls
		Spring 2024	**Fall 2024**	**Winter 2025**
		217		
End-of-the Year Targets	Referrals IST DESSA Support Call Log	Decrease is referrals and support calls Goals met in IST Improved DESSA ratings		
			# of IST Referrals	
			Spring 2025	
			# of Support Calls	
			Spring 2025	

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	What are the rules at West Street School?		100% can state the 3 CARES rules	
Staff Survey	I use the CARES statements in your teaching		100% agree	
Family Survey	I know what the CARES rules are at WSS.		100% agree	

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?	West Street School will embrace the many kinds of diversity in Geneva; we are committed to developing culturally responsive environments that strengthen the connection among equitable practices and achievement
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?*	• Our school is a microcosm of the Geneva community and therefore practices, systems, teaching and learning, and school environment should be reflective of this. • We need to ensure that we have communication available for all families in their home language ○ All of our systems and practices are inclusive of all diverse learners and families • Our sub-groups are not meeting grade level 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.

KEY STRATEGY	HOW 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.*
• Implement responsive classroom practices to create a welcoming and affirming environment. This will allow students to feel	☐ NEW ☐ EXPAND X REFINE	Whole building interactive modeling lessons - lessons will be selected based on data from the 2023-2024 school year.

safe and valued to engage in their learning.		
● CARES Days planned for the entire school.	☐ NEW X EXPAND ☐ REFINE	Days have been selected district-wide to focus on our CARES initiative and to anchor staff and students in restorative practices. This supports positive SEL behaviors in all school areas.
● Use of culturally responsive instructional practices/texts	☐ NEW X EXPAND ☐ REFINE	Diverse text sets for curriculum units in each classroom will be expanded with targeted PD around the NYS Culturally Responsive Sustaining Education Framework.

For key strategy that does not represent something new, indicate below how the school will expand or refine the key strategy next year.
Focused coaching cycles and walk-throughs will be targeted to address areas of need based on 23-24 data. Proactive communication about CARES days will be shared in multiple, bilingual formats. All classrooms will actively participate. Additional classroom texts are being ordered based on curriculum review.

Implementation

KEY STRATEGY 1	Implement Responsive Classroom practices to create a welcoming and affirming environment. This will allow all students to feel safe and valued to engage in their learning.

IMPLEMENTATION What is our plan for implementing Key Strategy 1? What steps are involved?		When will this be in place?
Full staff included in differentiated Responsive Classroom Training		X by EPM ☐ by MYB
Coaching cycles determined by data to ensure efficacy of RC practices.		☐ by EPM x by MYB
Send home CARES language to families		X by EPM ☐ by MYB
RESOURCES What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?		
Tier 1 Instructional Coaches		
Survey Responses		
RC Texts and Articles		

KEY STRATEGY 2	CARES Days

IMPLEMENTATION What is our plan for implementing Key Strategy 2? What steps are involved?	When will this be in place?
Multi-format communication sent to families about CARES days in home languages	X by EPM ☐ by MYB
CARES days focused on Responsive Classroom and Zones of Regulation to target student needs.	☐ by EPM X by MYB

RESOURCES What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Tier 1 Instructional Coaches
Playlist of Must-do and Can-do based on District-Driven Theme
Zones of Regulation Materials for Classrooms

KEY STRATEGY 3	Use of culturally responsive instructional practices/texts

IMPLEMENTATION What is our plan for implementing Key Strategy 3? What steps are involved?	When will this be in place?
Incorporating additional diverse texts into the curriculum	X by EPM ☐ by MYB
Set high expectations for all learners through the Data Wise Process and goal-setting.	X by EPM ☐ by MYB

RESOURCES What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Tier 1 Instructional Coaches
Data-Wise Training

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*)

Implement responsive classroom practices to create a welcoming and affirming environment. This will allow students to feel safe and valued to engage in their learning.	Student surveys Support Call Data Referral Data	Increase in student language of CARES Decrease in student support calls Decrease in referrals	
CARES Day planned for the entire school (3 days)	Use of Must Do's and Can Do tasks Whole building participation	All classrooms completing must-do tasks Communication about CARES activities shared with families from every classroom.	
Use of culturally responsive instructional practices/texts	DIBELS data Curriculum documents	Increase in DIBELS composite scores for targeted subgroups All ELA units have diverse texts as measured by the district anchor text rubric	

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)	Support Calls Discipline Referrals	Decrease in support calls and referrals by 5%	

# of Referrals	
Spring 2024	**Fall 2024**
65	

# of Referrals
Winter 2025

# of Support Calls	
Spring 2024	**Fall 2024**
217	

# of Support Calls
Winter 2025

End-of-the Year Targets

# of Discipline Referrals
Spring 2025

# of Support Calls
Spring 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 (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 see people like me in the books that I read in my classroom. I feel that I belong at West Street School.		100% agree	
Staff Survey	I use diverse texts in my classroom.		100% agree	
Family Survey	I feel that my child(ren) belongs at West Street School.		100% of responses collected	

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?	West Street School will embrace and promote parent and community involvement through various communications, events, and equitable outreach to strengthen connections between school and community to create and foster strong positive relationships that increase student and family opportunity in the academic setting.

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 envision that our school and community will support one another in strengthening all aspects of developing the whole child
	• The community wants to be more involved in our school.
	   ○ We had 47 out of 546 parents respond to our survey (ThoughtExchange) which is concerning considering the number of families that we have.
	• Parent Square Data
	   ○ 56% parent interaction - 349/546 parents interacted

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.*
Classroom Activities for Parent Involvement	☐ NEW ☐ EXPAND x REFINE	Next year classroom activities will include a curricular connection

Increase in the use of Parentsquare to communicate classroom updates.	☐ NEW x EXPAND ☐ REFINE	Each teacher will use Parent Square to post classroom updates
Increase communication regarding student academics	x NEW ☐ EXPAND ☐ REFINE	Based on the parent survey, families would like to know more detailed information about their student's academic performance. Parents will be sent all diagnostic data- DIBELS, iReady Reading and iReady math, 3 times a year. Send home student unit assessments on scheduled dates after each assessment.

Implementation

KEY STRATEGY 1	Classroom Activities for Parent Involvement

IMPLEMENTATION What is our plan for implementing Key Strategy 1? What steps are involved?	When will this be in place?
All teachers share their plans for the parent involvement activities with administration by November 1st	X by EPM ☐ by MYB
The instructional leadership team will ensure parent events have a curriculum connection.	x by EPM ☐ by MYB
RESOURCES What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	
Tier 1 Instructional Coach	
Various materials for teachers/classrooms based on themes.	

KEY STRATEGY 2	Increase in the use of Parentsquare to communicate classroom updates.

IMPLEMENTATION What is our plan for implementing Key Strategy 2? What steps are involved?	When will this be in place?
Parent Square Guide with expectations and exemplars.	x by EPM ☐ by MYB
Parent Square sign-up available at Open House, parent-teacher conferences, and CARES night.	x by EPM ☐ by MYB
RESOURCES What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	
Tier 1 Instructional Coaches	
Tech support for Parent Square sign-ups	

KEY STRATEGY 3	Parnet communication regarding student academics

IMPLEMENTATION What is our plan for implementing Key Strategy 3? What steps are involved?	When will this be in place?
DIBELS composite and iReady information will be shared 3 times a year with information to support learners at home.	☐ by EPM X by MYB
CARES nights will have a curriculum information component each month.	X by EPM ☐ by MYB
Unit assessments will be sent home with a summary sheet on scheduled dates by grade level.	X by EPM ☐ by MYB

RESOURCES What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
DIBELS scoring program
CARES night schedule
Unit assessment summary sheets

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*)
Classroom Activities for Parent Involvement	Classroom Event Schedule	● Teachers have identified potential classroom activities for their families to engage in. ● All classroom events will have a curriculum connection.	
Increase in the use of Parentsquare to communicate classroom updates.	Parent Square Reports	● 100% of teachers complete weekly communication to parents.	

Increase communication regarding student academics	Parent Square DIBELS reports iReady reports	• Parent survey responses show an increase in knowing about their child's academic performance at school.	

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

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

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing (complete when reviewing mid-year data)
Mid-Year Benchmark(s)	Parent Square data	Increase in parent usage of Parent Square by 10% **# of Parent Square Posts** **2023- 2024** / **Fall 2024** **54** School Posts **1019** Class Posts **77** Group Posts	**# of Parent Square Posts** **Winter 2025**

End-of-the Year Targets	Parent Square data		# of Parent Square Posts
			Spring 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 *(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 talk about what happens at school with my family.	N/A	100% agree	
Staff Survey	I communicate academic performance to parents.	N/A	100% agree	
Family Survey	I know how my child is performing academically at school	N/A	100% 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	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
		4/17	5/1	5/22		6/21		
Tricia Budgar	Principal	x	x	x		x		
Bobby Bement	Admin Intern	x	x	x		x		
Jess Comi	SEL Coach	x	x	x		x		
Deb Mittiga	Second Grade Teacher	x	x	x		x		
Sarah Humphrey	Music Teachers	x	x	x		x		
Katie Jarema	Second Grade Teacher	x	x	x		x		
Jackie Bateman	Counselor	x	x	x		x		
Melissa Berg	Teaching Assistant	x	x	x		x		
Jenna Keeton	Kindergarten Teacher	x	x	x		x		
Kathryn Roberts	Math Coach	x	x	x		x		
Jamie Wagner	ELA Coach	x	x	x		x		

Jess O'Neill	Special Education Teacher	x	x	x		x		
Marilu Segura	K-1 Dual Language Teacher	x	x	x		x		
Mason Winters	PE Teacher	x	x	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

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.