



# School Comprehensive Education Plan 2024-25

District	School Name	Grades Served
Waterloo CSD	Waterloo Middle School	6, 7, 8

**Collaboratively Developed By:**  
*The Waterloo Middle School SCEP Development Team*  
*Barbara Westerberg, Parent*  
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*Vince Vitale, Principal*  
*Betsy Conners, Facilitator*  
*And in partnership with the staff, students, and families of Waterloo 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.

### 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	PLC's
<b>We envision that this Evidence-Based Intervention will support the following Commitment(s)</b>	Commitment 1 & 2
<b>How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?</b>	1. The PLC model will guide our MTSS work and systems in both commitments. In analyzing our data, our team noted the need for improvements to our Tier 1, Tier 2, and Tier 3 intervention systems. We noted the need for understanding of what all students need to know and be able to do based on their grade level and content area in Tier 1 both for academics and for behavior. This will also drive the conversation around Tier 2 and Tier 3 by developing a greater collective understanding around what we do when a student struggles to learn. Protocols from the PLC model will guide the work at all levels as we identify individual student goals.

**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.

<b>Evidence-Based Intervention Identified</b>	<b>Positivity Project Implementation for Tier 1 SEL</b>
<b>We envision that this Evidence-Based Intervention will support the following Commitment(s)</b>	Commitment #2
<b>How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?</b>	The team learned that our students felt that students at our school need to increase their kindness and respectfulness within social interactions with each other. By implementing NYS Social Emotional Benchmarks using the Positivity Project character education program (posproject.org) at the Tier 1 instructional level, we expect to see an increase in the positive traits that our students would like to experience with their peers.
<b>Link to research study that supports this as an evidence-based intervention (the study must include a description of the research methodology)</b>	Positivity In Action - Journal of Emerging Trends in Social Sciences - Garwood_2022 Students’ Sense of Relatedness_Garwood_2022

## COMMITMENT I

### Our Commitment

<p><b>What is one Commitment we will promote for 2024-25?</b></p>	<p>We commit to improving our MTSS structures and organizing adults to best support academic learning at all levels (Tier 1, Tier 2, and Tier 3).</p>
<p><b>Why are we making this Commitment?</b></p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>• <i>How does this Commitment fit into what we envision for the school?</i></li> <li>• <i>How does this Commitment relate to what we heard when listening to others?</i></li> <li>• <i>How does this Commitment connect to what we observed through analysis?</i></li> </ul>	<p>As stated in our school district strategic action plan, as a school district, we believe in deepening our practices of personalized learning across all classrooms and buildings to individualize the learning experience of all students. We will use the PLC model to organize our work around MTSS and personalized learning.</p> <p>We will also provide students with opportunities to get academic, behavioral, social and emotional assistance on a consistent schedule that is based on the needs of students at a particular moment in time by implementing our MTSS protocols with fidelity so that students get the help they need early and often.</p> <p>While going through the SCEP process, we heard from families that one of the priorities of our community is providing engaging, targeted instruction for all students followed by targeted support if a student is struggling with a particular skill. A community survey connected to foundation aid also indicated that this was a top priority. Data reviewed by the team showed that our efforts to increase personalized learning options would increase student engagement. Students also agreed that student engagement and student interest extend to connecting their personal lives to the curriculum.</p> <p>We believe that a functioning MTSS system will allow all students to reach their highest potential. MTSS has been proven, when done well, to be one of the highest indicators of success for individual students. We hope that over time our systems and structures will allow us to see increased engagement, academic success, and social-emotional well-being.</p>

### Key Strategies

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

Commitment 1

KEY STRATEGY	HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?	<b>WHY:</b> 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>
Provide MTSS professional development connected to academic outcomes for students.	NEW EXPAND REFINE	Based on stakeholder feedback, we have identified aspects of our MTSS process that need clarification and improvements.
Increase the use of common academic vocabulary at the Tier 1 level.	NEW EXPAND REFINE	This is a new strategy to strengthen student learning through Tier 1 instruction around key academic vocabulary that is found on the NYS assessments.
Create a plan to education students and parents about the state assessments, with the goal of increasing participation.	NEW EXPAND REFINE	Although our participation rate has improved over the past few years, it is still lower than ESSA NYSED benchmark of 95% participation in the NYS Math, ELA and Science assessments.

## Implementation

KEY STRATEGY 1	Provide MTSS professional development connected to academic outcomes for students.	
<b>IMPLEMENTATION</b> What is our plan for implementing Key Strategy 1? What steps are involved?		
	Meet with teacher representatives and MTSS Director to create a calendar (PD, team meetings, topics, etc.) for the year.	When will this be in place? by EPM by MYB
	At September faculty meeting, review MTSS structures and procedures.	by EPM by MYB
	Review MTSS plan – standing item at faculty meetings with dedicated time.	by EPM by MYB
	Meet with grade level teams to gather feedback on MTSS process for academics.	by EPM by MYB
<b>RESOURCES</b> What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?		
Space for meetings. Time for teacher representatives to meet with MTSS Director. Time during faculty meetings for PD to occur. Process to gather feedback from staff.		

KEY STRATEGY 2	Increase the use of common academic vocabulary at the Tier 1 level.	
<b>IMPLEMENTATION</b> What is our plan for implementing Key Strategy 2? What steps are involved?		
	Identify which vocabulary terms to focus on and develop common definition. Start with publicly available list and narrow if needed.	When will this be in place? by EPM by MYB
	Determine calendar – one word per week.	by EPM by MYB
	Teachers use and emphasize the word in classes. Promote in other ways, such as morning announcements.	by EPM by MYB

Commitment 1

Teachers will embed the word of the week into instruction, assignments, assessments, etc.	by EPM by MYB
Share word of the week with parents through parent square.	by EPM by MYB
<b>RESOURCES</b>	
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	
Time and process to develop the list of terms along with the definition. Develop the calendar of which term will be addressed when. Share words with parents.	

<b>KEY STRATEGY 3</b>	Create a plan to educate students and parents about the state assessments, with the goal of increasing participation.	
<b>IMPLEMENTATION</b>		
What is our plan for implementing Key Strategy 3? What steps are involved?		When will this be in place?
Identify students who opted out of state assessment last year.		by EPM by MYB
Meet individually with each student and parent who opted out last year to discuss reasons they opted out and reasons to take the assessments this year.		by EPM by MYB
Develop alternate local assessments for Math, ELA and Science to measure growth toward state standards. Students who opt out of the state assessments will take the local assessment.		by EPM by MYB
<b>RESOURCES</b>		
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?		
Time to identify students, create message, and to meet with students and families/ guardians 1:1 in person. Time for staff to create a computerized grade level local assessment for ELA, Math, and Science that mirrors student growth on the identified grade level standards.		
Comfortable space for families 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.*

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> )
Provide MTSS professional development connected to academic outcomes for students.	MTSS calendar, faculty meeting sign-in sheets.	100% staff participation in faculty meetings where MTSS professional development is provided.	



Commitment 1

Increase the use of common academic vocabulary at the Tier 1 level.	Vocabulary list and calendar.	Finalized vocabulary list is relevant. Common definitions are available to all staff. Calendar is complete. Words and definitions are published on the school website.	
Create a plan to education students and parents about the state assessments, with the goal of increasing participation.	List of students who opted out last year.  Calendar of parent/student meetings.	Complete list of opt outs is developed. Calendar of meetings is created. Increased student participation on state assessments.	

**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)
<b>Mid-Year Benchmark(s)</b>	Calendar, minutes, vocabulary lists 6-8 iReady and Achieve3000 assessments	An increase in student performance on iReady and Achieve3000 assessments	
<b>End-of-the Year Targets</b>	6-8 State Assessments	An increase in both participation and an increase in students achieving a level 3 and above.	

**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)

Commitment 1

				<i>results are available)</i>
<b>Student Survey</b>	I feel that my teachers give me opportunities to learn in different ways.	N/A	80% agree or strongly agree	
<b>Staff Survey</b>	I have increased my understanding of MTSS tiers 1, 2, and 3 by participating in professional development this school year.	N/A	80% agree or strongly agree	
<b>Family Survey</b>	My child reports being engaged in the curriculum at school.  My child reports getting additional academic support when needed within the school day.	N/A	80% agree or strongly agree  80% agree or strongly agree	

## COMMITMENT 2

### Our Commitment

<p><b>What is one Commitment we will promote for 2024-25?</b></p>	<p>We commit to improving our MTSS structures and organizing adults to best support student behavior at all levels (Tier 1, Tier 2, and Tier 3).</p>
<p><b>Why are we making this Commitment?</b></p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>• <i>How does this Commitment fit into what we envision for the school?</i></li> <li>• <i>How does this Commitment relate to what we heard when listening to others?</i></li> <li>• <i>How does this Commitment connect to what we observed through analysis?</i></li> </ul>	<p>As stated on the Waterloo Central School District 24-25 DCIP, we believe that a functioning MTSS system will allow all students to reach their highest potential. MTSS has been proven, when done well, to be one of the highest indicators of success for individual students. We hope that over time our systems and structures will allow us to see increased engagement, academic success, and social-emotional well-being. Our commitment allows us to focus on Tier 1 while strengthening our procedures for Tier 2 and Tier 3.</p> <p>When interviewing students, they stated that there are opportunities for students to participate in school activities that interest them. The students stated that a strength of our middle school is that there is “a club for everyone”. Although there are opportunities for students to connect to staff and the community, they find it difficult to positively connect with each other stating the behavior of other students. They reported incidents of students being “rude”, “disrespectful”, and “annoying”, which interrupts their positive experiences. We will address this problem through the use of The Positivity Project as a Tier 1 SEL curriculum.</p> <p>A driving value behind our school has been our collective belief, as stated in our District’s Strategic Action Plan, that we will promote health, fun, and well-being. We will prioritize restorative practices to increase positive engagement, promote personal growth, and motivate self-reflection. We believe we need to continue to prioritize the restoration and development of personal connections both within our school and within our community.</p>

### Key Strategies

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

Commitment 2

KEY STRATEGY	HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?	<b>WHY:</b> 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>
Use of the Positivity Project to promote positive character traits.	NEW EXPAND REFINE	Last year was “year one” with the Positivity Project. We want to build on the positive experiences and successes from the 2023-2024 school year.
Improve MTSS procedures. (RFA, follow through, etc.) by providing additional professional development to staff on how to strengthen MTSS procedures for Tier 2 and Tier 3 behavioral concerns.	NEW EXPAND REFINE	Based on stakeholder feedback, we have identified aspects of our MTSS process that need clarification and improvements.

Implementation

KEY STRATEGY 1	Use of the Positivity Project to promote positive character traits.	
<b>IMPLEMENTATION</b> What is our plan for implementing Key Strategy 1? What steps are involved?		
Provide overview of Positivity Project.	When will this be in place? by EPM by MYB	
Hold an open discussion early in the year with faculty about Positivity Project to get feedback and to provide a forum for all input to be shared.	by EPM by MYB	
Hold focus groups with students to get their feedback and suggestions around the Positivity Project.	by EPM by MYB	
<b>RESOURCES</b> What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?		
Time for providing the Positivity Project overview, gathering feedback from staff on Positivity Project, and focus groups for student voice around the Positivity Project.		

KEY STRATEGY 2	Improve MTSS procedures (RFA, follow through, etc.) by providing additional professional development to staff on how to strengthen MTSS procedures for Tier 2 and Tier 3 behavioral concerns.	
<b>IMPLEMENTATION</b> What is our plan for implementing Key Strategy 2? What steps are involved?		
Meet with teacher representatives and MTSS director to create a calendar (PD, team meetings, topics, etc.) for the year.	When will this be in place? by EPM by MYB	
At September faculty meeting, review MTSS structures and procedures for behavior.	by EPM by MYB	

## Commitment 2

Review MTSS plan for behavior – standing item at all faculty meetings with dedicated time assigned	by EPM by MYB
Meet with grade level teams to gather feedback on the MTSS process as it relates to behavior.	by EPM by MYB
A case manager will be assigned to each student who needs additional supports or interventions. Clear direction on the role of the case manager will be shared.	by EPM by MYB

### RESOURCES

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

Space for meetings, time for teacher representatives to meet with MTSS Director, time during faculty meetings for PD to occur, process to gather feedback from staff. Time and professional development for identifying and implementing the role of the case manager.

## 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> )
Use of the Positivity Project to promote positive character traits.	Sign-in sheet for faculty discussion.  Feedback from staff.	Full participation in the faculty discussion.	

Commitment 2

<p>Improve MTSS procedures. (RFA, follow through, etc.) by providing additional professional development to staff on how to strengthen MTSS procedures for tier 2 and tier 3 behavioral concerns</p>	<p>MTSS calendar, faculty meeting sign-in sheets.</p>	<p>100% participation</p> <p>Minutes from MTSS meetings on procedures for Tier 2 and Tier 3</p> <p>List identifying MTSS case managers</p>	
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**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.

	<p>What data will we be reviewing?</p>	<p>What do we hope to see when we review that data?</p>	<p>What we ended up seeing (complete when reviewing mid-year data)</p>
<p><b>Mid-Year Benchmark(s)</b></p>	<p>Behavioral Data</p> <p>Classroom Walkthrough Data</p>	<p>MTSS data review meetings will demonstrate a 30% decrease in referral rates for offenses related to student interactions when comparing the same time frame of the 23-24 school year to the 24-25 school year.</p> <p>100% of classrooms implementing the Positivity Project on a weekly basis.</p>	

Commitment 2

<b>End-of-the Year Targets</b>	Behavioral Data	MTSS data review meetings will demonstrate a 30% decrease in referral rates for offenses related to student interactions when comparing the 23-24 school year to the 24-25 school year	
	Classroom Walkthrough Data	100% of classrooms implementing the Positivity Project on a weekly basis.	

**Spring Survey Targets**

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

	<b>Survey Question(s) or Statement(s)</b>	<b>2023-24 data if available (e.g., % agree or strongly agree)</b>	<b>Desired response (e.g., % agree or strongly agree)</b>	<b>What we ended up seeing (complete once Spring survey results are available)</b>
<b>Student Survey</b>	Students at WMS respect one another.	63%	80% agree or strongly agree	
	At WMS, I feel like I belong.	75%	95% agree or strongly agree	
	Students at WMS get along well with each other.	50%	90% agree or strongly agree	
	Students at WMS respect each other's differences such as gender, race, sexual orientation, etc.	52%	90% agree or strongly agree	
	Students at WMS try to stop bullying.	51%	90% agree or strongly agree	
	I have at least one good friend at WMS.	96%	100% agree or strongly agree	

Commitment 2

<p><b>Staff Survey</b></p>	<p>As a staff member I feel respected by students.</p> <p>Student behavior in the hallways at WMS is generally appropriate.</p>	<p>N/A</p>	<p>100% agree or strongly agree</p> <p>90% agree or strongly agree</p>	
<p><b>Family Survey</b></p>	<p>My child feels safe at school.</p> <p>My child feels connected to other students at school.</p> <p>My child can identify a staff member to go to if they have a concern.</p>		<p>90% agree or strongly agree</p> <p>90% agree or strongly agree</p> <p>90% agree or strongly agree</p>	



## Commitment 4

## Our Team's Process

### Background

NYSED requires that the SCEP is developed in consultation with parents and school staff, and in accordance with §100.11 of Commissioner's Regulations. All schools are expected to follow the guidelines outlined in the document "Assembling Your Improvement Planning Team" found at:

<https://www.nysed.gov/sites/default/files/programs/accountability/assembling-your-improvement-planning-team.pdf>. This section outlines how we worked together to develop our plan.

### Our Team's Steps

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

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

### Team Collaboration

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

Name	Role	Orientation to School Teams (required for new TSI)	Envision: Exploring the Vision, Values and Aspirations	Analyze: Internal and External Data	Analyze: Survey Data	Listen: Student Interviews	Envision: Reflect, Synthesize and Plan	Plan Writing and Revision
<i>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>
Vince Vitale	Principal	8/27	8/27	8/27	8/27	6/24	8/27	8/27
Jill Howell	Teacher	8/27	8/27	8/27	8/27		8/27	8/27
Cindy Salow	Teacher	8/27	8/27	8/27	8/27		8/27	8/27
Barbara Westerberg	Parent	8/27	8/27	8/27	8/27		8/27	8/27

## 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 informed our team's plan by guiding our choosing for the commitments. The interviews indicated that for the most part students feel connected to our school but that there was a need for continuous positive culture throughout the school day and across all areas. Our commitment connected to school culture and climate, which helped us identify the need for utilizing The Positivity Project is a direct result of the student interviews.

#### 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.**

The implementation of a strong MTSS system for academics and behavior will benefit all students. The strategy that focuses on Academic Vocabulary will provide additional support for the identified population who may need direct explicit instruction on the selected terms including developing mental models for recall.

## 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.