



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

School Comprehensive Education Plan 2024-25

| District | School Name | Grades Served |
|----------------------------------|------------------------|---------------|
| Longwood Central School District | Longwood Middle School | 5 & 6 |

Collaboratively Developed By:

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And in partnership with the staff, students, and families of Longwood Middle School.

Guidance for Teams

Template

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

Prior to Writing the Plan

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

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

Commitments

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

Key Strategies

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

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

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

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

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

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

Implementation

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

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

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

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

Success Criteria and Benchmark Targets

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

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

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

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

SCEP Rubric

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

Resources for Team

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

Evidence-Based Intervention

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

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

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

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

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

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

X State-Supported Evidence Based Intervention

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

| | |
|---|---|
| Evidence-Based Intervention Identified | Instructional Coaching, Professional Learning Communities, Restorative Justice, Principal Leadership Development. |
| We envision that this Evidence-Based Intervention will support the following Commitment(s) | <ol style="list-style-type: none"> 1. To strengthen student-teacher relationships to enhance whole-child development. 2. To support students in the area of mathematics |
| How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process? | <p>Based on the evidence of the results, teachers, students, and parents, expressed their need for more support in the area of math and meeting the needs of all students as a whole. Teachers expressed the need for a math curriculum that provides a rigorous and coherent curriculum for students.</p> <p>Students, teachers and parents also expressed the need for improving student to teacher relationship and getting to know the students as a whole.</p> |

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>We commit to strengthen student-teacher relationships to enhance whole-child development.</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> | <p>This commitment is befitting to our school’s envision of continuing to expand and strengthen the relationship between the students and teacher and students with students, improve the students’ social-emotional needs, and decrease discipline referrals.</p> <p>Based on the survey and interview feedback from students, teachers, and parents, it was revealed that many students do not feel they have the support needed to succeed in class and do not have a positive relationship with their teachers.</p> <p>Parents indicated they did not strongly agree the school was meeting their child’s social emotional needs.</p> <p>The goal is for students to receive support in:</p> <ul style="list-style-type: none"> • Communicating and cooperating with peers and teachers • Setting and working towards personal goals • Positive student-to-student, and student-to-teacher interaction <p><u>Data Sources:</u></p> <p>Survey Results:</p> <ul style="list-style-type: none"> • Of the 65 students surveyed, 28% strongly agree to having a good relationship with all of their teachers, while 19% disagree. By the end of the 2024-2025 school year, the desired increase in positive feedback from students regarding their relationship with teachers and staff, is 8% <p>The student subgroups represented within each of the data sources, includes:</p> <ul style="list-style-type: none"> White - 18 Hispanic - 16 Multi-racial - 11 Other - 8 |

Commitment 1

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? <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 Practice/Positive Behavioral Interventions and Supports (RP/PBIS) | X REFINE | On-going professional development for staff on effectively implementing RP/PBIS. so that students experience improved behavioral, social, emotional, academic outcomes, and improving relationships between student-to-teacher, and student-to-student. |
| Common Planning | X REFINE | Refine Common Planning to assign specific days to address areas in team meetings. Regular BLT meetings |

Implementation

| | |
|-----------------------|--|
| KEY STRATEGY 1 | Restorative Practice/Positive Behavioral Interventions and Supports (RP/PBIS) |
|-----------------------|--|

| IMPLEMENTATION: What is our plan for implementing Key Strategy 1? What steps are involved? | When will this be in place? |
|--|---|
| <ol style="list-style-type: none"> Expand the RP/PBIS Leadership Team to include representatives from each of the grades, and to establish systems and staff “buy-in” Collaborate with team twice per month Create calendar for professional development Professional development that addresses using positive practices with students and strengthening relationships and connections between students and staff Continue social-emotional learning | <input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB |

Commitment 1

| | |
|---|---|
| Discipline Assistants - | |
| <ul style="list-style-type: none"> To continue to build the capacity of the discipline assistants by providing them with professional development in the area of restorative practices. Utilize survey data from building staff, to determine the Discipline Assistants effectiveness in the area of the culture and climate of the building. | <input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB |
| | <input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB |
| RESOURCES | |
| What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? | |
| Time, Shared-live calendar, Dedicated Location, Individuals, Counselors, Coaches, BLT, Professional Development materials, Survey to determine effectiveness and feedback. | |

KEY STRATEGY 2 **Common Planning**

| IMPLEMENTATION | | When will this be in place? |
|---|--|---|
| What is our plan for implementing Key Strategy 2? What steps are involved? | | |
| Revise weekly common planning in order to delineate a specific planning topic for each day of the week. | | <input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB |
| <ol style="list-style-type: none"> Draft of the schedule with outline of daily focus <ul style="list-style-type: none"> <i>M - Administrative Work/Meetings</i> <ul style="list-style-type: none"> <i>Administrative Meetings and Committee Work</i> <i>T - Department Meetings</i> <ul style="list-style-type: none"> <i>Curriculum Planning and Alignment: Review of curriculum maps, lesson planning, discussion of student needs/well-being within specified departments/areas.</i> <i>W - Team Planning</i> <ul style="list-style-type: none"> <i>Interdisciplinary Collaboration: Plan joint activities with colleagues from different subject areas to create a more integrated and holistic learning experience for students.</i> <i>Community Building: Foster a sense of community among students by planning collaborative projects and activities that require teamwork and cooperation.</i> <i>TH - Data-Informed Instruction</i> <ul style="list-style-type: none"> <i>Data Analysis Day: Meet to analyze student performance data to identify strengths and areas for growth.</i> <i>Personalized Learning Plans: Use data to develop personalized learning plans that address both academic and social-emotional needs.</i> <i>F - Professional Development</i> <ul style="list-style-type: none"> <i>Ongoing Training: Focus on strategies (both academic and social-emotional) to enhance student-teacher relationships and support whole-child development.</i> <i>Ongoing Reflection: Embedded within will be time for teachers to reflect on their interactions with students and identify ways to improve those relationships and support whole-child development.</i> <i>Best Practices Sharing: Teachers share best practices and successful strategies for building strong relationships with students.</i> | <input checked="" type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB | |

Commitment 1

| | |
|--|--|
| <ul style="list-style-type: none"> ○ <i>Ongoing Feedback: Embedded within the PDs will be time to create mechanisms for students to provide feedback on their experiences and relationships with teachers/staff.</i> 2. Set clear objectives and expectations for each day <ul style="list-style-type: none"> ● <i>Define clear objectives for each planning session to ensure focus and productivity.</i> 3. Implementation and monitoring of the schedule <ul style="list-style-type: none"> ● <i>Monitor progress and collect feedback</i> 4. Evaluating and adjusting as needed <ul style="list-style-type: none"> ● <i>Regular review and adjustments as needed</i> | |
| | <input type="checkbox"/> by EPM <input type="checkbox"/> by MYB |
| | <input type="checkbox"/> by EPM <input type="checkbox"/> by MYB |
| | <input type="checkbox"/> by EPM <input type="checkbox"/> by MYB |
| RESOURCES | |
| What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? | |
| Weekly Schedule, Time, Lead Teachers, Instructional Coaches, Administration, Instructional Materials (academic and social/emotional), Curriculum Maps, Feedback Surveys, Reflection Sheets/Forms, Dedicated Rooms (C1, C2, Classroom Spaces, etc) | |
| | |

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 1

| | | | |
|--|--|---|--|
| Restorative Practice/Positive Behavioral Interventions and Supports (RP/PBIS) | Office Discipline Referrals (ODR) | Reduction in ODR's. Decrease in suspensions. Observation of students adhering to the BR3 expectations. | |
| | PBIS Pride Tickets | Increase in the total number of Pride Tickets given by teachers and staff. Increased number of students earning Pride Tickets and attending PBIS events. | |
| | Restorative Circles in Classrooms | Social-emotional learning practices. Restorative practices | |
| Common Planning | Data from feedback regarding the Implementation of a Weekly Schedule with a Targeted Daily Focus | Continued curriculum planning and alignment Evidence of interdisciplinary collaboration Consistent data analysis Personalized learning plans created and reviewed Ongoing teacher training Sharing of best practices (academic and social/emotional) | |

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) | | | |

Commitment 1

| | | | |
|--------------------------------|-----------|---|--|
| End-of-the Year Targets | SWIS Data | Reduction in Office Discipline Referrals. | |
|--------------------------------|-----------|---|--|

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 | <ol style="list-style-type: none"> I have a good relationship with all of my teachers. I feel successful in my classes. | <ol style="list-style-type: none"> 27% Strongly Agree 23% Strongly Agree | <ol style="list-style-type: none"> 50% Strongly Agree 50% Strongly Agree | |
| Staff Survey | <ol style="list-style-type: none"> I feel that I have the necessary support when dealing with students' behavioral needs. I feel like I have a good relationship with all of my students. | <ol style="list-style-type: none"> 17% Strongly Agree 57% Strongly Agree | <ol style="list-style-type: none"> 50% Strongly Agree 75% Strongly Agree | |
| Family Survey | <ol style="list-style-type: none"> The school is meeting my child's social emotional needs. | <ol style="list-style-type: none"> 57% Agree | <ol style="list-style-type: none"> 50% Strongly Agree | |

COMMITMENT 2

Our Commitment: To Support Students in Mathematics

| | |
|---|--|
| <p>What is one Commitment we will promote for 2024-25?</p> | <p>We commit to supporting students in the area of mathematics based on the results of the parent and student surveys and the data received from students diagnostic assessment results.</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> | <p>This commitment aligns with our vision of providing a well-rounded, supportive educational environment that meets the specific needs of our students. By focusing on mathematics, we are addressing a critical area of learning that is foundational for many future academic and career opportunities. Our vision includes ensuring that all students have the resources and support they need to succeed, and this commitment to enhancing math support reflects our dedication to helping every student reach their full potential in key academic areas.</p> <p>In our parent and student surveys, we identified a clear need for additional support in mathematics. Survey results showed that 21% of parents reported that their child needs more help in this subject, and 9% of students also expressed a need for additional support.</p> <p>By committing to bolster mathematics support, we are addressing the specific needs identified through our data-driven approach. This targeted intervention is designed to improve student outcomes in mathematics, aligning with our broader goal of using data to inform and enhance our educational strategies and support systems.</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

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> |
|-----------------------------|--|--|
| Math Pilot Program | X NEW | Survey results indicated teachers felt more support is needed to be successful in teaching mathematics. Math programs aligned to State Standards, conducive to Thinking Classroom structure for more-hands on and critical thinking approach, and online resources. |
| Support & Enrichment Period | X REFINE | Survey results and Math Diagnostic, indicated that students need additional support in Math. Support and Enrichment period will be refined to include all subject-area teachers focusing in specific areas of need for students, based on a diagnostic. |

Implementation

KEY STRATEGY 1 Math Pilot Program for 5th and 6th grade

| IMPLEMENTATION | | When will this be in place? |
|--|--|--|
| What is our plan for implementing Key Strategy 1? What steps are involved? | | |
| 1. Curriculum Planning | | X by EPM <input type="checkbox"/> by MYB |
| 2. Professional Development and Training | | X by EPM <input type="checkbox"/> by MYB |
| 3. Common Planning | | <input type="checkbox"/> by EPM <input type="checkbox"/> by MYB |
| 4. Data Review | | <input type="checkbox"/> by EPM <input type="checkbox"/> by MYB |
| | | <input type="checkbox"/> by EPM <input type="checkbox"/> by MYB |
| RESOURCES | | |
| What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? | | |
| Time, Dedicated Location, Lead Teachers, Coaches, Building Leadership Team, Database, Big Ideas Math, i-Ready Math | | |

KEY STRATEGY 2 Support & Enrichment Period

| IMPLEMENTATION | | When will this be in place? |
|--|--|--|
| What is our plan for implementing Key Strategy 2? What steps are involved? | | |
| 1. Create schedule for teachers | | X by EPM <input type="checkbox"/> by MYB |
| 2. Give i-Ready diagnostic to create student groups | | X by EPM X by MYB |
| 3. Teacher collaboration for personalized instruction, setting goals for students | | X by EPM <input type="checkbox"/> by MYB |
| 4. Assess students progress | | <input type="checkbox"/> by EPM <input type="checkbox"/> by MYB |
| | | <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, Materials, Database, Common Assessment, Students' i-Ready Results | | |

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>) |
|---|--|--|---|
| Math Pilot Program for 5th and 6th grade | i-Ready Diagnostic, Common Assessments | Compare results of Math Pilot Program against students not piloting the program, and hope to see an increase in scores of students participating in the pilot. | |
| | Teacher Observations | Pilot program being used with fidelity. | |

Commitment 2

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|--------------------------------------|-----------------|--|--|
| Support and Enrichment Period | Tests & Quizzes | Specialized instruction being implemented Interventions used Small-group instruction Student achievement towards their goals. Documented participation and engagement. | |
|--------------------------------------|-----------------|--|--|

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) | i-Ready Data (January/February) | An increase of 2.5% in student performance from the beginning of the school year benchmark by grade. | |
| End-of-the Year Targets | Math i-Ready | A 5% increase in student performance from each benchmark given throughout the year. | |

Spring Survey Targets

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

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

Commitment 2

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 the 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 | Orientati on to School Teams (require d 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 |
|------------------|--------------------|--|--|---|----------------------------|----------------------------------|---|------------------------------------|
| Daniel McKeon | Principal | 4/4, 4/8 | 4/12, 4/16, 4/19 | 5/13, 5/16 | 5/31, 6/4 | | 6/5, 7/1 | 6/26, 7/16, 7/17, 7/18, 7/23 |
| Martine Francois | Asst. Principal | 4/4, 4/8 | 4/12, 4/16, 4/19 | 5/13, 5/16 | 5/31, 6/4 | | 6/5, 7/1 | 6/26, 7/16, 7/17, 7/18, 7/23 |
| Yvette Bhola | Asst. Principal | 4/4, 4/8 | 4/12, 4/16, 4/19 | 5/13, 5/16 | 5/31, 6/4 | 6/5, 6/6, 6/16 | 6/5, 7/1 | 6/26, 7/16, 7/17, 7/18, 7/23 |
| Matthew Tomasi | Asst. Principal | 4/4, 4/8 | 4/12, 4/16, 4/19 | 5/13, 5/16 | 5/31, 6/4 | | 6/5, 7/1 | 6/26 |

Our Team's Process

| | | | | | | | | |
|---------------------|--------------------------|----------|------------------|------------|-----------|----------------|----------|--|
| Melanie Holroyd | Coach | 4/4, 4/8 | 4/12, 4/16, 4/19 | 5/13, 5/16 | 5/31, 6/4 | 6/5, 6/6, 6/16 | 6/5, 7/1 | |
| Amy Kelly | Coach | 4/4, 4/8 | 4/12, 4/16, 4/19 | 5/13, 5/16 | 5/31 | | 7/1 | |
| Allison Level | Counselor | 4/4, 4/8 | 4/12, 4/16, 4/19 | 5/13, 5/16 | 5/31, 6/4 | 6/5, 6/6, 6/16 | 6/5, 7/1 | |
| Morgan Costantino | Math Learning Specialist | 4/4, 4/8 | 4/12, 4/16, 4/19 | 5/13, 5/16 | 5/31, 6/4 | 6/5, 6/6, 6/16 | 6/5 | |
| Bridget deLutio | Parent | 4/8 | 4/12, 4/16, 4/19 | 5/13, 5/16 | | | 6/5, 7/1 | |
| Kinberly Stepnowski | Parent | 4/8 | 4/12, 4/16, 4/19 | 5/13, 5/16 | | | 6/5, 7/1 | |

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 interviews provided valuable insights that shaped the team's plan. Some responses revealed that certain students felt they lacked a strong connection with their teachers and staff. Among the 65 students surveyed, 28% strongly agreed that they had a good relationship with all their teachers, while 19% disagreed. The goal is to achieve an 8% increase in positive feedback from students about their relationships with teachers and staff by the end of the 2024-2025 school year. This feedback highlighted the need to create more opportunities for students to feel connected, heard, and valued. Consequently, we chose Commitment 2: Strengthening student-teacher relationships to enhance whole-child development, aiming to proactively address our students' needs.

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 team has determined that the strategies in the plan are likely to result in improved subgroup performance through a combination of evidence-based practices, targeted interventions, and structured planning. Restorative Practices and Positive Behavioral Interventions & Supports (RPBIS) foster a positive school climate by promoting respectful relationships, community building, and proactive behavior management, which particularly benefit under-represented subgroups. The revision of weekly Common Planning time ensures focused and purposeful discussions, allowing for the consistent implementation of best practices and targeted instructional strategies that address the unique needs of various subgroups.

Additionally, the Math Pilot Programs for 5th and 6th grades introduce innovative teaching methods to address learning gaps and enhance mathematical understanding. The dedicated Support & Enrichment Period is expected to provide tailored support and enrichment activities, enabling differentiated

Our Team's Process

instruction that will meet the diverse needs of students. This structured approach ensures that all students, especially those from identified subgroups, receive the necessary support and challenges to improve their performance. Overall, these strategies aim to create a supportive, engaging, and effective learning environment, leading to measurable improvements in subgroup performance.

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.