



New York State  
EDUCATION DEPARTMENT  
Knowledge > Skill > Opportunity

# School Comprehensive Education Plan 2025-26

District	School Name	Grades Served
Cheektowaga Central School District	Union East Elementary School	UPK-4th grade

### Collaboratively Developed By:

#### The Union East Elementary School SCEP Development Team

1. Melissa Mitchell, Principal
2. Rachael Burke, Math Coach
3. Amy Skierczynski, Literacy Coach
4. Samantha Garcia, ESOL teacher
5. Jillian English, ESOL teacher
6. Julia Hamels, Assistant Principal
7. Michelle Dantonio, Teacher
8. Michele Setzer ESOL Teacher

*And in partnership with the staff, students, and families of Union East Elementary School*

## Guidance for Teams

### Navigating the Plan

You can expand or collapse any section of the plan by clicking the triangle next to the blue headings. Additionally, you can move through sections using the Navigation Pane in Microsoft Word.

### Before Writing the Plan

Before working on this document, school teams should have:

1. **Completed the Five-Part Needs Assessment**, which consists of:
  - [Activity 1: Analyze: Data Variation Identification](#)
  - [Activity 2: Analyze: Data Variation Share and Explore](#)
  - [Activity 3: Analyze: Survey Data](#)
  - [Activity 4: Listen: Student Interviews](#)
  - [Activity 5: Envision: Reflect and Synthesize](#)
2. **Met with their NYSED/District/BOCES liaison:**
  - Following *Activity 1: Analyze Data Variation Identification*
  - Following *Activity 5: Envision: Reflect, Synthesize, and Plan* after identifying the Key Strategies and before writing the implementation plan.
3. **Met with their district** to share ensure alignment and coherence between the school's improvement vision and the district's vision.

### Key Strategies

Schools must identify the evidence-based, high-impact levers, known as “Key Strategies,” they believe will improve current outcomes. Each Key Strategy should represent a change in the upcoming year compared to previous years. The Key Strategy should fall into one of the following categories:

1. Something **new** to the school; or
2. An existing strategy **being expanded** to reach a wider audience; or
3. An existing strategy **being refined** or adjusted from previous years.

To ensure effective implementation, school teams must be strategic in selecting the number of approaches they plan to use to improve outcomes, avoiding the temptation to implement too many initiatives. To assist this process, NYSED has provided the following guidance:

- **At least 1 Instructional Key Strategy** must be identified.
- Non-Instructional Key Strategies are **optional**.
- **Total number of Key Strategies** (Instructional and Non-Instructional combined) must be between 2 and 5.
- Non-Instructional Key Strategies should not outnumber Instructional Key Strategies.

These Key Strategies should be aligned with the data reviewed and student interviews from the needs assessment. Teams must also explain the rationale for each Key Strategy selected on the provided template.

Schools may find Hattie's [High Impact Teaching Strategies](#) and the resources gathered at [Visible Learning](#), especially the Teaching Strategies, to be helpful resources when considering Key Strategies. The [Diagnostic Tool](#)

[for School and District Effectiveness \(DTSDE\) Framework](#) and [Phases of Implementation](#) may also be useful when considering different options to pursue.

## Key Strategy Implementation

For each Key Strategy, the school team needs to outline its implementation plan for the upcoming year.

- For new strategies, the plan should detail how the strategy will be introduced and rolled out.
- For expanded strategies, the plan should explain how the expansion will occur.
- For refined strategies, the plan should highlight how this year's approach differs from previous years.

Each plan should include **a sequence of activities that build upon one another**. In the column to the right of each activity, include **the target date for implementation**. This will help the team track progress during the 2025-26 school year.

## Key Strategy Progress Monitoring

After identifying their Key Strategies, school teams should set success criteria and benchmarks to evaluate progress throughout the year.

Each Key Strategy must include at least one Early Progress Milestone to provide early feedback on the strategy's success. The data, which could be implementation data and/or outcome data, should directly align with the Key Strategy.

Each Key Strategy must include at least one outcome-based Mid-Year Benchmark and End-of-The-Year target that is directly related to the strategy.

## Performance Targets

In addition to setting Mid-Year Benchmarks and End-of-Year targets for each Key Strategy, the plan must also establish overall Performance Targets that reflect the anticipated improvement from the combined impact of all strategies. While the Key Strategy Progress Monitoring will track data specific to each individual strategy, the Performance Targets serve as broader indicators of overall school improvement.

## Ongoing Monitoring

The plan template allows school teams to revisit and update their plan throughout the year. A designated section tracks progress for each Key Strategy and for the Performance Targets, allowing teams to record outcome data or evidence alongside original targets. This section should remain blank when first writing the plan and will be updated throughout the year as the team assesses the success of the plan.

## SCEP Rubric

NYSED has created [the SCEP Rubric](#) to help teams identify areas for improvement in their plan. The rubric can be a valuable reference tool while writing the plan. After completing the initial draft, schools should self-assess using the rubric before finalizing their plan.

## Resources for Team

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

## Evidence-Based Intervention

All key strategies pursued by schools should be rooted in evidence. All schools in the CSI, ATSI, and TSI support models must implement at least one evidence-based intervention that meets 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>.

School teams should indicate **all** of the evidence-based interventions that meet the federal definition that will be pursued next year by placing an “X” in the corresponding box below. Schools that adopt the State-Supported Evidence-Based Intervention **under the parameters outlined** at: <https://www.nysed.gov/accountability/state-supported-evidence-based-strategies> will fulfil the evidence-based intervention requirement.

State-Supported Evidence-Based Interventions	Mark “X” if the school will implement this in 25-26
<a href="#">Align High School and College Courses to Increase Post-Secondary Transition Outcomes</a>	
<a href="#">Community Schools</a>	
<a href="#">Elementary School Looping</a>	
<a href="#">Establish an Early Warning Intervention and Monitoring System</a>	
<a href="#">Evidence-Based Instructional Methods</a>	
<a href="#">Expanding access to high-quality Out-of-School-Time programs</a>	
<a href="#">High-Quality Instructional Materials</a>	X
<a href="#">High-Quality Tutoring</a>	
<a href="#">Incoming Student Induction Programs and Summer Bridge Programs</a>	
<a href="#">Instructional Coaching</a>	X
<a href="#">Middle School Flexible Scheduling</a>	
<a href="#">Multi-Tiered System of Supports – Integrated (MTSS-I)</a>	
<a href="#">Ongoing Job-Embedded Professional Development</a>	X
<a href="#">Principal Leadership Development</a>	
<a href="#">Professional Learning Communities</a>	
<a href="#">Restorative Practices</a>	

**Other** (required if no State-Supported Evidence-Based Intervention is identified above): Identify and describe a School-Identified Intervention that meets the criteria of a Tier 1, Tier 2, or Tier 3 Evidence-Based Intervention. Please also indicate the Clearinghouse, Evidence Review, or research that indicates the intervention qualifies as a Tier 1, Tier 2, or Tier 3 Evidence-Based Intervention.

## Learning as a Team

### Directions

Teams should complete the reflective prompt below.

#### Student Interviews

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

The student interviews were held with students in grades 3-4. Students were asked a series of questions about their school experience . The students were interviewed by the outside Review team as part of the May 2025 school review.

## Schools in the ATSI and TSI model only

#### Subgroup Spotlight

##### **Describe how the team has determined that the strategies within this plan are likely to result in improved subgroup performance for the subgroup(s) for which the school has been identified.**

N/A

## Instructional Key Strategies for Improvement

### Key Strategies

*(What are we doing? Why are we doing this?)*

In column 1, input at least one, but no more than five 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, specify whether 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 for the school. For any Key Strategy that is not new, provide a 1-2 sentence summary of how the key strategy will be expanded or refined next year.

<p><b>KEY STRATEGY</b> (What are we doing?)</p>	<p><b>HOW DOES THIS COMPARE TO EXISTING EFFORTS?</b></p>	<p><b>WHY:</b> What did we learn from our needs assessment that suggests this is the right Key Strategy and will have a positive impact on students? Use evidence. Consider both data trends observed and student interview responses.  Additionally, for any Key Strategy that does not represent something new, provide 1-2 sentences describing how the school will expand or refine the Key Strategy next year.</p>
<p><b>1. Sheltered English Immersion (SEI) Strategies</b></p>	<p><input checked="" type="checkbox"/> <b>NEW</b>  <input type="checkbox"/> EXPAND  <input type="checkbox"/> REFINE</p>	<p>Our needs assessment, including insights from the Teacher Focus Group and enrollment trends, revealed a growing population of English Language Learners (ELLs) in our school. Teachers consistently expressed the need for targeted support and instructional strategies to better meet the academic and language development needs of ELLs. This feedback, paired with student data showing performance gaps in language-intensive tasks, underscores the importance of equipping classroom teachers with effective, research-based practices for supporting multilingual learners.</p> <p>The school will implement this strategy by offering more embedded professional learning, modeling instructional techniques during co-teaching opportunities, and developing a peer resource network to share best practices across grade levels.</p>
<p><b>2. Collaborative Classroom Learning Walks (CCLW)</b></p>	<p><input type="checkbox"/> NEW  <input type="checkbox"/> EXPAND  <input checked="" type="checkbox"/> <b>REFINE</b></p>	<p>Feedback from both teachers and the SCEP team highlighted a clear need for more consistent and meaningful feedback on instructional practice—not only from administrators but also from peers. Teachers expressed a desire for opportunities to observe one another, engage in reflective dialogue, and share effective strategies to improve instruction. This aligns</p>

### Instructional Key Strategies for Improvement

		<p>with best practices in adult learning and continuous improvement.</p> <p>To address this, the team will implement Collaborative Classroom Learning Walks (CCLW) a minimum of five times per year. These walks will include a combination of peers, instructional coaches, and administrators, fostering a culture of shared accountability, professional growth, and collective efficacy</p>
<p><b>3. High order thinking and collaborative strategies</b></p>	<p><input type="checkbox"/> <b>XXNEW</b></p> <p><input type="checkbox"/> EXPAND</p> <p><input type="checkbox"/> REFINE</p>	<p>Our needs assessment and classroom observations revealed inconsistent use of higher-order questioning and limited opportunities for structured cooperative learning. These gaps emphasize the need for professional development that supports instructional strategies promoting student engagement and critical thinking.</p> <p>To address this, the school will provide targeted professional development focused on integrating higher-order questioning techniques and structured cooperative learning into daily instruction. When implemented effectively, these strategies will enhance students' decision-making skills, support language development, and deepen content mastery across subject areas.</p>

## Implementation

*How will we do this?*

<b>KEY STRATEGY 1</b>	<b>Sheltered English Immersion (SEI) Strategies</b>
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<b>BEFORE THE 1<sup>st</sup> DAY OF SCHOOL IMPLEMENTATION</b> What is our plan for preparing our school for success with this Key Strategy before the school year starts? What steps are involved?	When will this be in place?		
<p>Establish a representative team to identify and select the most effective strategies for implementing the Key Strategy at the start of the school year. The team will also develop schoolwide faculty presentations that include exemplar videos of the strategies in action, along with dedicated time for teacher reflection and guided practice.</p> <p>Some choices include:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <ol style="list-style-type: none"> <li>1. Writing Language Objectives</li> <li>2. Tiered Words (Vocabulary)</li> <li>3. 7 Step Vocabulary (Vocabulary)</li> <li>4. Sentence Frames ( Reading)</li> <li>5. Partner Reading (Reading)</li> <li>6. Write Around (Writing)</li> </ol> </td> <td style="width: 50%; padding: 5px;"> <ol style="list-style-type: none"> <li>7. Rationation (Writing)</li> <li>8. Think Alouds (Reading)</li> <li>9. Cut and Grow (Writing)</li> <li>10. 10 Text Dependent Questions (Reading)</li> <li>11. RAFT (Writing)</li> <li>12. LEA (Language Experience Approach)</li> </ol> </td> </tr> </table>	<ol style="list-style-type: none"> <li>1. Writing Language Objectives</li> <li>2. Tiered Words (Vocabulary)</li> <li>3. 7 Step Vocabulary (Vocabulary)</li> <li>4. Sentence Frames ( Reading)</li> <li>5. Partner Reading (Reading)</li> <li>6. Write Around (Writing)</li> </ol>	<ol style="list-style-type: none"> <li>7. Rationation (Writing)</li> <li>8. Think Alouds (Reading)</li> <li>9. Cut and Grow (Writing)</li> <li>10. 10 Text Dependent Questions (Reading)</li> <li>11. RAFT (Writing)</li> <li>12. LEA (Language Experience Approach)</li> </ol>	<p>August 2025</p>
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## Instructional Key Strategies for Improvement

Create a schoolwide schedule for delivering ENL Stand-Alone and Integrated services, utilizing dually certified teachers in alignment with the ENL Units of Study.	June/July 2025
Set dates and prepare content for targeted SEI professional development sessions to build staff capacity in support of the Key Strategy.	August 2025
<b>FIRST HALF OF THE YEAR IMPLEMENTATION</b>	
What is our plan implementing this Key Strategy in the first half of the year? What steps are involved?	When will this be in place?
Facilitate three SEI (Sheltered English Instruction) strategy professional development sessions, incorporating opportunities to gather teacher feedback on the effectiveness and implementation of previously introduced strategies.	Oct-Dec 2025
Implement the new schedule for ENL Stand-Alone and Integrated services, ensuring alignment with student needs and instructional goals.	September 2025
<b>SECOND HALF OF THE YEAR IMPLEMENTATION</b>	
What is our plan to implement this Key Strategy in the second half of the year? What steps are involved?	When will this be in place?
Facilitate the remaining two SEI (Sheltered English Instruction) strategy professional development sessions to deepen instructional practice and reinforce key techniques.	January - March 2026
Continuously monitor the implementation of the revised ENL Stand-Alone and Integrated service schedule and make data-informed adjustments as needed to ensure effectiveness and alignment with student needs.	January - June 2026

### Progress Monitoring

#### *How will we measure progress and impact for this Key Strategy?*

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing. <i>What are our next steps? complete when reviewing data</i>
<b>Early Progress Milestones</b> <b>November 2025</b> (implementation/outcome data)	<ul style="list-style-type: none"> <li>Feedback from the first three SEI strategy presentations</li> <li>Finalized class schedules for all four ESOL teachers</li> </ul>	<ul style="list-style-type: none"> <li>80% of teachers have implemented the initial SEI strategies</li> <li>All ELLs are receiving their mandated service minutes in small groups of 10–11 students</li> </ul>	
<b>Mid-Year Benchmark(s)</b> <b>February 2026</b> (outcome data)	<ul style="list-style-type: none"> <li>Feedback from the last two SEI strategy presentations</li> </ul>	<ul style="list-style-type: none"> <li>80% of teachers have implemented the initial SEI strategies</li> </ul>	
<b>End-of-the Year Targets</b> <b>June 2026</b> (outcome data)	<ul style="list-style-type: none"> <li>Teacher SEI Teacher Questionnaire</li> </ul>	<ul style="list-style-type: none"> <li>At least 80% of teachers report that SEI strategies positively impacted student achievement</li> </ul>	

**KEY STRATEGY 2**

**Collaborative Classroom Learning Walks (CCLW) (10 minutes)**

<b>BEFORE THE 1<sup>st</sup> DAY OF SCHOOL IMPLEMENTATION</b> What is our plan for preparing our school for success with this Key Strategy before the school year starts? What steps are involved?		When will this be in place?					
Administrators will review and revise the existing classroom walkthrough form to ensure alignment with schoolwide instructional priorities.		July/August 2025					
Assign administrators to specific grade levels or departments for consistent and strategic walkthrough coverage.		July/August 2025					
Design a Google Form that allows teachers to request peer observations and identify preferred peer observers.		July/August 2025					
Create a shared spreadsheet document to track data from both administrative walkthroughs and peer observations		July/August 2025					
<b>FIRST HALF OF THE YEAR IMPLEMENTATION</b> What is our plan for implementing this Key Strategy in the first half of the year? What steps are involved?		When will this be in place?					
Form a representative team to finalize the Collaborative Classroom Learning Walk tool aligned to SEI strategies and create a staff feedback form to support reflection and dialogue.		September 2025					
Sample non evaluative language focus on student learning:							
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">Learning was best for students when...</th> <th style="width: 50%;">Learning would be even better for students if...</th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;">                     Example:                     <ul style="list-style-type: none"> <li>Students were actively engaged in reading texts at their level</li> <li>Students were using strategies such as predicting, questioning, and summarizing.</li> <li>Students were participating in meaningful discussions with peers</li> <li>Students used evidence from the text to support their ideas, and completed tasks that showed a clear understanding of the reading</li> </ul> </td> <td style="vertical-align: top;">                     Example:                     <ul style="list-style-type: none"> <li>Students had more opportunities to explain their thinking</li> <li>Students could connect ideas across texts to other content</li> <li>Students would use academic vocabulary discussions</li> </ul> </td> </tr> <tr> <td colspan="2"> <b>Key SEI Strategy Implementation Focus :</b>                      What I saw....                      What I can use:                 </td> </tr> </tbody> </table>			Learning was best for students when...	Learning would be even better for students if...	Example: <ul style="list-style-type: none"> <li>Students were actively engaged in reading texts at their level</li> <li>Students were using strategies such as predicting, questioning, and summarizing.</li> <li>Students were participating in meaningful discussions with peers</li> <li>Students used evidence from the text to support their ideas, and completed tasks that showed a clear understanding of the reading</li> </ul>	Example: <ul style="list-style-type: none"> <li>Students had more opportunities to explain their thinking</li> <li>Students could connect ideas across texts to other content</li> <li>Students would use academic vocabulary discussions</li> </ul>	<b>Key SEI Strategy Implementation Focus :</b> What I saw.... What I can use:
Learning was best for students when...	Learning would be even better for students if...						
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<b>Key SEI Strategy Implementation Focus :</b> What I saw.... What I can use:							
Administrators will introduce the Collaborative Classroom Learning Walk process during a faculty meeting, clearly outlining the purpose and expectations for participation. <ul style="list-style-type: none"> <li><b>Purpose:</b> To build a culture of collaboration and reflective practice through non-evaluative feedback and shared learning among colleagues.</li> <li><b>Expectations:</b> <ul style="list-style-type: none"> <li>Each teacher will receive three Classroom Collaborative Learning Walks (CCLWs) with feedback conducted by administration.</li> <li>Each teacher will engage in one peer CCLW, selecting a colleague to observe and provide feedback using the teacher-created reflection form.</li> <li>Each teacher will receive one CCLW from the ELA or Math coach, focused on any instructional topic aligned to student learning goals.</li> </ul> </li> </ul>		September - 2025					
Staff will complete and submit the Google Form indicating their interest in participating and selecting their preferred peer observer.		September 2025					
Staff, administration and coaches will conduct Collaborative Classroom Learning Walks with peers.		October - December 2025					

## Instructional Key Strategies for Improvement

<b>SECOND HALF OF THE YEAR IMPLEMENTATION</b>	When will this be in place?
What is our plan for implementing this Key Strategy in the second half of the year? What steps are involved?	
Conduct regular check-ins with staff and instructional leaders to ensure continued engagement in the Learning Walk and peer observation process. Review participation data and alignment to instructional goals.	January - March 2026
Use staff meetings, professional development or surveys to gather teacher input on the effectiveness and impact of the Collaborative Classroom Learning Walk process. Analyze trends to identify successes, challenges, and areas for refinement.	January - March 2026

### Progress Monitoring

#### *How will we measure progress and impact for this Key Strategy?*

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing. <i>What are our next steps? complete when reviewing data</i>
<b>Early Progress Milestones</b> <b>December 2024</b> <small>(implementation/outcome data)</small>	Collaborative Classroom Learning Walk participation data	Learning Walk tracking shows each teacher has received a minimum of two walkthroughs by administrators	
<b>Mid-Year Benchmark(s)</b> <b>March 2024</b> <small>(outcome data)</small>	Collaborative Classroom Learning Walk participation data	Completion of one peer-conducted Learning Walk per teacher  Completion of one coach-conducted Learning Walk per teacher	
<b>End-of-the Year Targets</b> <b>June 2025</b> <small>(outcome data)</small>	Collaborative Classroom Learning Walk survey	Completion of Learning Walk survey by all staff with 80% agreeing the learning walks was a productive use of time (admin and peer)	

**KEY STRATEGY 3**

**High order thinking and Collaborative strategies**

<b>BEFORE THE 1<sup>ST</sup> DAY OF SCHOOL IMPLEMENTATION</b> What is our plan for preparing our school for success with this Key Strategy before the school year starts? What steps are involved?		When will this be in place?
Create a comprehensive schedule that includes dedicated time for grade-level instructional planning, mini-sessions, and professional development to build staff capacity around the identified strategies		August 2025
Identify and finalize the specific strategies to be introduced schoolwide at the start of the year (e.g., “Turn and Talk,” “Synthesis”), ensuring alignment with instructional goals.		August 2025
Create consistent classroom visuals that introduces and reinforces higher-order thinking strategies. This resource will be accessible to all students and used across grade levels to promote familiarity with academic discourse and collaborative learning for students' careers at UE.		August 2025
<b>FIRST HALF OF THE YEAR IMPLEMENTATION</b>		
What is our plan for implementing this Key Strategy in the first half of the year? What steps are involved?		When will this be in place?
Launch mini professional learning sessions in ELA and Math based on trends and needs identified through classroom observations, with a focus on higher-order thinking and student engagement.		September - December 2025
Conduct instructional planning meetings that integrate the philosophy of <i>Building Thinking Classrooms (BTC)</i> and <i>The Thoughtful Classroom</i> framework, particularly around questioning techniques and instructional styles. These sessions will be led by instructional coaches.		September - December 2025
Develop and plan the introduction of the Numeracy Brief during a Wednesday professional development session, ensuring staff are prepared to implement aligned strategies.		December 2025
<b>SECOND HALF OF THE YEAR IMPLEMENTATION</b>		
What is our plan for implementing this Key Strategy in the second half of the year? What steps are involved?		When will this be in place?
Coaches and administrators will meet weekly to reflect on implementation progress, identify ongoing needs, and determine next steps or additional support to strengthen instruction.		January - June 2026
Continue to observe and support instructional planning sessions to ensure alignment with the BTC and Thoughtful Classroom frameworks, and to reinforce consistent application of higher-order thinking strategies.		January - June 2026
Share Numeracy Briefs with staff and facilitate discussions around key takeaways and classroom application during designated professional learning time.		January - June 2026

Progress Monitoring

*How will we measure progress and impact for this Key Strategy?*

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing. <i>What are our next steps? complete when reviewing data</i>
<b>Early Progress Milestones</b> <b>December 2025</b> (implementation/outcome data)	Attendance records and materials from mini sessions and PD (e.g., slide decks, sign-in sheets)	Strong staff participation in professional learning sessions	
<b>Mid-Year Benchmark(s)</b> <b>March 2025</b> (outcome data)	Teacher requests for modeling or co-teaching support BTC and Thoughtful classroom	Increased teacher ( at least 10 for Math and ELA) engagement with coaches for modeling and co-teaching  Growing implementation of BTC and Thoughtful Classroom strategies	
<b>End-of-the Year Targets</b> <b>June 2025</b> (outcome data)	End-of-year teacher survey results	80% Positive teacher perceptions of strategy impact on student learning	

## Academic Performance Targets

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

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

	What student data will we be reviewing?	What Key Strategies are intended to directly impact this student data?	What do we hope to see when we review that student data?	What we ended up seeing: <i>(complete when reviewing mid-year data)</i>
<b>Mid-Year Benchmark(s)</b> <b>February 2025</b>	<b>STAR Data</b>  <b>Attendance</b>	<ul style="list-style-type: none"> <li>• SEI</li> <li>• Collaborative Classroom Walkthrough</li> <li>• High Order Thinking Questions and Collaborative Strategies</li> </ul>	10% increase in students performing at or above benchmark levels from BOY baseline data  90% attendance rate by the end of the first 6 weeks of school.	
<b>End-of-the Year Targets</b> <b>June 2025</b>	<b>STAR Data</b>  <b>Attendance</b>	<ul style="list-style-type: none"> <li>• SEI</li> <li>• Collaborative Classroom Walkthrough</li> <li>• High Order Thinking Questions and Collaborative Strategies</li> </ul>	20% increase in students performing at or above benchmark levels from MOY data  95% attendance rate for the school year	

Spring Survey Targets

We believe these spring survey responses will give us helpful feedback about our progress with our Instructional Key Strategy/Strategies:

	Survey Question(s) or Statement(s)	Corresponding Key Strategies	2024-25 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)
<b>Student Survey</b>	<ul style="list-style-type: none"> <li>( 5 questions - one for each strategy) The [Insert Strategy Name] strategy helped me better understand what I was learning in class.</li> </ul>	<ul style="list-style-type: none"> <li>SEI</li> <li>Collaborative Classroom Walkthrough</li> <li>High Order Thinking Questions and Collaborative Strategies</li> </ul>		80%	
<b>Staff Survey</b>	<ul style="list-style-type: none"> <li>( 5 questions - one for each strategy) The [Insert Strategy Name] strategy improved my students' engagement in lessons.</li> <li>Peer learning walks were productive and positively impacted my instructional practice.</li> <li>Administrative learning walks were productive and provided useful feedback to support my teaching.</li> <li>Using a variety of higher-order questioning techniques helped improve student understanding and performance.</li> <li>Implementing <i>Building Thinking Classrooms</i> (BTC) principles helped improve student engagement and achievement.</li> </ul>	<ul style="list-style-type: none"> <li>SEI</li> <li>Collaborative Classroom Walkthrough</li> <li>High Order Thinking Questions and Collaborative Strategies</li> </ul>		80%  75%  75%  80%  80%	
<b>Family Survey</b>	<ul style="list-style-type: none"> <li>The school communicates clearly about the strategies that I can use to support student learning.</li> <li>I have seen an improvement in my child's thinking and problem-solving skills this year.</li> </ul>	<ul style="list-style-type: none"> <li>SEI</li> <li>Collaborative Classroom Walkthrough</li> <li>High Order Thinking Questions and Collaborative Strategies</li> </ul>		85%  85%	

## Non-Instructional Key Strategies for Improvement

### Key Strategies

*(What are we doing? Why are we doing this?)*

In column 1, list the Non-Instructional Key Strategies that the school has identified as likely to improve student outcomes. The total number of Instructional and Non-Instructional Key Strategies should not exceed five, and the number of Non-Instructional Key Strategies should not exceed the number of Instructional Key Strategies. Unlike the Instructional Key Strategies, schools **are not required to identify Non-Instructional Key Strategies**.

Any strategy selected should 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, specify whether 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 for 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 and will have a positive impact on students? Use evidence. Consider both data trends observed and student interview responses.  <i>Additionally, for any Key Strategy that does not represent something new, provide 1-2 sentences describing how the school will expand or refine the Key Strategy next year.</i>
<p><b>Family Engagement with Class Dojo</b></p>	<p> <input type="checkbox"/> NEW  <input checked="" type="checkbox"/> <b>XXEXPAND</b>  <input type="checkbox"/> REFINE                 </p>	<p>While the school has effectively utilized ClassDojo to support home-school communication, there is a growing need to ensure that all families are enrolled and actively using the platform. Additionally, there is an opportunity to be more intentional in using ClassDojo to communicate events and updates that directly align with school and district priorities.</p> <p>To address this, the school will implement a weekly communication process in which teachers share a concise blurb to share with families via ClassDojo. This message will highlight key happenings and initiatives that reflect the school's and district's focus areas, strengthening transparency, family engagement, and alignment with instructional goals.</p>
<p><b>Parent Involvement activities</b></p>	<p> <input type="checkbox"/> NEW  <input checked="" type="checkbox"/> <b>XXEXPAND</b>  <input type="checkbox"/> REFINE                 </p>	<p>Enrollment at Union East continues to grow, along with the cultural and linguistic diversity of the student population. As the school community becomes more diverse, there is an increasing need to ensure that all</p>

## Non-Instructional Key Strategies for Improvement

		<p>families feel welcomed, informed, and connected to the school environment.</p> <p>To support this, the school will prioritize opportunities for families to visit the campus, engage with staff, and experience the school culture firsthand. These events will be designed to foster a sense of belonging, build trust, and provide parents with information on how they can volunteer and participate in school activities throughout the year.</p>
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## Implementation

*(How will we do this?)*

### KEY STRATEGY 1    Family Engagement with Class Dojo

<b>BEFORE THE 1<sup>st</sup> DAY OF SCHOOL IMPLEMENTATION</b> What is our plan for preparing our school for success with this Key Strategy before the school year starts? What steps are involved?	When will this be in place?
Ensure student data is rolled over and classes are established to support communication and engagement from day one.	August 2025
Develop a clear process to ensure all students—both new and returning—have at least one family member connected to their ClassDojo account	August 2025
Provide professional learning for all new Union East staff, including teachers and aides, on effective use of ClassDojo for communication and engagement.	August 2025
Design a brief, informative session for families to be used during orientations and Open House, focused on ClassDojo use and school-home partnerships.	August 2025
Introduce and standardize weekly ClassDojo posts from each classroom highlighting the three focus areas: <i>Community, Curriculum, and Character</i> .	August 2025
<b>FIRST HALF OF THE YEAR IMPLEMENTATION</b> What is our plan to implement this Key Strategy in the first half of the year? What steps are involved?	When will this be in place?
Teachers will begin posting weekly updates through ClassDojo highlighting <i>Community, Curriculum, and Character</i> to strengthen school-home connections and increase family engagement.	September to December 2025
Track ClassDojo family connection rates monthly to ensure that all families are actively connected, with targeted outreach for those who have not yet joined.	September to December 2025
Offer continued support and optional coaching for staff to enhance the quality and consistency of ClassDojo communication, with a focus on meaningful, student-centered updates.	September to December 2025
Distribute a short survey or collect informal feedback during fall events (e.g., Curriculum Night or Parent-Teacher Conferences) to assess the effectiveness and accessibility of ClassDojo communication	October–November 2025

Non-Instructional Key Strategies for Improvement

<b>SECOND HALF OF THE YEAR IMPLEMENTATION</b>		When will this be in place?
What is our plan for implementing this Key Strategy in the second half of the year? What steps are involved?		
Analyze ClassDojo usage and family connection data to identify gaps, celebrate successes, and determine areas for improvement in communication practices.		January 2026
Maintain consistency in weekly classroom posts focused on <i>Community, Curriculum, and Character</i> , with reminders and examples shared during staff meetings to ensure quality and alignment.		January – June 2026
Highlight classrooms or staff members demonstrating strong communication practices during faculty meetings or school newsletters to encourage continued participation and innovation		January to June 2026

**Progress Monitoring**

*How will we measure progress and impact for this Key Strategy?*

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing. <i>What are our next steps? complete when reviewing data</i>
<b>Early Progress Milestones</b> <b>December 2025</b> (implementation/outcome data)	Percentage of families connected to ClassDojo	At least 95% of classes have 95% or more families connected on ClassDojo	
<b>Mid-Year Benchmark(s)</b> <b>March 2026</b> (outcome data)	Percentage of families connected to ClassDojo	At least 90% of families remain actively connected	
<b>End-of-the Year Targets</b> <b>June 2026</b> (outcome data)	Percentage of families connected to ClassDojo	At least <b>85% of families</b> remain connected and engaged on the platform	
	Family Survey	Family survey results reflect increased satisfaction and perceived value of ClassDojo communication	

Non-Instructional Key Strategies for Improvement

**KEY STRATEGY 2**

**Parent Involvement activities**

<b>BEFORE THE 1<sup>st</sup> DAY OF SCHOOL IMPLEMENTATION</b> What is our plan for preparing our school for success with this Key Strategy before the school year starts? What steps are involved?		When will this be in place?
Distribute a family survey to gather input on preferred types of school events, days, and times to maximize participation and inclusivity.		July-August 2025
Create a calendar of events for the 2025–2026 school year that reflects family input, aligns with school priorities, and supports consistent opportunities for school-home connection.		July-August 2025
<b>FIRST HALF OF THE YEAR IMPLEMENTATION</b> What is our plan implementing this Key Strategy in the first half of the year? What steps are involved?		When will this be in place?
Hold a minimum of two family activities aligned to the school’s engagement goals and based on family input gathered through the summer survey		September – December 2025
Maintain sign-in sheets and other attendance records to track family participation and identify trends or gaps in engagement		September – December 2025
<b>SECOND HALF OF THE YEAR IMPLEMENTATION</b> What is our plan implementing this Key Strategy in the second half of the year? What steps are involved?		When will this be in place?
Hold a minimum of two additional family activities that are culturally responsive, inclusive, and aligned with school priorities (e.g., literacy night, STEM showcase, wellness workshop).		January - June 2026
Maintain sign-in sheets for each event to monitor participation and identify which families and grade levels are most or least engaged.		January - June 2026
Distribute brief post-event surveys to collect feedback on event quality, relevance, and suggestions for improvement		May 2026
Use attendance data and family feedback to inform adjustments to future events and strengthen overall engagement efforts.		January - June 2026

Progress Monitoring

*How will we measure progress and impact for this Key Strategy?*

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing. <i>What are our next steps? complete when reviewing data</i>
<b>Early Progress Milestones</b> <b>December 2025</b> (implementation/outcome data)	Attendance sign-in sheets from all family engagement events	Family attendance tracked using event sign-in sheets  At least <b>10% of families</b> attend a school-sponsored event	
<b>Mid-Year Benchmark(s)</b> <b>March 2026</b> (outcome data)	Attendance sign-in sheets from all family engagement events	Continued use of sign-in sheets to monitor participation  At least 15% of families attend a school-sponsored event	
<b>End-of-the Year Targets</b> <b>June 2026</b> (outcome data)	Comparison of attendance trends across events and timeframes	Demonstrated increase in attendance across events throughout the school year  At least 50% of all families have attended at least one school event by year-end	

## Non-Academic Performance Targets

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

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

	What student data will we be reviewing?	What Key Strategies are intended to directly impact this student data?	What do we hope to see when we review that student data?	What we ended up seeing: <i>(complete when reviewing mid-year data)</i>
<b>Mid-Year Benchmark(s)</b>	Parent Engagement Tracking Data	<ul style="list-style-type: none"> <li>Family Engagement with Class Dojo</li> <li>Parent Involvement activities</li> </ul>	At least 15% of families attend a school-sponsored event	
<b>End-of-the Year Targets</b>	Parent Engagement Tracking Data	<ul style="list-style-type: none"> <li>Family Engagement with Class Dojo</li> <li>Parent Involvement activities</li> </ul>	At least 50% of all families have attended at least one school event by year-end	

### Spring Survey Targets

We believe these Spring survey responses will give us helpful feedback about our progress with our Non-Instructional Key Strategy/Key Strategies:

	Survey Question(s) or Statement(s)	Corresponding Key Strategies	2024-25 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>
<b>Student Survey</b>	<ul style="list-style-type: none"> <li>My family attended at least one school activity this year.</li> <li>I enjoyed having my family attend school activities.</li> </ul>	<ul style="list-style-type: none"> <li>Family Engagement with Class Dojo</li> <li>Parent Involvement activities</li> </ul>		75%	

Non-Instructional Key Strategies for Improvement

<p><b>Staff Survey</b></p>	<ul style="list-style-type: none"> <li>• School-sponsored family activities supported positive school-family relationships. ClassDojo was an effective tool for communicating event information to families.</li> </ul>	<ul style="list-style-type: none"> <li>• Family Engagement with Class Dojo</li> <li>• Parent Involvement activities</li> </ul>		<p>80%</p> <p>80%</p>	
<p><b>Family Survey</b></p>	<ul style="list-style-type: none"> <li>• My family attended at least one school activity this year.</li> <li>• The school offered a variety of activities that were welcoming and meaningful.</li> <li>• I received regular updates on school and classroom events through ClassDojo.</li> <li>• ClassDojo helped me stay informed and engaged with my child's learning experience.</li> </ul>	<ul style="list-style-type: none"> <li>• Family Engagement with Class Dojo</li> <li>• Parent Involvement activities</li> </ul>		<p>50%</p> <p>75%</p> <p>75%</p> <p>75%</p>	



## 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. Students Reimagining School
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 proposed Key Strategies.

### 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 2025-26 school year.

- Participatory Budgeting
- Monthly School Focus Groups
- Climate Survey Inquiry Team
- Schoolwide Voting
- Students Reimagining School
- Design Your Own (proposals should be sent to [FieldSupport@nysed.gov](mailto: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](#)" 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. [Activity 1: Analyze: Data Variation Identification](#)
2. [Activity 2: Analyze: Data Variation Share and Explore](#)
3. [Activity 3: Analyze: Survey Data](#)
4. [Activity 4: Listen: Student Interviews](#)
5. [Activity 5: Envision: Reflect and Synthesize](#)
6. Writing the Plan

### Team Collaboration

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

Name	Role	Ori ent atio n to Sch ool Tea ms (re quir ed for ne w TSI)	Ana lyze : Dat a Vari atio n Ide ntifi cati on	Ana lyze : Dat a Vari atio n Sha re and Exp lore	Ana lyze : Sur vey Dat a	List en: Stu den t Inte rvie ws	Env isio n: Ref lect and Syn the size	Pla n Wri ting and Rev isio n
<i>Example: Mary James</i>	<i>ELL Teacher</i>	<i>6/2/</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>
Melissa Mitchell,	PrincipaL	NA	6/2/25	6/2/25	6/2/25	5/12-13 /2025	6/2/25	6/2/25
Rachael Burke	Math Coach	NA	6/2/25	6/2/25	6/2/25	5/12-13 /2025	6/2/25	6/2/25
Amy Skierczynski	Literacy Coach	NA	6/2/25	6/2/25	6/2/25	5/12-13 /2025	6/2/25	6/2/25
Jillian English	ESOL teacher	NA	6/2/25	6/2/25	6/2/25	5/12-13 /2025	6/2/25	6/2/25

Our Team's Process

Julia Hamels	Assistant Principal	NA	6/2/25	6/2/25	6/2/25	5/12-13 /2025	6/2/25	6/2/25
Michelle Dantonio	Teacher	NA	6/2/25	6/2/25	6/2/25	5/12-13 /2025	6/2/25	6/2/25
Michele Setzer	ESOL Teacher	NA	6/2/25	6/2/25	6/2/25	5/12-13 /2025	6/2/25	6/2/25

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## 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, **use the [SCEP Rubric](#) to consider where there may be opportunities to strengthen the plan.** After the team has analyzed the completed plan using 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 using the SCEP rubric, ensured the plan [met minimum expectations](#), and made any necessary changes;
2. Identify the areas of the plan where the team feels most confident;
3. If applicable, specify any areas of the plan where the team feels less confident. The principal may also request a follow-up meeting to further explore these areas prior to meeting with the NYSED liaison.
4. Indicate to your liaison that the school is ready to share its full plan for verification that it meets NYSED's minimum expectations. Plans should be shared by **July 1, 2025**.
5. Once the plan is finalized, representatives from the school and district should meet to complete the [SIG Expenditure Plan](#).
6. Ensure that the district (Superintendent or designee) and local Board of Education have approved the plan and the plan is posted on the district website.

#### Schools in the ATSI model and TSI Model

1. When the SCEP team is satisfied with the plan, **use the [SCEP Rubric](#) to consider where there may be opportunities to strengthen the plan.** After the team has analyzed the completed plan using 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](#). Once your plan is finalized, representatives from the school and district should meet to complete the [SIG Expenditure Plan](#). Plans will need to be approved by the District before the first day of the 2025-26 school year.
2. The final plan will need to be approved by the local Board of Education and posted on the district website.

### Implementing the Plan (All Schools)

1. Ensure 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.