



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

School Comprehensive Education Plan 2024-25

District	School Name	Grades Served
Cheektowaga Central School District	Cheektowaga Central Middle School	5-8

Collaboratively Developed By:

The Cheektowaga Central Middle School SCEP Development Team

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And in partnership with the staff, students, and families of CCSD 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.

XXState-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	School Instructional Coach
We envision that this Evidence-Based Intervention will support the following Commitment(s)	Commitment 1: To enhance the academic success for all students while reducing achievement disparities for targeted subgroups, specifically African American and Hispanic students.
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	While the school has made progress, the teachers continue to need support in implementing Tier 1 curriculum and strategies.

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>To enhance the academic success for all students while reducing achievement disparities for targeted subgroups, specifically African American and Hispanic students.</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>We envision a school where we strive to build proficient readers and writers across all curriculum areas in order to set students up for success both inside and outside of the classroom and we envision a school where teachers can focus on academic success.</p> <p>This commitment encompasses our efforts to promote schoolwide academic growth, including targeted support for high-need student groups. Through explicit and systematic instruction students from all sub-groups, including English Learners and students with disabilities, we will meet our 2024-25 desired outcomes in ELA, math, and science proficiency, and ELL progress.</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.

<p>KEY STRATEGY</p>	<p>HOW DOES THIS COMPARE TO EXISTING EFFORTS?</p>	<p>WHY: What did we learn from our needs assessment that suggests this is the right Key Strategy?</p> <p><i>Consider both data trends observed and student interview responses.</i></p> <p><i>For key strategy that does not represent something new, also provide 1-2 sentences on how the school will expand or refine the key strategy next year.</i></p>
<p>1. Embed Core, research based school wide strategies in Reading/Math Instruction daily.</p>	<p><input type="checkbox"/> NEW</p> <p><input checked="" type="checkbox"/> EXPAND</p> <p><input type="checkbox"/> REFINE</p>	<p>We will expand upon our work of lesson and plan book review to center upon specific instructional strategies incorporating all core subject areas.</p>
<p>2. Utilize IXL Progress Monitoring (Reading/Math)</p>	<p><input type="checkbox"/> NEW</p> <p><input checked="" type="checkbox"/> EXPAND</p> <p><input type="checkbox"/> REFINE</p>	<p>We will expand our use of IXL in four core subject areas.</p>
<p>3. Analyze Data by Subgroups</p>	<p><input type="checkbox"/> NEW</p> <p><input checked="" type="checkbox"/> EXPAND</p>	<p>We will expand our use of data analysis through procedures that focus on student mastery of daily learning objectives in lessons. We will study, score, and give feedback on student work</p>

Commitment 1

KEY STRATEGY	HOW DOES THIS COMPARE TO EXISTING EFFORTS?	WHY: What did we learn from our needs assessment that suggests this is the right Key Strategy? <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>
	<input type="checkbox"/> REFINE	from a previous lesson to norm their expectations and determine class trends.
4. Create a Classroom Peer Mentoring Program	<input checked="" type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	We plan on developing a program that will be implemented through our weekly PD process to support teachers in implementing peer teaching in the classroom next year. Teachers will be given training on collaborative learning, jigsaw instruction, reciprocal teaching, and community of learners to help support peer teaching and mentoring.
5. Culturally Responsive Sustaining Education Professional Learning	<input type="checkbox"/> NEW <input checked="" type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	<ul style="list-style-type: none"> While the school has made great gains, the diversity of our school population continues to grow and there is an ongoing need to ensure that our faculty and staff are equipped with the strategies needed to support instruction and make our families feel affirmed.

Implementation

KEY STRATEGY 1	Embed core, research based school wide strategies in Reading/Math instruction daily.
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IMPLEMENTATION What is our plan for implementing Key Strategy 1? What steps are involved?		When will this be in place?
1. Ensure that Reading instruction is Aligned with the Science of Reading	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
2. Work with University of Buffalo team to determine which school wide vocabulary strategy that will expose students to rich domain-specific vocabulary and general academic vocabulary <u>Suggested Resources:</u> Marzano Six Step Vocabulary Process: https://www.vocabulary.com/articles/wordshop/marzanos-six-steps-to-effective-vocabulary-instruction/ 7 step vocabulary https://docs.google.com/presentation/d/1bbwUkknleAI_pR2VjZjf4VTjBlncZipS/edit?usp=sharing&ouid=103463172820153114269&rtpof=true&sd=true	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB	

Commitment 1

IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 1? What steps are involved?		
3. Conduct daily spiral review of standards not mastered by students (Math classrooms) and determine how to document data by subgroups and reteach skills		<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
4. Work with University of Buffalo team to determine which school wide collaboration strategy to implement school wide to promote students discourse and independence during instruction (Reciprocal Teaching, RADD, RACE, CUBES)		
Suggested Resources: Thoughtful Classroom Reciprocal Teaching All subjects) RADD (ELA) RACE (ELA) CUBES (Math) RAFT (Writing)		<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
RESOURCES		
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?		
Money: Instructional Curriculum/ Teacher Planning Time		
Processes: Determine process for selecting school wide identified strategies		

KEY STRATEGY 2 **IXL Progress Monitoring (ELA and Math)**

IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 2? What steps are involved?		
Determine which reports to use from IXL and analyze data by subgroups to determine specific skills needed for growth and achievement		<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Determine how to use IXL reports to help teachers group students for reteaching and skill development.		<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Determine specific times in which IXL program can be utilized for remediations (i.e. stack, labs) Research how students can access the IXL program at home and over the summer.		<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Use IXL to provide support to Tier I standards being delivered to support student progression toward mastery. Determine how to document standards mastered.		<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Explore FILL program for daily formative assessments(exit tickets) and AIS services		<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
RESOURCES		
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?		
Money: IXL Subscription/ Teacher Planning Time/FILL Program		
Processes: Determine IXL Reports		

KEY STRATEGY 3 **Data Analysis by Subgroups**

IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 3? What steps are involved?		
After each administration of the STAR, 5 week progress monitoring, and 10 week report card administration, data will be analyzed by subgroups to determine student growth and achievement.		<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB

Commitment 1

Determine AIS intervention schedule to service identified students who need Tier II and Tier III services based on data analyzed.	<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: Data Meeting/AIS Groups	
Money: Subscriptions/ Teacher Planning time	

KEY STRATEGY 4 **Create a Classroom Peer Mentoring Program**

IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 4? What steps are involved?		
Explore how to embed peer mentor grouping to ensure that students are partnered with students who may be able to assist other students with instruction	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
RESOURCES		
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?		
Processes: Determine what a mentoring program will look like in a classroom setting. Determine how students will be selected to be mentors		
Schedule: Peer Mentoring Schedule		

KEY STRATEGY 5 **Culturally Responsive Sustaining Education Professional Learning**

IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 5? What steps are involved?		
<ul style="list-style-type: none"> Enhance cultural responsiveness through ongoing professional development sessions facilitated by internal external experts Begin with Implicit Bias Training. 	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
RESOURCES		
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?		
Money: Facilitation Cost for Outside Consultant		
Money: for Culture Day and activities		

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.*

Commitment 1

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>)
Embed Core, research based school wide strategies in Reading/Math instruction daily.	Strategy determined the school	<ul style="list-style-type: none"> That a strategy has been selected and implementation of the strategies is being monitored in the classroom. 	
Utilize IXL Progress Monitoring (Reading/Math)	Specific reports determine that will be used to analyze data	<ul style="list-style-type: none"> Data from the 1st 10 weeks of school 	
Analyze Data by Subgroups	Specific students identified	<ul style="list-style-type: none"> Names of students in specific sub groups IXL data from the 1st 10 weeks of school 	
Create a Classroom Peer Mentoring Program	Specific students identified	<ul style="list-style-type: none"> Names of students that can serve as peer mentors 	

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

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

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing (<i>complete when reviewing mid-year data</i>)
Mid-Year Benchmark(s)	STAR Data	<p><i>By June 2025 45% of students (inclusive of all subgroups) will be at proficiency on both the STAR Reading and Math tests.</i></p> <p><i>By June 2025 70% percent of students will demonstrate growth from their September 2024 STAR Reading and Math tests.</i></p> <p><i>er 2024 to February 2025</i></p>	

Commitment 1

End-of-the Year Targets	STAR DATA	<p><i>By June 2025 48% of students (inclusive of all subgroups) will be at proficiency on both the STAR Reading and Math tests.</i></p> <p><i>By June 2025 75% percent of students will demonstrate growth from their September 2024 STAR Reading and Math tests.</i></p>	
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Spring Survey Targets

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

Commitment 1:

CCSD Middle School commits to enhancing the academic success for all students while reducing achievement disparities for targeted subgroups, specifically African American and Hispanic students.

	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	<ul style="list-style-type: none"> In class we often work with partners or in groups. 	55% of students respond with mostly true, true, or very true	75%	
Staff Survey	<ul style="list-style-type: none"> Students in this school have strategies to track their own learning. 	65% of teachers respond with mostly true, true or very true	75%	
Family Survey	<ul style="list-style-type: none"> I receive regular updates about my child's progress in school. 	N/A	75%	

COMMITMENT 2

Our Commitment

<p>What is one Commitment we will promote for 2024-25?</p>	<p>Empower students to take leadership roles in the school to ensure a sense of belonging and safety within the school.</p>
<p>Why are we making this Commitment? <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>The rationale for this commitment stems from the fact that the school now has established systems, structure, and procedures that were put into place this year. The next phase to the development of this learning community is to provide students with a voice in these and opportunities to establish agency as members of the school community. With this, students will be a part of developing a warmer, kinder, and more inclusive school community that provides a safe and secure learning environment for all.</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.

<p>KEY STRATEGY</p>	<p>HOW DOES THIS COMPARE TO EXISTING EFFORTS?</p>	<p>WHY: What did we learn from our needs assessment that suggests this is the right Key Strategy? <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></p>
<p>Explore how to Institute a Peer Mediation Program led by School Admin TOSA</p>	<p><input checked="" type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE</p>	<p>The data and feedback we collected suggests that students are ready to take on leadership and mentoring roles for their peers and one another.</p>
<p>Create a Parent Council</p>	<p><input checked="" type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE</p>	<p>The data and feedback we collected suggests that parent want to have more opportunity to share concerns on a regular basis</p>
<p>Explore a Social Emotional Resources that teachers can use</p>	<p><input checked="" type="checkbox"/> NEW <input type="checkbox"/> EXPAND</p>	<p>The data and feedback we collected suggests that teachers now have universal systems in place that support effective classroom management. They are thus prepared to enhance</p>

Commitment 2

	<input type="checkbox"/> REFINE	well organized classes with effective community building activities in order to enhance student to student relationships.
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Implementation

KEY STRATEGY 1 Explore how to Institute A Peer Mediation Program by grade level

IMPLEMENTATION	When will this be in place?
What is our plan for implementing Key Strategy 1? What steps are involved?	
School Admin TOSA will create a team to begin developing a peer mediation handbook	<input type="checkbox"/> by EPM <input style="background-color: yellow;" type="checkbox"/> by MYB
School admin TOSA will provide opportunities for students to serve as mediators	<input type="checkbox"/> by EPM <input style="background-color: yellow;" type="checkbox"/> by MYB
School Admin TOSA will Institute monthly training and support programs for students serving in the capacity of peer mediator	<input type="checkbox"/> by EPM <input style="background-color: yellow;" type="checkbox"/> by MYB
RESOURCES	
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	
Time: Meeting time for school staff to develop handbook	
Money: Peer Mediation Membership and Materials/ Teacher Planning	

KEY STRATEGY 2 Create a Parent Council

IMPLEMENTATION	When will this be in place?
What is our plan for implementing Key Strategy 2? What steps are involved?	
Utilize parent council to discuss and listen to concerns of parents	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Set up monthly meetings with the parent council which is open to all parents and not serve as a members only committee	<input style="background-color: yellow;" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
RESOURCES	
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	
Space: Meeting space for parents	
Processes: Calendar of Parent Council meetings	

KEY STRATEGY 3 Explore a Social Emotional Resources that teachers can use

IMPLEMENTATION	When will this be in place?
What is our plan for implementing Key Strategy 4? What steps are involved?	
Utilize STACK and classroom time to implement district approved SEL curriculum	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Facilitate and hold scheduled meetings to review and determine the effectiveness of the SEL curriculum	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Promote the impact of the SEL curriculum with the school community	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
RESOURCES	
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	
Money: District SEL curriculum / Teacher Training	

Commitment 2

Progress Targets

Early Progress Milestones

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

Key Strategy	What Early Progress Milestone data will we be reviewing?	What do we hope to see when we review that data? (consider Student Data, Adult/Schoolwide Behaviors and Practices, and Student Behaviors and Practices)	What we ended up seeing (complete six to ten weeks into the school year)
Explore how to Institute A Peer Mediation Program by grade level	Marking Period 1 data review of student participation	Student participation in peer mediation program	
Parent Council	Marking Period 1 parent attendance at parent council meetings	Number of parents attending and participating at parent council meetings	
Explore a Social Emotional Resources that teachers can use	Marking Period 1 teacher feedback on use of SEL program	Feedback Notes from teachers	

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)	eSchool student behavior data	<i>By June 2025, 10 % Reduction in total number of referrals from previous year.</i>	
End-of-the Year Targets	eSchool student behavior data	<i>By June 2025, 15 % Reduction in total number of referrals from previous year.</i>	

Commitment 2

Spring Survey Targets

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

	Survey Question(s) or Statement(s)	2023-24 data if available <i>(e.g., % agree or strongly agree)</i>	Desired response <i>(e.g., % agree or strongly agree)</i>	What we ended up seeing <i>(complete once Spring survey results are available)</i>
Student Survey	I have supportive classmates in my school?	N/A	70% of students respond with agree, strong agree	
Staff Survey	The school staff has a sense of ownership and responsibility for the success of the school The school staff is caring and respects the students	N/A	65% of students respond with agree, strong agree	
Family Survey	My child feels comfortable sharing their feelings and needs with the adults in the building My child is more aware of their Social Emotional Needs and share them with me.	N/A	65% of students respond with agree, strong agree	

COMMITMENT 3

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

Our Commitment

<p>What is one Commitment we will promote for 2024-25?</p>	<p>Provide parents intentional data on their child’s school learning, skills, to help improve student achievement</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>When it comes to communicating with parents, providing data cannot be the end of the conversation. Parents will not use data they can’t make sense of, and this commitment is to provide supports to parents so that they have knowledge about what the data means, as well as methods to effectively use that data to support learning goals outside of the classroom.</p> <p>This means taking data about student learning and building it into meaningful tools that can be used directly by families at home. Such tools can provide actionable information that truly helps parents make decisions.</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.

<p>KEY STRATEGY</p>	<p>HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?</p>	<p>WHY: What did we learn from our needs assessment that suggests this is the right Key Strategy?</p> <p><i>Consider both data trends observed and student interview responses.</i></p> <p><i>For key strategy that does not represent something new, also provide 1-2 sentences on how the school will expand or refine the key strategy next year.</i></p>
<p>Once a month Parent Communication Days</p>	<p><input checked="" type="checkbox"/> NEW</p> <p><input type="checkbox"/> EXPAND</p> <p><input type="checkbox"/> REFINE</p>	<p>Teacher and parent communication is ongoing, two-way engagement. In an effective relationship, teachers, parents, guardians, and family members exchange information and updates to support the student’s education and well-being. Parent-teacher communication fosters a collaborative partnership that enhances the student’s learning experience and overall development.</p>
<p>Create 5 week reports for specific students in subgroups in lieu of all students - (students in danger of failing)</p>	<p><input checked="" type="checkbox"/> NEW</p> <p><input type="checkbox"/> EXPAND</p>	<p>We need to use a more systematic approach to supporting our most vulnerable learners.</p>

Commitment 3

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>
	<input type="checkbox"/> REFINE	

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

N/A

Implementation

KEY STRATEGY 1 **Once a month Parent Communication Days**

IMPLEMENTATION		
What is our plan for implementing Key Strategy 1? What steps are involved?		When will this be in place?
All teachers will utilize the Phone journal in Eschool to document communication with parents	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
All teachers will Send Dojo messages to parents on updates on their child's progress and other school activities.	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
The school will set aside one Wednesday PD sessions a month for all teachers to systematically communicate with parents using an established set of communication norms	<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: Communication Schedule		

KEY STRATEGY 2 **Create 5 week reports for specific students in subgroups in lieu of all students - (students in danger of failing)**

IMPLEMENTATION		
What is our plan for implementing Key Strategy 2? What steps are involved?		When will this be in place?
All Grade level teams will receive a list of students from subgroups who should receive thorough feedback on interim reports	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
Teachers will submit interim reports online through the parent portal and copies of the reports will be mailed home	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
Teachers and school counselors will review the information contained on the interim progress reports and determine if additional support is needed	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
RESOURCES		

Commitment 3

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

Money: Printing cost/paper

Progress Targets

Early Progress Milestones

We believe we are on track with the implementation of our strategies if we reach the following

Early Progress Milestones six to ten weeks into implementation: *Identify Quantitative Data or Qualitative Descriptors that can serve as signals that our implementation is on track and we should continue pursuing these strategies.*

Key Strategy	What Early Progress Milestone data will we be reviewing?	What do we hope to see when we review that data? (consider Student Data, Adult/Schoolwide Behaviors and Practices, and Student Behaviors and Practices)	What we ended up seeing (complete six to ten weeks into the school year)
Once a month PD for Parent Communication	Data log to track number of parents contacted by staff	Data from Eschool parent journals	
Create 5 week reports for specific students in subgroups in lieu of all students - (students in danger of failing)	Data log to reflect parent and student review of interim progress reports	Number of identified for each grade level Trends from interim reports	

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)	Marking Period 1 report card data	<i>By June 2025, 80% of all students will successfully pass core academic subjects.</i>	

Commitment 3

End-of-the Year Targets	Marking Period 4 report card data	<i>By June 2025, 90% of all students will successfully pass core academic subjects.</i>	
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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	My teachers believe in my abilities and think I am capable of doing well?	N/A	75% agree/strongly agree	
Staff Survey	I know how to and examine data disaggregated by student groups independently to inform my own practice	N/A	75% agree/strongly agree	
Family Survey	I receive information about how my child is progressing in school regularly		75% agree/strongly agree	

Civic Empowerment Project (schools in CSI only)

Background

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

Options for Schools

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

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

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

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

Directions (Schools in CSI only)

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

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

Our Team's Process

Background

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

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

Our Team's Steps

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

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

Team Collaboration

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

Name	Role	Ori ent atio n to Sch ool Tea ms (re quir ed for ne w TSI)	Env isio n: Exp lori ng the Visi on, Val ues and Asp irati ons	Ana lyze : Inte rnal and Ext ern al Dat a	Ana lyze : Sur vey Dat a	List en: Stu den t Inte rvie ws	Env isio n: Ref lect, Syn the size and Pla n	Pla n Wri ting and Rev isio n
<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>
Chris Salinas	Principal	N/A	5/14/24	6/5/24	6/5/24	5/24/24	6/5/24	6/15/24
Lenette Braddock	Teacher	N/A	5/14/24	6/5/24	6/5/24	5/24/24	6/5/24	6/15/24
Carrie Garrison	Teacher	N/A	5/14/24	6/5/24	6/5/24	5/24/24	6/5/24	6/15/24
Shannon Borowiak	Teacher	N/A	5/14/24	6/5/24	6/5/24	5/24/24	6/5/24	6/15/24
Courtney Gandy	Teacher	N/A	5/14/24	6/5/24	6/5/24	5/24/24	6/5/24	6/15/24

Our Team's Process

Allison Granat	Teacher	N/A	5/14/24	6/5/24	6/5/24	5/24/24	6/5/24	6//5/24
Chelsea McKeever	Teacher	N/A	5/14/24	6/5/24	6/5/24	5/24/24	6/5/24	6//5/24
Vesna Novkoric	Parent	N/A	5/14/24	6/5/24	6/5/24	5/24/24	6/5/24	6//5/24
Angel Scholl	Parent	N/A	5/14/24	6/5/24	6/5/24	5/24/24	6/5/24	6//5/24
Jess McGill	Teacher	N/A	5/14/24	6/5/24	6/5/24	5/24/24	6/5/24	6//5/24
Amber Sturdwich	Paarent	N/A	5/14/24	6/5/24	6/5/24	5/24/24	6/5/24	6//5/24

FEMINA

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 were held with two groups of students, grade 3 and grade 4. Students were provided a list of topics to choose from for the focus groups. The students were interviewed by the Review team, with a teacher present.

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 outlined in this plan are likely to enhance subgroup performance by utilizing data from previous school years and incorporating feedback from students and parents. The plan prioritizes key areas identified through data analysis and emphasizes instructional strategies grounded in evidence. Furthermore, there is a deliberate focus on addressing the needs of our subgroups within the plan, ensuring that interventions and support are tailored to their specific requirements.

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.