



School Comprehensive Education Plan 2024-25

District	School Name	Grades Served
Yonkers Public Schools	Westchester Hills- School 29	PreK-8

Collaboratively Developed By:

The Westchester Hills School 29 SCEP Development Team

- Steven Murphy, Principal
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- Annette Fumarelli, Title I Reading Teacher
- Frank Magrino, Union Representative
- Jennifer Dukum, Parent/PTSA
- Tyasha Decastro, Special Education Teacher
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And in partnership with the staff, students, and families of Westchester Hills School 29.

Guidance for Teams

Template

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

Prior to Writing the Plan

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

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

Commitments

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

Key Strategies

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

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

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

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

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

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

Implementation

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

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

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

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

Success Criteria and Benchmark Targets

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

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

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

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

SCEP Rubric

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

Resources for Team

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

Evidence-Based Intervention

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

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

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

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

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

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

State-Supported Evidence Based Intervention

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

Evidence-Based Intervention Identified	
We envision that this Evidence-Based Intervention will support the following Commitment(s)	
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	

Clearinghouse-Identified

If “X” is marked above, provide responses to the prompts below to identify the intervention, the Commitment(s) it will support, the Clearinghouse that supports this as an evidence-based intervention, and the rating that Clearinghouse gave that intervention:

Evidence-Based Intervention Identified	
We envision that this Evidence-Based Intervention will support the following Commitment(s)	
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	

Clearinghouse used and corresponding rating

- What Works Clearinghouse**
 - Rating: Meets WWC Standards Without Reservations
 - Rating: Meets WWC Standards With Reservations
- Social Programs That Work**
 - Rating: Top Tier
 - Rating: Near Top Tier
- Blueprints for Healthy Youth Development**
 - Rating: Model Plus
 - Rating: Model
 - Rating: Promising

School-Identified

If “X” is marked above, complete the prompts below to identify the intervention, the Commitment(s) it will support, and the research that supports this as an evidence-based intervention.

Evidence-Based Intervention Identified	
We envision that this Evidence-Based Intervention will support the following Commitment(s)	
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	
Link to research study that supports this as an evidence-based intervention (the study must include a description of the research methodology)	

COMMITMENT I

Our Commitment

<p>What is one Commitment we will promote for 2024-25?</p>	<p>This school is committed to decreasing chronic absenteeism and increasing the sense of belonging within our school community for all students.</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>Based upon the completion of the envision activity, it was determined that in order for every student to reach their highest potential and excel academically, socially and emotionally, all students must regularly attend school. Therefore, we are committed to improving chronic absenteeism within our school.</p> <p>After analyzing the 2023-2024 data, this commitment emerged as something to commit to based upon the following data results:</p> <ul style="list-style-type: none"> • As of June 2024, the percentage of students chronically absent (Absent 10% or More of Enrolled Days) was 45.30% compared to the district total at 35.75%. • The overall attendance percentage for the 2023-204 school year is 88.10% compared to the district total of 89.78%. • Based upon the 2024 Panorama Survey results under the topic of Sense of Belonging, 45% students in grades 6-8 indicated that they matter to others at the school ranging from “quite a bit of respect” to “a tremendous amount of respect”. • Based upon the 2024 Panorama Survey results under the topic of School Climate, 50% of staff reported that students are either “quite enthusiastic” or “extremely enthusiastic” about coming to school. • Based upon the 2024 Panorama Survey results under the topic of School Climate, 58% of families reported that they think their children enjoy going to school ranging from “enjoy quite a bit” to “enjoy a tremendous amount”. <p>This commitment was also influenced by student interviews. The students indicated that their peers may not want to come to school due to a lack of interest, lack of motivation, difficulty maintaining friendships or personal matters that exist outside of the school.</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

Commitment 1

column 2, identify if the strategy is something new, something being expanded, or something being refined. In column 3, identify the data that indicates these strategies will be beneficial to our school. For any key strategy that is not something new, provide a 1-2 sentence summary of how the key strategy will be expanded or refined next year.

KEY STRATEGY	HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?	WHY: What did we learn from our needs assessment that suggests this is the right Key Strategy? <i>Consider both data trends observed and student interview responses.</i> <i>For key strategy that does not represent something new, also provide 1-2 sentences on how the school will expand or refine the key strategy next year.</i>
Family Intervention	<input type="checkbox"/> NEW <input checked="" type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	Family intervention will occur with the guidance counselor in the event that a student is approaching three or more absences per month. If attendance does not improve, administration will intervene and request a meeting with the parent/guardian.
Family training	<input checked="" type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	During the annual School 29 Open House event, parents/guardians will be provided with information regarding chronic absenteeism and preventative measures.
School-wide Incentives	<input type="checkbox"/> NEW <input checked="" type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	Teachers implement individual incentives for students to encourage consistent attendance. Next year, the school will utilize a school-wide MTSS system, which will include incentives for good attendance.

Implementation

KEY STRATEGY 1	Family Intervention	
IMPLEMENTATION		
What is our plan for implementing Key Strategy 1? What steps are involved?		When will this be in place?
By October, students with 3 or more absences will have been identified and the school truancy committee will contact the families via phone call and/or email.	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
Powerschool clerk will distribute attendance letter number 1 to all families of students with 3 or more absences.		
By December, the families of students with continued absences will receive letter number two and will be contacted by administration via phone/email.	<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB	
By early February, the families of students with chronic absenteeism will receive letter number three and school administration will request an in-person meeting with each family.	<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB	
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
RESOURCES		
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?		
School staff including, teachers, administration, office staff and the pupil support staff.		

Commitment 1

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KEY STRATEGY 2	Family Training	
IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 2? What steps are involved?		
School will create a power point presentation at the start of the school year and parent will receive an informative session during open house regarding the importance of good attendance and the impact it has on their child’s academic and social emotional development.	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
During parent teacher conferences, teachers can provide families with additional support and information regarding their child’s attendance. This will occur in December and March.	<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB	
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
RESOURCES		
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?		
Schedule, School staff, Technology		

KEY STRATEGY 3	Schoolwide Incentives	
IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 3? What steps are involved?		
School MTSS committee will develop a schoolwide MTSS system that all students across all grade bands and settings will participate in.	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
<p>Attendance Champs</p> <p>This strategy is designed to aid principals (or other school staff members) in fostering a sense of community, enhancing student engagement, and promoting a culture of regular attendance.</p> <ul style="list-style-type: none"> • <i>Identify Target Students:</i> Select a small group of students with chronic absenteeism issues. • <i>Set Clear Attendance Goals:</i> Establish specific, measurable attendance goals for the group to achieve (e.g., no unexcused absences or tardiness for a month). • <i>Plan the Reward:</i> Decide on the details of the pizza party or other rewards, including location, time, and any additional activities. • <i>Communicate Expectations:</i> Clearly communicate the attendance goals and rewards to students, teachers, and parents/guardians. 	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
<p>Arrival Check-In</p> <p>A daily morning check-in where a designated staff member greets all students as they arrive at school to make them feel welcomed and valued.</p>	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
Check and Connect	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB	

Commitment 1

Check and Connect is an intervention focused on building a trusting, supportive relationship with a mentor to help K-12 students who show signs of disengagement with school (such as poor attendance, behavioral issues, and/or low grades).	
	<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, space, prizes, tokens, schedule, school personnel	

Progress Targets

Early Progress Milestones

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

Key Strategy	What Early Progress Milestone data will we be reviewing?	What do we hope to see when we review that data? (<i>consider Student Data, Adult/Schoolwide Behaviors and Practices, and Student Behaviors and Practices</i>)	What we ended up seeing (<i>complete six to ten weeks into the school year</i>)
Family Intervention	Monthly student attendance percentages	Our aim is to see an increase in student attendance and an increase in family responsiveness	
Family Training	Parent participation during Open House	Our aim is to see increased parent involvement and buy-in regarding their child's attendance.	
Schoolwide Incentives	Monthly student attendance rates The number of weekly tokens	Our aim is to see increased attendance, increased student participation throughout the school community and an increase in the number of tokens turned in weekly.	

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>)

Commitment 1

Mid-Year Benchmark(s)	Student attendance rates	We hope to see an increase in student attendance.	
End-of-the Year Targets	Student attendance rates	We hope to see that the number of students with chronic absenteeism will decrease.	
	Panorama Survey results	We hope to see a 5% increase in the survey questions that were used as indicators to support this commitment.	

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	How much do you matter to others at this school?	45% Favorable	50% Favorable	
Staff Survey	On most days, how enthusiastic are the students about being at school?	50% Favorable	55% Favorable	
Family Survey	To what extent do you think that children enjoy going to your child's school?	58% Favorable	63% Favorable	

COMMITMENT 2

Our Commitment

<p>What is one Commitment we will promote for 2024-25?</p>	<p>We commit to ensuring that students demonstrate growth on the MAP assessments for English Language Arts (ELA) and math.</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>Based upon the completion of the Envision Activity, it was determined that this commitment fits into the school’s vision by ensuring a rigorous, integrated, safe learning environment in which all students become problem solvers and critical thinkers.</p> <p>After analyzing the 2023-2024 data, this commitment emerged as something to commit to based upon the following data results:</p> <ul style="list-style-type: none"> • The June 2024 I-Ready data shows that 41% of our students are on grade level (early, mid and above). Additionally, the data shows that 27% of our students are two or more grade levels below and 33% of our students are one grade level below. In total 60% of our students are below grade level. • The 2024 Spring MAP Reading data shows that 53% of our students scored between “Average” to “High Average”. There was a 2% decrease from the 2023 spring score (55%). There was an 8% increase from the Fall 2023 scores (45%). • The 2024 Spring MAP Math data shows that 53% of our students scored between “Average” to “High Average”. There was a 5% increase from the 2023 Spring scores (48%) and 8% increase from the 2023 fall scores (45%) • Based upon the 2024 Panorama Survey results under the topic of School Climate, 56.5% of students (3-8 combined) indicated that their teachers are “almost always” or “frequently” seem excited to teach their class. • Based upon the 2024 Panorama Survey results under the topic of School Climate, 63% of teachers indicated that when new initiatives to improve teaching are presented, their colleagues are either “extremely supportive” or “quite supportive” • Based upon the 2024 Panorama Survey results under the topic of School Fit, 67% of families reported that the school is preparing their child for his/her next academic year “extremely well” or “quite well”.

Commitment 2

	This commitment was also influenced by student interviews. Students indicated they enjoy learning both math and ELA, but they feel math is their strongest subject. This aligns with our data results that show a higher math achievement rate than ELA. Although our math scores are higher, both subjects require improvement in the 2024-2025 school year.

Key Strategies

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

KEY STRATEGY	HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?	WHY: What did we learn from our needs assessment that suggests this is the right Key Strategy? <i>Consider both data trends observed and student interview responses.</i> <i>For key strategy that does not represent something new, also provide 1-2 sentences on how the school will expand or refine the key strategy next year.</i>
Implementation of the I-Ready math curriculum for grades K-8	<input type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input checked="" type="checkbox"/> REFINE	Increase opportunities for teachers to analyze the I-ready data to inform instruction and provide teachers with additional training on program implementation.
Skill of the week – ELA	<input checked="" type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	During student interviews, the students indicated that having to apply multiple ELA skills during instruction and testing, can be challenging.
Project-based learning	<input type="checkbox"/> NEW <input checked="" type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	Continue to provide teachers with training on differentiated instruction and ways to incorporate project-based learning into their weekly lessons.
Implementation of the Unique curriculum for the 8:1:2 self-contained classes	<input type="checkbox"/> NEW <input checked="" type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	Beginning in January 2024, the 8:1:2 teachers began receiving ongoing individualized training in the Unique curriculum with a district representative and a representative from the Unique Learning System company. By the end of Spring 2024, some teachers began implementing the program, however the plan for the 2024-2025 school year is to have all 8:1:2 teachers use the curriculum as their primary source of instruction.

Implementation

KEY STRATEGY 1		Implementation of the I-Ready math curriculum for grades K-8
IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 1? What steps are involved?		
Students will use the I-ready My Path portion of the program to increase their understanding of their grade level math concepts. The My Path is individualized based upon each student's performance and needs. Students should aim to use My Path 15 minutes per day over the course of the school week (45 minutes max per week)	<input checked="" type="checkbox"/>	by EPM <input type="checkbox"/> by MYB
Continue providing teacher training on how to effectively utilize the program for the second year of implementation. Trainings be provided within the school and from the district.	<input type="checkbox"/>	by EPM <input type="checkbox"/> by MYB
Teachers and administration will work together to analyze and review I-Ready assessment data throughout the school year to evaluate the efficacy of the program and to inform next steps.	<input type="checkbox"/>	by EPM <input checked="" type="checkbox"/> by MYB
	<input type="checkbox"/>	by EPM <input type="checkbox"/> by MYB
	<input type="checkbox"/>	by EPM <input type="checkbox"/> by MYB
RESOURCES		
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?		
Scheduled half days for professional development, 8:05 PLC meetings, common planning and congruence, space		

KEY STRATEGY 2		Skill of the week – ELA
IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 2? What steps are involved?		
Create a school-wide skill of the week template that meets all grade level standards.	<input checked="" type="checkbox"/>	by EPM <input type="checkbox"/> by MYB
Providing professional development to faculty (teachers and related service providers) on how to develop and implement strategies to teach each skill of the week	<input type="checkbox"/>	by EPM <input type="checkbox"/> by MYB
The skill of each week will be announced during morning announcements and will be included in the weekly staff newsletter	<input type="checkbox"/>	by EPM <input type="checkbox"/> by MYB
An interactive skill of the week bulletin board will be created for all students to demonstrate their understanding of the skill	<input checked="" type="checkbox"/>	by EPM <input type="checkbox"/> by MYB
Students will receive school tokens when they demonstrate effective use of the skill of the week.	<input type="checkbox"/>	by EPM <input type="checkbox"/> by MYB
RESOURCES		
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?		
Scheduled half days for professional development, 8:05 PLC meetings, common planning and congruence, space, bulletin board		

KEY STRATEGY 3		Project-based learning
IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 3? What steps are involved?		

Commitment 2

In the beginning of the school year and throughout the school year, teachers will receive ongoing training in how to implement differentiated instruction, including the incorporation of research based projects and hands-on activities that meets the needs of all learners.	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
All project-based learning and activities should be aligned with the Next Generation Learning Standards. Teachers ensure that rubrics are aligned to grade level content and standards. During the 8:05 meetings and common planning, teachers will receive professional development on creating rubrics.	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Students will engage in task-based activities using the teacher generated rubrics.	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
School administration will ensure that teachers are incorporating the skill of the week during formals and walkthroughs	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
RESOURCES	
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	
Schedule, space, faculty	

KEY STRATEGY 4	Implementation of the Unique Learning Curriculum	
IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 4? What steps are involved?		
Teachers in the 8:1:2 classes will continue to receive ongoing training and support from the school administration and district representative throughout the year.	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
Teachers will utilize the data tracking system embedded within the program to monitor student progress and to inform instruction.	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
Administration will ensure that teachers are effectively utilizing the program during formals and walkthroughs.	<input checked="" type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB	
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
RESOURCES		
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?		
Schedule, space, school administration and district personnel		

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 2

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>)
Implementation of the I-Ready math curriculum for grades K-8	The 2024 Fall diagnostic tests for I-Ready and MAP (math)	Through analysis of the Fall data, instructional decisions and plans will be determined to meet all learners' needs.	
Skill of the week – ELA	The Fall 2024 Benchmark Diagnostic and MAP assessment (ELA)	Through analysis of the Fall data, instructional decisions and plans will be determined to meet all learners' needs. Throughout the year, teachers will use rubrics to assess student progress.	
Project-based learning	Creation of teacher rubrics	Throughout the year, teachers will use rubrics to assess student progress.	

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)	MAP, I-READY, Benchmark, Unique data	Students will have achieved growth in both ELA, Math and progress towards their IEP goals. Results of the mid-year benchmark data will be compared to the fall baseline data.	
End-of-the Year Targets	MAP, I-READY, BENCHMARK, Unique data and Panorama Survey results	As a school, the school will have demonstrated a 5% growth in our MAP and I-ready assessments for both ELA and math. Increase in student progress towards their IEP goals based upon the Unique data Increase in teacher usage of the Unique program.	

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	How often do your teachers seem excited to be teaching your classes?	56.5% Favorable (combined)	60% Favorable	
Staff Survey	When new initiatives to improve teaching are presented at your school, how supportive are your colleagues?	63% Favorable	67% Favorable	
Family Survey	How well do you feel your child’s school is preparing him/her for his/her next academic year?	67% Favorable	70% Favorable	

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>We commit to ensuring that every child feels safe, respected, supported and that they belong within our school community.</p>
<p>Why are we making this Commitment?</p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this Commitment fit into what we envision for the school?</i> • <i>How does this Commitment relate to what we heard when listening to others?</i> • <i>How does this Commitment connect to what we observed through analysis?</i> 	<p>This commitment is important to pursue because when children feel comfortable and secure in their learning environment, they can succeed in their academic/social/emotional learning.</p> <p>After analyzing the 2023-2024 data, this commitment emerged as something to commit to based upon the following data results:</p> <ul style="list-style-type: none"> • Based upon the 2024 Panorama Survey under the topic of Sense of Belonging students in grades 6-8 indicated that they either feel “a tremendous amount of respect” or “quite a bit of respect” from their peers. • Based upon the 2024 Panorama survey, 44% of the faculty indicated that students are either “extremely supportive” or “quite supportive” in their interactions with one another. • Based upon the 2024 Panorama survey, 60% of families indicated that their child feels a “tremendous sense of belonging” or “quite a bit of belonging”. <p>This commitment was also influenced by student interviews. During their interviews, the students indicated a general sense of belonging, but sometimes they feel that they may not be fully understood by their teachers. The students indicated that they feel supported and understood by their teachers when they take the time to talk to them about their feelings. Additionally, the students indicated that when there are disputes between students, they feel supported when the teacher takes the time to listen to both sides to come to a full understanding.</p>

Key Strategies

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

Commitment 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>
Implementation of a school-wide MTSS plan.	<input checked="" type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	This strategy will increase student achievement academically, socially and emotionally. This will also decrease student disciplinary incidents.
Restorative Practices	<input type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input checked="" type="checkbox"/> REFINE	Restorative practices will strengthen peer and adult relationships. Restorative practices are used throughout the school community; however we would like to see common practices such as restorative circles used more often to increase student voice.
Award Ceremonies	<input type="checkbox"/> NEW <input checked="" type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	Expanding our award ceremonies such as, student of the month and honor roll will increase student motivation and overall sense of belonging.

Implementation

KEY STRATEGY 1	Implementation of MTSS	
IMPLEMENTATION		
What is our plan for implementing Key Strategy 1? What steps are involved?		
School MTSS committee will develop a schoolwide system that all students across all grade bands and settings will participate in.		When will this be in place? <input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
As part of the MTSS plan, the team will develop a schoolwide token economy system utilizing school dollars that students will earn throughout the school day that can be used at the school store to trade in for a prize. School store will be open on Friday's.		<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
School store will be setup with appropriate prizes for all grade levels		<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
The number of dollars collected each week will be tracked throughout the school year to determine the effectiveness of the token economy system. This will be monitored by the PBIS committee.		<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
		<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
RESOURCES		
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?		
Money, space, prizes, tokens, schedule, school personnel		

Commitment 3

KEY STRATEGY 2		Restorative Practices
IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 2? What steps are involved?		
Faculty will be provided with district and school-based professional development during half days and 8:05 meetings on effectively implementing restorative practices, such as restorative circles. Faculty will be given access to the Panorama strategies and activities to help manage student behaviors. Faculty will also be provided with ways to use Nearpod in their restorative practices.		<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
<p>Connection Journaling</p> <p>This engaging in-class activity leverages written check-ins to foster deeper connections and understanding between teachers and students, promoting emotional well-being and trust.</p> <p>The goals of this strategy include:</p> <p>Enhancing student-teacher relationships through personalized communication.</p> <p>Providing insight into students' emotional states, interests, and challenges to tailor support and instruction.</p>		<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
<p>Three Good Things</p> <p>The goal of this exercise is to provide students with a space to consistently reflect on the moments, people, or items that bring them happiness. Through continued reflection on these positives, students will cultivate gratitude toward themselves, their peers, and adults in their lives.</p>		<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Pupil support staff will support faculty and students in the use of restorative practices		<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB
<p>I Belong: The Four B's</p> <p>This interactive full-class activity helps to create a sense of belonging by helping students explore their connections to the 4 B's: believe, behave, belong, and become.</p> <p>Students will identify the diverse groups to which they belong and reflect on the feelings associated with being part of those groups. Additionally, they grow in their understanding of others and their respect for diversity by learning about other groups to which they may not belong. Moreover, this activity creates a sense of belonging by engaging students in exploring the feelings and actions that relate to being a part of groups. By exploring these feelings and the scope of groups to which their classmates belong in a full-class activity, students build their understanding of diversity and the bonds of an inclusive classroom community.</p>		<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
RESOURCES		
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?		
School Personnel, faculty, schedule, space and time		

KEY STRATEGY 3	Award Ceremonies
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Commitment 3

IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 3? What steps are involved?		
Continue the student of the month celebration which highlights exemplary students from each class	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
Continue the honor roll assembly for middle school students at the end of each marking period	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
Implement an award ceremony that recognizes the academic achievement of students in grades pre-k through 6 th .	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
RESOURCES		
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?		
Schedule, time, space, faculty, criteria for each ceremony		

Progress Targets

Early Progress Milestones

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

Key Strategy	What Early Progress Milestone data will we be reviewing?	What do we hope to see when we review that data? (<i>consider Student Data, Adult/Schoolwide Behaviors and Practices, and Student Behaviors and Practices</i>)	What we ended up seeing (<i>complete six to ten weeks into the school year</i>)
Implementation of an MTSS	The number of weekly tokens given out to students	Our aim is to see trends in the various subgroups of students throughout the school to determine what groups of students are earning tokens and what groups aren't to inform next steps.	
Restorative practices	Increased use of restorative practices within the classrooms	Our aim is to see a decrease in undesirable behaviors of students across all grades and settings.	

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.

Commitment 3

	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)	NA	NA	
End-of-the Year Targets	Panorama Survey Results	We hope to see a 5% increase in the survey questions that were used as indicators to support this commitment.	

Spring Survey Targets

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

	Survey Question(s) or Statement(s)	2023-24 data if available (e.g., % agree or strongly agree)	Desired response (e.g., % agree or strongly agree)	What we ended up seeing (complete once Spring survey results are available)
Student Survey	How much respect do students in your school show you?	42% Favorable	47% Favorable	
Staff Survey	How supportive are students in their interactions with one another?	44% Favorable	49% Favorable	
Family Survey	How much of a sense of belonging does your child feel at his/her school?	60% Favorable	65% Favorable	

COMMITMENT 4

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

Our Commitment

<p>What is one Commitment we will promote for 2024-25?</p>	<p>We are committed to having all teachers incorporate differentiated instruction in their weekly lesson plans.</p>
<p>Why are we making this Commitment?</p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this Commitment fit into what we envision for the school?</i> • <i>How does this Commitment relate to what we heard when listening to others?</i> • <i>How does this Commitment connect to what we observed through analysis?</i> 	<p>This commitment is important to pursue based upon the 2023-2024 data results, student interviews and the Envision Activity. In order for all student’s needs, learning styles, strengths and interests to be met, teachers must tailor the lessons based upon the individual needs of their diverse learners. Differentiated instruction is a critical teaching method in both the general education and special education settings. We believe that if teachers incorporate various teaching methods and strategies, the needs of more learners will be met, therefore we will achieve greater assessment results.</p> <p>After analyzing the 2023-2024 data, this commitment emerged as something to commit to based upon the following data results:</p> <ul style="list-style-type: none"> • The June 2024 I-Ready data shows that 41% of our students are on grade level (early, mid and above). Additionally, the data shows that 27% of our students are two or more grade levels below and 33% of our students are one grade level below. In total 60% of our students are below grade level. • The 2024 Spring MAP Reading data shows that 53% of our students scored between “Average” to “High Average”. There was a 2% decrease from the 2023 spring score (55%). There was an 8% increase from the Fall 2023 scores (45%). • The 2024 Spring MAP Math data shows that 53% of our students scored between “Average” to “High Average”. There was a 5% increase from the 2023 Spring scores (48%) and 8% increase from the 2023 fall scores (45%) <p>Based on the student interview, the students indicated they feel they learn best when the teacher uses various strategies including technology, cooperative learning, peer teaching and visual aids. Some students indicated that they enjoy explicit teaching, but the majority of the students stated that they required various teaching strategies. The students believe that all students will have greater achievement results and an overall increase in motivation if more teachers incorporated more engaging learning opportunities.</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 9

KEY STRATEGY	HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?	<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>
General education teachers and special education teachers in grades Pre-K-8 will participate in ongoing professional development targeting differentiated instruction.	<input checked="" type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	Based upon the student interviews, data results and the envision activity, it was determined that teachers' must incorporate more strategies and methods that meet the needs of their diverse learners into their lessons.
School administration will ensure that teachers are differentiating their instruction via formals and walkthroughs	<input type="checkbox"/> NEW <input checked="" type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	To ensure that teachers are meeting the needs of their diverse learners, school administration will conduct formal observations and walkthroughs to look for indicators that instruction has been differentiated.
Teachers will engage inter-visitations on a volunteer basis	<input checked="" type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	Based upon teacher observations and feedback from teachers, an opportunity to participate in intervisitations will be beneficial in supporting teachers with learning how to incorporate a variety of strategies and methods into their instruction. School administration will not participate in the classroom visits to ensure the integrity of the teachers' collegial practices.

Implementation

KEY STRATEGY 1	General education teachers and special education teachers in grades K-8 will participate in ongoing professional development targeting differentiated instruction.	
IMPLEMENTATION		
What is our plan for implementing Key Strategy 1? What steps are involved?		When will this be in place?
Throughout the year, general education teachers, including ICT teachers in grades Pre-K- 8 will receive a targeted professional development in differentiated instruction. Professional development opportunities will be provided by in-school staff in addition to PD's provided by the district.	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB	

Commitment 4

Throughout the year, special education teachers in grades K- 8 will receive targeted professional development in differentiated instruction. Professional development opportunities will be provided by in-school staff in addition to PD’s provided by the district.	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
	<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, School personnel, District personnel, space	

KEY STRATEGY 2	School administration will conduct formal observations and walkthroughs
IMPLEMENTATION	
What is our plan for implementing Key Strategy 2? What steps are involved?	
During Cycle 1, school administration will conduct walkthroughs and a formal observation that may include a pre-conference and/or a post conference. During the conferences teachers will engage in a collaborative discussion with their administrator on how they are differentiating their instruction. School administration will also provide feedback on the observation forms.	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
School administration will meet at the end of Cycle 1 to analyze the results of indicator 3.4A and discuss strategies to support teachers in differentiating instruction.	<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB
During Cycle 2, school administration will conduct walkthroughs and a formal observation that may include a pre-conference and/or a post conference. During the conferences teachers will engage in a collaborative discussion with their administrator on how they are differentiating their instruction. School administration will also provide feedback on the observation forms.	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
School administration will meet at the end of Cycle 2 to analyze the results of indicator 3.4A and discuss strategies to support teachers in differentiating instruction for the 25-26 school-year.	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
RESOURCES	
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	
Schedule, School administration, Space	

KEY STRATEGY 3	Inter-visitations
IMPLEMENTATION	
What is our plan for implementing Key Strategy 3? What steps are involved?	
In October, school administration will offer teachers an opportunity to participate in a inter-visitation activity specifically focused around differentiated instruction. School administration will then provide the teachers with a schedule to follow.	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
After each inter-visitation cycle, the teachers will have an opportunity to debrief and plan for their next lesson by incorporating a new strategy they learned or by refining a strategy they already use.	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
	<input type="checkbox"/> by EPM

Commitment 4

	<input type="checkbox"/> by MYB
	<input type="checkbox"/> by EPM
	<input type="checkbox"/> by MYB
	<input type="checkbox"/> by EPM
	<input type="checkbox"/> by MYB
RESOURCES	
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	
Space, schedule, processes, classroom teachers, classroom coverages (substitutes)	

KEY STRATEGY 4	
IMPLEMENTATION	
What is our plan for implementing Key Strategy 4? What steps are involved?	When will this be in place?
	<input type="checkbox"/> by EPM
	<input type="checkbox"/> by MYB
	<input type="checkbox"/> by EPM
	<input type="checkbox"/> by MYB
	<input type="checkbox"/> by EPM
	<input type="checkbox"/> by MYB
	<input type="checkbox"/> by EPM
	<input type="checkbox"/> by MYB
	<input type="checkbox"/> by EPM
	<input type="checkbox"/> by MYB
RESOURCES	
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	

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)
Professional Development for general education and special education teachers	Teacher participation in PD's	We hope to see teachers actively participating in their PD's by asking questions, offering suggestions and engaging in collaborative discussions and planning sessions.	

Commitment 4

Administrative observations	Cycle Ratings	We hope to see an increase in teachers who are rated as “effective” or “highly effective” in indicator 3.4A in Cycle 1 and Cycle 2.	
Inter-visitations	Teacher participation	We hope to see an increase in teachers volunteering to participate in the inter-visitation cycles throughout the course of the school-year.	

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)	Cycle Ratings MAP, I-Ready and Unique Data	Students will have achieved growth in both ELA, Math and progress towards their IEP goals. Results of the mid-year benchmark data will be compared to the fall baseline data.	
End-of-the Year Targets	Cycle Ratings MAP, I-Ready and Unique Data	Increase in teacher effectiveness in indicator 3.4A As a school, we will have demonstrated a 5% growth in our MAP and I-ready assessments for both ELA and math. Increase in student progress towards their IEP goals based upon the Unique data	

Spring Survey Targets

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

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

Commitment 4

				<i>results are available)</i>
Student Survey	How often do your teachers seem excited to be teaching your classes?	56.5% Favorable (combined)	60% Favorable	
Staff Survey	When new initiatives to improve teaching are presented at your school, how supportive are your colleagues?	63% Favorable	67% Favorable	
Family Survey	How well do you feel your child's school is preparing him/her for his/her next academic year?	67% Favorable	70% Favorable	

Civic Empowerment Project (schools in CSI only)

Background

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

Options for Schools

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

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

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

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

Directions (Schools in CSI only)

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

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

Our Team's Process

Background

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

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

Our Team's Steps

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

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

Team Collaboration

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

Name	Role	Orientation to School Teams (required for new TSI)	Envision: Exploring the Vision, Values and Aspirations	Analyze: Internal and External Data	Analyze: Survey Data	Listen: Student Interviews	Envision: Reflect, Synthesize and Plan	Plan Writing and Revision
Steven Murphy	Principal		5/22	6/5	6/3, 6/4	5/24		
Evauna Neville	Assistant Principal		5/22	6/5	6/3, 6/4, 6/5	5/24	6/5, 6/11 6/12 6/13	6/10 6/5 6/11 6/12 6/13
Yvette Rivera-Diaz	Assistant Principal		5/22	6/5	6/3, 6/4	5/24	6/5, 6/11 6/12 6/13	6/5 6/11 6/12 6/13
Sharon Sayegh	Assistant Principal		5/22	6/5	6/3, 6/4	5/24		
Matthew Cartica	General Education Teacher			5/29, 6/5	6/5		6/5, 6/11 6/12	6/5, 6/11 6/12

Our Team's Process

							6/13	6/13
Tyesha Decastro	Special Education Teacher				6/5		6/5, 6/11 6/12 6/13	6/5, 6/11 6/12 6/13
Annette Fumarelli	Title 1 Reading Teacher			5/29, 6/5	6/5		6/5, 6/11 6/13	6/5 6/11
Jennifer Dukum	Parent/PTA President		5/22				6/5	
Frank Magrino	Teacher/Union Representative		5/22	5/29, 6/5			6/12	

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

Students in grades 3-8, met with the SCEP Interview Team to engage in a discussion using pre-determined questions. The first group of students interviewed included students in grades 3-5 and the second group included students in grades 6-8. The two groups met separately with the team as their comments were documented and reviewed. Student comments were reviewed throughout the development of this plan and student feedback was incorporated into each commitment written in this plan.

Schools in the ATSI and TSI model only

Subgroup Spotlight

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

Next Steps

Sharing the Plan

Schools in the CSI Model

As you develop your plan, please feel free to share the plan with your NYSED liaison for input when it would be helpful. When the SCEP team is satisfied with the plan, **please compare the completed plan to the [SCEP Rubric](#) to consider where there may be opportunities to strengthen the plan.** After the team has analyzed the completed plan in relation to the [SCEP Rubric](#) and made any necessary revisions, the principal should email the NYSED liaison and:

1. Confirm that the team has reviewed the plan against the SCEP rubric, ensured the plan met [minimum expectations](#), and made any necessary changes;
2. Identify the areas of the plan about which the team is most confident;
3. If applicable, identify if there are any specific areas of the plan about which the team is less confident. The principal is also able to request a follow-up meeting to further explore these areas prior to [Pre-SCEP Team Meeting Planning Session 5](#) indicate to your liaison that the school is ready to share its full plan for approval. Plans should be shared by **July 15, 2024**.
4. Once your plan is finalized, ensure that the District (Superintendent or designee) and local Board of Education have approved the plan and that the plan is posted on the district website.

Schools in the ATSI model and TSI Model

When the SCEP team is satisfied with the plan, **please compare the completed plan to the [SCEP Rubric](#) to consider where there may be opportunities to strengthen the plan.** After the team has analyzed the completed plan in relation to the SCEP rubric and made any necessary revisions, please share the plan with your District, who will verify that the plan meets [NYSED's minimum expectations](#). Plans will need to be approved by the District before the first day of the 2024-25 school year.

Once the plan has been finalized, ensure that the District (Superintendent or designee) and the local Board of Education have approved the plan and that the plan is posted on the district website.

Implementing the Plan (All Schools)

1. Ensure that the plan is implemented no later than the first day of school.
2. Monitor implementation closely and adjust as needed.
3. Plan to have the SCEP team reconvene during the year to discuss implementation and review progress in relation to the Early Progress Milestones and Mid-Year benchmarks identified.
4. Ensure that there is professional development provided to support the strategic efforts described within this plan.
5. Work with the district in developing the 1003 Title I School Improvement Grant application designed to support the implementation of the activities identified in the school and district plan.