



School Comprehensive Education Plan

2024-25

District	School Name	Grades Served
Auburn Enlarged City School District	Genesee Street Elementary School	K-6

Collaboratively Developed By:

The Genesee Street Elementary School SCEP Development Team

- Twanda Turman
- Tina DeJohn
- Holly Maltese
- Catherine Kastick
- MaryClaire Pineau
- Angela Carnicelli
- Justina Taylor
- Jessie Brown
- Beth Robinson
- Amy Mahunik
- Sarah Passarello
- Ashley McLeod
- Anthony Borges Jr.

And in partnership with the staff, students, and families of Genesee Street Elementary 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.

Guidance for Teams

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](#)

Guidance for Teams

- 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)	Commitment #2
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	Staff indicated that they wanted more professional learning in implementing personalized learning strategies and effectively instructing at Tier I, and more time to collaborate with colleagues.
Link to research study that supports this as an evidence-based intervention (the study must include a description of the research methodology)	https://learningpolicyinstitute.org/sites/default/files/product-files/Effective_Teacher_Professional_Development_REPORT.pdf

COMMITMENT I

Our Commitment

<p>What is one Commitment we will promote for 2024-25?</p>	<p>Our school is committed to providing guidance and opportunities to increase the active engagement of our families, using data to monitor the level of engagement at school and school-wide events.</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><u>Stakeholder Surveys</u></p> <ul style="list-style-type: none"> - Low parent survey completion rate for 23-24 school year: 16 parents - Family survey: <ul style="list-style-type: none"> - T24:My child(ren) talks about the student learning targets/goals (“I can...”) given to them by their teachers.- 73.3% - T28: I receive notes/calls and/or other feedback from my child(ren)’s teachers- 62.5% - Student survey: <ul style="list-style-type: none"> - F27:I talk with my family about how I am doing in school.- 74.1% - F30: My family helps at home with school work- 71.2% <p><u>Student Interviews</u></p> <ul style="list-style-type: none"> - Students identified that their favorite part of year was field days as parents were invited - Students were only surveyed at the end of the year for perspective - Students identified that they sometimes have a “tough” morning and want their teachers to know they need time to settle

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	WHY: What did we learn from our needs assessment that suggests this is the right Key Strategy?
--------------	-----------------------------	--

Commitment 1

	EXISTING EFFORTS?	<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>
Increase engagement at Open House/Parent Teacher conferences	<input checked="" type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	- Low parent participation on Parentsquare: -27% interacted with text messages -35% have Parentsquare downloaded -Low parent participation on parent survey
Increase parent participation on stakeholder surveys	<input checked="" type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	-Low parent participation (16) on parent survey
Utilize a weekly student reflection	<input checked="" type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	-2023-24 survey data revealed the data below that suggests attention to communication with families in regards to student learning. Parent survey: -T24:My child(ren) talks about the student learning targets/goals (“I can...”) given to them by their teachers.- 73.3% Student survey: -F27:I talk with my family about how I am doing in school.- 74.1%

Implementation

KEY STRATEGY 1

Increase engagement at Open House/Parent Teacher conferences

IMPLEMENTATION

What is our plan for implementing Key Strategy 1? What steps are involved?

When will this be in place?

At Open House, utilize a passport system to ensure families visit all the areas of the school. The passport system will have families travel to their homeroom teachers, special areas, ParentSquare station, complete parent survey, and visit student service teams. Upon completion of the passport the student will receive a brag tag. A brag tag is a lanyard where students will collect beads for achievements throughout the school year.	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
At Open House, the student services team and teaching assistants will host a Parentsquare station to help families download the App and login.	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
For Fall parent teacher conferences, teachers will ensure parents are signed up for Parent Square. Students will earn a brag tag if their parents attend conferences.	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
For Spring parent teacher conferences, students will earn a brag tag if their parent replies to the teacher about attending conferences.	<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB

RESOURCES

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

Commitment 1

Brag tags: lanyards, create/design tags for the lanyard, hooks for classrooms to hang lanyards, create staff expectations for brag tags

Open House: create passport, family survey, QR code/printed directions for Parent Square station

KEY STRATEGY

2

Utilize a weekly student reflection

IMPLEMENTATION

When will this be in place?

What is our plan for implementing Key Strategy 2? What steps are involved?

“PRIDE in Progress” student weekly reflection sheet. Each Friday, students will fill out a worksheet on something new they learned in school, something they are proud of that they did that week, something they want/need to work on, and how they showed PRIDE. Students will bring home for parents to comment/sign.

by EPM
 by MYB

Quarterly “PRIDE in Progress” student reflection sheet for special area teachers to send home at the end of each marking period. Quarterly, students will fill out a worksheet on something new they learned in specials, something they are proud of that they did that marking period, something they want/need to work on, something new they want to do, and how they showed PRIDE. Students will bring home for parents to comment/sign.

by EPM
 by MYB

by EPM
 by MYB

by EPM
 by MYB

by EPM
 by MYB

RESOURCES

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

“Pride in Progress” worksheets (weekly & quarterly); create staff expectations for utilization, parent introduction letter

KEY STRATEGY

3

Increase parent participation on stakeholder surveys

IMPLEMENTATION

When will this be in place?

What is our plan for implementing Key Strategy 3? What steps are involved?

Host a family engagement night during the stakeholder survey window. A passport station will be completing the survey. Students will earn an incentive if parents complete the survey.

by EPM
 by MYB

During Open House, parents will complete a survey while visiting special area stations. Students will earn a brag tag if parents complete the survey and finish their passport.

by EPM
 by MYB

Parent survey, based on adjustments from fall survey, will be administered mid-year and stakeholder survey will be administered end of year.

by EPM
 by MYB

by EPM

Commitment 1

- by MYB
- by EPM
- by MYB

RESOURCES

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

Team created survey for beginning of the year, and mid- year; stakeholder survey for end of year; staff to administer surveys

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)
Increase engagement at Open House/Parent Teacher conferences	Parent square data report-	Increase parents receiving text messages (27%) and interacting with posts (32%) in Parent Square app to 50% or higher	
Utilize a weekly student reflection	Faculty meeting/staff survey	Staff will report that they are comfortable using the PRIDE in Progress sheet and are implementing it	
Increase parent participation on stakeholder surveys	Parent survey	On Open House survey, parent participation (16) will increase to 35 or more.	

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 1

	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)	<p>Mid year parent survey</p> <p>Mid year Parent Square report</p> <p>Family survey</p>	<p>On mid year survey, 50% or more of parents state they receive and review PRIDE in Progress.</p> <p>On mid year survey, parent participation (16) will increase to 75 or more.</p> <p>Families report they receive "PRIDE in Progress" worksheet weekly/quarterly</p>	
End-of-the Year Targets	<p>End of year Parent Square report</p> <p>Family Survey</p>	<p>Maintain parents receiving texts and interacting with posts at 50% or higher as transient students come and go from the school.</p> <p>Families report they receive "PRIDE in Progress" worksheet weekly/quarterly</p>	

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	<p>F27: I talk with my family about how I am doing in school.</p> <p>F30: My family helps at home with school work.</p>	<p>74.1%</p> <p>71.2%</p>	75%+	
Staff Survey	F083: Our quality/frequency of communication with families is sufficient	67.5%	75%+	

Commitment 1

Family Survey	T24: My child(ren) talks about the student learning targets/goals (“I can...”) given to them by their teachers.	73.3%	75%+	
	T28: I receive notes/calls and/or other feedback from my child(ren) teachers	62.5%		

COMMITMENT 2

Our Commitment

<p>What is one Commitment we will promote for 2024-25?</p>	<p>Our school is committed to implementing Tier I instruction consistently and as intended across all grade levels, with a focus on writing practices.</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><u>Spring 2024 Student Benchmark Scores</u></p> <ul style="list-style-type: none"> -STAR Math- 40% of students level 3 & 4 -STAR Reading- 33% of students level 3 & 4 -STAR Early Lit- 59.4% of student level 3 & 4 -DIBELS- 42.1% core or core+ <p><u>Student Interview Responses</u></p> <ul style="list-style-type: none"> -Students identified that school “work is hard” -Students shared concerns of their grades dropping -Students expressed feeling stressed <p><u>Teacher Reflection</u></p> <ul style="list-style-type: none"> - Teachers identified need for more writing instruction

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>Staff will engage in professional development to improve their Tier I instructional practices in a Professional Learning Community structure</p>	<p><input checked="" type="checkbox"/> NEW</p> <p><input type="checkbox"/> EXPAND</p> <p><input type="checkbox"/> REFINE</p>	<p><u>Spring 2024 Student Benchmark Scores</u></p> <ul style="list-style-type: none"> -STAR Math- 40% of students level 3 & 4 -STAR Reading- 33% of students level 3 & 4 -STAR Early Lit- 59.4% of student level 3 & 4 -DIBELS- 42.1% core or core+

Commitment 2

	<p><u>Student Interview Responses</u> -Students identified that school “work is hard” -Students shared concerns of their grades dropping -Students expressed feeling stressed</p> <p><u>Teacher Reflection</u> - Teachers identified need for more writing instruction</p>
--	--

Implementation

KEY STRATEGY
1

Staff will engage in professional development to improve their Tier I instructional practices

<p style="text-align: center;">IMPLEMENTATION</p> <p style="text-align: center;">What is our plan for implementing Key Strategy 1? What steps are involved?</p>		<p style="text-align: center;">When will this be in place?</p>
<p>Grades 3-5 will utilize Mystery Writing to supplement their Tier I instruction. Staff can attend summer professional development, and staff can also engage in a coaching cycle in order to further understand the program.</p>	<p><input type="checkbox"/> by EPM <input type="checkbox"/> by MYB</p>	
<p>Grade K-2 will utilize the Superkids writing program (letter formation guide) that is embedded in the “Daily Routines” by following it with fidelity. Staff can engage in a coaching cycle in order to further understand the program.</p>	<p><input type="checkbox"/> by EPM <input type="checkbox"/> by MYB</p>	
<p>Grades K-6 will utilize the math workshop model during math instruction. Staff can engage in a coaching cycle in order to further understand the concept and implementation strategies.</p>	<p><input type="checkbox"/> by EPM <input type="checkbox"/> by MYB</p>	
<p>Monthly grade level coaching meetings with the literacy and math coach to review Tier I strategies.</p>	<p><input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB</p>	
<p>Staff will take turns presenting best practices at faculty meetings. As coaching cycles are completed, staff will be able to turn key their training by presenting the “what” and “how” of their implementation strategy. They can also share their personal reflection on the activity.</p>	<p><input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB</p>	
<p>2x a year, teachers will participate in a “Gold Digger” Day where they observe their colleagues with the intention of finding nuggets of “gold” to highlight colleagues’ instructional practices. Teachers can use MTSS prep time when they don’t have an MTSS meeting.</p>	<p><input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB</p>	
<p>Develop an intermediate and primary writing rubric. At least 2x a year, K-6 teachers will be given a common writing prompt for students to complete. Coach will guide teachers on how to use rubric for rating writing pieces.</p>	<p><input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB</p>	
<p>As professional development occurs, skills and strategies will be added to the building “Look-Fors”. The Look-For document can be used by building visitors to showcase the instructional practices that teachers are implementing.</p>	<p><input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB</p>	
<p>Teachers will learn how to convert objectives into “I can...” statements. “I can...” statements will be posted on board at the beginning of lessons and explicitly incorporate into lesson plans.</p>	<p><input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB</p>	

Commitment 2

RESOURCES
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Mystery writing
Superkids Handwriting Guide
“Gold Digger’ Day schedule to allow teachers to visit each others’ classrooms
Coaches
Faculty meeting presentation schedule
Create writing rubrics
Look-For tool

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>)
Staff will engage in professional development to improve their Tier I instructional practices	Faculty meeting/staff survey	Teachers will report that they are utilizing Mystery Writing and Superkids writing programs. They will also report that they are using a math workshop model during part of their math instructional block.	

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 2

<p>Mid-Year Benchmark(s)</p>	<p>Benchmark Assessments (STAR, DIBELS)</p>	<p>-STAR Math- 40% of students level 3 & 4 increases to 43% -STAR Reading- 33% of students level 3 & 4 increases to 36% -STAR Early Lit- 59.4% of student level 3 & 4 increases to 63% -DIBELS- 42.1% core or core+ increases to 45%</p>	
<p>End-of-the Year Targets</p>	<p>Benchmark Assessments (STAR, DIBELS)</p>	<p>-STAR Math- 40% of students level 3 & 4 increases to 45% -STAR Reading- 33% of students level 3 & 4 increases to 38% -STAR Early Lit- 59.4% of student level 3 & 4 increases to 65% -DIBELS- 42.1% core or core+ increases to 48%</p>	

Spring Survey Targets

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

	<p>Survey Question(s) or Statement(s)</p>	<p>2023-24 data if available <i>(e.g., % agree or strongly agree)</i></p>	<p>Desired response <i>(e.g., % agree or strongly agree)</i></p>	<p>What we ended up seeing <i>(complete once Spring survey results are available)</i></p>
<p>Student Survey</p>	<p>T11: I work with partners and groups in my class.</p>	<p>75%</p>	<p>80%+</p>	
<p>Staff Survey</p>	<p>F99: Our school/family connections has resulted in student gains</p>	<p>73.2%</p>	<p>75%+</p>	
<p>Family Survey</p>	<p>T24: My child(ren) talks about the student learning targets/goals (“I can...”) given to them by their teachers.</p>	<p>73.3%</p>	<p>75%+</p>	

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>Our school is committed to increasing student daily attendance through ongoing initiatives and incentives, consistently using data to track progress.</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>Data Analysis</p> <ul style="list-style-type: none"> -Overall daily attendance rate- 90.5% -Students Chronically Absent- 36% (122 students) -43% are Black/African American Students -24% are Hispanic Students -30% are Multiple Raced Students -37% are White Students <p>Teacher Reflection</p> <ul style="list-style-type: none"> -Teachers indicated they wanted to use daily attendance tracker as a monthly take home to share with families. - Teachers indicated the need for attendance integration in announcements more often. -Teachers indicated the desire to include more incentives for students in regards to attendance.

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>
----------------------------	---	---

Commitment 3

Improve attendance through building-wide attendance initiatives	<input checked="" type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	-Overall daily attendance rate- 90.5% -Students Chronically Absent- 36% (122 students) -43% are Black/African American Students -24% are Hispanic Students -30% are Multiple Raced Students -37% are White Students
---	---	--

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

Implementation

KEY STRATEGY 1

Improve attendance through building-wide attendance initiatives

IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 1? What steps are involved?		
Monthly grade level competition across the building- grade level with the highest average daily attendance rate will win the PRIDE pig to display in their hallway. They will also win a grade level prize to be determined that month (Ex: movie & popcorn, book coin, extra recess time, etc.) as well as a brag tag.	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
Grades K-6 students will utilize an individual monthly attendance tracker. Students will be provided with a monthly calendar where they color code green for days present. At the end of the month, students that only missed 0-2 days earn a brag tag and PAW tickets (PBIS) for the school store. Students will then bring their completed calendar home to show a parent.	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
Administration will select one day a week to highlight attendance on the announcements. They can share facts about attendance, the impact it has on their education, what happens when they miss too much school, etc. They can also share our average daily attendance rate and ways to increase/maintain it. Can compare attendance rate to the same month in previous year to set a goal to beat.	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
Pop-up attendance days throughout the school year where every student present on that day gets an incentive (brag tag, lollipop, extra recess, PAW tickets (PBIS), etc).	<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB	
Student services will select students for a check-in/check-out system based on data from previous years to decrease chronically absent student rate. Students can be added throughout the year as needs appear through MTSS meetings. The check in/check out system includes a staff member assigned to a student as their adult to check in and out with for encouragement, direction and accountability.	<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB	
RESOURCES		
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?		
Attendance calendar		

Commitment 3

PRIDE stuffed pig awarded to grade level with highest attendance rate each month
PAW Tickets
Brag Tag
Monthly grade level prize
Check in/Check Out binders; calendars; stickers; incentives

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>)
Improve attendance through building-wide attendance initiatives	Staff survey	Staff will report that the school-wide attendance competitions are taking place, that students are using their monthly attendance trackers and bringing them home, and that weekly announcements are taking place.	

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)	Attendance report Parent survey	-Overall daily attendance rate- 90.5% to 91% -Students Chronically Absent- 36% (122 students) to 33% Parents will identify if their child continues to come to school and why	

Commitment 3

End-of-the Year Targets	Attendance report	-Overall daily attendance rate- 90.5% to 92% -Students Chronically Absent- 36% (122 students) to 32%	
	Parent survey	Parents will identify if their child's attendance improved and why.	

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	Student Survey	F27:I talk with my family about how I am doing in school. F30: My family helps at home with school work.	74.1% 71.2%	75%+
Staff Survey	Staff Survey	F083: Our quality/frequency of communication with families is sufficient	67.5%	75%+
Family Survey	Family Survey	T24:My child(ren) talks about the student learning targets/goals ("I can...") given to them by their teachers. T28: I receive notes/calls and.or other feedback from my child(ren) teachers	73.3% 62.5%	75%+

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 (req uire d for ne w TSI)	Env isio n: Expl orin g the Visi on, Val ues and Asp irati ons	Ana lyze : Inte rnal and Ext ern al Dat a	Ana lyze : Su rv ey D ata	Liste n: Stu dent Inte rview s	Env isio n: Refl ect, Syn the size and Pla n	Pla n Wri ting and Rev isio n
Sarah Passarello	Principal			6/11	6/13	6/6, 6/11, 6/12	7/17	7/18
MaryClaire Pineau	Interim Principal	5/22	5/29			6/6, 6/11, 6/12		
Beth Robinson	Teacher	5/22	5/29		6/13		7/17	7/18
Jessie Brown	Literacy Coach	5/22	5/29	6/11	6/13	6/6, 6/11, 6/12		7/18
Catherine Kastick	Teacher	5/22	5/29	6/11	6/13		7/17	7/18
Justina Taylor	Music Teacher	5/22	5/29	6/11	6/13		7/17	7/18

Our Team's Process

Tina DeJohn	Reading Interventionist	5/22						
Twanda Turman	Math Teaching Assistant	5/22						
Holly Maltese	Teacher	5/22					7/17	
Angela Carnicelli	Special Education Teacher	5/22	5/29					
Anthony Borges Jr.	Parent							
Ashley McLeod	Parent		5/29					

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

We utilized data that was presented by the students during the interviews. We have cited their input in the statements above to rationalize our commitment and strategy choices.

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.

By increasing parent engagement, we will be able to get our Black/African American parents' voices more involved. This will help us further evolve our practices. By improving our Tier I instruction, we will help catch students at an earlier stage and help prevent them from entering the MTSS process and falling further behind. By improving our attendance initiatives, we will be able to target our Black/African American population to ensure their daily attendance improves. When they are in school regularly, their academic ability will improve as well.

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.