**New York State
EDUCATION DEPARTMENT**
Knowledge › Skill › Opportunity

School Comprehensive Education Plan
2024-25

District	School Name	Grades Served
Elmira Heights CSD	Cohen Middle School	6-8

Collaboratively Developed By:
The Cohen Middle School SCEP Development Team   **Brandon Foley – Principal, Jessica Green – Parent, Jennifer Horigan – Teacher, Jessica Delaney – Teacher, Robin Testone – Teacher, Laurie Reimel – Teacher, Jill Wood – Teacher, Molly Maloney – School Counselor**   _And in partnership with the staff, students, and families of Cohen Middle School._

Guidance for Teams

Template

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

Prior to Writing the Plan

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

1. Completed the Five-Part Needs Assessment
   - [Activity 1: Envision: Exploring Your Vision, Values, and Aspirations](#) *(optional for re-identified schools)*
   - [Activity 2: Analyze: Internal and External Data](#)
   - [Activity 3: Analyze: Survey Data](#)
   - [Activity 4: Listen: Student Interviews](#)
   - [Activity 5: Envision: Reflect, Synthesize, and Plan](#)

2. Re-identified Schools:
   - Participated in [SCEP Pre-Team Meeting Planning Session 4](#) with their NYSED/District/BOCES liaison after the Commitments and Key Strategies were identified and before the implementation plan was written.

Commitments

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

Key Strategies

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

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

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

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

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

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

Implementation

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

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

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

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

Success Criteria and Benchmark Targets

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

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

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

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

SCEP Rubric

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

Resources for Team

- Assembling Your Improvement Planning Team
- NYSED Improvement Planning website: http://www.nysed.gov/accountability/improvement-planning

Evidence-Based Intervention

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

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

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

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

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

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

X State-Supported Evidence Based Intervention

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

Evidence-Based Intervention Identified	Middle School Flexible Scheduling
We envision that this Evidence-Based Intervention will support the following Commitment(s)	Commitment #1: We commit to ensuring every student receives the support they need to thrive academically knowing that each student is unique, with their own strengths and challenges, and it is our responsibility to address these differences effectively.
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	After looking at student achievement data and analyzing our current schedule that governs school day, we realized that additional tiered times (Tier 2 and 3) need to be strategically scheduled for the 24-25 school year in order to meet the individual academic, social-emotional, and behavioral needs of our students.

☐ 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 1

Our Commitment

What is one Commitment we will promote for 2024-25?	We commit to ensuring every student receives the support they need to thrive academically knowing that each student is unique, with their own strengths and challenges, and it is our responsibility to address these differences effectively.
Why are we making this Commitment? *Things to potentially take into consideration when crafting this response:* • *How does this Commitment fit into what we envision for the school?* • *How does this Commitment relate to what we heard when listening to others?* • *How does this Commitment connect to what we observed through analysis?*	Cohen Middle School believes all students can Reach New Heights. In order to make this vision a reality, the school day needs to be structured so that all students receive small group independent instruction that is tailored to the individual academic, social-emotional, and behavioral needs of our students. The middle level years are a complex time in the PreK through 12 academic journeys. In order to meet the various needs of our students, we have organized a plan to make sure the master schedule allows for strategic groupings to take place in order to address the specific needs of all students. After assessing our former schedule, the CMS SCEP Team realized that students require regular additional offerings that focus on ELA, Math, and SEL needs in addition to the strong Tier I instruction students receive daily. Each day, the master schedule for all students will embed strong Tier 1 instruction, remedial Tier 2 instruction (if needed) and Tier 3 supports for universal skills and/or social/emotional, behavioral interventions if needed. We believe this robust master schedule will allow students to thrive academically, social-emotionally, and behaviorally.

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? *Consider both data trends observed and student interview responses.* *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.*

Incorporate Tier 2 intervention block (Advisory).	X NEW ☐ EXPAND ☐ REFINE	Our former master schedule did not include a scheduled Tier 2 block for all students to receive additional support on top of Tier 1 initial instruction.
Incorporate a Tier 3 intervention block (WIN).	☐ NEW X EXPAND ☐ REFINE	Our new Tier 3 intervention block has a redesign with the goal of supporting universal skills (reading, writing, number sense) while also including time for students to receive additional social-emotional and/or behavioral supports during this time that is not impacting Tier 1 or Tier 2 times.
Informing parents of i-Ready diagnostic results	X NEW ☐ EXPAND ☐ REFINE	After each diagnostic is complete, the building wide interventionist and main office will coordinate mailings and digital correspondences to showcase their student(s) i-Ready benchmark results.
Incorporate Grade Level and Content Level PLC times every other day.	X NEW ☐ EXPAND ☐ REFINE	In order to support the district wide initiative of becoming a PLC community, our master schedule will not embed either grade level or content level PLC time every other day.

Implementation

KEY STRATEGY 1	

IMPLEMENTATION What is our plan for implementing Key Strategy 1? What steps are involved?	When will this be in place?
Take into consideration data pertaining to a scheduling committee meeting that asks staff for input on the upcoming (24-25) Master Schedule.	X by EPM ☐ by MYB
Conduct research in the PLC process and put in place academic intervention strategies in order to build on Tier 1 instruction during the Tier 2 Advisory block.	X by EPM ☐ by MYB
Revise our Tier 2 Advisory block to target specific academic needs of students who are in danger of falling behind based on Tier 1 formative assessments. This shift will charge teachers to target students who may be in danger of falling behind and task the SCEP team to develop a flexible scheduling approach to keep Tier 2 fluid.	☐ by EPM X by MYB
	☐ by EPM ☐ by MYB
	☐ by EPM ☐ by MYB
RESOURCES What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	
2024-2025 Master Schedule that incorporates Tier 2 (Advisory)	
Grade Level & Content Level PLCs to discuss data for student placement recommendations.	

KEY STRATEGY 2	

IMPLEMENTATION What is our plan for implementing Key Strategy 2? What steps are involved?	When will this be in place?
Take into consideration data pertaining to a scheduling committee meeting that asks staff for input on the upcoming (24-25) Master Schedule.	X vby EPM ☐ by MYB

Implementation	When will this be in place?
Conduct research in the PLC process and put in place academic intervention strategies in order to build instructional approaches that focus on universal skills that render higher achievements in Tier 1.	☐ by EPM X by MYB
Revise Tier 3 (WIN) so that is meets that academic needs of students who qualify for receiving Tier 3 interventions while also looking into additional supports during this time to address the social-emotional and behavioral needs of our students.	☐ by EPM X by MYB
	☐ by EPM ☐ by MYB
	☐ by EPM ☐ by MYB

RESOURCES
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
2024-2025 Master Schedule that incorporates Tier 3 (WIN)
Taking Action: A Handbook for RTI at Work (book)

KEY STRATEGY 3

IMPLEMENTATION What is our plan for implementing Key Strategy 3? What steps are involved?	When will this be in place?
Schedule the i-Ready diagnostic twice throughout the school year. One is scheduled for within the first six weeks of school while the second and last diagnostic will occur sometime in May.	☐ by EPM X by MYB
Develop a correspondence that will meet the needs of our parents/caregivers (Email/mail/phone call**s** for further conversations).	☐ by EPM X 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?
Results of two i-Ready diagnostics.
Money to pay for the mailings of i-Ready diagnostics.

KEY STRATEGY 4

IMPLEMENTATION What is our plan for implementing Key Strategy 4? What steps are involved?	When will this be in place?
Take into consideration data pertaining to a scheduling committee meeting that asks staff for input on the upcoming (24-25) Master Schedule.	X by EPM ☐ by MYB
Schedule time that alternates teachers meeting in Grade Level PLCs or Content Level PLCs.	X 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?
Guiding Coalition Team to meet and plan implementation of PLCs inside the master schedule.

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)*
Tier 2 (Advisory)	Successful implementation of Tier 2 block.	A master schedule that incorporates the addition of Tier 2 academic supports and services to support Tier 1 instruction.	
Tier 3 (WIN)	Successful implementation of Tier 3 block.	A master schedule that provides Tier 3 instruction that focuses on Universal Skills that is taught in addition to Tier 1 and 2.	
i-Ready diagnostics	Parent/Caregiver correspondence.	Did our main office and interventionist execute a school wide mailing and email correspondence that includes i-Ready benchmark data.	
PLC time	A master schedule that incorporates the two different PLC times	Does our master schedule incorporate both Grade Level PLCs and Content Level PLCS.	

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)	Mid-year survey asking staff for feedback on PLT and the benefits of it. (First question of 2024 EOY staff-survery)	Spring 2024 Results – 53% Strongly Agree/Agree it's beneficial. Mid-year 2025 Goal – 75% Strongly Agree/Agree it's beneficial.	
End-of-the Year Targets	EOY staff survey results focusing on same Mid-year benchmark question.	85% Strongly Agree/Agree it's beneficial.	

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	My teachers present information in a way I understand.	23/24 – 56%	24/25 Goal – 70%	
Staff Survey	I believe our PLT time will have a positive impact on student outcomes and learning.	23/24 – 59%	24/25 Goal – 75%	
Family Survey	The school welcomes and supports the academic and social emotional needs of all students.	23/24 – 64%	24/25 Goal – 75%	

COMMITMENT 2

Our Commitment

What is one Commitment we will promote for 2024-25?	We commit to the holistic development of middle school students by recognizing the crucial role that social, emotional, and behavioral factors play in their academic success and overall well-being. Thus, we commit to fostering a nurturing environment that promotes growth and empowers students to navigate challenges effectively.
Why are we making this Commitment? *Things to potentially take into consideration when crafting this response:* • *How does this Commitment fit into what we envision for the school?* • *How does this Commitment relate to what we heard when listening to others?* • *How does this Commitment connect to what we observed through analysis?*	We believe culture and climate are paramount in order for students to feel welcomed and supported. Recent data trends have indicated (staff and student surveys) that student behaviors often interfere with the educational process is various sectors of our school. To combat this trend, staff and students will come together to collaboratively develop initiatives and ideas that will academic growth while providing times for social, emotional, and behavioral interventions. True growth happens when students, staff, and community members all understand the vision and expectations practiced in a school community. Cohen Middle School will work diligently this coming year to develop behavioral supports, revamp the PBIS practices, and develop a vision for what academic behaviors should look and feel like inside the walls of our classrooms.

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? *Consider both data trends observed and student interview responses.* *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.*
Create portrait of a CMS student.	X NEW ☐ EXPAND ☐ REFINE	Students and staff survey information stated that rules and classroom expectations are often not followed. This has been a data trend for three consecutive school years. A committee, consisting of staff and students, will work

		collaboratively to develop building wide student expectations.
PBIS Revamp	☐ NEW ☐ EXPAND X REFINE	Cohen Middle School will rebrand the PBIS approach. Some of the new things to take into consideration during this relaunch is a new Spartan Bar system, student voice in The Agora items (school store) and bringing back the Civic Honor Roll Club.
"Take a Break" Initiative	X NEW ☐ EXPAND ☐ REFINE	Staff recognized that students sometimes just need a break from the academic setting. Prior to students receiving a conduct referral, staff have the option to inform students that they can take a break for ten minutes in our Spartan Support room. This is a resource that is available and can be used once another intervention has taken place.

Implementation

KEY STRATEGY 1		
IMPLEMENTATION What is our plan for implementing Key Strategy 1? What steps are involved?		When will this be in place?
Conduct research in what information is available regarding portraits of learners/portraits of graduates.		X by EPM ☐ by MYB
Compile a team of students and teachers that want to collaborate in the process of developing a portrait of a learner at CMS.		X by EPM ☐ by MYB
Create a schedule that includes dates, times and objectives.		X by EPM ☐ by MYB
Final product will be a poster displayed in all classrooms and student populated rooms (café, gym, etc.) showcasing what it means to be a CMS student.		☐ by EPM ☐ by MYB
		☐ by EPM ☐ by MYB
RESOURCES What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?		
Books, research articles to serve as resources in generating ideas for a portrait of a CMS student.		
10 month calendar that includes student/staff invites with agendas.		

KEY STRATEGY 2		
IMPLEMENTATION What is our plan for implementing Key Strategy 2? What steps are involved?		When will this be in place?
Generate a new Spartan Bar that is tangible for the beginning of the school year.		☐ by EPM ☐ by MYB
Create a teacher/student team to develop a plan to develop a revised CMS PBIS approach.		X by EPM ☐ by MYB
Create a schedule involving teachers/students to meet with the goal of looking at current structures and things to consider regarding items for sale in the Agora as well as additional incentives involving the Civic Honor Role Club.		☐ by EPM X by MYB
		☐ by EPM ☐ by MYB
		☐ by EPM ☐ by MYB

RESOURCES	
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	
Card stock to develop new Spartan Bars	
Calendar inviting teachers and students to participate in the activities tied to PBIS initiatives	

KEY STRATEGY 3

IMPLEMENTATION What is our plan for implementing Key Strategy 3? What steps are involved?	When will this be in place?
Consult with main office staff and debrief SCEP team's notes on the Take a Break approach.	☐ by EPM ☐ by MYB
Document that Take a Break procedures in the faculty handbook and then onboard staff with the new initiative at the first faculty meeting.	☐ by EPM ☐ by MYB
Track data associated with the Take a Break initiative (attendance, teacher utilization, student utilization, etc.)	☐ by EPM X by MYB
	☐ by EPM ☐ by MYB
	☐ by EPM ☐ by MYB

RESOURCES	
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	
Faculty Handbook	
First faculty meeting to onboard staff of procedures	
First whole student assembly to explain procedures to students.	

KEY STRATEGY 4

IMPLEMENTATION What is our plan for implementing Key Strategy 4? What steps are involved?	When will this be in place?
	☐ by EPM ☐ by MYB
	☐ 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?	

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*)
Portrait of CMS Student	Meetings scheduled and work begun.	Teacher and student team meetings to discuss resources, ideas, and future agendas to discuss what this could look like.	
PBIS Revamp	Meetings scheduled and work begun.	Teacher and student team meetings that explored what has been done historically inside of CMS and plans have been detailed out in future meetings focusing on revamping current structures.	
Take a Break	Data associated with attendance and conversations with staff on effectiveness of resource.	The following data will be assessed: 1. Student attendance data (overall) 2. Teachers utilizing approach. 3. Specific students utilizing approach. 4. Conversations tied to effectiveness and needs of the resource.	

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)	Do students prefer the tangible passes versus the digital approach?	More students feel proud of and connected to receiving of individual, tangible Spartan Bars.	
End-of-the Year Targets	Conduct Referrals associated with Disruption of Education.	Compared to the 23-24 school year, CMS is hoping to see a reduced number of Conduct Referrals for Disruption of Education for the 24-25 school year.	

Spring Survey Targets

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

	Survey Question(s) or Statement(s)	2023-24 data if available (e.g., % agree or strongly agree)	Desired response (e.g., % agree or strongly agree)	What we ended up seeing (complete once Spring survey results are available)
Student Survey	Most students in our school follow the rules.	23/24 - 53%	24/25 – 65%	
Staff Survey	Student behavior does not interfere with instruction.	23/24 – 9%	24/25 – 40%	
Family Survey	Teachers support children's emotional needs, increasing their confidence as learners.	23/24 – 64%	24/25 – 75%	

COMMITMENT 3

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

Our Commitment

What is one Commitment we will promote for 2024-25?	
Why are we making this Commitment? *Things to potentially take into consideration when crafting this response:* • *How does this Commitment fit into what we envision for the school?* • *How does this Commitment relate to what we heard when listening to others?* • *How does this Commitment connect to what we observed through analysis?*	

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? *Consider both data trends observed and student interview responses.* *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.*
	☐ NEW ☐ EXPAND ☐ REFINE	
	☐ NEW ☐ EXPAND ☐ REFINE	
	☐ NEW ☐ EXPAND ☐ REFINE	

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	

IMPLEMENTATION What is our plan for implementing Key Strategy 1? What steps are involved?	When will this be in place?
	☐ by EPM ☐ by MYB
	☐ 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?

KEY STRATEGY 2	

IMPLEMENTATION What is our plan for implementing Key Strategy 2? What steps are involved?	When will this be in place?
	☐ by EPM ☐ by MYB
	☐ 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?

KEY STRATEGY 3	

IMPLEMENTATION What is our plan for implementing Key Strategy 3? What steps are involved?	When will this be in place?
	☐ by EPM ☐ by MYB

	☐ 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?

KEY STRATEGY 4

IMPLEMENTATION
What is our plan for implementing Key Strategy 4? What steps are involved?

	When will this be in place?
	☐ by EPM ☐ by MYB
	☐ 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?

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*)

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)			
End-of-the Year Targets			

Spring Survey Targets

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

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

COMMITMENT 4

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

Our Commitment

What is one Commitment we will promote for 2024-25?	
Why are we making this Commitment? *Things to potentially take into consideration when crafting this response:* • *How does this Commitment fit into what we envision for the school?* • *How does this Commitment relate to what we heard when listening to others?* • *How does this Commitment connect to what we observed through analysis?*	

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? *Consider both data trends observed and student interview responses.* *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.*
	☐ NEW ☐ EXPAND ☐ REFINE	
	☐ NEW ☐ EXPAND ☐ REFINE	
	☐ NEW ☐ EXPAND ☐ REFINE	

Implementation

KEY STRATEGY 1	

IMPLEMENTATION What is our plan for implementing Key Strategy 1? What steps are involved?	When will this be in place?
	☐ by EPM ☐ by MYB
	☐ 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?

KEY STRATEGY 2	

IMPLEMENTATION What is our plan for implementing Key Strategy 2? What steps are involved?	When will this be in place?
	☐ by EPM ☐ by MYB
	☐ 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?

KEY STRATEGY 3	

IMPLEMENTATION What is our plan for implementing Key Strategy 3? What steps are involved?	When will this be in place?
	☐ by EPM ☐ by MYB
	☐ 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?

KEY STRATEGY 4	

IMPLEMENTATION	**When will this be in place?**
What is our plan for implementing Key Strategy 4? What steps are involved?	
	☐ by EPM ☐ by MYB
	☐ 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?

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*)

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)			
End-of-the Year Targets			

Spring Survey Targets

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

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

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
Example: Mary James	*ELL Teacher*	*3/5*	*3/12*	*3/19*		*4/10, 4/11*	*4/17*	*5/2 5/9 5/16*
Brandon Foley	Building Principal	6/26	6/26	6/26	6/26	6/4	7/8	7/8 7/30
Jessica Green	Parent	6/26	6/26	6/26	6/26	6/4	7/8	7/8 7/30
Jennifer Horigan	Special Education Teacher	6/26	6/26	6/26	6/26	6/4	7/8	7/8
Jessica Delaney	English Teacher	6/26	6/26	6/26	6/26	6/4	7/8	7/8
Robin Testone	English Teacher	6/26	6/26	6/26	6/26	6/4	7/8	7/8
Laurie Reimel	Literacy Interventionist	6/26	6/26	6/26	6/26	6/4	7/8	7/8
Jill Wood	Special Education Teacher	6/26	6/26	6/26	6/26	6/4	7/8	7/8

Molly Maloney	School Counselor							7/8

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
Listening to students discuss what they feel is working well inside of our schools as well as how our school can improve is arguably the most valuable step inside of the SCEP process. Student voice is a critical component of the developing and writing process as their insight into how to make our school a more welcoming, conducive environment for all learners is invaluable. We reflected on their input during each meeting we had to ensure their perspectives and feelings were not lost.

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.
Our student learning and teaching commitment centered on structured Tier 2 and Tier 3 blocks will take allow all students to have their independen**t** needs (academic, social/emotional, and behaviroal) met by spcialists who are certified in the respective areas where intervention is required. We have our ELA, Math, Science, Social Studies teachers all re-teaching content delivered at the Tier 1 leveled while social workers, counselors, deans, and principals can support the social/emotional, behavioral needs of our students during the Tier 3 (WIN) period.   Academic interventionist will also be utilized to work with students who are scoring two or more grade levels below their current grade to build on the universal skills that are essential for students to grow inside of initial Tier 1 instruction.

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.