School Comprehensive Education Plan

2024-25

District	School Name	Grades Served
Riverhead Central School District	Riverhead Middle School	7-8

Collaboratively Developed By:
The Riverhead Middle School SCEP Development Team **SCEP Team Members:** **Dr. Joseph Pesqueira- Administrator** **Kimberly Birong- Teacher** **Cheryl Walsh-Edwards-Teacher** **Amy Doucette-Teacher** **Rebecca Ramsey-Special Education Teacher** **Shannon Maida-Special Education Teacher** **Amanda Egan- Social Worker** **Lauren DiMartino-English as a New Language Teacher** ***And in partnership with the staff, students, and families of Riverhead 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.

☐ State-Supported Evidence Based Intervention

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

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

☐ Clearinghouse-Identified

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

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

Clearinghouse used and corresponding rating

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

☐ School-Identified

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

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

COMMITMENT 1

Our Commitment

What is one Commitment we will promote for 2024-25?	We commit to a comprehensive Social-Emotional Learning (SEL) program at Riverhead Middle School with a focus on our Multi-Tiered System of Supports (MTSS)
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?*	During the 2023-2024 school year, Riverhead Middle School introduced our new MTSS Program, as well as our new slogan, RMS P.R.I.D.E. This acronym stands for Present, Respectful, Independent, Diverse and Empowered. Implementing the MTSS Plan has created a much more positive learning environment for our students. Suspensions are down across the board and altercations are down more than 50%. We want to continue to build on this commitment. When speaking with students, they noted they want to continue to work on bullying and making this a school where bullying does not exist.

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.*
Student Celebrations and Recognitions	☐ NEW x EXPAND x REFINE	For the first time this year, our student of the quarter celebrations focused on students being recognized specifically for the pillars of P.R.I.D.E. Next school year, we would like to increase the number of students recognized by teachers for this honor. Students will be recognized on separate occasions for behavioral and academic excellence.

Advisory	☐ NEW x EXPAND x REFINE	This school year (2023-2024), an advisory program was piloted with around 70 students. For 2024-2025, all students (800) will receive Advisory for about 10-12 minutes a day with the potential for two extended advisory periods a month.
Grow and Strengthen PBIS Program	☐ NEW x EXPAND x REFINE	Our PBIS program is tied to our PBIS plan and students receive "Wave Dollars" for doing the right thing. This year, we started off strong, but as the year progressed we noticed a drop in student and teacher buy-in. In an effort to reach a wider audience we want to continue to strengthen this program so that it is powerful for the entire school year. We might consider alternatives to the wave dollars that recognize student behaviors and academics on a monthly basis.
Continue Assemblies with Speakers Aimed at: ● Anti-bullying ● Tolerance ● Empathy ● Substance Abuse ● Social Media Awareness ● Etc.	☐ NEW x EXPAND ☐ REFINE	This year, our students were introduced to a wide variety of diverse speakers. We would like to add to the list of speakers and broaden the topics addressed to relate to middle school students.

Implementation

KEY STRATEGY 1	Student Celebrations and Recognitions

IMPLEMENTATION What is our plan for implementing Key Strategy 1? What steps are involved?	When will this be in place?
Fall & Spring PEP-Rally	x by EPM ☐ by MYB
Student of the month based on our PRIDE matrix	x by EPM x by MYB
Quarterly recognition of academic excellence	x by EPM x by MYB
Monthly recognition of behavioral excellence	x by EPM x by MYB
Analyze behavioral and academic data	x by EPM x by MYB
Incentive field trips/programs	☐ by EPM x by MYB
RESOURCES What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	
Money to supplement field trips, transportation costs, and chaperones	

Money to supplement certificates
Money to supplement rewards for behavioral/academic recognition
Money to supplement school apparel for celebrations
Modified bell schedules
Space within the school district
Collect behavioral data
Collect academic data

KEY STRATEGY 2	Advisory

IMPLEMENTATION What is our plan for implementing Key Strategy 2? What steps are involved?	When will this be in place?
Modified schedule	x by EPM ☐ by MYB
Teacher and staff assignments for advisory period	x by EPM ☐ by MYB
Establishing an advisory committee	x by EPM ☐ by MYB
Designing a daily routine for advisory period and extended sessions	x by EPM ☐ by MYB
Sharing daily announcements and birthday's with students	x by EPM ☐ by MYB
Design student/staff survey	x by EPM ☐ by MYB

RESOURCES What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Money to supplement advisory activities and projects
Creating daily announcements utilizing the RMS news club
Members for advisory committee
Administer student/staff survey

KEY STRATEGY 3	Grow and Strengthen PBIS Program

IMPLEMENTATION What is our plan for implementing Key Strategy 3? What steps are involved?	When will this be in place?
Continue to utilize "wave dollars" or alternative incentives in accordance to the PRIDE matrix	x by EPM ☐ by MYB
Continue to promote the PRIDE matrix	x by EPM ☐ by MYB
Celebrate student recognition for adhering to PRIDE matrix	
Continue to refer to PRIDE matrix signage throughout the building	x by EPM ☐ by MYB
PRIDE kick-off assemblies	x by EPM ☐ by MYB
Speak to other schools about PBIS programs being used	x by EPM

	☐ by MYB
PBIS Committee	x by EPM ☐ by MYB
Administer current student and staff survey in Fall and analyze data	x by EPM ☐ by MYB
Administer student, staff and family survey in Spring and analyze data	☐ by EPM x by MYB

RESOURCES What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Money to supplement PRIDE prizes
Modified schedules
Student survey
Distribute "wave dollars" or alternative to students
Daily reminder/announcements about PRIDE matrix
Review data

KEY STRATEGY 4	Assemblies/Speakers

IMPLEMENTATION What is our plan for implementing Key Strategy 4? What steps are involved?	When will this be in place?
Research and choose speakers for the year	x by EPM ☐ by MYB
Modified schedule	x by EPM ☐ by MYB
Promote speakers and design evening opportunities for families	x by EPM ☐ by MYB
Designing promotional flyers	x by EPM ☐ by MYB
Observe student participation and engagement during assembly	☐ by EPM ☐ by MYB

RESOURCES What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Translation devices
Money to ensure a translator
Money to pay speakers
Utilize school grounds

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)*
# 1 Student Celebrations and Recognitions	Student data: First quarter classroom performance	Identifying students who achieved academic excellence for the 1st quarter (at least 85% average)	
	Student data: Behavior Referrals	Identify students who displayed appropriate behavior (no referrals)	
# 2 Advisory	Student/Staff Survey	Identify strengths and weaknesses and ways to improve the Advisory program	
# 3 PBIS	Student/Staff Survey	Identify how students and teachers feel about the climate of the school	
	Distribution of Waves Dollars	Review student wave dollar balances and teacher distribution frequency	
	1st Quarter PRIDE students of the month	Identify students who earned recognition for adhering to PRIDE matrix	
# 4 Speakers/ Assemblies	Engagement during assembly	Observational data of active participation and engagement during assembly	

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)	Student academic and behavioral data	Increase in overall cumulative student GPA and a decrease in discipline referrals	
	Utilize PBIS matrix	Faculty and staff are observed using the matrix with fidelity	
	Utilize PBIS matrix	Student's demonstration of PRIDE behaviors and participation in wave dollar exchange for prizes	

	Calendar of events increased	Increase in the number of speakers/assemblies	
	Student survey during Advisory	Positive feedback regarding Advisory period	
End-of-the Year Targets	Student academic and behavioral data	Increase in overall cumulative student GPA and a decrease in discipline referrals	
	Utilize PBIS matrix	Faculty and staff are observed using the matrix with fidelity	
	Utilize PBIS matrix	Students participation in wave dollar exchange for prizes	
	Student survey during Advisory	Positive feedback regarding Advisory period	

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	In my classes there are opportunities for me to actively participate (sharing ideas, group work, discussions, etc.) I feel respected and supported at school I feel that I am recognized for making positive decisions (student of the month, caught being good, honor roll, etc.) I feel that staff members of the school are accepting of student		85% agree or strongly agree 85% agree or strongly agree 85% agree or strongly agree 85% agree or strongly agree	

	differences (cultural, abilities, gender, etc) When I am in need of assistance I know where to go or who to see to get help (guidance, social worker, teacher, nurse, coach, main office, administrator, etc.) I follow the cell phone/earbud policy to the best of my ability		85% agree or strongly agree 85% agree or strongly agree	
Staff Survey	In my classes students are provided with varied opportunities to collaborate with their peers and actively participate (sharing ideas, group work, discussions, etc.) I feel respected and supported by my colleagues I feel respected and supported by my administration My students show respect within my classroom/office Students are respectful to one another outside of the classroom. Students are respectful to staff outside of the classroom. I feel that the students are recognized for making positive decisions (student of the month, caught being good, honor roll, etc.) I feel that members of the staff are recognized by the		85% agree or strongly agree 85% agree or strongly agree 85% agree or strongly agree 85% agree or strongly agree 85% agree or strongly agree 85% agree or strongly agree 85% agree or strongly agree 85% agree or strongly agree	

	administration for their efforts and accomplishments. I feel that staff members of the school are accepting of student differences (cultural, abilities, gender, etc) I feel that our students are accepting of student differences (cultural, abilities, gender, etc) When I am in need of assistance I know where to go or who to see to get help (guidance, social worker, teacher, nurse, coach, main office, administrator, etc.) When our students are in need of assistance I know where to send them or who to send them to for help (guidance, social worker, teacher, nurse, coach, main office, administrator, etc.) I feel that the cell phone/earbud policy has helped to improve the learning environment		85% agree or strongly agree 85% agree or strongly agree 85% agree or strongly agree 85% agree or strongly agree 85% agree or strongly agree	
Family Survey	There are many opportunities for my child to actively participate in class and other school activities (clubs, sports, extra help, class discussions, group work, etc.) I feel my child is respected and supported at school by their peers I feel my child is respected and supported by staff members at		85% agree or strongly agree 85% agree or strongly agree 85% agree or strongly agree	

	school (teachers, coaches, guidance counselor, social workers, security guards, club advisors, administration, etc)			
	I feel that my child is recognized for making positive decisions (student of the month, caught being good, honor roll, etc.)		85% agree or strongly agree	
	I feel that staff members of the school are accepting of student differences (cultural, abilities, gender, etc)		85% agree or strongly agree	
	When my child is in need of assistance I know who to contact or where to send them to receive help (guidance, social worker, teacher, nurse, coach, main office, administrator, etc.)		85% agree or strongly agree	
	I feel that the cell phone/earbud policy has had a positive impact on my child's quality of education.		85% agree or strongly agree	

COMMITMENT 2

Our Commitment

What is one Commitment we will promote for 2024-25?	We commit to improving academic growth and achievement.
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?*	One focus for the 2024 - 2025 school year is to facilitate articulation meetings between grade levels to discuss and align course content. This commitment will assist with providing the staff the opportunity to develop consistency within each discipline. Staff will establish shared expectations and a common language in order to foster student independence and empowerment. Our goal is to create a learning environment where all students have an understanding of academic expectations and routines in the classroom. Students will develop an awareness of the resources and support systems in place that they can utilize to achieve academic success. Along with this, we would like to establish shared expectations regarding student attendance. As a learning community, we have noticed that many of our students struggle due to the fact they miss a large amount of school each year.

Key Strategies

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

KEY STRATEGY	HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?	**WHY:** What did we learn from our needs assessment that suggests this is the right Key Strategy? *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.
Attendance	☐ NEW x EXPAND ☐ REFINE	Attendance records have shown that many of our most needy students are chronically absent. Our teachers are not getting enough face time with their students because of poor attendance.
Establishing common and consistent classroom routines and expectations	☐ NEW ☐ EXPAND x REFINE	In order to help students feel confident in their approach to each class, we are committing to shared classroom routines and language such as an aim, do now/activator, and homework.
Articulation Meetings	☐ NEW ☐ EXPAND x REFINE	Continue to have teacher meetings to align content and strategies both horizontally and vertically.
LEAPS Program	x NEW ☐ EXPAND ☐ REFINE	The LEAPS program is an afterschool, grant-funded program that provides after school academic and social-emotional support to our students. As part of this program, students have the opportunity to complete homework, focus on academic needs, and enjoy enrichment activities that are focused on their interests.

Implementation

KEY STRATEGY 1	Attendance

IMPLEMENTATION What is our plan for implementing Key Strategy 1? What steps are involved?	When will this be in place?
Letter mailed home at (6, 12, 15, 27) absences	x by EPM x by MYB
Phone call home by teams of teachers (5, 10, 13, 18) absences	x by EPM x by MYB
Notification of daily absences through ParentSquare	x by EPM x by MYB
Rewarding students for being present 95% of the time each quarter	x by EPM x by MYB
Inform parents of the repercussions of not attending school (academically & legally)	x by EPM x by MYB
Provide resources for outside support to parents	x by EPM x by MYB
Addition of School Resource Officer to the Middle School	x by EPM x by MYB
Increased home visits	x by EPM x by MYB
Utilization of attendance contracts with students and parents	x by EPM x by MYB

Utilize pre-PINS diversion program to inform students and families of the dangers of chronic absenteeism.	x by EPM x by MYB

RESOURCES What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Scheduled team meetings
Accurate attendance
Resource officer
Common classroom expectations and routines
Supports for parents
District wide letter for excessive absences
Social workers

KEY STRATEGY 2	Establishing common and consistent classroom routines and expectations

IMPLEMENTATION What is our plan for implementing Key Strategy 2? What steps are involved?	When will this be in place?
Each classroom will have AIM, DO NOW and Homework on the board each day	x by EPM ☐ by MYB
Follow PBIS classroom matrix for common classroom expectations	x by EPM x by MYB
Daily summarization of lesson (ie: exit ticket)	x by EPM x by MYB

RESOURCES What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
PBIS classroom matrix poster
Depth of knowledge resource chart

KEY STRATEGY 3	Articulation Meetings

IMPLEMENTATION What is our plan for implementing Key Strategy 3? What steps are involved?	When will this be in place?	
Quarterly meetings with district directors by department to discuss content, common gaps and focus areas of instruction.	x by EPM x by MYB	
Teacher turnkey information from articulation meetings to the rest of the department	x by EPM x by MYB	
Expand articulation meetings to include ENL and Special Education departments	x by EPM x by MYB	
Develop an articulation team at RMS	x by EPM x by MYB	

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

Location for articulation meetings
Participants for articulation meetings
Substitute teachers for coverage for these meetings

KEY STRATEGY 4	LEAPS Program

IMPLEMENTATION What is our plan for implementing Key Strategy 4? What steps are involved?	When will this be in place?
Youth and adolescent services after school program provided through grant money.	x by EPM ☐ by MYB
Identify students who would benefit from after-school support. Identify students based on progress reports, as well as last year's report cards.	x by EPM x by MYB
Development of an AP liaison to ensure connection with school	x by EPM x by MYB
Teams of teachers will give student recommendations on a monthly basis	x by EPM ☐ by MYB
	☐ by EPM ☐ by MYB

RESOURCES What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Transportation provided by district
District provided space for administrator and program
Storage space for materials
Program provides facilitators

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)*

# 1 Attendance	Data: Weekly and Monthly Attendance Data Data: Weekly and Monthly Latenesses Data Data: Review long-term absences and chronic absenteeism Attendance Contract Pre-Pins Diversion Meetings	We hope to see an increase in students attending school in both our weekly and monthly attendance reviews. Along with that, we want to work to ensure more students get to school on time so they are not missing their morning classes. Along with this issue, we need to continue to better understand and address chronic absenteeism and long-term absenteeism stemming from two specific issues: 1. Students that are school-phobic and/or have high anxiety 2. Students who leave the country mid-year to return to their native country for long periods of time. Review the number of students on attendance contracts and attempt to reduce that number. Review the number of students on pre-pins diversion and attempt to reduce that number.	
#2 Establishing common and consistent classroom routines and expectations	Classroom observations - Admin Walkthrough Review of P.R.I.D.E. Matrix	Administration will walk through classrooms within the first month to ensure all teachers are utilizing Aim, Do Now, and Homework format for the beginning of each class. Administration will review P.R.I.D.E. Matrix and will ensure posters are visible in each room, as well as the hallways.	

#3 Articulation Meetings	Establish calendar of dates for meetings in each core subject Identify teachers in each content area to meet for articulation meetings Development of an articulation team	We would like to see teachers meet three times a year to vertically align curriculum. By the end of September, we would like to identify teachers for this articulation work and would like to keep that consistent throughout the year with the development of an articulation team.	
#4 LEAPS Program	Development of criteria to qualify for program based on academic needs Development of criteria to qualify for program based on social-emotional needs Daily attendance data for the program	Students will be identified to participate in the LEAPS program based on report card grades from previous year, progress reports, and recommendations from teams. Students will be identified to participate in the LEAPS program based on referral from support staff and/or teams. To help measure the success of the program, we will be monitoring daily attendance to the LEAPS program.	

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)	Student attendance and lateness data	An increase in student attendance and a decrease in student lateness	
	Using administrative walkthrough 90% of staff will be utilizing AIM, Do Now & Homework format at the beginning of each class	An increase in student understanding of classroom expectations will lead to an increase in academic achievement. A review of report cards will show an increase in academic achievement.	
	Review of articulation notes by turn-keying information to other department members	Content area teachers will implement turn key suggestions into their lessons.	
	Attendance and participation in the LEAPS program	Teachers will see an increase in homework completion for LEAPS participants. Students will develop positive peer relationships and require less crisis intervention from support staff.	
End-of-the Year Targets	Student attendance and lateness data	An increase in student attendance and a decrease in student lateness	

	Using administrative walkthrough all of the staff will be utilizing AIM, Do Now & Homework format at the beginning of each class	An increase in student understanding of classroom expectations will lead to an increase in academic achievement	
	Review of articulation notes by turn-keying information to other department members	Content area teachers will implement turn key suggestions into their lessons. A review of report cards will show an increase in academic achievement.	
	Attendance and participation in the LEAPS program	Teachers will see an increase in homework completion for LEAPS participants. Students will develop positive peer relationships and require less crisis intervention from support staff.	

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	For all of my classes: I know where to access my homework assignments for each class.		85% agree or strongly agree	

	The daily Objective/AIM is always posted		85% agree or strongly agree	
	I know what the expectation is for each lesson		85% agree or strongly agree	
	I tried my best on the iReady assessments		85% agree or strongly agree	
	My iReady scores were shared with me		85% agree or strongly agree	
	I know my teachers extra help schedules		85% agree or strongly agree	
Staff Survey	I post my aim/objective and homework daily for the students to view		85% agree or strongly agree	
	I meet with my students after the completion of iReady assessments to share results and progress		85% agree or strongly agree	
	Students are informed of my extra help schedule		85% agree or strongly agree	
	Students are attending my extra help sessions		85% agree or strongly agree	
	I am given the opportunity to collaborate and discuss content, school wide expectations, and routines amongst colleagues.		85% agree or strongly agree	

Family Survey	I know how to access and log into my parent portal to monitor my child's grades and attendance.		85% agree or strongly agree	
	I am notified about my child's academic progress.		85% agree or strongly agree	
	My child has the opportunity to attend extra help.		85% agree or strongly agree	
	I am aware of school wide and classroom expectations, procedures, and rules.		85% agree or strongly agree	
	I am aware of the code of conduct and the behavioral expectations of my child.		85% agree or strongly agree	
	I am notified when my child is absent from school		85% agree or strongly agree	

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 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				

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*

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

Schools in the ATSI and TSI model only

Subgroup Spotlight

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

Next Steps

Sharing the Plan

Schools in the CSI Model

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

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

Schools in the ATSI model and TSI Model

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

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

Implementing the Plan (All Schools)

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