New York State
EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

School Comprehensive Education Plan

2024-25

District	School Name	Grades Served
Peru	Peru Middle School	6-8

Collaboratively Developed By:
The Peru Middle School SCEP Development Team **Angell Hicks, Amy Rabideau, Christina Zielinski, Dana Atwood, Erin Canning-O'Neill, Gary Guay, Jennifer Bigelow, Jim Manchester, Keryn Rafferty, Lauren LaValley, Rachel Ribis, Stephanie Sorgule, Shannon Rabideau, Teri Calabrese-Gray, Rebecca Mero, Carrie Healy, Matt Bohin, Nichole Duprey, Tricia Thurber, Shannon Pitcher-Boyea, Scott Storms** *And in partnership with the staff, students, and families of Peru 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	Establish an Early Warning Intervention and Monitoring System
We envision that this Evidence-Based Intervention will support the following Commitment(s)	● Attendance in Commitment #1 ● Formative Assessments in Commitment #2
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	● During the Envision activity, we identified attendance as a barrier for students' success ● As we analyzed our assessment data, we realized we need to use our current assessments more efficiently to communicate student growth ● During student interviews, it was communicated that students had workload concerns.

☐ 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 improving family engagement, attendance and student belonging
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 commit to actively listening to the voices of our school community, including families and staff, and using their insights, gathered from survey data, to guide our actions. Through meaningful engagement, we will strengthen relationships and foster a sense of belonging for all. By analyzing attendance patterns and student feedback, we will tailor our approaches to ensure that every student feels connected and supported to want to come to school. This commitment reflects our dedication to engaging with our community members and using their input to create a nurturing environment where every individual can thrive.

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.*
Advisory	☒ NEW ☐ EXPAND ☐ REFINE	We need to increase connections and relationships between students and staff. We learned through our interviews and survey feedback that students feel they lack connection to the school and staff. Through the evidence-based Advisory process, including circles and restorative curriculum, we hope to strengthen these connections and relationships.
Attendance	☐ NEW ☐ EXPAND ☒ REFINE	High absentee rates negatively impact learning and makes it difficult to build relationships. In our staff survey, faculty expressed frustration that student absenteeism is so high. We will look to drastically lower our rates of truancy. We analyzed attendance data and found significant trends around weekend days. We will look to put positive events on these days to

		encourage attendance. We will also create team competitions to foster higher rates of attendance. We hope to use circles to encourage connection which will hopefully improve attendance. This is in response to students feeling that school is "boring". We will also enlist our school social worker to make home visits when excessive absences occur.
Celebrations	☒ NEW ☐ EXPAND ☐ REFINE	Students need motivation/something to look forward to in order to be motivated at school. This ties to both the connections and attendance piece. We hope the celebrations will motivate students who all said in the interviews and feedback that they would come to school if it were more fun.
Communication	☐ NEW ☒ EXPAND ☐ REFINE	Each surveyed group felt there was a disconnect in effective communication. We evaluated our current practices (Parent Square, phone calls home) and spoke to parent representatives. We determined that parents prefer communication via social media or postcards/mail and that Parent Square has become "white noise" to some.

Implementation

KEY STRATEGY 1	Add Advisory

IMPLEMENTATION What is our plan for implementing Key Strategy 1? What steps are involved?	When will this be in place?
Planned schedule that allows for every student/staff member in the 6th (6-8?) grade to engage in advisory time. Half even/half odd, rest in a 40m lunch?	☒ by EPM ☐ by MYB
Explore the ability to manipulate the schedule to better implement advisory and 10th period interventions	☒ by EPM ☐ by MYB
Train interested staff to effectively deliver advisory to students. Staff not interested can do other duties. Give authentic advisory training	☒ by EPM ☐ by MYB
Communicate the importance of Advisory to families and community- Family Night with food and childcare	☒ by EPM ☐ by MYB
RESOURCES What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	
Schedule, training for faculty/staff, materials for advisory, Family night materials (bounce house, etc)	
(Developmental Designs training program), Advisory Design Stipend position	

KEY STRATEGY 2	Improve Attendance

IMPLEMENTATION What is our plan for implementing Key Strategy 2? What steps are involved?	When will this be in place?
Monthly attendance challenges among different grade levels or teams, with credit for being here on time (1st period).	☐ by EPM ☒ by MYB

Sending communication to families how important attendance is to their education and building meaningful relationships with their teachers.	☒ by EPM ☐ by MYB
Look into maximizing our schedule (MS/HS with Elementary) creatively to improve outcomes, and behavior and to try to increase attendance/engagement	☐ by EPM ☒ by MYB
Reinstate Attendance Hearings, Research attendance notice thresholds and set building policy defining chronic absenteeism. Use the district social worker to do home visits.	☐ by EPM ☒ by MYB

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

KEY STRATEGY 3	Celebrations/ Theme Days

IMPLEMENTATION	When will this be in place?
What is our plan for implementing Key Strategy 3? What steps are involved?	
Team Engagement/Team Branding/Grade level challenges to promote team pride and belonging.	☐ by EPM ☒ by MYB
Project Expositions- Community Nights to show off student talent (art show, science fair, etc)	☐ by EPM ☒ by MYB
Explore the options about a Meet and Greet my Team, Winter Olympics, pep rallies, Noble Nighthawk Events, Community Event at Heyworth Mason,	☐ by EPM ☒ by MYB
Shout-outs (for students and for Staff) over morning announcements	☒ by EPM ☐ by MYB

RESOURCES
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Prizes donated from community, scheduling, substitute teachers, compensation for teacher time outside work hours, $ for Noble Nighthawk events. Postage, Shout Outs cards,

KEY STRATEGY 4	Improve Communication

IMPLEMENTATION	When will this be in place?
What is our plan for implementing Key Strategy 4? What steps are involved?	
Open House- Scheduled for September 3rd to avoid conflicts with sporting events.	☒ by EPM ☐ by MYB
Personalized Peru Postcards- Teachers send at the end of September and another time throughout the year (mid-year shout out). Every student gets one.	☐ by EPM ☒ by MYB
Teacher collaboration towards common goals during PD days. Set short term team/grade/department goals early and meet to re-evaluate each PD day.	☐ by EPM ☐ by MYB
Team Newsletter (written or video) with QR code so students can add ideas.	☐ by EPM ☐ by MYB
Live Streamed or recorded Parent Faculty Meeting regarding coming news, (testing, attendance rates, challenges, dances, building updates, weekly highlights, staff shout-outs)	☐ by EPM ☐ by MYB
Go back to doing live announcements over the PA system, not recorded. MS does their own, HS does their own	☒ by EPM ☐ by MYB

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

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*)
Advisory	# of students doing advisory	33% of student population (grade 6) will be part of an advisory	
Attendance	Attendance rates	Increase to 95% overall attendance	
Celebrations	Shout outs during announcements	Announcing multiple shout outs each week for students and staff	
Communication	Welcome Postcards/letters	We will reach 100% of parents with mailings from teachers or PS Early Parent Survey	

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)	Attendance rates, Q2 grades	Maintaining a 95% overall attendance rate, 60% of our students are on track academically per Panorama (finished at 47% last year)	
End-of-the Year Targets	Attendance rates, Q4 grades	Maintaining a 95% overall attendance rate, 65% of our students are on track academically per Panorama	

Spring Survey Targets

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

	Survey Question(s) or Statement(s)	2023-24 data if available *(e.g., % agree or strongly agree)*	Desired response *(e.g., % agree or strongly agree)*	What we ended up seeing *(complete once Spring survey results are available)*
Student Survey	How positive or negative is the energy of the school? If you walked into class upset, how many of your teachers would be concerned?	36% favorable response, 40% favorable response	50%, 50%	
Staff Survey	Teachers are aware of the teaching practices used by other teachers in this school; There is a process in place for teachers to collaborate when setting goals for improvement	3.33 (somewhat agree), 3.43 (somewhat agree)	>4.0 (agree), >4.0 (agree)	
Family Survey	How much of a sense of belonging does your child feel at his/her school? To what extent do you think children enjoy going to your child's school?	40% favorable response, 31% favorable response	50%, 50%	

COMMITMENT 2

Our Commitment

What is one Commitment we will promote for 2024-25?	We commit to strengthening our ability to provide research-based engaging instruction.
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?*	This commitment relates to improving Goal Consensus, Cohesive Teacher Knowledge, and School Learning Strategies in response to interview and survey results. We envision alignment of Curriculum and NYS Standards, use of Effective Teaching Strategies, interdisciplinary units and formative assessments to drive learning in our school When listening to others, we heard a need for refining curriculum and standards, increasing effective teaching strategies, designing more interdisciplinary units and reinforcing the purpose and goals of formative assessments. We observed through analysis, a need for teacher involvement in setting goals, increased use of effective teaching and learning strategies, interdisciplinary units and targeted assessment and learning feedback.

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.*
Goal Consensus	☒ NEW ☐ EXPAND ☐ REFINE	Establish building academic goals: The Teacher Efficacy Survey indicated a need for teachers to be more involved in school and team goals about programs and directions. We envision this will lead to increased teacher buy-in and broaden effective teaching practices to meet the established goals.
Cohesive Teacher Knowledge	☐ NEW ☐ EXPAND ☒ REFINE	Effective Teaching Strategies: Students indicated they get stuck in work, and that teachers need more learning strategies as well as differentiated instruction. Providing teachers with an

		opportunity to see what their peers are doing can help refine instructional practice and offer new insights as to what strategies are effective.
School Learning Strategies	☐ NEW ☒ EXPAND ☐ REFINE	Interdisciplinary Units/Learning: The student survey indicated that they often feel bored and disconnected in class and suggested more hands-on learning activities. Research shows us that cooperative learning and problem solving influence student achievement. Integrating interdisciplinary units throughout the year will encourage these skills. Cohesive teacher knowledge was an area for development in our survey indicating needed professional development and planning time to examine instructional practice. They also added a need to make content more relevant for students.
Formative Assessments	☐ NEW ☐ EXPAND ☒ REFINE	Families indicated a need for improvement to get students learning help that matches their learning interest, needs, and style based on formative assessment results measuring student growth. We identified that we need to refine our use of NWEA results and communicate these reports more clearly to students and parents. This will provide clarity on student progress by informing them of individual strengths and areas for improvement.

Implementation

KEY STRATEGY 1	Goal Consensus: Building Academic Goals based on NYS Curriculum and Standards

IMPLEMENTATION What is our plan for implementing Key Strategy 1? What steps are involved?	When will this be in place?
Teachers and administrators will establish ELA and Math academic goals at each grade level of the Middle School. Each will give a pre-test then set growth goals for the post-test	☐ by EPM ☒ by MYB
Identify gaps in curriculum by analyzing formative and summative assessment data and create a plan to fill those gaps.	☐ by EPM ☒ by MYB
Expand MTSS plan for targeted intervention to help struggling learners.	☒ by EPM ☐ by MYB
RESOURCES What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	
Team meeting time, Summer project work, Supplemental instructional resources, funding for SBIT meetings	

KEY STRATEGY 2	Cohesive Teacher Knowledge: Effective Teaching Strategies

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

Time for planned bi-weekly team meetings to collaborate on lesson planning which would promote Teacher Clarity as requested by teacher surveys and recommended by Garth Larson.	☒ by EPM ☐ by MYB
Providing opportunities for teachers to observe other teachers in action to promote Cohesive Teacher Knowledge, also recommended by Larson.	☒ by EPM ☐ by MYB
Host 2 focused Edcamp faculty meetings within the first 4 months targeting instructional current and alternative practices.	☐ by EPM ☒ by MYB
Train and expand a "toolkit" of effective teaching strategies to increase student engagement. We will use "Pocket PD" as a resource for teachers to explore and/or review instructional strategies.	☒ by EPM ☐ by MYB

RESOURCES
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Team meeting time, money for subs, First Educational Resources, Garth Larson consultant fees, Pocket PD

KEY STRATEGY 3	School Learning Strategies: Interdisciplinary Units/Learning

IMPLEMENTATION	When will this be in place?
What is our plan for implementing Key Strategy 3? What steps are involved?	
Expand interdisciplinary learning opportunities across the middle school disciplines where standards overlap (PBL). Each of the four core teams will develop and implement an interdisciplinary unit for each marking period.	☐ by EPM ☒ by MYB
Expand authentic learning opportunities through assemblies, presenters and field trips.	☐ by EPM ☐ by MYB

RESOURCES
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Interdisciplinary unit/ Learning supplies, (money for assemblies/presenters, materials and field trips), Professional development time to plan and organize these units.

KEY STRATEGY 4	Assessment

IMPLEMENTATION	When will this be in place?
What is our plan for implementing Key Strategy 4? What steps are involved?	
Optimize our use of formative assessment (currently NWEA) to identify strengths and areas in need of growth for our students as well as engage parents in their child's progress. We will conduct a refresher for our staff on how to interpret NWEA reports to prepare them for this communication.	☐ by EPM ☐ by MYB
Implement various ways to assess learning beyond formative assessments (projects, presentation, hands on, rubrics, self-assessment, other).	☐ by EPM ☒ by MYB
Train faculty how to optimize the use of data in Panorama to review the whole student to inform instruction	☐ by EPM ☒ by MYB

RESOURCES
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
NWEA Grades 6-8, Panorama, After-school training sessions, parent training sessions

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*)
School Learning Strategies	Number of Interdisciplinary Projects	By the end of this 10-week timeframe, every grade level team will submit one interdisciplinary project	
Cohesive Teacher Knowledge	Peer Observations	60% of our staff will have observed a colleague in their class to promote Cohesive Teacher Knowledge	
Building Academic Goals	Growth goals	Each team should analyze NWEA scores and set a quantitative equitable goal of how much growth they would like to see from their students. This number could vary throughout the student population based on skills	
Assessment	Understanding the NWEA Student Profile Report	Communicate the meaning of the NWEA scores to teachers, students and parents so they understand the Student Profile Report and how they can set learning goals and monitor growth for math and reading.	

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)	Interdisciplinary Units, Cohesive Teacher Knowledge	Two Interdisciplinary Units will be completed by each instructional team, 75% of our staff will have observed a colleague in their class to promote Cohesive Teacher Knowledge	

End-of-the Year Targets	Interdisciplinary Units, Cohesive Teacher Knowledge	Four Interdisciplinary Units will be completed by each instructional team, 100% of our staff will have observed a colleague in their class to promote Cohesive Teacher Knowledge	

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	Survey students on school engagement	23% favorable response of student engagement	50% agreeable response (increase from 23% we saw in student survey data from March 2024)	
Staff Survey	Survey Questions for Goal consensus (Q3, Q13, Q17, and Q19)	Overall goal consensus score was 3.66	New Goal consensus goal is 3.9	
Family Survey	Survey families to determine level of school climate	34% of families reported a favorable response for school climate	50% favorable response for school climate (16% increase from 2023-24)	

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
Amy Rabideau	Special Ed Teacher				3/25	4/15	4/22	4/29 5/6 5/13 5/20 6/3
Angell Hicks	Special Ed Teacher		3/14	3/19	3/25	4/15	4/22	4/29 5/6 5/13 5/20 5/30 6/3
Becky Mero	AIS teacher	3/11	3/14	3/19	3/25	4/15	4/22	4/29 5/6 5/13 5/20
Carrie Healey	Parent			3/19	3/25		4/22	5/6
Christine Zielinski	Parent		3/14	3/19	3/25	4/15	4/22	4/29 5/6 5/13 5/20 5/30 6/3

Name	Role							
Dana Atwood	Social Studies Teacher	3/11	3/14		3/25	4/15	4/22	4/29 5/6 5/13 5/20 5/30 6/3
Erin Canning-O'Neill	6th grade teacher/Admin Intern	3/11	3/14	3/19	3/25	4/15	4/22	4/29 5/6 5/13 5/20 5/30 6/3
Gary Guay	Science Teacher	3/11			3/25	4/15	4/22	4/29 5/6 5/13 5/20 6/3
Jenn Bigelow	Special Ed Teacher	3/11		3/19	3/25	4/15		4/29 5/6 5/13 5/20
Jim Manchester	Principal	3/11	3/14	3/19	3/25	4/15	4/22	4/29 5/6 5/13 5/20 6/3
Keryn Rafferty	School Psychologist	3/11	3/14	3/19	3/25	4/15	4/22	4/29 5/6 5/13 5/20 5/30 6/3
Lauren LaValley	School Counselor	3/11	3/14	3/19		4/15	4/22	4/29 5/6 5/13 5/20 5/30 6/3
Matt Bohin	Special Ed Teacher		3/14	3/19	3/25	4/15	4/22	4/29 5/6 5/13 5/20 5/30 6/3
Nichole Duprey	Special Ed Teacher		3/14	3/19	3/25			4/29 5/6 5/13 5/30 6/3
Rachel Ribis	Associate Principal		3/14	3/19	3/25	4/15	4/22	4/29 5/6 5/13 5/20 5/30 6/3
Sarah Vaillancourt	Special Ed Teacher/ Admin Intern		3/14		3/25		4/22	4/29
Shannon Rabideau	Director of Student Services		3/14	3/19		4/15	4/22	4/29 5/6 5/13 5/20 5/30 6/3
Stephanie Sorgule	CVES Assessment						4/22	4/29 5/6 5/13 5/20 5/30 6/3
Teri Calabrese-Gray	Interim Assistant Superintendent					4/15	4/22	4/29 5/6 5/13 5/20 5/30 6/3
Tricia Thurber	6th grade teacher		3/14	3/19		4/15	4/22	4/29 5/6 5/13 5/20 5/30 6/3
Shannon Pitcher-Boyea	Assistant Superintendent		3/14	3/19				
Scott Storms	Superintendent		3/14					

Learning As A Team

Directions

After completing the previous sections, the team should complete the reflective prompt below.

Student Interviews

Describe how the Student Interview process informed the team's plan

The student interview process gave us unique insight into the wants and needs of our students. We were shown what they prioritize and can better align our plan to leverage their priorities, like fun, belonging and peer interactions in order to achieve our goals, like increased attendance. The Connections part of our plan emphasized the need for celebrations and fun, both to encourage students to be in school and also events to reward those who are always at school. Our students felt like they were able to be heard and their opinion valued.

Many students voiced the fact that they learn better with hands-on projects and several voiced requests to move away from lecturing, towards project-based learning. We added this as a focal point in our plan, along with improved teaching strategies that highlight hands-on experiential learning and move away from the stand-and-deliver method.

Finally, our students voiced an appreciation for the relationships they have with faculty and staff. In order to encourage and extend those positive relationships, we prioritized Advisory for students. This is aimed at building connections between students as well as staff-student connection, which research has shown is integral to student success.

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.

Although our plan was made with a holistic approach and designed to improve performance for all groups, we had several strategies in mind that will greatly benefit our population of students with disabilities.

The connections piece will encourage attendance, which was not flagged as lacking, but was an ancillary issue for many students with disabilities. Creating those connections to the school as a place that they want to be is the priority. If students are not here, effective teaching strategies are a moot point.

Advisory is being put in place to help students build relationships among peers and staff. This will also give students an opportunity to build communication skills. Ultimately, both of these may lead to better attendance and feeling more connected to school.

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.