



New York State  
EDUCATION DEPARTMENT  
Knowledge > Skill > Opportunity

# School Comprehensive Education Plan 2023-24

District	School Name	Grades Served
Cohoes City Schools	Abram Lansing	K-5

## Collaboratively Developed By:

**The Abram Lansing SCEP Development Team**

**Cliff Bird, Carole Blide, Sue Keough, Christina Kellar, Brandon Guy, Melissa Lowden, Bridget Quinlan, Brittany Whitford**

*And in partnership with the staff, students, and families of Abram Lansing*

# COMMITMENT I

## Our Commitment

<p><b>What is one Commitment we will promote for 2023-24?</b></p>	<p>We commit to strengthening our ability to provide cohesive, relevant, standards driven Math and ELA instruction to meet the needs of all students with a specific focus on Black and Hispanic students.</p>
<p><b>Why are we making this Commitment?</b></p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>• <i>How does this Commitment fit into what we envision for the school?</i></li> <li>• <i>How does this Commitment relate to what we heard when listening to others?</i></li> <li>• <i>How does this Commitment connect to what we observed through analysis?</i></li> </ul>	<p>The school’s vision speaks to personal growth and academic achievement. Through continued thoughtful standards-driven instruction, teachers will be able to continue to plan for instruction that meets the needs of all learners while maintaining the rigor of grade level standards. Ensuring that instruction is relevant will help to promote development of future ready creative thinkers, lifelong learners, and communicators.</p> <p>We have done great work to be the rising tide that raises all boats, especially in ELA, and will continue that work – but now we need to more closely examine whether these generalized commitments have met the needs of our black and Hispanic students while also ensuring that all students continue learning and growing.</p> <p>Although we have been providing professional learning opportunities for our teachers, during a whole-faculty discussion it was clearly communicated that there is a need for targeted professional development. We are looking into improving our professional development through our grade level PLC’s and faculty meetings.</p> <p>It was observed that not all teachers clearly communicate to the students the when, what, why and how of learning. Teachers expressed that conversations around grade level standards in the 2021-22 school year helped to align instruction and created an environment of teacher efficacy. Furthermore, they felt that the work enabled teachers to have collaborative conversations about effective instruction and evidence of student learning. In the 2022-23 school year teachers added data into these conversations to align benchmark data to the progressions of skills identified in standards, identifying multiple entry points for students. For the 23-24 school year, teachers will further refine their use of data and will use the NYS grade level priority standards as indicated on the report cards as the basis for teaching and learning, communicating daily with students the standards involved using a Common Board. This will allow students to know their progress in learning the standards.</p> <p>The building’s long term plan continues to include using a Multi-tiered Systems of Supports (MTSS) that allows for identifying student needs and providing effective tiered interventions to meet those needs. This plan shows the next steps in strengthening that system.</p>

## Progress Targets

By the end of the year, we will look to the see the following occur:

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing <i>(complete at the end of the year)</i>

Commitment 1

<p><b>End-Of-The-Year Goals</b></p>	<ul style="list-style-type: none"> <li>• iReady data</li> <li>• NYS ELA and Math state assessment data</li> <li>• classroom formative and summative assessment</li> <li>• WIN - tracking student movement across skills-based groups</li> <li>• data from classroom visits</li> </ul>	<p><b>ELA</b></p> <p>June 2024, iReady data will show that at least 75% of all students, (currently 63%) have met one year's worth of growth in ELA., including student subgroups (Black students currently 56%, Hispanic students 63%)</p> <p>By June 2024, at least 60% (currently 53%) of students in the building will be at or above grade level in ELA using iReady data.</p> <p>Proficiency on the NYS assessment for ELA will improve from the 2022-23 school year (<i>currently do not have the data to set targets</i>)</p> <p><b>Math</b></p> <p>June 2024, iReady data will show that at least 75% of all students (currently 55%) have met one year's worth of growth in math including student subgroups. (Black students currently 41%, Hispanic students 51%)</p> <p>By mid June 2024, at least 55% (currently 41%) of students in the building will be at or above grade level in math using iReady data.</p> <p>Proficiency on the NYS assessment for Math will improve from the 2022-23 school year (<i>currently do not have the data to set targets</i>)</p> <p><b>Instructional Strategies</b></p> <p>By June 2024, data from biweekly classroom visits will show that 100% of students asked will be able to answer the questions: What are you learning? Why are you learning it? How will you show your teacher you understand?</p> <p>By June 2024, 100% of teachers will have visible evidence to back up student answers on the <b>Common Board</b> including:</p> <ul style="list-style-type: none"> <li>- report card aligned standard for ELA and Math or as appropriate for the course,</li> <li>- learning targets for ELA and Math or as appropriate for the course,</li> <li>- Second Step focus,</li> <li>- monthly character trait focus</li> <li>- K-2 Foundations focus</li> <li>- PBIS agreements and daily schedule should also be posted in classrooms</li> </ul>	
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We believe these Spring survey responses will give us helpful feedback about our progress with this Commitment:

	<p><b>Survey Question(s) or Statement(s)</b></p>	<p><b>Desired response</b> <i>(e.g., % agree or strongly agree)</i></p>	<p><b>What we ended up seeing</b> <i>(complete once Spring survey results are available)</i></p>
<p><b>Student Survey</b></p>	<p>My teachers often connect what I am learning to life outside the classroom (current 63%)</p>	<p>75%</p>	

Commitment 1

<b>Staff Survey</b>			
<b>Family Survey</b>			

We believe achieving the following Mid-Year Benchmark(s) will give us good insight into our ability to reach our year-end goal:

	<b>What data will we be reviewing?</b>	<b>What do we hope to see when we review that data?</b>	<b>What we ended up seeing</b> <i>(complete when reviewing mid-year data)</i>
<b>Mid- Year Benchmark(s)</b>	<ul style="list-style-type: none"> <li>• iReady data</li> <li>• classroom formative and summative assessment</li> <li>• WIN - tracking student movement across skills-based groups</li> </ul>	<p><b>ELA</b> 100% of students will have their mid year iReady diagnostic completed</p> <p>At least 30% of students in the building will be at or above grade level in ELA using iReady data</p> <p>All students will continue monthly data chats with their teacher to track progress toward personal goals.</p> <p><b>Math</b> 100% of students will have completed the mid year iReady diagnostic.</p> <p>Students in need of Tier 2 and Tier 3 academic support will be identified.</p> <p>By mid-year, at least 25% of students in the building will be at or above grade level in math using iReady data.</p> <p><b>Instructional Strategies</b> By January 2024, data from bi-weekly classroom visits will show that 100% of students asked were able to answer at least 2 of the 3 questions: What are you learning? Why are you learning it? How will you show your teacher you understand?.</p> <p>By January 2024, 100% of teachers have all components on their Common Board.</p>	

## Commitment 1

We believe we will be on track to meet our Mid-Year Benchmark(s) if six to ten weeks into the school year, we are able to reach the following Early Progress Milestones:

Early Progress Milestones	What data will we be reviewing?	What do we hope to see when we review that data? ( <i>Identify Quantitative Data or Qualitative Descriptors in this space</i> )	What we ended up seeing (complete six to ten weeks into the school year)
<b>Student Data</b>	<p>2023 NYS 3-5 ELA results</p> <p>2023 NYS3-5 Math results</p> <p>iReady Fall Benchmark results</p>	<p>Data analysis of NYS 3-5 ELA and math data will have been completed by all 3-5 teachers and priority areas for focus will have been identified.</p> <p>Data analysis of iReady fall benchmark data will be underway and WIN groups, including identified focus knowledge and skills for each group, will have been established based on the data.</p> <p>Subgroup data will have been analyzed and focus priorities and strategies will have been determined by the BLT and communicated to classroom teams to collectively determine strategies and goals for each student.</p> <p>100% of students will have their beginning of the year iReady diagnostic completed</p> <p>One full rotation of WIN groups should be completed and target skill data collected and analyzed</p>	
<b>Adult/ Schoolwide Behaviors and Practices</b>	Data from classroom visits	<p>By the end of October 2023, monthly classroom visit data will show that 100% of students asked will be able to answer at least 1 of the following questions:  <b>What are you learning?</b>  <b>Why are you learning it?</b>  <b>How will you show your teacher you understand?.</b></p> <p>By the end of October 2023, 100% of teachers have all components on their common board.</p> <p>All teachers in all grades will have worked with their students to set goals for iReady and will support students with their system for tracking their personal progress.</p>	
<b>Student Behaviors and Practices</b>	Student Personal Goal Sheets	All students will have set goals for iReady and will have a system for tracking personal progress.	

## Key Strategies and Resources

**STRATEGY**

**METHODS**

**RESOURCES**

Commitment 1

What strategies will we pursue as part of this Commitment?	What does this strategy entail? What will implementation look like in our school?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
<b>Identify focus standards for ELA and Math</b>	Each grade level will identify focus standard(s) for ELA and math based on past years assessment (NYS and iReady) trend proficiency data.	Time/Substitutes to analyze past year data from current grade and prior grade
<b>Schedules planned to include iReady MyPath 20 minutes daily for each ELA and Math as well as time for data chats (classroom teachers) and Math AIS (SpEd teachers)</b>	iReady analysis will show that all teachers are providing My Path time for all students. Students will utilize their personal goal tracking sheets.  All students will be given time after the first diagnostic assessment to meet with an adult for a data chat to set personal goals for iReady growth.	support with scheduling monitor accountability strategies for utilizing time
<b>Students in grades 3-5 will set personal goals and track their own iReady progress</b>	All students in grades 3-5 will be given time after the first diagnostic assessment to meet with an adult to set personal goals for iReady growth.  Students will have time monthly to check in with an adult on progress toward their goal.	templates created to track student progress  teacher tracking tool created and placed in shared drive  Teachers retrained on student goal setting and data chats by BOCES trainer
<b>Instructional strategies will be designed based upon subgroup data</b>	iReady and classroom data for all subgroups will be used to identify instructional strategies in response to the data.  Teachers will track data for all subgroup populations in their class.	PD on disaggregating subgroup data PD on instructional strategies
<b>Use of Common Board in all rooms</b>	Common Board including: report card aligned standard for ELA and Math or as appropriate for the course, learning targets for ELA and Math or as appropriate for the course, Second Step focus, character trait focus K-2 Foundations focus also in the room PBIS agreements and daily schedule should be posted	Support with each Component of the Common board  Classroom visit tool developed  Data cycles to analyze data and develop new PD
<b>Foundations</b>	K-2 teachers will complete six (6) live, 45-minute interactive PD sessions	licenses for training and coverage/place for training
<b>WIN groups</b>	After each iReady assessment session and 6-8 week period, grade level teams will require a 2 hour time block to unpack data and reorganize fluid groups for WIN time based on the data collection system. (early October after fall diagnostic, Early December for progress check, Early February after winter diagnostic, Late March for progress check, Early June after spring diagnostic).	Time/Substitutes

### Commitment 1

<b>Critical friends training</b>	A second cohort of teachers will be trained in Critical Friends protocols to facilitate healthy grade level PLCs.	Time/Substitutes Critical Friends Licensing
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## COMMITMENT 2

### Our Commitment

<p><b>What is one Commitment we will promote for 2023-24?</b></p>	<p>We are committed to ensuring that every child feels they belong and has intentional opportunities to practice and build social, emotional, and cognitive skills and strategies.</p>
<p><b>Why are we making this Commitment?</b></p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>• <i>How does this Commitment fit into what we envision for the school?</i></li> <li>• <i>How does this Commitment relate to what we heard when listening to others?</i></li> <li>• <i>How does this Commitment connect to what we observed through analysis?</i></li> </ul>	<p>The school vision promotes a belief in a positive school climate and culture and is committed to promoting caring relationships.</p> <p>In addition, teachers and the principal will support each student to become effective communicators and collaborators.</p> <p>After listening to our parent focus groups we will be responsive.</p> <p>Although the school has a visible strength in creating a culture of care, it remains essential to put explicit plans in place to support students in the school and classroom environments.</p> <p>The school plans to build on the strong culture of care by enhancing the programs that have helped to support students and introducing new models to assist students in utilizing calming and coping strategies</p> <p>Our previous work in Second Step needs to become part of our culture, not just a new curriculum, and everyone must feel welcomed.</p>

### Progress Targets

By the end of the year, we will look to the see the following occur:

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing <i>(complete at the end of the year)</i>
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Evidence-Based Intervention

<p><b>End- Of- The- Year Goals</b></p>	<p>Attendance data</p> <p>Discipline data</p> <p>Parent engagement data (sign in sheets)</p> <p>Parent Square usage data</p> <p>Second Step implementation data and classroom visit data</p>	<p><b>Engagement</b></p> <p>By June of 2024, working with the PTO and based on parent feedback, at least 10 new opportunities will be created to bring parents into the school community.</p> <p>By June 2024, 100% of parents will have had monthly individual contact with a teacher (Parent Square, email, phone, in-person etc.)</p> <p>By June the principal (working in concert with the Capital Region BOCES) will have connected with multiple outside groups, engaging parents in conversations regarding perceptions of the school as a center of the community.</p> <p>By June, the principal and the district’s Director of MTSS will have made positive home visits to at least half the schools’ families.</p> <p>By June 2024, a tiered system of support will be developed and implemented, with data being tracked, to connect with families of students who hit absentee thresholds. (43% were chronically absent in 22-23).</p> <p><b>Behavior</b></p> <p>By June 2024, a tiered trauma-informed response plan will be articulated, shared and data will be tracked on incidents, discipline referrals/ suspensions and positive referrals.</p>	
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We believe these Spring survey responses will give us helpful feedback about our progress with this Commitment:

	<p><b>Survey Question(s) or Statement(s)</b></p>	<p><b>Desired response</b> <i>(e.g., % agree or strongly agree)</i></p>	<p><b>What we ended up seeing</b> <i>(complete once Spring survey results are available)</i></p>
<p><b>Student Survey</b></p>	<p>I am happy to be at this school (71% agree). Students at this school stop and think before doing anything when they get angry (19% agree.)</p>	<p>85%</p> <p>50%</p>	
<p><b>Staff Survey</b></p>	<p>Instructional staff:</p> <p>Non-Instructional Staff:</p>		
<p><b>Family Survey</b></p>	<p>This school has enough programs that develop students’ social and emotional skills (e.g., self-control, problem solving, or getting along with others). 81%</p> <p>Attending school every day is important for my child to do well in his/her classes (97%)</p>	<p>90%</p> <p>99%</p>	

Evidence-Based Intervention

We believe achieving the following Mid-Year Benchmark(s) will give us good insight into our ability to reach our year-end goal:

	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)
<b>Mid-Year Benchmark(s)</b>	<p>Attendance data</p> <p>Discipline data</p> <p>Parent engagement data (sign in sheets)</p> <p>Parent Square usage data</p> <p>Second Step implementation data and classroom visit data</p>	<p><b>Engagement</b></p> <p>By January of 2024, working with the PTO and based on parent feedback, at least 5 new opportunities will be created to bring parents into the school community.</p> <p>By January 2024, 100% of parents will have had monthly individual contact with a teacher (Parent Square, email, phone, in-person etc.)</p> <p>By January of 2024, all staff will be aware of and using the tiered attendance support system and tracking data of connection with families of students who hit absentee thresholds. (43% were chronically absent in 22-23).</p> <p><b>Behavior</b></p> <p>By January 2024, a tiered trauma-informed response plan will be in place and data goals will be created based on 6-10 week baselines.</p>	

We believe we will be on track to meet our Mid-Year Benchmark(s) if six to ten weeks into the school year, we are able to reach the following Early Progress Milestones:

Early Progress Milestones	What data will we be reviewing?	What do we hope to see when we review that data? (Identify Quantitative Data or Qualitative Descriptors in this space)	What we ended up seeing (complete six to ten weeks into the school year)
<b>Student Data</b>	attendance data	By the beginning of October, the attendance committee has met and scheduled monthly meetings for the year to review current attendance data and implement strategies to improve attendance.	

Evidence-Based Intervention

<p><b>Adult/ Schoolwide Behaviors and Practices</b></p>	<p>parent engagement data (sign in sheets)</p> <p>Parent Square usage data</p> <p>classroom visit data</p> <p>Second Step implementation data and classroom visit data</p>	<p>By the beginning of October, there will be visual evidence of the language in Second Step is posted and referenced in every classroom as evidenced through classroom visits.</p> <p>By the beginning of October teachers have a positive communication to and from at least 50% of their classroom parents.</p> <p>3 Parent focus groups will be scheduled/or already completed, in coordination with outside community groups/churches. Two will be off school campus and one will be on school campus.</p> <ul style="list-style-type: none"> <li>- Principal will present results to BLT to plan next engagement opportunities</li> </ul> <p>Tiered attendance system will have been created by the attendance committee</p> <p>All staff will be tracking Tier 1 and Tier 2 supports</p> <ul style="list-style-type: none"> <li>- Google sheet after X # of days with history triggers referral to IST</li> </ul>	
<p><b>Student Behaviors and Practices</b></p>	<p>discipline data</p>	<p>By the beginning of October behavior referrals will be tracked via Synergy to provide data to determine needs and interventions.</p> <p>Tiered systems will be created and articulated to all staff. Spreadsheet for tracking incidents will be created and used for all incidents.</p> <p>Thresholds will be established for referral to IST and an individualized support plan will be created IST will begin tracking this data as a baseline.</p> <p>By December, the principal and the Director of MTSS will have a process in place to make positive home visits.</p> <p>Incidents leading to discipline referrals will be tracked to create a baseline.</p> <p>Incidents of positive referrals aligned with Second Step learning</p>	

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
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Evidence-Based Intervention

What strategies will we pursue as part of this Commitment?	What does this strategy entail? What will implementation look like in our school?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
<b>Family engagement opportunities</b>	<p>Families invited to hot breakfasts</p> <p>Positive home visits</p> <p>Field Day Support</p> <p>Invitation to monthly assemblies</p> <p>Classroom teachers will collect parent sign in sheets and return to the office who Main will keep track of data</p> <p>Principal and PTO will work together to plan and track parent engagement data</p>	<p>Coordination with PTO \$\$ for food/treats</p> <p>PE Department/PTO for field day</p> <p>Mrs. Kellar to invite parents to monthly assemblies PreK-5</p>
<b>PreK engagement opportunities</b>	<p>Pre-K storytime - Mystery Readers?</p> <p>Invitations to monthly assemblies</p>	
<b>Second Step/Monthly Character Trait</b>	<p>Teachers will provide weekly lessons in class. Language and posters will be prevalent in the classroom. There will be student participation in monthly assemblies (student spotlight with focus on second step and character trait)</p>	
<b>Providing necessary skills and support to assist students in regulating their behavior, providing time and support for teachers to work directly with students utilizing a trauma responsive approach</b>	<p>Additional staff and protocols for working with students who are experiencing behavioral difficulties with a focus on student and teacher supports, and a priority of keeping the student in class</p> <p>Through the use of a Teacher Assistant (TA) and a teacher aide, staff and students will receive additional assistance with self-regulation within the classroom environment. The TA and Teacher Aide will be utilized to support teaching staff, thus allowing teachers time to work with a student who is struggling to remain regulated and on task in the classroom. They will offer to assist the teacher for a brief time allowing the teacher time to co-regulate with the student and continue to build strong trusting relationships. When this option is not viable, the TA or teacher aide will have the student leave the classroom with them and will assist with the de-escalation and co-regulation process in their office space. This process is set for a 15 minute period in which the student will have a break from the classroom to regulate and regain control of their emotions. The TA and teacher aide will assist the student in utilizing calming and coping strategies and will walk the student back to the classroom when the student has been able to gain control of their emotions and is ready and available for learning.</p>	<p>Teacher Assistant. Teacher Aide</p> <p>Professional Development - presenters and time</p> <p>Aide Support for Lunch</p> <p>Staffing and resources</p>

### Evidence-Based Intervention

	<p>Professional Development will be offered to staff regarding trauma responsiveness, behavior management strategies and regulating student behavior.</p> <p>Specialized training for the teaching assistant and teacher aide will be provided in Nonviolent Crisis Intervention (CPI), trauma informed practices, mindfulness, verbal de-escalation and empathic listening.</p> <p>The school will continue use of a quietly engaged lunch room option, allowing students who have trouble coping with the general cafeteria a place to go with a friend to eat lunch while learning social skills.</p>	
<b>Attendance</b>	<p>Attendance Committee will meet monthly to review data and provide interventions to families/teachers to support needs</p> <p>A tiered attendance intervention system will have been created by the attendance committee</p>	
<b>PBIS Tiered Response</b>	<p>All staff will be tracking Tier 1 and Tier 2 supports Google sheet after X # of days with history triggers referral to IST</p>	

## 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 a strategy from the **State-Supported Evidence Based Strategies** 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 Strategy

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

Evidence-Based Intervention Strategy Identified	Instructional Coaching
We envision that this Evidence-Based Intervention will support the following Commitment(s)	Commitment 1 and through that work, Commitment 2
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 strategy, the Commitment(s) it will support, the Clearinghouse that supports this as an evidence-based intervention, and the rating that Clearinghouse gave that intervention:

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

### 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 strategy, the Commitment(s) it will support, and the research that supports this as an evidence-based intervention.

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

## 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.

### Team Members

Use the space below to identify the members of the SCEP team and their role (e.g., teacher, assistant principal, parent).

Name	Role
Cliff Bird	Principal
Carole Blide	Attendance aide (CSEA)
Sue Keough	Grade 5 teacher
Christina Kellar	Intervention Specialist
Brandon Guy	Parent
Melissa Lowden	Special Education teacher
Bridget Quinlan	Grade 3 teacher, CTA Rep
Brittany Whitford	Special Education teacher



## 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
2. **Analyze:** Analyzing Data
3. **Analyze:** Analyzing Survey Data
4. **Analyze:** Completing and Discussing the Tenet 1 Inventory
5. **Listen:** Interviewing Students
6. **Putting it all Together:** Completing the SCEP Planning Document
7. **Writing the Plan**

## Meeting Dates

We completed the steps above across multiple meetings. Below is a list of dates we met as a team and what occurred during those meetings.

Meeting Date	Envision: Exploring the Vision, Values and Aspirations for the school	Analyze: Internal and External Data	Analyze: Survey Data	Analyze: Completing and Discussing the Tenet 1 Inventory	Listen: Interviewing Students	Putting it all Together: Completing the SCEP Planning Document	Writing the Plan
02/23/23		X					
04/26/23		X	X	X		X	
04/04/23	X	X	X				
7/26/23		X		X	X		
7/27/23		X	X			X	
7/28/23						X	X

## 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 team analyzed student responses from the School Climate and Culture Survey as well as from the focus groups that were conducted during visited #1 and visit #3 of the 22-23 school year. Specifically from the School Climate and Culture Survey the team has worked to include more opportunities for great student, family and teacher input and participation in the 23-24 school improvement process.

## Next Steps

### Next Steps

1. **Sharing the Plan:**
  - a. **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 indicate to your liaison that the school is ready to share its full plan for approval. Plans should be shared by July 15, 2023.
  - b. **Schools in the ATSI model and TSI model:** When your plan is ready for review, please share the plan with your District, which will approve your plan. Plans will need to be approved before the first day of the 2023-24 school year.
  - c. **All Schools:** 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.
2. **Implementing the Plan** (for all schools):
  - a. Ensure that the plan is implemented no later than the first day of school.
  - b. Monitor implementation closely and adjust as needed.
  - c. Ensure that there is professional development provided to support the strategic efforts described within this plan.
  - d. 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.

## 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.

### Commitments

Prior to working on this document, school teams should be sure to complete the following activities:

- **Envision:** Explore its vision, values, and aspirations
- **Analyze:** Review and analyze internal and external data, including survey data, and reflect on systems and structures
- **Listen:** Conducting student interviews

Following those activities, school teams should complete the SCEP Planning Document to make connections between the activities above and consider potential next steps to prioritize in the upcoming year as the team considers **“What should we prioritize to support our students and work toward the school we wish to be?”**

The team should identify 2 to 4 Commitments for the 2023-24 school year. For each Commitment, the team will identify strategies that will advance these Commitments and benchmarks to determine if the school is on track with its implementation. **School teams will need to ensure that at least one commitment is aligned to teaching and learning.**

### Success Criteria and Benchmark Targets

After school teams identify their Commitments, they should consider success criteria and benchmarks that will help them determine if they are making sufficient progress toward their Commitment throughout the year. Each Commitment will have at least one end-of-the-year goal, a mid-year benchmark, strategies that will allow the school to reach those goals and benchmarks, early progress milestones, and spring survey targets.

The plan template is designed with the intention the school teams will return to their plan throughout the year and make updates when necessary. As part of the Success Criteria for each Commitment, there is a section for the team to update during the year and input the data they ended up seeing next to the target they 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.

### Strategies

In conjunction with identifying benchmarks, teams should consider strategies that will allow the school to reach these benchmarks and advance that commitment.

### Resources for Team

NYSED Improvement Planning website: <http://www.nysed.gov/accountability/improvement-planning>

- [Assembling Your Improvement Planning Team](#)
- [Envision: Exploring Our Vision, Values and Aspirations](#)
- [Analyze: Internal and External Data](#)
- [Analyze: Survey Data](#)

## Next Steps

- [Analyze: Tenet 1 Systems and Structures Inventory](#)
- [Listen: Interviewing Students](#)
- [Putting it all Together: SCEP Planning Document](#)
- SCEP Sample: [Cohesive, Relevant Curriculum](#)
- SCEP Sample: [Deepening Connections](#)
- SCEP Sample: [Graduation Through Relationships](#)
- SCEP Sample: [Graduation and Success Beyond HS](#)