



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

School Comprehensive Education Plan 2024-25

District	School Name	Grades Served
Cortland	Randall Middle School	5-6

Collaboratively Developed By:

The Randall Middle School SCEP Development Team

Shannon Alm
Christina Caravella
Lisa Catalina
Karen Matteson
Jessica Mitchell
Christy Newton
Juliann Quinn
Shana Snyder
James Wallis
Gina Vachon
Amy Worlock
Tanya Zimmer

And in partnership with the staff, students, and families of Randall Middle School

Guidance for Teams

Template

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

Prior to Writing the Plan

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

1. Completed the Five-Part Needs Assessment
 - [Activity 1: Envision: Exploring Your Vision, Values, and Aspirations](#) (optional for re-identified schools)
 - [Activity 2: Analyze: Internal and External Data](#)
 - [Activity 3: Analyze: Survey Data](#)
 - [Activity 4: Listen: Student Interviews](#)
 - [Activity 5: Envision: Reflect, Synthesize, and Plan](#)
2. Re-identified Schools:
 - Participated in [SCEP Pre-Team Meeting Planning Session 4](#) with their NYSED/District/BOCES liaison after the Commitments and Key Strategies were identified and before the implementation plan was written.

Commitments

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

Key Strategies

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

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

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

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

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

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

Implementation

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

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

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

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

Success Criteria and Benchmark Targets

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

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

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

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

SCEP Rubric

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

Resources for Team

- [Assembling Your Improvement Planning Team](#)
- NYSED Improvement Planning website: <http://www.nysed.gov/accountability/improvement-planning>

Evidence-Based Intervention

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

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

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

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

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

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

X State-Supported Evidence Based Intervention

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

Evidence-Based Intervention Identified	Professional Learning Communities
<p>We envision that this Evidence-Based Intervention will support the following Commitment(s)</p>	<p>Commitment 1: Randall Middle School is committed to all students being engaged in understanding and measuring their own learning goals.</p> <p>Commitment 2: Randall Middle School is committed to ensuring all learners reach proficiency or beyond with all grade level ELA essential standards.</p>
<p>How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?</p>	<p>Through our Envision/Analyze/Listen process, we learned that our students and staff need to develop a clear understanding of learning goals for the essential standards. Then our staff need to consistently use high quality instructional practices with multiple opportunities for students to demonstrate proficiency to ensure all students reach proficiency. In order to achieve this, we must have teacher teams collaborating as a Professional Learning Community to reach a place where all teachers agree what students need to know and be able to do according to the essential standards. We must then use the</p>

Evidence-Based Intervention

	<p>collaboration time within the Professional Learning Community to generate and analyze common formative assessments to inform their instructional practices. Our collaboration time within the Professional Learning Community will then serve to inform our instructional moves for some students who are not able to learn it. Finally, our collaboration time within the Professional Learning Community will also enable us to work collaboratively to plan and implement instruction for students who have already met grade level proficiency with the essential standards.</p>
--	---

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 I

Our Commitment

<p>What is one Commitment we will promote for 2024-25?</p>	<p>Randall Middle School is committed to all students being engaged in understanding and measuring their own learning goals.</p>
<p>Why are we making this Commitment?</p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this Commitment fit into what we envision for the school?</i> • <i>How does this Commitment relate to what we heard when listening to others?</i> • <i>How does this Commitment connect to what we observed through analysis?</i> 	<ul style="list-style-type: none"> • This commitment embodies our vision for all students to learn at high levels. Throughout our listening and analysis, we heard concerns that students were not aware of the importance of the essential standards, nor were they aware of their own proficiency levels for each of the essentials. In addition, this will support our students with disabilities with their learning goals including IEP goals.

Key Strategies

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

<p>KEY STRATEGY</p>	<p>HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?</p>	<p>WHY: What did we learn from our needs assessment that suggests this is the right Key Strategy?</p> <p><i>Consider both data trends observed and student interview responses.</i></p> <p><i>For key strategy that does not represent something new, also provide 1-2 sentences on how the school will expand or refine the key strategy next year.</i></p>
<p>Students are provided with descriptive feedback on their work. Feedback is used as an opportunity to learn, and feedback informs subsequent student work.</p>	<p><input type="checkbox"/> NEW <input checked="" type="checkbox"/> EXPAND <input type="checkbox"/> REFINE</p>	<ul style="list-style-type: none"> • Our needs assessment indicated that students and stakeholders value descriptive feedback. Descriptive, actionable feedback will ensure our students are aware of specific areas of growth that will inform their level of proficiency with each essential standard.

Commitment 1

<p>Students collaborate with teachers to establish and monitor their personal learning goals.</p>	<p><input type="checkbox"/> NEW <input checked="" type="checkbox"/> EXPAND <input type="checkbox"/> REFINE</p>	<ul style="list-style-type: none"> • Our needs assessment indicated that students value knowing what their learning goals are, if they’re achieving their learning goals, and tracking their progress toward their learning goals.
<p>Students will lead their own Parent/Caregiver Conference with specific, actionable objectives.</p>	<p><input type="checkbox"/> NEW <input checked="" type="checkbox"/> EXPAND <input type="checkbox"/> REFINE</p>	<ul style="list-style-type: none"> • Our needs assessment indicated that our parents/caregivers valued Student Led Conferencing. We will be expanding this practice to include specific, actionable objectives for the Student Led Conference so that each conference includes rich, thorough dialogue regarding academic and social/emotional learning goals and achievements.
<p>Each classroom will generate and maintain a Success Wall, with a minimum of one learning goal that all learners within the classroom community share in common.</p>	<p><input type="checkbox"/> NEW <input checked="" type="checkbox"/> EXPAND <input type="checkbox"/> REFINE</p>	<ul style="list-style-type: none"> • Our needs assessment indicated that students value knowing what their learning goals are, if they’re achieving their learning goals, and tracking their progress toward their learning goals. Additionally, our needs assessment confirmed that students are empowered by seeing their achievement as a classroom community, using our slogan “Better Together.”

Implementation

KEY STRATEGY 1

Students are provided with descriptive feedback on their work. Feedback is used as an opportunity to learn, and feedback informs subsequent student work.

IMPLEMENTATION

When will this be in place?

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

<p>Staff professional learning will be provided to develop staff proficiency in providing actionable, meaningful feedback for all learners.</p>	<p><input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB</p>
<p>Staff will build opportunities to provide feedback to all learners into daily routines.</p>	<p><input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB</p>
<p>Students will receive feedback for all essential standards within the instructional unit the standard is taught.</p>	<p><input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB</p>
<p>Students with disabilities will receive descriptive and actionable feedback on IEP goals and objectives.</p>	<p>by EPM <input type="checkbox"/> by MYB</p>
<p>Staff professional learning will be provided to develop staff proficiency in providing explicit, direct instruction with consistency.</p>	<p><input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB</p>

RESOURCES

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

Commitment 1

You Can Learn author Bill Ferriter to facilitate professional learning on effective feedback.

Explicit Direct Instruction training, baseline observation, and teacher coaching will be provided to ensure staff are using EDI.

KEY STRATEGY 2 Students collaborate with teachers to establish and monitor their personal learning goals.

IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 2? What steps are involved?		
Each student will maintain an Evidence of Learning Portfolio that contains sections for ELA, Math, Science, Social Studies, SEL, Attendance, and special areas.		X by EPM <input type="checkbox"/> by MYB
Each student will consistently update the Evidence of Learning Portfolio to reflect most current proficiency levels for essential standards. In addition, students with IEPs will note progress toward IEP goals and objectives.		<input type="checkbox"/> by EPM X by MYB
Teachers will schedule recurring time with each learner to establish and monitor learning goals within the Evidence of Learning Portfolio.		<input type="checkbox"/> by EPM X by MYB
Determine which staff meet with each learner.		X by EPM <input type="checkbox"/> by MYB
An Evidence of Learning Portfolio Development/Review Team will be established to lead EOL portfolio processes.		<input type="checkbox"/> by EPM X by MYB
RESOURCES		
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?		
300 one inch 3 ring view binders		
300 sets of (8) dividers		
cardstock - minimum of 900 sheets		
sheet protectors - minimum of 1200		
Hourly compensation for EOL Portfolio Development/Review Team meetings		

KEY STRATEGY 3 Students will lead their own Parent/Caregiver Conference with specific, actionable objectives.

IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 3? What steps are involved?		
Students will be provided with a Google Sheets template for designing their Student Led Conference.		X by EPM <input type="checkbox"/> by MYB
Students will design their Google Sheet template for the Student Led Conference to include multiple learning goals.		<input type="checkbox"/> by EPM X by MYB
Students will practice facilitating their Student Led Conference prior to the conference date.		<input type="checkbox"/> by EPM X by MYB
Students will lead their own Parent/Caregiver Conference.		<input type="checkbox"/> by EPM X by MYB
		<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
RESOURCES		

Commitment 1

What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Student 1:1 Chromebook devices

KEY STRATEGY 4	Each classroom will generate, maintain, and track a Success Wall, with a minimum of one learning goal that all learners within the classroom community share in common.
--------------------------	---

IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 4? What steps are involved?		
Collaboratively determine common learning goal that the classroom community will track on the Success Wall.		X by EPM <input type="checkbox"/> by MYB
Design and install the Success Wall so that it is displayed within the classroom community and visible to all who enter the classroom.		X by EPM <input type="checkbox"/> by MYB
A Success Wall display will be generated and updated within each homeroom classroom community.		<input type="checkbox"/> by EPM X by MYB
		<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
		<input type="checkbox"/> by EPM <input type="checkbox"/> 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? (<i>consider Student Data, Adult/Schoolwide Behaviors and Practices, and Student Behaviors and Practices</i>)	What we ended up seeing (<i>complete six to ten weeks into the school year</i>)
1	student dialogue	student description of intentional efforts toward reaching proficiency based on actionable feedback from staff	
2	student dialogue	student sharing Evidence of Learning Portfolio, demonstrating and referencing understanding of proficiency levels	

Commitment 1

4	observation/dialogue	Presence of Success Wall in each classroom community, direct connection to proficiency levels reflected in data trackers	
---	----------------------	--	--

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 dialogue caregiver dialogue	positive feedback regarding Student Led Conferencing, awareness of proficiency levels and areas for growth	
End-of-the Year Targets	student, caregiver, staff dialogue/surveys	positive feedback regarding Student Led Conferencing, awareness of proficiency levels and areas for growth; student proficiency levels at grade level or beyond	

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	<ul style="list-style-type: none"> Do you meet with a teacher who provides feedback to you about your learning goals? Do you have an Evidence of Learning Portfolio that accurately reflects your proficiency on your learning goals? 		<ul style="list-style-type: none"> Yes Yes Yes Yes, Somewhat Yes Yes 	

Commitment 1

	<ul style="list-style-type: none"> ● Did you facilitate your own Student Led Conference? ● Do your parents/caregivers know how you're doing in school? ● Do you have a Success Wall in your classroom community? ● Is your Success Wall updated regularly to reflect student proficiency? 			
<p>Staff Survey</p>	<ul style="list-style-type: none"> ● Do you meet with students to provide feedback about their learning goals? ● Do your students have an Evidence of Learning Portfolio that accurately reflects their proficiency on their learning goals? ● Did your students facilitate their own Student Led Conference? ● Can your students accurately discuss their level of proficiency on their learning goals? ● Do your students' parents/caregivers know how their learner is doing in school? ● Do you have a Success Wall in your classroom community? ● Is your Success Wall updated regularly to reflect student proficiency? 		<ul style="list-style-type: none"> ● Yes ● Yes ● Yes ● Yes, somewhat ● Yes, somewhat ● Yes ● Yes 	

Commitment 1

Family Survey	<ul style="list-style-type: none">• Do you know how your learner is doing in school?• Is your learner able to discuss their levels of proficiency on their learning goals?• Do you hear information from your learner about their Evidence of Learning Portfolio or their classroom's Success Wall?		<ul style="list-style-type: none">• Yes, somewhat• Yes• Yes, somewhat	
----------------------	---	--	---	--

COMMITMENT 2

Our Commitment

What is one Commitment we will promote for 2024-25?	Randall Middle School is committed to ensuring all learners reach proficiency or beyond with all grade level ELA essential standards.
Why are we making this Commitment? <i>Things to potentially take into consideration when crafting this response:</i> <ul style="list-style-type: none"> • 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? 	<ul style="list-style-type: none"> • This commitment embodies our vision for all students to learn at high levels. Throughout our listening and analysis, we heard concerns that students are not reading and writing at grade level proficiency. Our instructional staff needs continued professional learning to support exemplary literacy instruction.

Key Strategies

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

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? <i>Consider both data trends observed and student interview responses.</i> <i>For key strategy that does not represent something new, also provide 1-2 sentences on how the school will expand or refine the key strategy next year.</i>
All ELA teachers will engage in literacy professional learning	X NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	Our needs assessment indicated that teachers have minimal and/or varied experiences with literacy professional learning.
Each collaborative meeting will set aside time to share high quality literacy practices.	X NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	Our needs assessment indicated that teachers have minimal and/or varied experiences with literacy professional learning.

Implementation

KEY STRATEGY 1

All ELA teachers will engage in high quality literacy professional learning.

IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 1? What steps are involved?		
We will provide evidence based high quality literacy professional learning for ELA teachers, including but not limited to Science of Reading based practices.		<input type="checkbox"/> by EPM X by MYB
We will provide evidence based high quality, specialized literacy specialist professional learning for instructional specialists working with students who are struggling to learn to read.		<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
		<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
		<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
		<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
RESOURCES		
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?		
Provide Professional learning - cost of provider, registration, travel		
Substitute teacher costs		

KEY STRATEGY 2

All ELA Teachers will collaborate to implement high quality literacy teaching practices into daily instructional practices.

IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 2? What steps are involved?		
Each ELA collaborative meeting will guarantee time to share high quality literacy practices, including follow up sharing how implementation resulted each subsequent meeting.		<input type="checkbox"/> by EPM X by MYB
RESOURCES		
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?		
Scheduled Teacher Team Collaboration Time meetings		

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.

Commitment 2

Key Strategy	What Early Progress Milestone data will we be reviewing?	What do we hope to see when we review that data? (<i>consider Student Data, Adult/Schoolwide Behaviors and Practices, and Student Behaviors and Practices</i>)	What we ended up seeing (<i>complete six to ten weeks into the school year</i>)
1	professional learning attendance records	positive numbers of staff attending the professional learning	
2	observation at collaborative meetings	open discussion and demonstration of high quality literacy practices and strategies	

Mid-Year Benchmarks and End-Of-The-Year Targets

We believe successful implementation of these strategies will allow us to reach the following mid-year benchmarks and end-of-the-year goals.

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing (<i>complete when reviewing mid-year data</i>)
Mid-Year Benchmark(s)	ELA staff attendance at literacy professional learning	Numerous staff attending high quality literacy training	
End-of-the Year Targets	ELA staff attendance at literacy professional learning	Most/All staff attending high quality literacy training	

Spring Survey Targets

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

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

Commitment 2

Student Survey				
Staff Survey	<ul style="list-style-type: none"> Please describe your growth of knowledge and pedagogy in the area of literacy instruction since attending the literacy PD. 		Description of growth in understanding of the Science of Reading, the writing process, interventions for students with reading or writing difficulties	
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
<i>Example: Mary James</i>	<i>ELL Teacher</i>	<i>3/5</i>	<i>3/12</i>	<i>3/19</i>		<i>4/10, 4/11</i>	<i>4/17</i>	<i>5/25/9, 5/16</i>
Shannon Alm	5th Grade Teacher	3/7/24	3/7/24	5/8/24	5/8/24	6/12/24		8/14/24
Christina Caravella	Literacy Instructional Specialist	3/7/24	3/7/24	5/8/24	5/8/24	6/12/24		
Lisa Catalina	CECSD Parent						7/1/24	8/14/24, 8/20/24
Karen Matteson	Instructional Coach			5/8/24	5/8/24	6/12/24	7/1/24	8/20/24
Jessica Mitchell	Special Education Teacher	3/7/24	3/7/24	5/8/24	5/8/24	6/12/24	7/1/24	8/14/24, 8/20/24

Our Team's Process

Christy Newton	6th Grade Teacher	3/7/24	3/7/24	5/8/24	5/8/24	6/12/24	7/1/24	8/20/24
Juliann Quinn	Principal	3/7/24	3/7/24	5/8/24	5/8/24	6/12/24	7/1/24	8/14/24, 8/20/24
Shana Snyder	Math Instructional Specialist	3/7/24	3/7/24	5/8/24	5/8/24	6/12/24		8/20/24
James Wallis	Math Instructional Specialist	3/7/24	3/7/24	5/8/24	5/8/24	6/12/24		8/20/24
Gina Vachon	Literacy Instructional Specialist	3/7/24	3/7/24	5/8/24	5/8/24	6/12/24	7/1/24	8/14/24, 8/20/24
Amy Worlock	5th Grade Teacher	3/7/24	3/7/24	5/8/24	5/8/24	6/12/24		
Tanya Zimmer	CECSD Parent	3/7/24	3/7/24	5/8/24	5/8/24	6/12/24		8/20/24

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

Our student interview process helped to solidify our plans in terms of what the team felt would be best for all students. Our questions were mostly general, with a couple of specific questions regarding their educational experiences. We learned that many of our students are disengaged from their learning and progress because they feel disconnected. They reported that the teachers seem to know the learning goals and post them in classrooms, but the students don’t truly “get” the goals, nor understand how their learning either meets, exceeds, or does not meet proficiency requirements. Some students reported that they wanted letter or number grades so they could tell if they were smart. Some students reported that they did not feel they were a good reader, and that it impacts how they do in ELA and Math because Math has many sentences with words.

This information helped our team determine that we need to refine feedback and provide more feedback specific to proficiency, and provide the kind of feedback that is actionable and explicit.

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.

Students with Disabilities: Our team has determined that the strategies in this plan are likely to result in improved performance for students with disabilities. We have carefully selected our commitments and strategies based on evidence-based instructional strategies and practices that are endorsed by Hattie’s meta analyses and NYSED.

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.