

School Comprehensive Education Plan

2024-25

District	School Name	Grades Served
Hudson City School District	M. C. Smith Elementary	Pre-K - 5

Collaboratively Developed By:

The M. C Smith SCEP Development Team

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And in partnership with the staff, students, and families of M.C. Smith Elementary School in Hudson, New York

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	Professional Learning Communities (PLCs)
We envision that this Evidence-Based Intervention will support the following Commitment(s)	Commitment 1 and 2
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	Through the Envision/Analyze/Listen process we identified gaps and needs in writing, social-emotional well being, relationship building, and attendance. Our PLCs will focus on these areas and will serve as a place for teachers and staff to inquire, research, and learn in order to achieve better results for students in these specific areas. We will utilize two essential questions: What do we want students to learn? How do we know what they have learned?

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:

<p>Evidence-Based Intervention Identified</p>	<p>Writing: Teaching Elementary Students to be Effective Writers</p>
<p>We envision that this Evidence-Based Intervention will support the following Commitment(s)</p>	<p>Commitment 2</p>
<p>How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?</p>	<p>Looking at the ELA scores, our Constructed/Critical response scores are significantly lower than the Regional Information Center (RIC) average. Focusing on daily writing instruction across the content areas would benefit all students.</p> <p>Recommendation: Teach students to use the writing process for a variety of purposes (Strong Evidence)</p> <p>Recommendation: Teach students to become fluent with handwriting, spelling, sentence construction, typing, and word processing (Moderate Evidence).</p> <p>We will make it a goal to have students write daily/receive writing instruction in every content area. This would also address one of the WWC recommendations for ELLs, which is to integrate oral and written language instruction into content areas (Strong Evidence).</p>

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	RULER
We envision that this Evidence-Based Intervention will support the following Commitment(s)	Commitment 1 and 2
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	RULER helps students with identification of emotions and emotional regulation. Students learn to appropriately interact with peers and adults and forge relationships.
Link to research study that supports this as an evidence-based intervention (the study must include a description of the research methodology)	https://medicine.yale.edu/childstudy/services/community-and-schools-programs/center-for-emotional-intelligence/research/ruler/

COMMITMENT 1

Our Commitment

<p>What is one Commitment we will promote for 2024-25?</p>	<p>Fostering relationships between adults and students to ensure that students feel they have advocates and are supported.</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> 	<p>In surveying a random selection of students, a common theme was students wanting to feel more of a connection with staff. This included the desire to feel accepted by both staff and peers. The students also identified being concerned with bullying in the school. It was clear that students want their voices heard and also want to know more about their teachers on a personal level. In addition, they want to feel a sense of safety in our school community.</p> <p>The vision for our school is to have a community of learners that feel safe, accepted, and heard. In order to have this community, it is essential that all students, regardless of ethnicity or race, feel that they are able to come to any school staff and be heard without judgment. When students feel heard, they are more likely to come forward with any concerns. This will enable our school to become a more tight-knit community.</p>

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 DOES THIS COMPARE TO EXISTING EFFORTS?	<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>Building relationships with students through the use of RULER (Yale University's Social-Emotional Curriculum) during school wide daily twenty minute morning meetings.</p>	<p>REFINE/EXPAND</p>	<p>Students shared they would appreciate less bullying, better connections, and the ability to identify and accept feelings.</p> <p>Continue to roll out professional development of RULER. Trained educators will facilitate in-school training for teachers who have not yet been trained.</p>
<p>Participation in Houses and House Community Days</p>	<p>REFINE/EXPAND</p>	<p>Each student is assigned to a House at the start of each school year. The Houses will meet all together four times each year (one time during each trimester and once to end the year) to foster relationships and enhance positive behavior.</p> <p>In addition, we will schedule six House Community Days, two each trimester. During these Community Days, classes will be paired and work together using books and activities connected to the current PBIS/Character Education theme.</p>
<p>Check-in/Check-out and Check-in/Connect</p>	<p>REFINE/EXPAND</p>	<p>Students identified as needing additional behavioral and academic support will be assigned a staff member within our school with whom to check in/out or connect daily. The criteria will be expanded to include more specific goals based off of PBIS.</p>
<p>Family Connections</p>	<p>NEW</p>	<p>Families, specifically those who identify as Hispanic, with whom the school hasn't connected/communicated to by the beginning of October will be invited to school for a Family Success Plan meeting. This is a means of bridging home and school environments to support students' academic and social-emotional success.</p>

Implementation

KEY STRATEGY 1

Building relationships with students through the use of RULER (Yale University's Social-Emotional Curriculum) during daily morning meetings.

IMPLEMENTATION

When will this be in place?

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

Expand the RULER Committee with additional faculty members	by EPM
Continue training staff on RULER during faculty meetings	by MYB
Have teachers review their schedules to identify times of approximately 20 minutes to plan daily morning meetings, using RULER program	by EPM
Audit classrooms for Mood Meter and class charters in September with 95% having the mood meter posted.	by EPM
Offer family training for implementing RULER Charter at home, specifically for Hispanic families - Paid	by MYB
PLC's will examine SEL data including sent out of class, referrals, and other pertinent data to determine RULER effect, especially on Hispanic students.	By MYB

RESOURCES

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

Media: <https://ruler.online/login>

Research: [Clearinghouse](#) article on importance of morning meetings

Funding for Family Charter Night

Scheduling: professional development; morning meeting; family nights

KEY STRATEGY 2

Expanding House Community Days

IMPLEMENTATION

When will this be in place?

What is our plan for implementing Key Strategy 2? What steps are involved?

Schedule House Celebration Days with House partnerships sitting next to each other, with a focus on Hispanic and multicultural themes used among the classes and collaboration of activities.	by EPM
Schedule House Community Days where partnerships work together on activities connected to our character education words using diverse texts.	by EPM
The PBIS Committee will continue to provide focus words and resources for exploring these words throughout the year. Character words will also be streamlined to feature a RULER emotion word (in English, Spanish, Bangla, etc.) to bridge a connection between behavior and emotional regulation.	by MYB
Create a universal signal for listening/stop talking to be practiced and used at all Celebration/Community Days and Assemblies.	by EPM

RESOURCES

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

- Scheduling: Dates for House Celebration and Community Days
- Process: Partnerships created between grade levels
- Resources: Slideshow/read-alouds comprised to educate and communicate words
- Process: Continue PBIS/Character Education Committee
- Research: <https://ies.ed.gov/ncee/WWC/InterventionReport/72>

KEY STRATEGY 3

Check-in/Check-out and Check and Connect

IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 3? What steps are involved?		
Counseling staff and PBIS team will review and revise Check-in/Check-out sheets to reflect more specific goals.		by EPM
Expand the pool of Check-in/Check-out and Check and Connect staff members by 10% to allow for more relationships between students and staff members.		by EPM
Purchase engaging rewards - \$1000		by MYB
Enter Check-in/Check-out points into eduClimber at the end of day in order to track data.		by MYB
Check and Connect partners establish their three behavior goals for each day during a 3-5 minute meeting in the morning and go over their successes/challenges at the end of the day in another 3-5 minute meeting		By EPM

RESOURCES
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
<p>Research:</p> <ul style="list-style-type: none"> • Check-in/check-out
<ul style="list-style-type: none"> • Funding for further rewards • More staff to be part of check and connect • Disciplinary reports • Attendance reports

KEY STRATEGY 4	Home Visits/Family Connection Meetings
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IMPLEMENTATION	When will this be in place?
What is our plan for implementing Key Strategy 4? What steps are involved?	

Create spreadsheet of families not connected with by the beginning of October and cross reference with the grade level department chairs to determine families with whom to schedule success plan meetings. Specifically, families who identify as Hispanic, will be identified and flagged for necessary strategies.	by EPM
Establish a team, in October, of faculty members and staff who will work together to communicate with and support Hispanic (and other) families who have been targeted for lack of communication.	by EPM
The team will create a template for family success plans and meetings will be created to be used consistently with Hispanic (and other) families during meetings.	by EPM
Create a family involvement campaign that educates all families about the reasoning behind the importance of parental involvement, which may include social media outreach, videos, neighborhood get-togethers/ meetings, family learning nights, community program visits, and having school representation at local events. Events will be responsive to cultural attributes and demands of the Hispanic population.	by MYB

RESOURCES

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

Research:

- [Resource on establishing positive relationships](#)
- [Parent involvement programs](#)

- Team of faculty/staff members to serve on parent involvement committee
- Data on Hispanic parent involvement
- Media resources to communicate goals with community
- Access to community spaces to visit neighborhoods
- Parent involvement survey
- Funds to pay staff to run literacy and math nights

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>)
Building relationships with students Expanding House Community Days	Student Interviews	We hope to see student interviews indicate positivity about school, relationships with teachers, sense of belonging, and familiarity with RULER practices.	
Check-in/ Check-out and Check and Connect	Discipline reports; attendance reports	We hope to see a 5% decline in student referrals/OOPs passes. We hope to see more students receiving positive point values, and more involvement of teachers in the check and connect process.	
Home Visits/ Family Connection Meetings	Parent involvement/ communication data; parent survey	We hope to see an increase in parent attendance at school events by 5%, increased success of communicating with parents, and positive feedback from parents in a parent involvement survey. We specifically hope to engage Hispanic families more.	

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)	<ul style="list-style-type: none"> -Attendance reports -aReading, aMath -SAEBRS, targeting Hispanic populations - Lexia - Parent involvement data with a focus on Hispanic population - Disciplinary data 	<ul style="list-style-type: none"> - Increase attendance (by 1.5%) - Increase test scores from beginning of year by 2.5% - A 2.5% percent decrease in students identified as high risk on the SAEBRS assessment - 80% of students passing at least 1 reading level - Connection with 75% of families in written/phone communication or at in-person events - Fewer student referrals by 5% 	
End-of-the Year Targets	<ul style="list-style-type: none"> - Attendance reports -aReading, aMath -SAEBRS-target the same Hispanic population from mid-year benchmark - Lexia - Parent involvement data with a focus on the Hispanic population 	<ul style="list-style-type: none"> - Lower chronic absenteeism percentage by 3% - 5% increase in test scores from beginning and middle of year to end of year - A 5% percent decrease in students identified as high risk on the SAEBRS assessment - 80% of students will pass at least 2 reading levels - Connection with 90% of families in written/phone communication or at in-person events 	

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>
Student Survey	<p>What are some things that our school does well that you would like to see us continue? Why are these things important to you?</p> <p>Is there a teacher or other staff member who you feel supported by and close to?</p>			
Staff Survey	<p>What steps have you taken in your classroom to build community and relationships with students and families?</p> <p>Do you feel that you have made connections with each of your students and their families?</p> <p>Do you feel supported in your efforts to connect with all families?</p>			
Family Survey	<p>Do you feel that you are encouraged to be involved in your child's education and the school community?</p> <p>How would you rate your involvement in your child's</p>			

	education and the school community?			
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COMMITMENT 2

Our Commitment

<p>What is one Commitment we will promote for 2024-25?</p>	<p>We are committed to developing and implementing effective MTSS practices across all grade levels and settings to provide academic, social-emotional, and motivational/behavioral support in ways that increase student engagement and proficiency across content areas.</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> 	<p>Academic (Intervention and core, tier 1 instructional practices.) Looking at consistency of practice, effective instructional interventions</p> <p>Attendance: When students are not in school, they are unable to do well academically. By looking at the reasons behind poor attendance, we will be better able to find strategies to address this.</p> <p>SEL: Students have expressed a need for further support and help with navigating peer relationships and conflicts. Disciplinary data also suggests that students are in need of support in recognizing and regulating their emotions. By implementing social-emotional learning support (RULER), students will be able to effectively build and maintain relationships within their school community, leading to further engagement in learning throughout the day.</p>

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 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>Implementing daily writing instruction - minimum one sentence and cross-curricular (e.g. exit ticket, shared writing, peer editing, Friday letter, Daily Page, writing workshop, Author's Tea)</p> <p>WWC</p>	<p>EXPAND / REFINE</p>	<p>Students struggled with the writing portion of assessments and representing text analysis as a written response.</p> <p>The opportunities for instruction in writing are not consistent among and across grade levels, but they exist in some capacity in some classrooms.</p> <p>Expand: It will be a requirement to implement daily writing instruction in every classroom at least at the sentence level. Working at the sentence level (first orally and then in writing), will be an important support for our ELLs.</p> <p>Refine: Strategies and best practices for how to incorporate daily writing instruction will be provided as professional development to teachers who will then choose which to implement in their classroom.</p>
<p>Utilizing mindfulness activities throughout the day (e.g. Calm app, Branching Minds) and implementing RULER lessons</p>	<p>EXPAND</p>	<p>A commonality in student interview responses was witnessing or being a victim of bullying as well as placing importance on opportunities for socializing in school. Based on these</p>

WWC		<p>commonalities, there should be a focus on supporting students' social-emotional needs.</p> <p>Expand: Utilize RULER lessons during morning meetings and social situations to welcome students and address increasing attachment and engagement among peers and teachers</p>
Incorporating AVID strategies into core instruction	EXPAND / REFINE	<p>According to the data analysis, students struggle with higher-level thinking requiring evaluation and analysis of text, specifically central idea and theme.</p> <p>Utilize common terminology and instructional approaches across and among grade levels to assist students in building on prior knowledge and learning.</p> <p>As a school that has been targeted for Hispanic and ELL populations, utilizing common terminology and common instructional approaches will facilitate learning for those students who are in multiple settings throughout the school day and are learning a new language.</p> <p>Expand: Go beyond the organizational strategies and use more writing, inquiry, and reading strategies that enhance instructional approaches and materials.</p> <p>Refine: Specific AVID strategies will be communicated as non-negotiables and expected to be incorporated regularly into core instruction to engage students and deepen understanding.</p>
Leveraging attendance monitor to analyze and improve attendance of Hispanic students through	REFINE	<p>Based on analysis of the attendance data, 33% of Hispanic students in the 2022-2023 school year were chronically absent. More than 50% of Hispanic students missed one or more days per month of school.</p> <p>Refine: Collaborate with Hispanic families to create success plans and increase communication regarding attendance. We will utilize our attendance officer to contact Hispanic</p>

		families of chronically-absent students in order to identify specific challenges and strategize solutions, partnering with the school.
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Implementation

KEY STRATEGY 1	Daily Writing
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IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 1? What steps are involved?		
Teachers evaluate where in the day to fit daily writing as recorded in grade level meeting notes.		by EPM
Offer yearly professional development to teachers on best practices in incorporating daily writing into instruction.		by EPM
Determine which writing strategy/best practice is most appropriate for each grade level/student needs.		by EPM
Students in grades 2-5 are writing for a minimum of 15 minutes daily in a variety of content areas		by MYB
Use journaling during morning meeting weekly to encourage writing AND mindfulness		by MYB

RESOURCES
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Flexible scheduling (i.e. morning meeting time)
Professional development-PLC-Professional Learning Communities-using TLCs, coaches and grade level meetings to discuss data and implementation of curriculum and strategies

KEY STRATEGY 2	RULER and Mindfulness Activities
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IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 2? What steps are involved?		
Each classroom will establish a classroom charter at the beginning of the year. At the end of each trimester, classes will revisit and revise their charters as a classroom community.	by EPM by MYB	
Each classroom will schedule a morning meeting to review RULER lessons and revisit the Mood Meter.	by EPM by MYB	
Administrators and counselors will use restorative conferences to support students experiencing conflict with peers.	by EPM by MYB	
Blueprint conferences will be used to promote emotional regulation and build empathy.	by EPM by MYB	
PLC's will examine SEL data including sent out of class, referrals, and other pertinent data (SAEBRs) to determine RULER effect, especially on Hispanic students. Small groups will be created to address SEL needs specific to Hispanic population.	by EPM by MYB	

RESOURCES	
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	
Paid access to the Calm app for staff	
RULER coaching/support	

KEY STRATEGY 3	AVID Strategies
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IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 3? What steps are involved?		
Survey teachers from each grade level to see which components of AVID Schoolwide they would like to keep, adjust, or get rid of	by EPM	

Compile a list of AVID strategies and protocols that are both useful and practical to standardize instructional practices across grade levels	by EPM
Create non-negotiables for each grade level and the school to implement	by EPM
Roll out usage of AVID strategies to parents at Back to School night and throughout the year	by EPM by MYB

RESOURCES

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

AVID Coach

Shared Drive/document outlining AVID strategies for teachers to reference

KEY STRATEGY 4

Leveraging Attendance Monitor

IMPLEMENTATION

When will this be in place?

What is our plan for implementing Key Strategy 3? What steps are involved?

Using our data for Hispanic students, target families with children who are chronically absent (18 or more days) and develop success plans with and for those families.	by EPM
Host Family Success Plans (FSPs) with every student with chronic attendance challenges	by EPM by MYB
Create Attendance PLC that includes teacher and health office staff personnel in addition to counseling staff personnel.	by EPM by MYB
Ensure PLC meets regularly, reviews attendance data and creates additional action steps besides FSPs.	by EPM by MYB
We will utilize our attendance officer to contact Hispanic families of chronically-absent students in order to identify specific challenges and strategize solutions, partnering with the school.	by EPM by MYB

RESOURCES

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

District Attendance Liaison

Schedule bi-weekly Attendance PLC

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>)
Daily Writing	<ul style="list-style-type: none"> - Student samples at ELA and grade level meetings 	We hope to see student samples that reveal more frequent use of writing strategies and growth in basic writing skills.	
RULER/ Mindfulness Activities	<ul style="list-style-type: none"> - Student interviews surveys - Informal walkthroughs - Disciplinary data - SAEBRs 	We hope to see universal adoption of RULER strategies, common language regarding emotional regulation, and evidence of explicit SEL instruction occurring through more positive disciplinary data, student survey, and SAEBRs results.	

AVID Strategies	<ul style="list-style-type: none"> - Informal walkthroughs - Organization checks (in place of binder checks) 	<p>We hope to see classrooms using organization strategies that teach students responsibility and organization.</p> <p>We hope to see evidence of clear organizational systems and procedures.</p>	
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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)	<ul style="list-style-type: none"> -Attendance reports -aReading, aMath -SAEBRS, targeting Hispanic populations - Lexia - Parent involvement data with a focus on Hispanic population - Disciplinary data 	<ul style="list-style-type: none"> - Increase attendance (by 1.5%) - Increase test scores from beginning of year by 2.5% - A 2.5% percent decrease in students identified as high risk on the SAEBRS assessment - 80% of students passing at least 1 reading level - Connection with 75% of families in written/phone communication or at in-person events -Decrease student referrals by 5% 	
End-of-the Year Targets	<ul style="list-style-type: none"> - Attendance reports -aReading, aMath 	<ul style="list-style-type: none"> - Lower chronic absenteeism percentage by 3% 	

	<ul style="list-style-type: none"> -SAEBRS-target the same Hispanic population from mid-year benchmark - Lexia - Parent involvement data with a focus on the Hispanic population 	<ul style="list-style-type: none"> - 5% increase in test scores from beginning and middle of year to end of year - A 5% percent decrease in students identified as high risk on the SAEBRS assessment - 80% of students will pass at least 2 reading levels - Connection with 90% of families in written/phone communication or at in-person events 	
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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>
Student Survey	<p>How and when do you feel successful at school? What does success look like for you?</p> <p>How can you recognize your emotions? How do you help yourself feel better, if you are having a difficult time?</p>			
Staff Survey	How often are you utilizing RULER during the school day?			

	In what ways are students engaging in writing on a daily basis?			
Family Survey	When asked about school, how does your child typically feel about their experiences? How often do you see your child write at home, or how often do you see writing samples from school?			

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>	3/5	3/12	3/19	3/26	4/10, 4/11	4/17	5/2 5/9 5/16
Mark Brenneman	Principal	X	4/15	4/22	4/29	5/6	5/13	5/20
Carrie Patch	Associate Principal	3/25	X	4/22	4/29	5/6	5/13	X
Kristen Strothmann	Associate Principal	3/25	4/15	4/22	4/29	X	5/13	5/20
Marlena Peduzzi	District Literacy Coordinator	X	4/15	4/22	4/29	5/6	5/13	5/20
Kimberly Curger	ELL Teacher	3/25	4/15	4/22	4/29	5/6	5/13	5/20
Jill Hanley	Classroom Teacher	3/25	4/15	4/22	4/29	5/6	5/13	5/20
Amanda Reyome	Classroom Teacher	3/5	3/12	4/22	4/29	X	5/13	5/20
Allison Hagner	Reading Specialist	3/25	4/15	4/22	4/29	4/25, 4/26	5/6	5/13, 5/20, 6/3
Megan Sullivan	Classroom Teacher	X	4/15	4/22	X	4/25, 4/26	5/13	5/20
Kate Treacy	Parent	3/25	4/15	4/22	4/29	5/6	X	5/20

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 took themes from the student interviews into consideration and led us to arrive at our commitments.

Many of the students that were interviewed shared the same concerns or interests. A common theme was feeling heard and safe. Another was the concerns over bullying. Many of the students were also interested in learning more about their teachers and strengthening relationships with staff in the school.

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.

The interviews included some students from the identified subgroup (Hispanic) and by using their insights for improvement we can address their concerns and strengthen what's going well.

As stated earlier, a concern that was shared by many of the students was around the issue of bullying. There are strategies, such as RULER, that can address the areas of Social Emotional Learning. This will better help students connect with their emotions and find strategies to manage when they're upset. RULER will also help students to build more trusting relationships with both their peers and adult staff members.

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.

6. Budget (projected)

	Cost	Total
SCEP Member Stipend	\$400/staff	\$6,500
AVID Coach	\$5,000	\$5,000
RULER Training and Membership	\$19,000	\$19,000
Writing PD	\$10,000	\$10,000
Check-in/Check-out Rewards	\$1,000	\$1,000
RULER Night	\$100/staff	\$1,500
Family Nights	\$100/staff	\$2,000
Organizational / AVID Supplies		\$15,000
Professional Development		\$15,000
Total		\$75,000