



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

School Comprehensive Education Plan 2024-25

Board Approved August 29, 2024

District	School Name	Grades Served
Newburgh Enlarged City School District	Horizons on the Hudson	K-5

Collaboratively Developed By:

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And in partnership with the staff, students, and families of Horizons on the Hudson

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>

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	Instructional Coaching
We envision that this Evidence-Based Intervention will support the following Commitment(s)	Commitment 1
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	Our needs assessment revealed that as a building there is a need for: a cohesive language, schoolwide practices for implementing a workshop model and centers/stations, and ways for incorporating foundational skills throughout the school day rather than in isolated lessons. The instructional coach will provide professional development and support with school initiatives, strategies designed to meet the school’s identified needs and cultivate cohesive instructional practices.

COMMITMENT I

Our Commitment

<p>What is one Commitment we will promote for 2024-25?</p>	<p>We commit to meeting the diverse needs of our students by providing an educational framework that promotes differentiated, evidenced based instructional practices.</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 emerged as a result from staff focus groups, ESSA indicator evaluation, and the Envision activities that indicated that we need consistency around instructional practices. Parent surveys, focus groups and classroom visits also indicated that there needed to be more consistency across all grades and classrooms with regards to rigor, standards, opportunities and communication. • NYS Test Data : 2023 NYS Math test 77.4% of our students scored a 1 & 2. 2023, NYS ELA test 77% of our students scored a 1 & 2. • IRLA Data: 37% (137 students) are considered emergency, which is significantly below grade level 15% (54 students) are considered at risk which is below grade-level 47.4% (174 students) are considered proficient or above, which is on grade level • Reading iReady Data: 12% (45 students) are 3 or more levels below grade level 14% (51 students) are 2 or more levels below grade level 30% (107 students) are 1 level below grade level • Math iReady Data: 11% (40 students) are 3 or more levels below grade level 16% (56 students) are 2 or more levels below grade level 39% (140 students) are 1 level below grade level

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?	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>
Leading PLC cycles with fidelity, focused on staff development and implementation of schoolwide practices.	<input type="checkbox"/> REFINE	Our needs assessment identified that teachers have a variety of strategies for teaching new content and we need a unified model that-provides gradual release of content/skill/learning from teacher to student(s). A building wide expectation and structure for instructional delivery is needed.
Implementation of a school wide workshop model to include; common instructional protocols, differentiated centers and student accountability.	<input type="checkbox"/> REFINE	Our needs assessment observed that center time in ELA and Math functions inconsistently across the classrooms and grade levels and is not always differentiated to best meet the diverse learning needs of students.
Explore and adopt a menu of Co-teaching practices to support Integrated Co-teaching, Self Contained Classrooms and the schoolwide community.	<input type="checkbox"/> REFINE	There has been an ongoing concern and discussion throughout the building and district for a need to enhance the co-teaching and self-contained methodologies and strategies to better serve our students with disabilities.

Implementation

KEY STRATEGY 1	Leading PLC cycles with fidelity, focused on staff development and implementation of schoolwide practices.
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IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 1? What steps are involved?		
Sept-Oct <ul style="list-style-type: none"> ● Create a PLC yearly schedule at the BOY <ul style="list-style-type: none"> ○ agendas/minutes, ○ attendees, 	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB	

Commitment 1

<ul style="list-style-type: none"> ○ roles such time keeper, ○ actionable steps (teachers, school leaders and instructional coach) ○ both vertical and horizontal team meetings for all instructional staff ● provide professional development in PLC ● admin creates and communicates schoolwide expectations ● PLC and instructional coach are used to deliver staff development and school wide practices 	
<p>Nov/Jan</p> <ul style="list-style-type: none"> ● walkthroughs are conducted to monitor components of PLC ● results of the walkthrough are used to determine where further PD is needed 	
<p>Feb-June</p> <ul style="list-style-type: none"> ● Instructional coach provided continued PD 	
RESOURCES	
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	
PLC time, instructional coach, google drive, protocol checklist	

KEY STRATEGY 2	Implementation of a school wide workshop model to include; common instructional protocols, differentiated centers and student accountability.
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IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 2? What steps are involved?		
<p>Sept/Oct:</p> <ul style="list-style-type: none"> ● Establish a professional development calendar to support the development of differentiated centers and establishing protocols for centers <ul style="list-style-type: none"> ○ Develop calendar with dates centered on PD's focused on differentiated centers and protocols for these centers ○ Defining workshop model with staff 	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
<p>Nov-June:</p> <ul style="list-style-type: none"> ● Focus colleague classroom visits on site and in District to expand instructional practices in individual classrooms and utilization of centers 	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
<p>Sept/June:</p>	<input type="checkbox"/> by EPM	

Commitment 1

<ul style="list-style-type: none"> Develop and share center based activities for ELA and Math during PLC time and through the school google drive 	<input type="checkbox"/> by MYB
<p>Nov/June:</p> <ul style="list-style-type: none"> Feedback and reflection on center usage and its benefit to student performance <ul style="list-style-type: none"> Gauge student success using iReady and formal/informal assessments Admin will use walkthrough checklist to provide data 	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
<p>Sep-June</p> <ul style="list-style-type: none"> Introduce stars and steps and provide expectations for protocol to staff during the professional development Teacher will present and model protocol to students Teachers will provide guided instruction when practicing the stars and steps feedback model Students will identify stars and steps and set goals for the work that they do in centers/small instruction 	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
<p>Sept-June</p> <ul style="list-style-type: none"> Clarify the vision of the workshop model via conversations with teachers using <i>The Daily Five</i> Provide Professional Development during PLCs about effective workshop teaching model, book study focused on the workshop model 	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
<p>Sept-June</p> <ul style="list-style-type: none"> During PLC, teachers collaboratively develop our own workshop model 	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB

RESOURCES

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

- The Daily Five*
- Materials for ELA and math centers
- Time for Planning
- Professional Development for differentiated centers
- Coverage for focus colleague visits
- Stars and Steps template
- District walkthrough cycle
- HOH walkthrough checklist
- Staff survey about workshop model
- Work with Micheal McDowell on effective practices
- Regional Partnership Center: Mid-Hudson

Commitment 1

KEY STRATEGY 3	Explore and adopt a menu of Co-teaching practices to support Integrated Co-teaching, Self Contained Classrooms and the schoolwide community.
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IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 3? What steps are involved?		
Sept- <ul style="list-style-type: none"> ● collaborate with Exceptional Learners division to identify the co-teaching practices to be used schoolwide on September superintendent day(s) 		<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Oct-June- <ul style="list-style-type: none"> ● Professional development to support the implementation of best practices for co-teaching and lesson planning. 		<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Jan-Mar- <ul style="list-style-type: none"> ● Begin colleague visits to other buildings where strong instructional pairs have shown to demonstrate best practices. These teaching pairs will be identified by administration. 		<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Feb- June <ul style="list-style-type: none"> ● Feedback and reflection on classroom practices throughout the implementation process using walkthroughs and discussed at PLCs. 		<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB

RESOURCES
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Time for collaborating, planning and modeling practices
Coverage for visitations
Walkthrough checklist
Exceptional Learners Division
Regional Partnership Center: Mid-Hudson
<i>30 Days to the Co-taught Classroom</i> Book

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>)
Leading PLC cycles with fidelity, focused on staff development and implementation of schoolwide practices.	<p>Monthly PLC calendar</p> <p>PLC meeting agendas & minutes</p> <p>PLC protocols & responsibilities checklist</p>	<ul style="list-style-type: none"> ● Predictable routine to PLC’s ● Responsibilities of the instructional coach and for each member in the grade level team ● PLC minutes are maintained and stored where stakeholders can review/access information and set next meeting’s agenda ● Collaborative conversations and next steps. ● Administrative, teacher, instructional coach feedback about their view of implementation
Implementation of a school wide workshop model to include; common instructional protocols, differentiated centers and student accountability.	<p>Teacher survey (pre-post) to define the understanding of a workshop model</p> <p>Student survey - awareness of the workshop model</p>	<ul style="list-style-type: none"> ● 100% of teachers report they understand components of the workshop model; including center routines ● 80% of students can identify components and their responsibilities in the workshop model (expectations for centers) ● Walkthrough data includes evidence of workshop model/center routine implementation
Explore and adopt a menu of Co-teaching practices to support Integrated Co-teaching, Self Contained Classrooms and the schoolwide community.	<p>Teacher survey</p> <p>Meeting Exceptional Learners and Mid-Hudson Regional Partnership Center (RPC)</p> <p>Walkthrough data</p> <p>Research/menu of Co-Teaching Models</p>	<ul style="list-style-type: none"> ● 50% of teachers will agree or strongly agree that they have a clear indication of co-teaching model methodologies. ● Explored and identified potential partnerships, support and professional development opportunities ● Evidence of current co-teaching practices noticed in walkthroughs ● Menu of co-teaching practices

Commitment 1

What we ended up seeing <i>(complete six to ten weeks into the school year)</i>		
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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?
PLC Mid-Year Benchmarks	Monthly PLC calendar PLC meeting agendas & minutes PLC protocols & responsibilities checklist	<ul style="list-style-type: none"> ● Following the PLC calendar with fidelity ● Responsibilities of the instructional coach and for each member in the grade level team are the norm ● PLC minutes and agendas show workflow and connections to previous and next meetings. ● Administrative, teacher, instructional coach feedback about the organization and access to PLC records
Workshop Models: Mid-Year Benchmarks	Purchase and discussion of books/resources Surveys Onsite classroom visit information with colleagues/instructional coach Administrative walkthroughs/learning walks	<ul style="list-style-type: none"> ● Used select books/resources as a guide and conversation started in staff and PLC meetings ● Walkthrough data includes evidence of workshop model/center routine implementation ● Evidence of workshop model components implemented ● Trends/patterns of grade workshop model components

Commitment 1

<p>Co-teaching: Mid-Year</p>	<p>Teacher check in (google survey)</p> <p>PLC agendas</p> <p>Walkthrough data</p>	<ul style="list-style-type: none"> ● Teachers report their needs for understanding and implementing the co-teaching model ● Agendas include partnerships with Exceptional Learners, Mid-Hudson Regional Partnership Center (RPC) ● Discussion of patterns/trends/results presented to teachers in PLC in each grade level ● 75% of co-teaching classrooms are utilizing evidence based co-teaching models ● 75% of teachers will be utilizing targeted differentiated strategies inclusive of ICT and self-contained
<p>PLC: End-of-the Year Targets</p>	<p>Monthly PLC calendar</p> <p>PLC meeting agendas & minutes</p> <p>PLC protocols & responsibilities checklist</p>	<ul style="list-style-type: none"> ● Reflecting on the overall PLC process, procedures and protocols. Did we create a sustainable PLC structure ● PLC minutes and agendas show a focus on the commitments and key strategies and are cycled through the PLC calendar ● Resources and pd are provided and include items that supported the implementation plan ● Celebrate our accomplishments, glows and grows
<p>Workshop Model: End-of-the Year Targets</p>	<p>List of books/resources for 25-26 school</p> <p>Surveys</p> <p>Onsite classroom visit information with colleagues/instructional coach</p> <p>Administrative walkthroughs/learning walks</p>	<ul style="list-style-type: none"> ● Identify additional books/resources to guide continued work in staff/PLC meetings ● Walkthrough data includes evidence of workshop model/center routine implementation and is used to plan for next steps for 25-26 school year
<p>Co-teaching: End of the year targets</p>	<p>Training Attendance</p> <p>Walkthroughs</p>	<ul style="list-style-type: none"> ● 100% of ICT staff (teachers/support staff) will be trained in the co-teaching models ● 100% of walkthrough data reflects implementation of ICT practices
<p>What we ended up seeing</p>		

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>
Student Survey	-I can explain what my responsibility is during centers.	N/A	60% agree or strongly agree
	-The activities I do during small groups help me understand what we are learning.	N/A	60% agree or strongly agree
	I am able to share my Stars and Steps in my learning.	N/A	60% agree or strongly agree
Staff Survey	-I find PLC's to be productive.	N/A	100% agree or strongly agree
	-PLC informs my teaching practices.	N/A	100% agree or strongly agree
	-I feel that I am receiving PD/support that informs my instructional practice.	N/A	100% agree or strongly agree
Family Survey	-My child can explain what he/she is working on in ELA and Math.	N/A	60% agree or strongly agree
	-I better understand what my child is learning in school.	N/A	60% agree or strongly agree
What we ended up seeing <i>(complete once Spring survey results are available)</i>			

COMMITMENT 2

Our Commitment

<p>What is one Commitment we will promote for 2024-25?</p>	<p>We commit to fostering strong family relationships by seeking more opportunities to engage parents in the educational process.</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"> ● Parent feedback (surveys/focus groups) express that they are interested in stronger communication around their child’s academic needs, performance and school activities. ● Through our data analysis: <ul style="list-style-type: none"> ○ Only 10 families participated in K-12 insight ○ Inconsistent participation between a variety of parent activities <ul style="list-style-type: none"> ■ Evening Academic Nights are not well attended ■ Fall Math and Literacy Night- 3 families ■ Spring Math and Literacy Night- 4 families ■ Leap Into Learning 172 participants ● Envision Data - staff expressed the desire to cultivate a stronger school-family partnership which focuses on: <ul style="list-style-type: none"> ○ Preparing for kindergarten and 6th grade ○ Guidance on educational programs ○ Grading expectations and supports ○ Interpreting report card ● Our chronic absenteeism rates(32.8% 107/ 326 students- 10 or more days absent) indicates a need to work more effectively with families and students on attending school regularly. <ul style="list-style-type: none"> ○ 38 (students identified in 2 ESSA areas) ○ 21 (students identified in 3 ESSA areas) ○ 33 SWD ○ 37 Black/African American ○ 89 Economically Disadvantaged

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?	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>
Family Engagement Activities	<input type="checkbox"/> REFINE	Currently there is inconsistency of parent attendance in relation to current school-wide activities. By increasing the number of events, adjusting the time the events occur and how they are communicated to families will allow for more opportunity for family engagement.
Family Learning Collaboration Series	<input type="checkbox"/> NEW	Teachers envision a seamless process for families to engage in school programs and classroom activities. Families are requesting additional guidance on how to connect with their students at home and strengthen their understanding of student learning and programs.
Family Communication	<input type="checkbox"/> EXPAND	Family focus groups and surveys showed a need for consistent building-wide communication practices to inform the families of activities, events, student academic performance and educational opportunities.

Implementation

KEY STRATEGY 1 Family Engagement Activities

IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 1? What steps are involved?		
Sept.	<input type="checkbox"/> by EPM	

Commitment 2

<p>Conduct a needs assessments (Google Survey) to determine:</p> <ul style="list-style-type: none"> • why there is inconsistent attendance at events • what are the barriers to attending (time? transportation? other?) • what parents/staff want/need • what topics/activities would be of interest 	<input type="checkbox"/> by MYB
<p>Sept./Oct. A Welcome Back Block party will be held. Staff and community partners will be present to provide resources for our families prior to school starting.</p>	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
<p>Sept- June We will commit to conducting two parent engagement activities. (i.e. Math and Literacy night) each trimester. We will alternate between day and evening sessions to ensure that all stakeholders are able to attend.</p>	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
<p>Sept-June Staff will create take-home resources that will support skills and learning within the classroom. Students/classes will create the learning activities/games for the Math and Literacy night.</p>	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
RESOURCES	
<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>	
Creation of a needs assessment for parents/staff	
Planning time (PLC, faculty meetings, committees,SLT)	
Community Partners, NECSD FACE team, MSMC	
Items for learning packets	
Classdojo	

KEY STRATEGY 2 Family Learning Collaboration Series

IMPLEMENTATION	When will this be in place?
What is our plan for implementing Key Strategy 2? What steps are involved?	
<p>Sept/Oct Plan and share varied meeting times for parent informational sessions/focus groups (i.e. coffee & conversations, breakfast with the Principal).</p>	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
<p>Sept- June Build sessions around understanding attendance, SEL, chromebook exploration, instructional programs, reading and math strategies, test taking strategies, health and wellness etc. The SLT will create these presentations for our families to better inform them about the educational experiences of their student/s. (Monthly)</p>	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
<p>Sept- June Provide families with IRLA home updates/iReady Family Letter to inform parents of what students are learning. (By Unit)</p>	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
<p>Sept- June Connect families with community partners to help get resources for families. (Monthly)</p>	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB

Commitment 2

RESOURCES
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Community Partners, (Staff-NECSD District Attendance Teacher, School Social Worker)
Home Connections Resources for IRLA, iReady
White House Attendance Initiative

KEY STRATEGY 3	Family Communication
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IMPLEMENTATION	When will this be in place?
What is our plan for implementing Key Strategy 3? What steps are involved?	
September Post needs assessment for parents via school wide communication platform (i.e. Class Dojo)	<input type="checkbox"/> by EPM <input type="checkbox"/> by <u>MYB</u>
September - June Teachers contacting families: <ul style="list-style-type: none"> ● Teachers will make an introductory phone call to all families prior to Open House and log attempts on PLP contact log. ● Teachers will reach out to families when a student has been absent for three consecutive days throughout the year and log attempts on PLP contact log. 	<input type="checkbox"/> by EPM <input type="checkbox"/> by <u>MYB</u>
Monthly October - June Publish monthly newsletters for each class or by grade level <ul style="list-style-type: none"> ● The SLT will share templates with teachers to populate information on student learning in each of the subject areas and upcoming events. ● We will follow the same format building wide as a standard form of communication. (Monthly) 	<input type="checkbox"/> by EPM <input type="checkbox"/> by <u>MYB</u>
Revise and Reenergize Monthly Town Hall Meetings <ul style="list-style-type: none"> ● How to meaningfully engage families, students and staff (i.e. music, chants, promethean board) ● Establish predictable format of the event ● Opportunities for celebrations ● Attempt translation - some of the event in Spanish 	<input type="checkbox"/> by EPM <input type="checkbox"/> by <u>MYB</u>
RESOURCES	
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	
Surveys using Google etc., Newsletter	
ClassDojo (school wide expectation)	

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>
Family Engagement Activities	Family Surveys Family Event Attendance List of community partners Take Home Resources	<ul style="list-style-type: none"> • Surveys would reveal barriers such as language, conflicting commitment, perceived lack of communication about events, location, etc. • (3) Family engagement activities are completed such as Open House/Block Party/Social Event with Admin, attendance records are maintained and reviewed to show baseline for family attendance. • Identified community partners • Identified and purchased supplies needed to create take home resources to be distributed at (3) events
Family Learning Collaboration Series	Family Learning & Collaboration Events Calendar Family Member Attendance records	<ul style="list-style-type: none"> • Families will know about the opportunities and they will be planned at various times and locations • Parents attend (3) planned events meetings • 50% of families attended at least (2) events

Commitment 2

<p>Family Communication</p>	<p>School Wide Communication Platform</p> <p>Communication letters</p> <p>Parent Surveys</p>	<ul style="list-style-type: none"> ● Access, accommodation, inclusivity, representation ● We hope to see an increase in parent responses to communication efforts. ● Teachers will make an introductory phone call to all parents. ● 100% of students PLP contact log reflect teacher contact ● Class Dojo will be set up, families will become members and information will be posted. ● (2) Teacher submissions of published newsletters shared with families
<p>What we ended up seeing <i>(complete six to ten weeks into the school year)</i></p>		

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?
Family Engagement Activities Mid-Year Benchmarks	<p>Family Surveys</p> <p>Family Event Attendance & Attendance Goal</p> <p>Calendar of Events</p> <p>Community partners contact list</p> <p>Take Home Resources</p>	<ul style="list-style-type: none"> ● Action planned around the barriers to ensure family engagement ● Review past calendar of events and plan the the 2nd and 3rd trimester ● Set attendance targets for the events,review attendance and share results with the community ● Invite community partners to all events/Share out the Events Calendar ● Better understand and identify supplies needed to encourage attendance and participation ● 50% increase in attendance for parent engagement activities from prior years. ● We are expecting a 50% increase in the number of parents completing school surveys. ● 25% of our parents attend a learning event in the first trimester. ● 5% decrease in chronic absenteeism from the same time the previous year.
Family Collaboration Series Mid-Year Benchmarks	<p>Family Learning & Collaboration Events Calendar</p> <p>Family Member Attendance records</p> <p>Presentations and materials from events</p>	<ul style="list-style-type: none"> ● Families know where to find school events and opportunities planned at various points for the school year. ● Increased of 10% of attendance at planned events ● Review the content of materials provided in the sessions in the beginning of the year. ● Identify future topics and build sessions around the needs of families.
Family Communication Mid-Year Benchmarks	<p>School Wide Communication Platform</p> <p>Communication letters</p> <p>Parent Surveys</p>	<ul style="list-style-type: none"> ● 50% of the parents express they have received communication from the school about upcoming events ● (4) Teacher submissions of published newsletters shared with families

Commitment 2

<p>Family Engagement End-of-the Year Targets</p>	<p>Surveys Attendance at events Student attendance</p>	<ul style="list-style-type: none"> ● We can name the barriers and use them in the planning for future school events. ● Review the past calendar of events and plan for the 25-26 school year. ● Review attendance targets for all events and share successes with with the community ● Reflect on community partners that may provide support for HOH families. ● Review average daily attendance to see impact on chronic absenteeism rates. ● <i>50% increase in attendance for parent engagement activities from prior years.</i> ● <i>We are expecting a 50% increase in the number of parents completing school surveys.</i> ● <i>25% of our parents attend a learning event in the first trimester.</i> ● <i>5% decrease in chronic absenteeism from the same time the previous year.</i> ● <i>65% of the parents express they have received an increase in parent communication.</i> ● <i>We want to maintain our 25% parent attendance for a learning event.</i> ● <i>25% of our parents complete a parent survey building-wide.</i> ● <i>5% decrease in chronic absenteeism from the same time the previous year.</i>
<p>Family Collaboration Series End-of-the Year Targets</p>	<p>Family Learning & Collaboration Events Calendar Family Member Attendance records Presentations and materials from events</p>	<ul style="list-style-type: none"> ● Families are aware of the school events and opportunities planned at various points for the school year. ● Increased of 20% of attendance at planned events ● Create a master list of needed materials that families thought to be important at our beginning of the year events. ● Identify future topics and build sessions around the needs of families.
<p>Family Communication End-of-the Year Targets</p>	<p>School Wide Communication Platform Communication calls/ letters Parent Surveys</p>	<ul style="list-style-type: none"> ● 95% of families are members of Class Dojo ● (10) Teacher submissions of published newsletters shared with families ● Feedback about the communication of information, accessibility of events and relevancy of topics at information sessions and learning opportunities.

Commitment 2

What we ended up seeing (complete when reviewing mid-year data)		
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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 (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	I communicate with my family regarding my academic progress.	N/A	60% agree or strongly agree	
	I communicate with my family about my relationships and social interactions throughout the school day	N/A	60% agree or strongly agree	
	I attended a learning event with my family	N/A	60% agree or strongly agree	
Staff Survey	I send home monthly newsletters to my classroom families.	N/A	90% agree or strongly agree	
	I am able to communicate with all parents/guardians in regards to student progress using a variety of methods.	N/A	90% agree or strongly agree	
	I was able to attend one learning event with my students.	N/A	90% agree or strongly agree	
	Have you had sufficient communication from the school?	N/A	60% agree or strongly agree	
Family Survey	Are you receiving feedback regarding your child’s academic progress?	N/A	60% agree or strongly agree	
	I was able to attend a learning event with my child.	N/A	60% agree or strongly agree	

Commitment 2

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			
		3/5	3/12	5/29, 5/30, 5/31	5/29, 5/30, 5/31	5/16	5/16	6/6, 6/14, 6/17, 6/18, 6/20, 6/21	7/30	7/31	8/6
Gillian Matos	Principal	x	x	x	x		x	x			
Karrie Rahman-Buncie	Assistant Principal	x	x				x	x			
Kathleen Allen	Teacher			x	x		x	x			

Our Team's Process

Sabrina Dolfinger	Special Education Teacher	x			x	x		x	x	x	x	x
Natalie DiCola	Teacher				x	x		x	x	x	x	
Mallory Spina	Special Education Teacher				x	x			x			
Ilana Adler-Bell	AIS Reading Teacher								x			x
Laurie Lopez	AIS Math Teacher								x			
Elizabeth Harding	Pre-K Teacher							x	x	x		x
Marguerite St. Clair	Teacher							x	x	x	x	
Leigh Mucci	School Nurse							x				
Lisa Sickler	Teaching Assistant							x	x	x	x	
Sophia Jonisz	Teacher							x		x	x	
Maureen McGuire-Ortuist	Teacher							x	x			
Janie Bravo	Teacher									x	x	x
Shoy Colbourne	Parent								06/17, 6/18			
David Brown	Director of Planning and Accountability						x			x		
Andrea Moriarty	Assistant Superintendent of Curriculum & Instruction						x					
Tara Marshall										x	x	x
Nieves Edith Beckett										x	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

Through the student interviews, focus groups and conversations with students during classroom visits, it was clear that there is a wide range of routines, instructional practices and expectations throughout the school, varying between grade level and within grade level. It was also clear that there is a heavy reliance on chromebook based instruction and activities, and that many students could not identify the purpose of small group center-based activities. Therefore, PLC time will prioritize effective workshop models and instructional strategies to increase student access to centers.

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 team utilized the various points of data and feedback received from the envision activity, focus groups and walkthroughs to determine potential strategies to address the needs that were most apparent. The team determined that by strengthening the workshop model through instructional practices it would enhance both the math and english language arts curriculum to best meet the needs of the students in our subgroups. There was also a need to more explicitly connect the home and school connection. The feedback received from the review also showed a need to improve on communication around learning opportunities, providing parents with strategies and information around the curriculum as well as inviting them into the process of their individual child's learning. By striving to strengthen the home school connection the team felt that the key strategies selected would specifically target these items.

Next Steps

Sharing the Plan

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.