New York State
EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

School Comprehensive Education Plan
2024-25

District	School Name	Grades Served
Tupper Lake CSD	LP Quinn Elementary School	PreK-5

Collaboratively Developed By:
The Tupper Lake Elementary School SCEP Development Team Amy Arsenault Brooke Boudreau Elizabeth Littlefield Juli Dukett Kathleen Fletcher Mary Fontana Leanne Grandjean Quinn Carly Simpson-Hamelin Shannon Tremblay Alison Wormuth ***And in partnership with the staff, students, and families of LP Quinn***

Guidance for Teams

Template

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

Prior to Writing the Plan

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

1. Completed the Five-Part Needs Assessment
    - Activity 1: Envision: Exploring Your Vision, Values, and Aspirations *(optional for re-identified schools)*
    - Activity 2: Analyze: Internal and External Data
    - Activity 3: Analyze: Survey Data
    - Activity 4: Listen: Student Interviews
    - Activity 5: Envision: Reflect, Synthesize, and Plan

2. Re-identified Schools:
    - Participated in SCEP Pre-Team Meeting Planning Session 4 with their NYSED/District/BOCES liaison after the Commitments and Key Strategies were identified and before the implementation plan was written.

Commitments

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

Key Strategies

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

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

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

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

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

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

Implementation

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

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

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

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

Success Criteria and Benchmark Targets

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

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

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

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

SCEP Rubric

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

Resources for Team

- Assembling Your Improvement Planning Team
- NYSED Improvement Planning website: http://www.nysed.gov/accountability/improvement-planning

Evidence-Based Intervention

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

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

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

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

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

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

X State-Supported Evidence Based Intervention

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

Evidence-Based Intervention Identified	Instructional Coaching
We envision that this Evidence-Based Intervention will support the following Commitment(s).	**Commitment 1:** Data Driven Instruction to ensure the integrity and consistency of curriculum implementation in order to improve student learning and performance.
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	Data reviewed identified that the curriculum is consistent; however, it further identified gaps in integrity related to implementation. Data identified that an integral next step is the development of a facilitated process to review student learning data.

☐ Clearinghouse-Identified

If "X' is marked above, provide responses to the prompts below to identify the intervention, the Commitment(s) it will support, the Clearinghouse that supports this as an evidence-based intervention, and the rating that Clearinghouse gave that intervention:

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

Clearinghouse used and corresponding rating

☐ **What Works Clearinghouse**
- ☐ Rating: Meets WWC Standards Without Reservations
- ☐ Rating: Meets WWC Standards With Reservations

☐ **Social Programs That Work**
- ☐ Rating: Top Tier
- ☐ Rating: Near Top Tier

☐ **Blueprints for Healthy Youth Development**
- ☐ Rating: Model Plus
- ☐ Rating: Model
- ☐ Rating: Promising

☐ School-Identified

If "X' is marked above, complete the prompts below to identify the intervention, the Commitment(s) it will support, and the research that supports this as an evidence-based intervention.

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

COMMITMENT 1

Our Commitment

What is one Commitment we will promote for 2024-25?	We commit to Data Driven Instruction to ensure the integrity and consistency of curriculum implementation in order to improve student learning and performance.
Why are we making this Commitment? *Things to potentially take into consideration when crafting this response:* • *How does this Commitment fit into what we envision for the school?* • *How does this Commitment relate to what we heard when listening to others?* • *How does this Commitment connect to what we observed through analysis?*	Data Driven Instruction allows LPQuinn faculty to share professional practice grounded in research to meet the diverse needs of all learners through enrichment and/or remediation. This commitment aims to develop a consistent system to identify, respond, monitor and adjust instruction based on external and internal data as well as feedback from the school community. LP Quinn has a strong foundation of evidence-based curricula, in grades PreK through 5, which will allow us to make informed decisions about the direction of learning of all students.

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? *Consider both data trends observed and student interview responses.* *For key strategy that does not represent something new, also provide 1-2 sentences on how the school will expand or refine the key strategy next year.*
Refine pacing guides with embedded activities and assessments	☐ NEW ☐ EXPAND x REFINE	Revisit and adjust the PreK-5 ELA and mathematics curricula to develop universal understanding of the purpose of the pacing guide, reaffirm priority standards, and align instruction and pacing. This strategy supports collaborative professional discussions to monitor and adjust instruction as necessary.

Develop a structure for DDI	x NEW ☐ EXPAND ☐ REFINE	DDI Structure to include: ● scheduled meetings/times, ● identified data to be reviewed in timely manner, ● teacher participation and input, ● accountability to the team/process.

Implementation

KEY STRATEGY 1	Refine pacing guides with embedded activities and assessments.

IMPLEMENTATION What is our plan for implementing Key Strategy 1? What steps are involved?	When will this be in place?
Revisit and recommit to aligning instruction to the standards.	x by EPM ☐ by MYB
Grade Level Teams, in conjunction with Curriculum Coordinators, will conduct an initial review of the ELA and mathematics pacing guides in order to ensure horizontal and vertical alignment and accountability to the grade level content and priority standards.	x by EPM ☐ by MYB
On-going check-ins with Grade Level teams on implementation of activities and assessments within the pacing guide.	☐ by EPM x by MYB
Reflect on and refine the pacing guide for the following school year.	☐ by EPM x by MYB
RESOURCES What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	
● Scheduled time for meetings, check-ins, shared planning time and data analysis ● Funding to support substitute coverage as needed	

KEY STRATEGY 2	Develop a structure for DDI

IMPLEMENTATION What is our plan for implementing Key Strategy 2? What steps are involved?	When will this be in place?
Identify DDI Team Members by grade level; this includes additional staff to support/supplement the data review.	x by EPM ☐ by MYB
Identify a schedule for Grade Level DDI meetings; expectation for the 2024 school year is a minimum of three times/year in ELA and math.	x by EPM ☐ by MYB
Teachers and/or curriculum leaders identify assessment data to be reviewed in DDI meetings.	☐ by EPM x by MYB
Create a process for accountability to the team/process.	☐ by EPM x by MYB
RESOURCES What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	
● Scheduled meeting time ● Funding to support substitute coverage as needed	

Progress Targets

Early Progress Milestones

We believe we are on track with the implementation of our strategies if we reach the following Early Progress Milestones **six to ten weeks** into implementation: *Identify Quantitative Data or Qualitative Descriptors that can serve as signals that our implementation is on track and we should continue pursuing these strategies.*

Key Strategy	What Early Progress Milestone data will we be reviewing?	What do we hope to see when we review that data? (*consider Student Data, Adult/Schoolwide Behaviors and Practices, and Student Behaviors and Practices*)	What we ended up seeing (*complete six to ten weeks into the school year*)
1	Vertically and horizontally aligned standards	● Grade level discussions and documented priority standards in ELA and mathematics. ● Accountability to pacing guides as evidenced by informal walkthroughs.	
2	DDI calendar and teacher meeting attendance	● Consistent administration of common formative assessment. ● Team Members analyze student learning data in advance of the grade level meeting. ● Grade level teams analyze and plan for instructional response to student learning data.	

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)	Evidence of accountability to pacing guide	Teachers are aware of progress on the pacing guides with the ability to make adjustments to instruction as needed.	
End-of-the Year Targets	Aligned pacing guide implemented with Integrity	Teachers are aware of progress on the pacing guides with the ability to make adjustments to instruction as needed.	

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	T20. My teachers explain things clearly when I make mistakes in class or on a test.	77.5%	82%	
Staff Survey	C35. We work together across grade levels and content areas to provide an integrated approach to student learning.	65%	75%	
Family Survey	C11. Our school has a strong curriculum that meets the needs of my children.	48.4%	54%	

COMMITMENT 2

Our Commitment

What is one Commitment we will promote for 2024-25?	We commit to taking a systemic approach to incorporating social-emotional learning with a schoolwide approach to integrate SEL principles into all facets of school life.
Why are we making this Commitment? *Things to potentially take into consideration when crafting this response:* • *How does this Commitment fit into what we envision for the school?* • *How does this Commitment relate to what we heard when listening to others?* • *How does this Commitment connect to what we observed through analysis?*	Families, staff and students are committed to share high expectations for academic and behavioral standards in school. Students' interactions with staff members and with their peers should show caring and concern for the well-being of others and respect for the school community as a whole. Students will take ownership of their behavior, holding themselves accountable when they engage in inappropriate conduct. Staff will work to build positive relationships with students, modeling positive prosocial behaviors, and provide support, guidance, and/or mentoring when needed.

Key Strategies

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

KEY STRATEGY	HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?	WHY: What did we learn from our needs assessment that suggests this is the right Key Strategy? *Consider both data trends observed and student interview responses.* *For key strategy that does not represent something new, also provide 1-2 sentences on how the school will expand or refine the key strategy next year.*
Development of SEL Implementation Team	x NEW ☐ EXPAND ☐ REFINE	
SEL Team will create a vision/goal to guide an integrated plan for schoolwide implementation	x NEW ☐ EXPAND ☐ REFINE	

SEL Team will develop an integrated plan and framework to address instruction and modeling of the five core-competencies	☐ NEW ☐ EXPAND x REFINE	Framework should include: ● School culture and climate ● Discipline ● Instruction ● Professional development ● Parent and family engagement

Implementation

KEY STRATEGY 1	Development SEL Implementation Team

IMPLEMENTATION What is our plan for implementing Key Strategy 1? What steps are involved?	When will this be in place?
Identify SEL Team Members, including representatives of stakeholder groups; this includes additional staff to support/supplement.	x by EPM ☐ by MYB
Create a schedule for SEL Team to meet and add to the building calendar.	x by EPM ☐ by MYB
Research options for turn-key training.	x by EPM ☐ by MYB
RESOURCES What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	
● Scheduled time for meetings	
● Funding to support substitute coverage as needed	
● Professional development	

KEY STRATEGY 2	SEL Team will create a vision/goal to guide an integrated plan for schoolwide implementation.

IMPLEMENTATION What is our plan for implementing Key Strategy 2? What steps are involved?	When will this be in place?
SEL Team will share the vision and goals for SEL with faculty and staff at the beginning of the school year	x by EPM ☐ by MYB
SEL Team will revisit the vision and SEL goals during faculty meetings to check for understanding and progress.	☐ by EPM x by MYB
SEL Team will facilitate professional learning regarding the five core competencies with schoolwide staff.	☐ by EPM x by MYB
RESOURCES What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	
● Scheduled time for meetings	
● Funding to support substitute coverage as needed	
● Professional development	

KEY STRATEGY 3	SEL Team will develop a framework to address instruction and modeling of the five core-competencies

IMPLEMENTATION What is our plan for implementing Key Strategy 3? What steps are involved?	When will this be in place?
SEL Team will review data (i.e., attendance, BIMAS/SAEBRS, discipline, etc.) and share with grade level teams as baseline, mid-year progress and end of year growth.	x by EPM ☐ by MYB
The SEL Team will research high quality SEL Frameworks to include: school culture and climate, discipline, instruction, professional development, parent and family engagement.	☐ by EPM x by MYB
The SEL Team will facilitate professional learning sessions for faculty and staff based on the best practice model determined during research.	☐ by EPM x by MYB
RESOURCES What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	
● Scheduled time for meetings	
● Funding to support substitute coverage as needed	
● Professional development	

Progress Targets

Early Progress Milestones

We believe we are on track with the implementation of our strategies if we reach the following Early Progress Milestones **six to ten weeks** into implementation: *Identify Quantitative Data or Qualitative Descriptors that can serve as signals that our implementation is on track and we should continue pursuing these strategies.*

Key Strategy	What Early Progress Milestone data will we be reviewing?	What do we hope to see when we review that data? (*consider Student Data, Adult/Schoolwide Behaviors and Practices, and Student Behaviors and Practices*)	What we ended up seeing (*complete six to ten weeks into the school year*)
1	The creation of an SEL Team.	● The composition of the SEL is representative of various stakeholder groups. ● SEL meeting time is scheduled and added to the building calendar.	
2	Creation and sharing of building SEL vision and goals	● A building wide vision, grounded in data, that identifies how students will grow socially-emotionally. ● Two to three goals to support teacher understanding specific to SEL Core Competencies and impact to student learning.	
3	SEL Data review system	● SEL Data System created and data shared with faculty aligned with benchmarks, anticipated October, February and May.	

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)	Schoolwide SEL Data	● Growth in understanding SEL Core Competencies.	
End-of-the Year Targets	1. Plan for Professional Development 2. Instructional Framework for SEL	● Growth in understanding SEL Core Competencies. ● Participation in SEL PD Sessions.	

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	C06. We work hard in my class	79%	84%	
Staff Survey	S61. We have an effective system for developing and building student social and emotional health.	67.7%	75%	
Family Survey	S40. Teachers support children's emotional needs, increasing their confidence as learners.	51.6%	55%	

COMMITMENT 3

(*this section can be deleted if there is no third Commitment*)

Our Commitment

What is one Commitment we will promote for 2024-25?	We commit to expand collaboration with families by actively engaging parents as partners to support student needs and progress.
Why are we making this Commitment? *Things to potentially take into consideration when crafting this response:* • *How does this Commitment fit into what we envision for the school?* • *How does this Commitment relate to what we heard when listening to others?* • *How does this Commitment connect to what we observed through analysis?*	Strengthening our partnership with families will solidify our shared responsibility for our students' learning. Students will benefit from consistent support systems at home and at school. A strong partnership with families enhances students' social and emotional growth, which nurtures a safe and supportive learning environment for all students. Involving families ensures that we understand and utilize each student's unique context, allowing our school community to tailor support and resources effectively. Regular and open dialogue with parents builds trust and ensures that families are informed and involved in their children's education.

Key Strategies

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

KEY STRATEGY	HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?	WHY: What did we learn from our needs assessment that suggests this is the right Key Strategy? *Consider both data trends observed and student interview responses.* *For key strategy that does not represent something new, also provide 1-2 sentences on how the school will expand or refine the key strategy next year.*
Share updates to school report cards with parents and students	☐ NEW x EXPAND ☐ REFINE	Communicate with families what students are expected to know and be able to do based on current New York State standards
Present data to parents multiple times per year	☐ NEW x EXPAND	Provide parents with on-going data to increase understanding of student needs and progress.

	☐ REFINE	

Implementation

KEY STRATEGY 1	Share updates to school report cards with parents and students

IMPLEMENTATION What is our plan for implementing Key Strategy 1? What steps are involved?	When will this be in place?
Communicate the changes to report card academic performance levels and rationale with parents via multiple formats, such as letters, website, videos.	x by EPM ☐ by MYB
Teachers will present a report card overview for students to increase understanding of grade level expectations.	x by EPM ☐ by MYB
RESOURCES What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	
● Scheduled time for meetings	

KEY STRATEGY 2	Present data to parents multiple times per year

IMPLEMENTATION What is our plan for implementing Key Strategy 2? What steps are involved?	When will this be in place?
Introduce the FAST Family Report (FastBridge) to teachers to develop understanding of format and content.	x by EPM ☐by MYB
Introduce the FAST Family Report to parents via multiple formats (i.e., school website, letters, videos, etc.)	x by EPM ☐ by MYB
Share the FAST Family Report with parents aligned with the benchmarks, anticipated October, February and May	☐ by EPM x by MYB
RESOURCES What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	
● Funding for mailings ● School Leader and Curriculum Coordinator meeting time to develop and share information.	

Progress Targets

Early Progress Milestones

We believe we are on track with the implementation of our strategies if we reach the following Early Progress Milestones **six to ten weeks** into implementation: *Identify Quantitative Data or Qualitative Descriptors that can serve as signals that our implementation is on track and we should continue pursuing these strategies.*

Key Strategy	What Early Progress Milestone data will we be reviewing?	What do we hope to see when we review that data? (*consider Student Data, Adult/Schoolwide Behaviors and Practices, and Student Behaviors and Practices*)	What we ended up seeing *(complete six to ten weeks into the school year)*
1	System for sharing information on revised report cards	• Understanding of revised report cards by parents. • Understanding of revised report cards by students.	
2	Present overview of FAST Family Report	• Introduction of FAST Family Report to Faculty and Staff • Introduction of FAST Family Report to parents/guardians	

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)	Sharing the FAST Family Report with Parents/Caregivers	• FAST Family Reports shared three times per year.	
End-of-the Year Targets	Sharing the FAST Family Report with Parents/Caregivers	• FAST Family Reports shared three times per year.	

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	F26 - My teachers send notes home or call my family.	58.6%	65%	

Staff Survey	F87 - We contact families on a routine basis, not just in times of concern.	62.1%	65%	
	F100 - Our families are provided with sufficient information to understand their child's progress and become partners in learning.	82.8%	85%	
Family Survey	C18- I receive specific test/assessment information about my child(ren)'s progress.	54.5%	60%	
	F43 - Teachers contact me, not just in times of concern.	38.1%	42%	

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
Elizabeth Littlefield	Principal	3/5	3/14, 3/25	3/25, 4/22	6/11	6/11	6/18	6/18
Amy Arsenault	Parent	3/5	3/25	3/25, 4/22				
Brooke Boudreau	Teacher	3/5	3/14, 3/25	3/25, 4/22	6/11	6/11		
Juli Dukett	Teacher	3/5	3/14, 3/25	3/25	6/11	6/11	6/18	6/18
Kathleen Fletcher	Teacher	3/5	3/14, 3/25	3/25, 4/22	6/11	6/11	6/18	6/18
Mary Fontana	Parent	3/5		4/22				
Leanne Grandjean Quinn	Teacher	3/5	3/14, 3/25	3/25, 4/22	6/11	6/11	6/18	6/18
Carly Simpson-Hamelin	School Social Worker	3/5	3/14, 3/25	3/25	6/11	6/11		
Shannon Tremblay	Teacher	3/5	3/14, 3/25	3/25, 4/22	6/11	6/11	6/18	6/18
Trish Wickwire	Dr. of Special Programs	3/5						
Alison Wormuth	Parent	3/5	3/25	3/25, 4/22				

Learning As A Team

Directions

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

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

The student interview process played a crucial role in the team's plan by providing direct insights into the students' experiences, needs and perceptions. The students voiced opinions on various aspects of school life, including teaching, school facilities, and social environment.

The students' feedback highlighted key areas that need attention. They indicated a desire for more choice throughout the school day. The students also spoke about opportunities for self-regulation. Some of the interviews lead to conversations about social relationships and the students' concerns related to bullying. The students spoke to some ideas for individualized changes.

Finally, students spoke to teacher-student relationships. The students felt that there is a desire to check-in with adults throughout the day. They view check-ins as teachable opportunities, which echo input from other stakeholder groups.

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.

Committing to data-driven instruction, a systemic approach to social-emotional learning (SEL), and expanded collaboration with our community can significantly enhance the performance of all students. Data-driven instruction allows for personalized learning plans and real-time adjustments based on individual progress, ensuring that teaching methods are tailored to the specific needs of each student. This approach also relies on evidence-based practices, which have a proven track record of effectiveness.

A systemic approach to SEL addresses the emotional and social needs of students with disabilities, fostering a supportive and inclusive school culture. It helps these students develop essential emotional regulation and social skills, contributing to their overall well-being and academic success. Expanded collaboration among teachers, special education staff, counselors, and families ensures a comprehensive and coordinated support system. This interdisciplinary teamwork allows for the sharing of resources and expertise, creating a more effective and holistic approach to education. Together, these strategies create an environment where students with disabilities can thrive academically and personally.

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.