



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

School Comprehensive Education Plan 2024-25

District	School Name	Grades Served
Troy City School District	Carroll Hill School	K-5

Collaboratively Developed By:

The Carroll Hill School SCEP Development Team
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And in partnership with the staff, students, and families of Carroll Hill School.

Guidance for Teams

Template

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

Prior to Writing the Plan

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

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

Commitments

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

Key Strategies

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

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

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

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

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

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

Implementation

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

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

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

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

Success Criteria and Benchmark Targets

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

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

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

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

SCEP Rubric

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

Resources for Team

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

Evidence-Based Intervention

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

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

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

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

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

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

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
<p>We envision that this Evidence-Based Intervention will support the following Commitment(s)</p>	<p><u>Commitment 1:</u> We commit to creating a responsive environment that promotes academic independence and self regulation for all students.</p> <p>Role of Instructional Coaches:</p> <ul style="list-style-type: none"> ● Establish Data Binder expectations ● Provide PD ● Support relationship building within the classroom ● Create MMI ● Support grade levels with SEL curriculum <p><u>Commitment 2:</u> We commit to strengthening and maintaining partnerships with our families and school community.</p> <p>Role of Instructional Coaches:</p> <ul style="list-style-type: none"> ● Deliver PD on Student Led Conferences ● Support Curriculum Celebration planning and implementation ● Establish Lunch and Learn Procedure

Evidence-Based Intervention

	<ul style="list-style-type: none">● Plan and Implement Lunch and Learn Events <p>Commitment 3: We commit to increasing growth and achievement on district and building assessments for our black students.</p> <p>Role of Instructional Coaches:</p> <ul style="list-style-type: none">● Conduct PD on Morphology Instruction● Support Targeted Small Groups through Grade Level DFS Meetings and coaching cycles● Work with Equity Liaison to establish Implicit Bias Training Scope and Sequence
<p>How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?</p>	<p>Through SCEP team discussions, the team aligned the school’s shared vision, values, aspirations and resources to promote continuous improvement for academic achievement, social emotional learning, and increased attendance. Instructional Coaches will support these targeted efforts for school improvement.</p>

Clearinghouse-Identified

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

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

Clearinghouse used and corresponding rating

- What Works Clearinghouse**
 - Rating: Meets WWC Standards Without Reservations
 - Rating: Meets WWC Standards With Reservations
- Social Programs That Work**
 - Rating: Top Tier
 - Rating: Near Top Tier
- Blueprints for Healthy Youth Development**
 - Rating: Model Plus
 - Rating: Model
 - Rating: Promising

School-Identified

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

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

COMMITMENT I

Our Commitment

<p>What is one Commitment we will promote for 2024-25?</p>	<p>We commit to creating a responsive environment that promotes academic independence and self regulation for all students.</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>This commitment aligns with the mission statement of our school, which is as follows:</p> <p style="text-align: center;">The mission of Carroll Hill School is to foster partnerships between school, families and the community to provide a variety of student centered learning experiences that empower all students to be independent learners while working to develop their academic and social emotional growth.</p> <p>As a building, we are committed to continuing the work that has already been implemented, and strengthening our practices by adding strategic relationship building practices. The DTSDE Survey, as well as the student interviews, indicated that behaviors are a concern and continue to interfere with learning. Through these initiatives, we will continue to promote a responsive environment to improve academic independence and self regulation.</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 TO DOES THIS COMPARE TO EXISTING EFFORTS?</p>	<p>WHY: What did we learn from our needs assessment that suggests this is the right Key Strategy?</p> <p><i>Consider both data trends observed and student interview responses.</i></p>
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Commitment 1

		<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>
Restorative Practices	<input type="checkbox"/> NEW <input checked="" type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	<p>According to the DTSDE survey results, 38% of teachers state that students use appropriate behavior during instruction. Additionally, during the student interviews, multiple students commented on how other students' behavior interferes with their ability to learn. For the 2023-2024 school year, our restorative practices began with community circles. Restorative practices will be expanded for the 2024-2025 school year by adding restorative conversations to support social emotional learning and self-regulation.</p>
Data Binders	<input type="checkbox"/> NEW <input checked="" type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	<p>The need to support students in tracking their own learning and self-monitor their progress is evident in our DTSDE survey results. 85% of families agree that our students have strategies to track their learning. Data binders will provide a structure that will support this work. The use of data binders will be expanded in the 2024-2025 school year by ensuring every student is actively using the data binder for goal setting and every grade level will use data binders in the use of student-led conferences.</p>
Relationship Building Strategies (2x10, Carroll Hill Cool Kid)	<input checked="" type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	<p>Throughout the student interviews, multiple students discussed the need for teachers to listen to them, understand them, and take time to understand them or their background. These two relationship building strategies will provide staff with a common method to deepen relationships with all students.</p>
Social-Emotional Learning Curriculum	<input type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input checked="" type="checkbox"/> REFINE	<p>According to the DTSDE Survey, all subgroups indicated that behavior in the classroom gets in the way of learning. During the student interviews, students also spoke about classroom behaviors adversely affecting learning. We will refine our practices to include lessons on social emotional regulation, coping strategies, and growth mindset.</p>

Implementation

KEY STRATEGY 1

Restorative Practices

Commitment 1

IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 1? What steps are involved?		
Create Restorative Practice Plan for the 2024-2025 School year <ul style="list-style-type: none"> - Restorative Practice Response Behavior Flow Chart - Triangle Framework visual of tiered SEL support - Implement hallway chat/restorative conversations (1:1) - Implement teacher-led classroom problem solving circle (whole class) - Continue community circles 	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
Design Restorative Practice Response Behavior Flow Chart <ul style="list-style-type: none"> - Communication Protocols 	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
Design Triangle Visual of Tiered SEL Support	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
Professional Development for All Staff <ul style="list-style-type: none"> - Hallway Chats/Restorative Conversations - Teacher-led Classroom Problem Solving Circle 	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
Professional Development/Consult for Refocus Room <ul style="list-style-type: none"> - 3x throughout the year 	<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB	
Ongoing Training for Faculty and Staff for 2024-2025 School Year <ul style="list-style-type: none"> - Reflect on current practices - Make adjustments as needed - Provide differentiated support based on survey feedback 	<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB	
RESOURCES		
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?		
Restorative Practice Plan		
Restorative Practice Response Flow Chart		
Triangle Visual of Tiered SEL Support		
PD for all staff		
PD/Consult for Refocus Room		

KEY STRATEGY	Data Binders
2	

IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 2? What steps are involved?		
Establish CHS Data Binder protocol <ul style="list-style-type: none"> - Purpose and expectations 	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
Conduct Professional Development on purpose and use of data binder <ul style="list-style-type: none"> - Creation of Academic, Attendance, Behavior Portions - Creation of materials (charts, graphs, etc. to track student progress) 	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
Teachers and students build data binders in September and add to throughout the school year	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
Students Goal Set (Academic, Attendance, Behavior) each trimester <ul style="list-style-type: none"> - Update student tracking visuals 	<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB	
Utilize data binders in student-led conferences <ul style="list-style-type: none"> - Reflect on practices and make updates as needed 	<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB	

Commitment 1

Revisit data binders in grade level meetings and with students throughout the year	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
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RESOURCES
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Data Binder Professional Development
Data Binders (charts, graphs)
Data Binder Protocol

KEY STRATEGY 3	Relationship Building Strategies (2x10, Carroll Hill Cool Kid)
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IMPLEMENTATION	When will this be in place?
What is our plan for implementing Key Strategy 3? What steps are involved?	
Relationship Building Professional Development <ul style="list-style-type: none"> - 2x10 Strategies - Carroll Hill Cool Kid 	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Teachers determine Relationship Building Plan for their Classroom <ul style="list-style-type: none"> - Schedule Cool Kid/ 2x10 on MMI 	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Teachers track Relationship Building Practices on MMI after each Trimester	<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB
All students have participated in CHS Cool Kid (1 time per year) All students have participated in 2x10 (1 time per year)	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
RESOURCES	
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	
Relationship Building Professional Development	
MMI	
Relationship Building Plan for each classroom	

KEY STRATEGY 4	Social-Emotional Learning Curriculum
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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 Tier 1 SEL Plan for the 2024-2025 School Year <ul style="list-style-type: none"> - Zones of Regulation - Growth Mindset/ Positive Self-talk - Behavior Expectations (focus on respect) - Calm down/coping strategies (ie. utilizing Zen Zone) 	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Professional Development on Tier 1 practices to support effective emotional regulation <ul style="list-style-type: none"> - Calm down/coping strategies (ie. utilizing Zen Zone) - Implement respect expectations/ behavior management 	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Pair up each classroom teacher with a member of SST to support Tier 1 work <ul style="list-style-type: none"> - SST Member explicitly outlining implementation 	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB

Commitment 1

Implement lessons and strategies by classroom teacher and SST	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Reflect on lesson implementation and needs of each classroom at end of each trimester	<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB
RESOURCES	
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	
Purchase resources	
Professional Development	
Time during the day to implement lessons	
Ongoing professional development	
Time allocated during team meetings to gather information and assess progress	

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>)
Restorative Practices	Hallway Chat Data	60% of staff have implemented one hallway chat.	
Data Binders	Student Data Binder	100% of students have data binders established within the classroom.	
Relationship Building Strategies (2x10 and CHS Cool Kid)	Relationship Building Plan	100% of teachers have created a relationship building plan to follow throughout the year.	
Social Emotional Learning Curriculum	Calm Down/ Coping Strategies Data	75% of staff have utilized calm down/ coping strategies within their classroom.	

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.

Commitment 1

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing <i>(complete when reviewing mid-year data)</i>
Mid-Year Benchmark(s)	Referral Data	Referral Data has decreased 3% from January 2024.	
End-of-the Year Targets	Referral Data	Referral Data has decreased 5% from June 2024.	

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	Students use appropriate behaviors throughout classroom instruction.	33.3%	40%	
Staff Survey	Students use appropriate behavior throughout classroom instruction.	38.1%	45%	
Family Survey	My child(ren) is required to self-monitor their progress and keep track of their own learning.	85.4%	90%	

COMMITMENT 2

Our Commitment

<p>What is one Commitment we will promote for 2024-25?</p>	<p>We commit to strengthening and maintaining partnerships with our families and school community.</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>Our school is committed to continuing to build relationships with our families by offering programs that explain curriculum and social emotional instruction. Our DTSDE survey results from the 2023-24 school year reflect the need to address issues that cause students to experience ongoing difficulty. Our student attendance has increased, however our data indicates the need to continue to provide support to families to further decrease chronic absenteeism.</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 TO DOES THIS COMPARE TO EXISTING EFFORTS?</p>	<p>WHY: What did we learn from our needs assessment that suggests this is the right Key Strategy?</p> <p><i>Consider both data trends observed and student interview responses.</i></p> <p><i>For key strategy that does not represent something new, also provide 1-2 sentences on how the school will expand or refine the key strategy next year.</i></p>
<p>Student-Led Conferences</p>	<p> <input type="checkbox"/> NEW <input checked="" type="checkbox"/> EXPAND <input type="checkbox"/> REFINE </p>	<p>Data indicates a need to continue to strengthen partnerships with our families and school community. As indicated in the 2023-2024 DTSDE Survey 27% of Black/African American families state a need for students to self-monitor their progress and track their own learning. Families also indicate a need to increase events to support students to be engaged and feel connected to the school. Through</p>

Commitment 2

		<p>the use of student-led conferences, students will engage in tracking their own learning and will be responsible to monitor and speak to their own progress throughout the year. Student-led conferences will lead to increased family engagement, therefore strengthening partnerships between school and the community. Student led conferences will be expanded to include all grade levels for the 2024-2025 school year.</p>
<p>Curriculum Celebrations</p>	<p> <input type="checkbox"/> NEW <input checked="" type="checkbox"/> EXPAND <input type="checkbox"/> REFINE </p>	<p>Continuing to foster and strengthen connections with our families remains a priority. Our attendance data indicates a continued need to support families to decrease chronic absenteeism. According to the student interviews, students expressed pride in all that they are learning and an interest in being rewarded for the learning that takes place. Curriculum Celebrations will connect families and engage students with the purpose of their learning, and support the social emotional growth of students that experience ongoing challenges. Families will have opportunities to celebrate academic progress with their children in meaningful ways that will strengthen their understanding of what students are learning, while also celebrating student success. Curriculum Celebrations will be expanded for the 2024-2025 school year across content areas.</p>
<p>Lunch and Learn</p>	<p> <input checked="" type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE </p>	<p>In an effort to strengthen our academic partnerships with our families, we plan on implementing “Lunch and Learn” events throughout the 2024-2025 school year. These events will further our families’ understanding of our curriculum and give them an opportunity to connect with their learner. According to the DTSDE survey, 78% of our students stated that our curriculum is challenging, while 88% of our families believe their children are being challenged by their teachers. This discrepancy identifies the need for opportunities to engage families with the curriculum.</p>

Implementation

KEY STRATEGY
1

Student Led Conferences

Commitment 2

IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 1? What steps are involved?		
Determine CHS Protocol for Student-Led Conferences <ul style="list-style-type: none"> - Role of teacher and student - Role of Data Binder 	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
Deliver Professional Development to Reinforce Protocols and Expectations	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
Create a script for student-led conferences that can be adapted for multiple grade levels <ul style="list-style-type: none"> - Determine components for each subject 	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
Complete student-led conferences for Trimester 1 <ul style="list-style-type: none"> - Reflect on practices to prepare for Trimester 2 - Adapt as needed 	<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB	
Complete student-led conferences for Trimester 2 <ul style="list-style-type: none"> - Reflect on practices for following school year 	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
RESOURCES		
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?		
CHS Student-Led Conference Protocol		
Professional Development		
Student-Led Conference Script		

KEY STRATEGY 2	Curriculum Celebrations
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IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 2? What steps are involved?		
Establish CHS Curriculum Celebration Expectations <ul style="list-style-type: none"> - Process and Expected Outcomes 	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
Create Grade Level Curriculum Celebration Plan	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
Deliver Professional Development on various types of curriculum celebrations <ul style="list-style-type: none"> - Purpose - Grade Level/Content Expectations - CHS Calendar of events 	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
Plan Out Celebration <ul style="list-style-type: none"> - Gather materials - Determine structure of event - Contact involved parties 	<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB	
Reflect on Celebration <ul style="list-style-type: none"> - Identify what worked well, what needs to be changed for future events 	<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB	
Reflect and make changes	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
RESOURCES		
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?		
Plan/Schedule, Materials		

Commitment 2

Professional Development	
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KEY STRATEGY 3	Lunch and Learn
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IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 3? What steps are involved?		
Establish Lunch and Learn Structure and Expectations <ul style="list-style-type: none"> - Topics of focus - Roles and responsibilities 		<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Professional Development on “Lunch and Learn” Strategy to CHS Staff <ul style="list-style-type: none"> - Teach purpose - Calendar of Events - Roles and responsibilities 		<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Communicate “Lunch and Learn” Calendar with families		<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Implement “Lunch and Learn” Events <ul style="list-style-type: none"> - Reflect and make changes 		<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB
RESOURCES		
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?		
Lunch and Learn Structure and calendar		
Professional Development		
Materials for Lunch and Learn		

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)
Student-Led Conferences	Parent/Teacher Conference Attendance Data	Teachers will have 60% attendance at Parent/Teacher Conferences in December.	
Curriculum Celebrations	Curriculum Celebration Plans	100% of grade levels have created and submitted a celebration plan for the 24-25 school year.	

Commitment 2

Lunch and Learn	Lunch and Learn Schedule	After the first 10 weeks of school, CHS has held at least one “Lunch and Learn” event.	
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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)	Attendance Data	Chronic Absenteeism will decrease 3% from January 2024.	
End-of-the Year Targets	Attendance Data	Chronic Absenteeism will decrease 5% from June 2024.	

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	Our school curriculum is challenging.	78%	83%	
Staff Survey	Students say the curricula is relevant to their interests and backgrounds.	61%	66%	
Family Survey	My child(ren) is required to self-monitor their progress and keep track of their learning.	85%	90%	

COMMITMENT 3

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

Our Commitment

<p>What is one Commitment we will promote for 2024-25?</p>	<p>We commit to increasing growth and achievement on district and building assessments for our black students.</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>We are committed to supporting students of all subgroups to achieve at the highest levels. District and state assessments indicate that there is a discrepancy in student achievement for our black students compared to all students. Survey results indicate that support is needed to increase academic rigor, strategically address gaps in learning, provide behavioral support and goal setting to increase achievement.</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 TO DOES THIS COMPARE TO EXISTING EFFORTS?</p>	<p>WHY: What did we learn from our needs assessment that suggests this is the right Key Strategy?</p> <p><i>Consider both data trends observed and student interview responses.</i></p> <p><i>For key strategy that does not represent something new, also provide 1-2 sentences on how the school will expand or refine the key strategy next year.</i></p>
<p>Morphology Instruction</p>	<p> <input checked="" type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE </p>	<p>Our 2023-2024 district assessment results indicate a need to close gaps to meet grade level proficiency standards. Results indicate a need to continue to develop strong vocabulary instruction to support word work and comprehension of text. Introducing morphology instruction will support students to</p>

Commitment 3

		understand how to both read and understand multisyllabic words in connected text.
Targeted Small Groups	<input type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input checked="" type="checkbox"/> REFINE	<p>After analyzing the DTSDE Survey results, we continue to demonstrate a need to refine our targeted small group instruction practices. According to survey results, 27% of Black/African American families indicate a need for students to self-monitor their progress and track their own learning. During the student interviews, students discussed the need to differentiate learning to decrease frustration and increase challenging content. We will continue to refine our small group instruction to target specific skills and provide immediate corrective feedback to accelerate student learning.</p>
Stronger Connections Mentoring	<input checked="" type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	<p>According to the DTSDE Survey results, there is a need to support both academic and social emotional learning. According to the survey, 83% of students, 86% of staff, and 77% of families indicated that behavior in the classroom adversely affects learning. In addition, the student interviews indicated that students are worried about and distracted by behaviors in the classroom. Stronger Connections Mentoring will provide the structure needed to assist students with setting and achieving personal goals to support academic and social emotional growth.</p>
Implicit Bias Training	<input checked="" type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	<p>The DTSDE Survey indicates a need to address implicit bias and racism in our school. When analyzing the data, the survey indicated that 35% of students, 43% of families, and 18% of staff feel that staff show bias toward particular student groups. The survey also indicated that 46% of students, 30% of families, and 14% of staff reported that racism is a problem in our schools. To address this, staff will engage in Implicit Bias Training to develop an awareness of implicit biases to minimize its impact. Consistent language, which will include defining racism and related concepts, will be taught and utilized by staff, students, and families.</p>

For key strategy that does not represent something new, indicate below how the school will expand or refine the key strategy next year.

Implementation

KEY STRATEGY
1 Morphology Instruction

IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 1? What steps are involved?		
Purchase morphology materials for each classroom K-5	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
Provide professional development and training	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
Provide monthly professional development to support ongoing implementation of the program (grade level team meetings, faculty meetings, ERD)	<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB	
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
RESOURCES		
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?		
Purchase resources		
Time to train staff		
Scheduled time within school day to implement lessons		
Time for ongoing professional development		

KEY STRATEGY
2 Targeted Small Groups

IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 2? What steps are involved?		
Provide guidelines of appropriate protocols to select students for targeted small groups	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
Ongoing support and planning during coaching cycles, grade level team meetings, ERD	<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB	
RESOURCES		
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?		
Create explicit protocols (define explicit instruction, model of data analysis protocol for fluid groupings)		
Scheduled time within school day		
Ongoing support through instructional coaches and BLT members		

KEY STRATEGY
3 Stronger Connections Mentoring

Commitment 3

IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 3? What steps are involved?		
Establish goal for each student		
- Contact families during each interim and report card (6x)		<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Monitor and submit data		
- Academic		<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB
- Social and emotional/behavioral		
Meet after school monthly with Stronger Connections Building Coordinator		<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB
Participate in professional development and implementation of the Positivity Project		<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
RESOURCES		
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?		
Professional Development		
Student list		
Approved staff members		
Curriculum materials		
Student data/needs		
Coordinator		

KEY STRATEGY 4	Implicit Bias Training
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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 scope and sequence of Implicit Bias Training for the 2024-2025 School Year		<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Provide Initial Implicit Bias Training		
- Establish purpose		<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
- Recognize individual biases (develop awareness)		
- How to minimize impact		
Ongoing monthly professional development		
- Consistent language		<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB
- Restorative Practices		
- Historical Trauma		
- SEL Curriculum		
Integrate into family events		<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB
RESOURCES		
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?		
PD facilitator		
Scheduled times for PD		
List of terms to be defined		
Scheduled times throughout year to provide ongoing PD		

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>)
Morphology Instruction	Survey	100% of teachers have initial training and have begun implementing lessons.	
Targeted Small Groups	Survey	100% of teachers have implemented targeted small group instruction.	
Stronger Connections Mentoring	Stronger Connections Mentoring Data	100% of Stronger Connections Mentors have established a goal for each student.	
Implicit Bias Training	Teacher Attendance Sheet	100% of teachers have had initial training (Part 1).	

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

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

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing (<i>complete when reviewing mid-year data</i>)
Mid-Year Benchmark(s)	District Universal Screener (FastBridge or iReady)	60% of students (Grades 2-5) will show typical or accelerated growth from Fall to Winter.	
End-of-the Year Targets	District Universal Screener (FastBridge or iReady)	65% of students (Grades 2-5) will show typical or accelerated growth from Winter to Spring.	

Commitment 3

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	I am comfortable asking questions in class.	72.8%	80%	
Staff Survey	Student behavior interferes with learning.	77%	65%	
Family Survey	Students say that staff show bias towards particular student groups.	43.2%	25%	

Commitment 4

Civic Empowerment Project (schools in CSI only)

Background

As part of the New York State Every Student Succeeds Act Plan (ESSA) and Commissioner's Regulation 100.21, all schools identified for Comprehensive Support and Improvement (CSI) Support Model are required to annually implement a Participatory Budgeting Process or provide opportunities for parent and student engagement in a manner prescribed by the Commissioner.

Options for Schools

The Department has outlined six ways in which schools may address the requirement for schools in the CSI Support Model to implement Participatory Budgeting or an Approved Alternative:

1. Participatory Budgeting
2. Monthly School Focus Groups
3. Climate Survey Inquiry Team
4. Schoolwide Voting
5. Collaborative School Improvement Grant Development
6. Design Your Own

These options were identified because they build on essential components of Participatory Budgeting: ***expanding stakeholder voice, providing opportunities to practice democracy, and promoting civic engagement.***

The available options are described in more detail in the guidebooks available on the NYSED [Civic Empowerment Projects](#) website. Schools should consider how to incorporate their selection into their existing commitments.

Directions (Schools in CSI only)

Place an "X" in the box next to the Civic Empowerment Project the SCEP Development Team has selected for the 2024-25 school year.

- Participatory Budgeting
- Monthly School Focus Groups
- Climate Survey Inquiry Team
- Schoolwide Voting
- Collaborative School Improvement Grant Development
- Design Your Own (proposals should be sent to FieldSupport@nysed.gov)

Our Team's Process

Background

NYSED requires that the SCEP is developed in consultation with parents and school staff, and in accordance with §100.11 of Commissioner's Regulations. All schools are expected to follow the guidelines outlined in the document "Assembling Your Improvement Planning Team" found at:

<https://www.nysed.gov/sites/default/files/programs/accountability/assembling-your-improvement-planning-team.pdf>. This section outlines how we worked together to develop our plan.

Our Team's Steps

Our plan is the result of collaborating to complete several distinct steps:

1. **Envision:** Exploring the Vision, Values and Aspirations for the school (optional for schools in CSI)
2. **Analyze:** Analyzing Data
3. **Analyze:** Analyzing Survey Data
4. **Listen:** Interviewing Students
5. **Envision:** Reflect, Synthesize, and Plan
6. **Writing the Plan**

Team Collaboration

In the first two columns, identify the members of the SCEP team and their role (e.g., teacher, assistant principal, parent). In the rest of columns, indicate that team member's participation in each of the activities by identifying the date that person participated in that activity OR leaving the space blank if the person did not participate in that activity.

Name	Role	Orientation to School Teams (required for new TSI)	Envision: Exploring the Vision, Values and Aspirations	Analyze: Internal and External Data	Analyze: Survey Data	Listen: Student Interviews	Envision: Reflect, Synthesize and Plan	Plan Writing and Revision
<i>Example: Mary James</i>	<i>ELL Teacher</i>	<i>3/5</i>	<i>3/12</i>	<i>3/19</i>		<i>4/10, 4/11</i>	<i>4/17</i>	<i>5/2 5/9 5/16</i>
Sabina Dinardo	Principal	3/5	4/9, 4/16, 4/18, 4/25	3/27, 6/3	3/27, 5/1, 6/3	5/1, 6/5	4/25, 5/21, 5/22, 5/30	6/4, 6/5, 6/20
Kara Zimmerman	Instructional Coach	3/5	4/9, 4/16, 4/18	3/27, 6/3	3/27, 5/1, 6/3	5/1, 6/5	5/21, 5/22	6/4, 6/5, 6/20
Nancy McNitt	Instructional Coach	3/5	4/9, 4/16, 4/18	3/27, 6/3	3/27, 5/1, 6/3	5/1, 6/5	5/21, 5/22	6/4, 6/5, 6/20
Julia Halburian	Classroom Teacher	3/5	4/9, 4/16, 4/18	3/27, 6/3	3/27, 5/1, 6/3	5/1, 6/5	5/21, 5/22	6/4, 6/5, 6/20
Mary Zakarka	Classroom Teacher	3/5	4/9, 4/16, 4/18	3/27, 6/3	3/27, 5/1, 6/3	5/1, 6/5	5/21, 5/22	6/4, 6/5, 6/20
Emmalee Olszewski	Classroom Teacher	3/5	4/9, 4/16, 4/18	3/27, 6/3	3/27, 5/1, 6/3	5/1, 6/5	5/21, 5/22	6/4, 6/5, 6/20

Our Team's Process

Eliza Stewart	Classroom Teacher	3/5	4/9, 4/16, 4/18	3/27, 6/3	3/27, 5/1, 6/3	5/1, 6/5	5/21, 5/22	6/4, 6/5, 6/20
Betsey Franz	Classroom Teacher	3/5	4/9, 4/16, 4/18	3/27, 6/3	3/27, 5/1, 6/3	5/1, 6/5	5/21, 5/22	6/4, 6/5, 6/20
Victoria Hallett	Classroom Teacher	3/5	4/9, 4/16, 4/18	3/27, 6/3	3/27, 5/1, 6/3	5/1, 6/5	5/21, 5/22	6/4, 6/5, 6/20
Janna Spadoni	Speech Therapist	3/5	4/9, 4/16, 4/18	3/27, 6/3	3/27, 5/1, 6/3	5/1, 6/5	5/21, 5/22	6/4, 6/5, 6/20
Beth Carcich	Social Worker	3/5	4/9, 4/16, 4/18	3/27, 6/3	3/27, 5/1, 6/3	5/1, 6/5	5/21, 5/22	6/4, 6/5, 6/20
Sherri Bolster	Guardian		4/25				4/25, 5/30	4/25, 5/30
Saadah Garbey	Parent		4/25				4/25, 5/30	4/25, 5/30

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

After analyzing student responses from the CHS Student Interviews, our Building Leadership Team (BLT) shared their noticings and wonderings. Through this conversation, the BLT was able to identify trends across all grade levels (K-5). Next, the BLT ensured that these trends were being addressed in our 2024-2025 SCEP Commitments and strategies. The BLT feels confident that our 2024-2025 SCEP directly aligns to our student interviews.

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 Building Leadership Team analyzed the DTSDE Survey, Student Interviews, and District Assessments. Through the analysis, the BLT determined the strategies necessary to support the commitments written in the plan. The strategies are designed to address academic rigor, social emotional learning, behavior, relationship building and chronic absenteeism. We believe the implementation of these strategies will result in improved performance for our black students.

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.