New York State
EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

School Comprehensive Education Plan

2024-25

District	School Name	Grades Served
West Seneca Central School District	Northwood Elementary School	PK-5

Collaboratively Developed By:
The Northwood Elementary School SCEP Development Team ● Angela Ferri – Principal ● Brenna Fitzpatrick – Social Worker ● Carrie Wood – Grade 1 Teacher ● Cindy Inglut – Math AIS ● Erin Fedele – Special Education Teacher ● Kennedy Kirby – Grade 3 Teacher ● Katie Esposito – Reading Specialist ● Kelsey Beres – Grade 3 Teacher ● Janine Ziccarelli – Parent ● Annemarie Talty – Literacy Specialist *And in partnership with the staff, students, and families of Northwood Elementary School.*

Guidance for Teams

Template

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

Prior to Writing the Plan

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

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

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

Commitments

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

Key Strategies

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

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

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

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

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

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

Implementation

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

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

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

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

Success Criteria and Benchmark Targets

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

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

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

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

SCEP Rubric

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

Resources for Team

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

Evidence-Based Intervention

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

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

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

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

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

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

☐X State-Supported Evidence Based Intervention

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

Evidence-Based Intervention Identified	Professional Learning Communities (PLC)
We envision that this Evidence-Based Intervention will support the following Commitment(s)	Commitment 1: At Northwood Elementary we commit to teaching and learning practices that ensure students are engaged in meaningful learning that is relevant to them and will help them demonstrate growth. Commitment 2: At Northwood Elementary School we commit to building strong relationships with students and families.
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	The intervention aligns with the initial step of discussing issues around student learning. By identifying specific challenges and needs, the team will be able to pinpoint areas requiring evidence-based solutions. The team utilized the insights gained from data analysis to create and trial targeted strategies aimed at improving student outcomes. By evaluating the effectiveness of the intervention, the team ensures that it meets the desired outcomes and can make necessary adjustments based on the results. This integration highlights a continuous, reflective cycle where the team learns from data, implements informed strategies, and evaluates their effectiveness, leading

	to ongoing improvement in student learning outcomes.

☐ 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?	**At Northwood Elementary we commit to teaching and learning practices that ensure students are engaged in meaningful learning that is relevant to them and will help them demonstrate growth.**
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?*	At Northwood Elementary School, we imagine a learning environment characterized by its multidimensional, contextual, and relational approach, aiming to offer our students truly meaningful educational experiences. During interviews with students, they expressed appreciation for being acknowledged for their academic and behavioral achievements. Upon analyzing the school's iReady data, we observed an increase in the number of students making growth and obtaining proficiency. This dedication underscores our emphasis on employing targeted instructional resources to foster student academic progress.

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.*
Student Goal Trackers	☐ NEW ☐ EXPAND ☐ REFINE	The introduction of iReady last year enabled the school to collect data, while some teachers independently tracked individual student data in their classrooms. To promote student ownership of their data, we will move forward with implementing this practice school-wide.

Grade Level Team Meetings	☐ NEW ☐ EXPAND ☐ REFINE	Although the district provides data days for reviewing diagnostic data following each administration of the iReady assessment, as a school, we want to provide teachers the opportunity to examine various metrics of data available within the iReady platform.

Implementation

KEY STRATEGY 1	Student Goal Trackers

IMPLEMENTATION What is our plan for implementing Key Strategy 1? What steps are involved?	When will this be in place?
● Utilize individual student tracker and goal sheet for use in each classroom to monitor the completion of lessons at 80% proficiency	☐ by EPM ☐ by MYB
● Develop an i-Ready tracker to showcase school-wide data on lesson completion	☐ by EPM ☐ by MYB
● Identify the specific data points to be tracked from i-Ready (e.g., lesson completion, achieving 100% score) and incorporate student incentives into the PBIS Award Program (e.g., utilizing shining star tickets to incentivize teacher and student engagement and nominations)	☐ by EPM ☐ by MYB
● Determine the timeframe for tracking data and awarding incentives (e.g., weekly, monthly, every six weeks) and establish the target number of lessons to be completed within that timeframe	☐ by EPM ☐ by MYB
RESOURCES What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	
Money: Incentives	
Processes: School Trackers, Teacher Trackers, and iReady Data Points	

KEY STRATEGY 2	Grade Level Meetings

IMPLEMENTATION What is our plan for implementing Key Strategy 2? What steps are involved?	When will this be in place?
Schedule at least 3 meetings per year, specifically for reviewing iReady data (including diagnostic results, lessons completed, standards mastery, etc.) using a schoolwide data protocol **Sample Protocols** 4W's Protocol What, So what, Now What Protocol	☐ by EPM ☐ by MYB
Create an agenda template to record minutes of the meeting, incorporating the checklist to ensure all pertinent areas are addressed, and designate a central location for housing minutes from each team meeting Sample Agenda	☐ by EPM ☐ by MYB
Teachers will utilize instructional reports from iReady to determine and identify which students need in depth review or additional support in both ELA and math. Furthermore, teachers will discuss strategies for pre-teaching/reteaching the essential skills.	☐ by EPM ☐ by MYB
RESOURCES What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	
Schedule: Meeting dates	
Processes: Agenda and Data Protocols	

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 Goal Trackers	Sample goal trackers from each grade level	50% of students in each class to achieve their goals as indicated by their individualized tracker (passing lessons at 80% proficiency)	● Each teacher was provided training on how to have a data chat with his/her own students ● Each student conferences with classroom teacher on iReady performance on ELA ● Passing rate varies per student; as a building, 81% of students in ELA are passing their lessons; 91% of students are passing lessons in mathematics

Grade level Meetings	Meeting agenda and notes	Meeting minutes that captures: ● insights from individual teachers regarding the progress on goal trackers ● Engagement in discussions covering various aspects of iReady during the meeting ● The next steps based on the data analysis and discussions	● District-wide Data Day on Oct. 9th ● iReady data review took place at grade level meeting on October 23rd as a follow up to Data Day ● Shared data analysis chart/graphic organizer (groupings, trends, and possible classroom interventions to serve small group instruction based on iReady results) ● discussed grade level appropriate data tracking, i.e. K ● Discussed grade level trends and compared those to individual students' 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)	iReady Data	Anticipate observing typical growth rates for all students: ● Reading: 60% ● Math: 50% Aim for proficiency levels among all students to reach: ● Reading: 50% ● Math: 40% Subgroup improvements, targeting: ● 5% increase in math proficiency ● 7.5% increase in reading proficiency	
End-of-the Year Targets		Anticipate observing typical growth rates for all students: ● Reading: 80% ● Math: 70% Aim for proficiency levels among all students to reach: ● Reading: 60% ● Math: 50% Subgroup improvements, targeting: ● 10% increase in math proficiency ● 15% increase in reading proficiency	

Spring Survey Targets

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

	Survey Question(s) or Statement(s)	2023-24 data if available (e.g., % agree or strongly agree)	Desired response (e.g., % agree or strongly agree)	What we ended up seeing (complete once Spring survey results are available)
Student Survey	● I know how to track my own iReady data ● I know what is expected of me to meet my iReady goals	N/A	80% 80%	● 75% of students responded they can track their own data (Nov 1st) ● 80% of students responded that they understand what is expected to meet their individual goals
Staff Survey	● The program and resources at the school are adequate to support students learning ● Teachers at the school feel responsible to help each other do their best	71% 82%	80% 85%	
Family Survey	● At school my child feels like he/she belongs ● The school provides instructional material that reflect cultural backgrounds and identity of my child	90% 75%	95% 85%	

COMMITMENT 2

Our Commitment

What is one Commitment we will promote for 2024-25?	**At Northwood Elementary School we commit to building strong relationships with students and families.**
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?*	At Northwood Elementary School, we envision a community where symbiotic relationships between students and families enrich educational experiences profoundly. Feedback from interviews with students and families revealed a deep affection for the school's faculty and staff. However, there was a shared desire for increased involvement in school activities. Families expressed interest in learning more about their students, while students themselves expressed a desire for greater participation in school affairs.

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.*
Showcase Student Learning	☑ NEW ☐ EXPAND ☐ REFINE	To foster student independence and provide occasions for students to present and discuss their work with their parents

13

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.*
Shining Family Star Volunteer Campaign	☑ NEW ☐ EXPAND ☐ REFINE	Parents have communicated a strong desire for increased involvement in school activities. By initiating a volunteer campaign, we aim to offer parents more meaningful engagement opportunities at times that align better with their availability.
5th Grade Ambassador Program	☑ NEW ☐ EXPAND ☐ REFINE	Students have articulated a desire for increased leadership opportunities within the school.

Implementation

KEY STRATEGY 1	Student Learning Showcase Opportunities

IMPLEMENTATION What is our plan for implementing Key Strategy 1? What steps are involved?	When will this be in place?
Collaborate with the Shared Decision Making Team and PTO to establish suitable date(s) for showcase events & opportunities	☑ by EPM ☐ by MYB
Generate a flyer which advertises our events and share with parents through various communication channels	☐ by EPM ☐ by MYB
Create a survey to gain feedback	☐ by EPM ☑ by MYB
RESOURCES What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	
Money: Supervision of events	
Schedule: Activity/event calendar	
Processes: Flyer	

14

KEY STRATEGY 2	SHINING Family STAR Volunteer Campaign

IMPLEMENTATION What is our plan for implementing Key Strategy 2? What steps are involved?	When will this be in place?
Coordinate meetings among grade level and special area team to identify volunteer opportunities for parents	☐ by EPM ☐ by MYB
Develop a list of dates and sign-up sheets for display, encouraging parents to sign up during Supply Drop-off and Parent-Teacher Conferences	☐ by EPM ☐ by MYB
Communicate the initiative to parents, setting a goal of 50 participating volunteers for the 2024-2025 school year	☐ by EPM ☐ by MYB
Establish a volunteer bulletin board (STARS) where parents can display their initials upon volunteering	☐ by EPM ☐ by MYB
Form a subcommittee to address the following tasks: ● Create a flyer to distribute at Open House ● Utilize School Messenger to disseminate information ● Develop QR codes and/or sign-up lists for each grade level to gather names of volunteers	☐ by EPM ☐ by MYB

RESOURCES What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Schedule: Meeting dates
Processes: Bulletin Board Placement/QR codes/sign-up list
Money: Gold stars

KEY STRATEGY 3	5th Grade Ambassadors Program

IMPLEMENTATION What is our plan for implementing Key Strategy 3? What steps are involved?	When will this be in place?
Engage student ambassador members to collaborate with 12:1:1 classes as buddies/mentors	☐ by EPM ☐ by MYB
Seek an advisor for the student council and define the responsibilities of the council	☐ by EPM ☐ by MYB

Provide training for student council members to participate in delivering morning announcements	☐ by EPM <mark>☐ by MYB</mark>
Develop an application process for students interested in joining the student council, and involve teachers in reviewing applications and selecting candidates (8 students)	☐ by EPM <mark>☐ by MYB</mark>

RESOURCES
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Schedule: Meeting dates Process: Create application for Student Council

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*)

Showcase Student Learning	Dates for opportunities; description of what it will look like	Showcase specification that could include • Demonstrations of student achievements, including projects, artwork, and academic accomplishments • Interactive activities such as workshops or hands-on demonstrations led by students or staff • Performances showcasing student talents in areas like music, dance, or drama • Highlights of student leadership initiatives and involvement • Information about school programs, extracurricular activities, and support services • Channels for gathering feedback and suggestions for further improvement • A celebratory atmosphere fostering positive interactions and connections within the school community	• Town Hall Meeting with Students (roll out PBIS) • 55 parent volunteers in classrooms (i.e. reading & centers) • Student Ambassadors volunteering at events, i.e. Halloween • Student Ambassadors volunteering for Safety Patrol, Food Drive and Sock Drive • School-wide attendance parades to encourage attendance (gift card raffle) • SDMT & Literacy Team is planning for STEAM Night and March into Literacy (One Book, One School)

Shining Family Star Volunteer Campaign	A list of parents volunteers by activity	We hope to see 50 parent volunteers actively engaged in various school activities and initiatives.	● PTO: Increased both parent and teacher involvement at events (i.e. Teacher and Parent volunteers for Fall Fest); 55 parent volunteers and 6 National Honors Society volunteers ● Teachers are volunteering for events to encourage family engagement (i.e. 31 staff members have volunteered for Halloween); this is an increase from 27 last year

	Track activities led by student ambassadors	A dedicated advisor A transparent and fair process for the selection of students Active student participation in morning announcements, demonstrating engagement and leadership skills	- There are two advisors (Nowak and Vlahoff). - An application was passed out to all 5th grade students. - The advisors met with all 5th grade students to explain the role and responsibilities of Student Ambassadors. - A deadline was given for the application. 10/12 were chosen. - Two students were offered bus safety patrol. - Students are actively engaged and demonstrate leadership skills. - The students have given reminders about Sock-Tober on the announcements. - Goal for Ambassadors - more advertisement of events and opportunities
5th Grade Ambassador Program			

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)	Number of Parent Volunteers	We hope to see 50 stars displayed on the wall, symbolizing those who have actively participated in school activities.	
End-of-the Year Targets	Number of Parents Volunteers	We hope to see 100 stars displayed on the wall, symbolizing those who have actively participated in school activities.	

Spring Survey Targets

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

	Survey Question(s) or Statement(s)	2023-24 data if available *(e.g., % agree or strongly agree)*	Desired response *(e.g., % agree or strongly agree)*	What we ended up seeing *(complete once Spring survey results are available)*
Student Survey	I am able to share my ideas for activities I would like to see happen at my school.	NA		
Staff Survey	The school provides students with opportunities to take a lead role in organizing programs and activities.	39%	70%	
Family Survey	I feel welcomed at the school.	85%	90%	

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
Angela Ferri	Principal	N/A	2/27/24	6/5/24	6/5/24	2/27/24	6/5/24	6/5/24
Annemarie Talty	Literacy Specialist	N/A	2/27/24	6/5/24	6/5/24	2/27/24	6/5/24	6/5/24
Janine Ziccarelli	Parent	N/A	2/27/24	6/5/24	6/5/24	2/27/24	6/5/24	6/5/24
Kelsey Beres	Grade 3 Teacher	N/A	2/27/24	6/5/24	6/5/24	2/27/24	6/5/24	6/5/24
Katie Esposito	Reading Specialist	N/A	2/27/24	6/5/24	6/5/24	2/27/24	6/5/24	6/5/24
Kennedy Kirby	Grade 3 Teacher	N/A	2/27/24	6/5/24	6/5/24	2/27/24	6/5/24	6/5/24
Erin Fedele	Special Education Teacher	N/A	2/27/24	6/5/24	6/5/24	2/27/24	6/5/24	6/5/24

Cindy Inglut	Math AIS	N/A	2/27/24	6/5/24	6/5/24	2/27/24	6/5/24	6/5/24
Brenna Fitzpatrick	Social Worker	N/A	2/27/24	6/5/24	6/5/24	2/27/24	6/5/24	6/5/24
Carrie Wood	Grade 1 Teacher	N/A	2/27/24	6/5/24	6/5/24	2/27/24	6/5/24	6/5/24

Learning As A Team

Directions

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

Student Interviews
Describe how the Student Interview process informed the team's plan
The student interviews were held with students in grades 3, 4, and 5. Students were provided a list of questions to drive the interview process. This interview process was conducted by a consultant review team with a Northwood Elementary teacher present throughout.

Schools in the ATSI and TSI model only

Subgroup Spotlight
Describe how the team has determined that the strategies in this plan are likely to result in improved subgroup performance for the subgroup(s) for which the school has been identified.
The team has determined that the strategies outlined in this plan are likely to enhance all students' performance by utilizing data from previous school years and incorporating feedback from students and parents. The plan prioritizes key areas identified through data analysis and emphasizes instructional strategies grounded in evidence. Furthermore, there is a deliberate focus on addressing the needs of our subgroups within the plan, ensuring that interventions and support are tailored to meeting their specific needs.

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.