



School Comprehensive Education Plan 2024-25

District	School Name	Grades Served
Beacon City School District	Sargent Elementary School	Pre-K-5

Collaboratively Developed By:

The Sargent Elementary School SCEP Development Team

Parents: Emily Hare

Teachers- Diane Sandison, Kaitlin King, Danielle Lizewski

Principal- Cathryn Biordi

*And in partnership with the staff, students, and families of **Sargent 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.

☐ 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	
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-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

What is one Commitment we will promote for 2024-25?	We commit to creating a welcoming school environment where every child feels safe, respected, represented, supported, and has a true sense of belonging.
Why are we making this Commitment? <i>Things to potentially take into consideration when crafting this response:</i> <ul style="list-style-type: none"> • 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? 	Sargent has a diverse student body and strong relationships with our students and families. It is important to us that every student feels a sense of belonging in our classrooms and school communities. We have a strong foundation to build on this critical work. <ul style="list-style-type: none"> • Students shared in interviews that they don't see enough images of themselves at school (curriculum, posters, presenters, etc.) • The Equity Self-Reflection revealed that there is still work to be done with culturally responsive teaching.

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? <i>Consider both data trends observed and student interview responses.</i> <i>For key strategy that does not represent something new, also provide 1-2 sentences on how the school will expand or refine the key strategy next year.</i>
Positivity Project	<input type="checkbox"/> NEW <input checked="" type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	Sargent piloted this program in November of 2023 to address priority number 1 and found success. This year, we would like to commit to a school-wide implementation.
	<input type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	
	<input type="checkbox"/> NEW <input type="checkbox"/> EXPAND	

Commitment 1

	<input type="checkbox"/> REFINE	
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Implementation

KEY STRATEGY 1	Teachers will engage in year-long PD that addresses the core component of the Positivity Project SEL curriculum.
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IMPLEMENTATION	
What is our plan for implementing Key Strategy 1? What steps are involved?	When will this be in place?
Teachers will have dedicated professional development time during our superintendent conference days.	X by EPM <input type="checkbox"/> by MYB
Teachers will begin implementing the first SEL unit and making the lessons visible within the school building.	<input type="checkbox"/> by EPM X by MYB
	<input type="checkbox"/> by EPM <input 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?	
Positivity Project resources, release time for PD, substitute teachers to cover PD time.	

KEY STRATEGY 2	Teachers will be provided time for check-ins with admin as well as time to plan.
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IMPLEMENTATION	
What is our plan for implementing Key Strategy 2? What steps are involved?	When will this be in place?
	X by EPM <input type="checkbox"/> by MYB
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
	<input type="checkbox"/> by EPM <input 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?	
Schedule check-ins within the school day.	

Commitment 1

KEY STRATEGY

3

IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 3? What steps are involved?		
		<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
		<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
		<input type="checkbox"/> by EPM <input 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?		

KEY STRATEGY

4

IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 4? What steps are involved?		
		<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
		<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
		<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
		<input type="checkbox"/> by EPM <input 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?		

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*

Commitment 1

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>)
Positivity Project	Student Discipline	We hope there will be a reduction in DASA-related incidents from the 2023-2024 school year.	
Positivity Project	Attendance	We hope student attendance by the end of the year is close to 95%	

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)	Disciplinary referrals/Attendance Reports	We hope there will be a reduction in DASA-related incidents from the 2023-2024 school year. Improved Attendance.	
End-of-the Year Targets	Disciplinary referrals/Attendance Reports	We hope there will be a reduction in DASA-related incidents from the 2023-2024 school year. Improved Attendance.	

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</i>)

Commitment 1

				<i>results are available)</i>
Student Survey	I enjoy being in school.	89%	100%	
Staff Survey	There is PD that supports my needs.	95%	100%	
Family Survey				

COMMITMENT 2

Our Commitment

What is one Commitment we will promote for 2024-25?	We are committed to targeting the specific academic goals of students requiring Tier 2 academic support in math, specifically in comprehensive problem-solving and vocabulary.
Why are we making this Commitment? <i>Things to potentially take into consideration when crafting this response:</i> <ul style="list-style-type: none"> • 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? 	The school indicated that more than reading support is needed because students need help with math word problems that must be addressed in the content area, not solely in reading. This need was identified by reviewing data from several sources (NYSESED 3-8 assessments, i-Ready Diagnostic, DIBELS diagnostics, and teacher-created evaluations). This commitment will address the commitment to increase our student outcome in vocabulary and comprehension in all content areas.

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? <i>Consider both data trends observed and student interview responses.</i> <i>For key strategy that does not represent something new, also provide 1-2 sentences on how the school will expand or refine the key strategy next year.</i>
Full-Time AIS Math Teacher	<input checked="" type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	This full-time position will increase the frequency and duration of students needing academic support.
	<input type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	
	<input type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	

Implementation

KEY STRATEGY 1	Students who need support, as identified by the AIS matrix, will receive support 3 to 4 times a week for a minimum of 30 minutes per session.
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IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 1? What steps are involved?		
Identification of students using universal screeners and assessments. (i-Ready in Math, Acadience Math Screener, DIBELS in Math)		X by EPM <input type="checkbox"/> by MYB
Teachers will schedule students for at minimum three sessions per week.		X by EPM <input type="checkbox"/> by MYB
The AIS teacher, as well as the classroom teacher, will monitor students using approved progress-monitoring tools		<input type="checkbox"/> by EPM X by MYB
Students will be reassessed for exiting, continuance, and entrance purposes.		<input type="checkbox"/> by EPM X 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?		
Schedule, Progress monitoring tools, time for data analysis, common planning time, data meetings		

KEY STRATEGY 2	
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IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 2? What steps are involved?		
		<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
		<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
		<input type="checkbox"/> by EPM <input 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?		

KEY STRATEGY 3	
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Commitment 2

IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 3? What steps are involved?		
		<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
		<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
		<input type="checkbox"/> by EPM <input 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?		

KEY STRATEGY	
4	

IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 4? What steps are involved?		
		<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
		<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
		<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
		<input type="checkbox"/> by EPM <input 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?		

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.*

Commitment 2

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>)
AIS Teacher	Progress monitoring.	We hope to see progress on weekly assessments and end-of-module testing.	

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)	i-Ready Winter Diagnostic	We hope to see an increase in the Numbers and Operations as well as the Problem-Solving domain.	
End-of-the Year Targets	i-Ready Winter Diagnostic/ NYS Math Assessments	We hope to see a 15 % increase in students scoring level 3 from Level 2.	

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 do well in school.	89%	100%	

Commitment 2

Staff Survey				
Family Survey				

COMMITMENT 3

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

Our Commitment

What is one Commitment we will promote for 2024-25?	Sargent is committed to providing teachers and staff with professional learning opportunities that support SEL, the Science of Reading, and Tier 1 evidence-based strategies in math problem-solving.
Why are we making this Commitment? <i>Things to potentially take into consideration when crafting this response:</i> <ul style="list-style-type: none"> • 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? 	<p>Through its equity survey, Sargent Elementary School recognized teachers' need for continued professional development in inclusive practices so that students with disabilities can be supported in the least restrictive environment. There was also a need for professional development in research/evidence instruction that supports diverse and multilingual learners within the general education classroom, especially in the Science of Reading. A greater understanding of how to support students in small, strategy-based groups, particularly in grades 3-5, was uncovered as a great need. This need for evidence-based strategies needs to be expanded to math since most problem-solving is done through word problems, which require comprehension and reading skills.</p>

Key Strategies

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

KEY STRATEGY	HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?	WHY: What did we learn from our needs assessment that suggests this is the right Key Strategy? <i>Consider both data trends observed and student interview responses.</i> <i>For key strategy that does not represent something new, also provide 1-2 sentences on how the school will expand or refine the key strategy next year.</i>
Professional Development	<input type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input checked="" type="checkbox"/> REFINE	Teachers will receive professional development through the school year in the topics of the science of reading, Tier 1 evidence-based strategies, and social-emotional learning.

Commitment 3

Caregiver Resource Night	<input type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input checked="" type="checkbox"/> REFINE	Caregivers are essential to supporting students. We are committed to fostering collaboration, sharing resources, and helping families understand the educational process.
	<input type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	

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 Professional Development sessions

IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 1? What steps are involved?		
Teachers will receive a schedule of professional development topics listed in the priorities.		X by EPM <input type="checkbox"/> by MYB
Teachers will attend PD sessions.		<input type="checkbox"/> by EPM X by MYB
Teachers will implement new understandings into their classroom lessons.		<input type="checkbox"/> by EPM X by MYB
School admin will monitor teachers' progress through teacher observation, grade level meetings, and data analysis meetings.		<input type="checkbox"/> by EPM X 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?		
Subs for coverage, after-school events, parent resources nights		

KEY STRATEGY 2 Caregiver Resource Night

IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 2? What steps are involved?		
Sargent will host a Caregiver Resource Night		<input type="checkbox"/> by EPM X by MYB
		<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
		<input type="checkbox"/> by EPM

Commitment 3

	<input 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?	
Funding to pay teachers for facilitation of workshops.	

KEY STRATEGY 3	
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IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 3? What steps are involved?		
		<input type="checkbox"/> by EPM
		<input type="checkbox"/> by MYB
		<input type="checkbox"/> by EPM
		<input 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?		

KEY STRATEGY 4	
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IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 4? What steps are involved?		
		<input type="checkbox"/> by EPM
		<input type="checkbox"/> by MYB
		<input type="checkbox"/> by EPM
		<input 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?		

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)
Professional Development	Teacher Observation/ Student Outcomes	We hope to see an increase in students' overall understanding of new concepts as evidenced by benchmark, weekly, and end-of-unit assessments	

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)			
End-of-the Year Targets			

Spring Survey Targets

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

Commitment 3

	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				
Staff Survey				
Family Survey				

COMMITMENT 4

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

Our Commitment

What is one Commitment we will promote for 2024-25?	
Why are we making this Commitment? <i>Things to potentially take into consideration when crafting this response:</i> <ul style="list-style-type: none"> • 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? 	

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? <i>Consider both data trends observed and student interview responses.</i> <i>For key strategy that does not represent something new, also provide 1-2 sentences on how the school will expand or refine the key strategy next year.</i>
	<input type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	
	<input type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	
	<input type="checkbox"/> NEW <input type="checkbox"/> EXPAND	

Commitment 4

	<input type="checkbox"/> REFINE	
--	---------------------------------	--

Implementation

KEY STRATEGY 1	
---------------------------------	--

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

KEY STRATEGY 2	
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IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 2? What steps are involved?		
		<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
		<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
		<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
		<input type="checkbox"/> by EPM <input 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?		

KEY STRATEGY 3	
---------------------------------	--

Commitment 4

IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 3? What steps are involved?		
		<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
		<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
		<input type="checkbox"/> by EPM <input 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?		

KEY STRATEGY	
4	

IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 4? What steps are involved?		
		<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
		<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
		<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
		<input type="checkbox"/> by EPM <input 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?		

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.*

Commitment 4

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>)

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)			
End-of-the Year Targets			

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				
Staff Survey				
Family Survey				

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
- X Monthly School Focus Groups
- X 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>
Cathryn Biordi	Principal		1/26/24	1/26/24	6/18/24	3/1/24	6/18/24	7/25/24
Emily Hare	Parent		1/26/24	1/26/24	6/18/24	3/1/24	6/18/24	7/25/24
Kaitlin King	Teacher		1/26/24	1/26/24	6/18/24	3/1/24	6/18/24	7/25/24
Diane Sandison	Teacher		1/26/24	1/26/24	6/18/24	3/1/24	6/18/24	7/25/24
Danielle Lizewski	Teacher		1/26/24	1/26/24	6/18/24	3/1/24	6/18/24	7/25/24

Our Team's Process

[illegible]

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

There were two major themes that came out of the student interviews. First, students shared in interviews that they generally enjoy coming to school. Most of the students expressed that their interactions with peers and teachers were positive. They consistently noted that students do not bully, are respectful, and try to help one another as much as possible. Second, students shared that they like engaging, collaborative classes where they learn something new and exciting. There was no single content class students preferred; rather, common themes emerged. They like classes that really engage their interests, activities that allow them to work with their classmates, and content that is interesting and sparks their curiosity. Another theme that emerged was the need to incorporate more culturally responsive teaching into the curriculum, materials used, and teacher's pedagogy. These themes informed the two commitments we are making as a school team to focus on creating a welcoming student environment and meaningful learning experiences. We have an excellent foundation to work from, as the student interviews have shown, but we want to ensure that these two commitments are valid for every student.

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.

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.