



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

School Comprehensive Education Plan 2023-24

District	School Name	Grades Served
Geneva City School District	North Street School	3-5

Collaboratively Developed By:

The **North Street School** SCEP Development Team

Aracelis Ayala
Lisa Bierasinski
Matthew Bienvenue
Kimberly Case
Heather Eysaman
Angela Freeman
Shannon Horan
Tonya Luna
Erin O'Brien
Julie Ricciuto

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

Commitments

Prior to working on this document, school teams should be sure to complete the following activities:

- **Envision:** Explore its vision, values, and aspirations
- **Analyze:** Review and analyze internal and external data, including survey data, and reflect on systems and structures
- **Listen:** Conducting student interviews

Following those activities, school teams should complete the SCEP Planning Document to make connections between the activities above and consider potential next steps to prioritize in the upcoming year as the team considers **“What should we prioritize to support our students and work toward the school we wish to be?”**

The team should identify 2 to 4 Commitments for the 2023-24 school year. For each Commitment, the team will identify strategies that will advance these Commitments and benchmarks to determine if the school is on track with its implementation. **School teams will need to ensure that at least one commitment is aligned to teaching and learning.**

Success Criteria and Benchmark Targets

After school teams identify their Commitments, they should consider success criteria and benchmarks that will help them determine if they are making sufficient progress toward their Commitment throughout the year. Each Commitment will have at least one end-of-the-year goal, a mid-year benchmark, strategies that will allow the school to reach those goals and benchmarks, early progress milestones, and spring survey targets.

The plan template is designed with the intention the school teams will return to their plan throughout the year and make updates when necessary. As part of the Success Criteria for each Commitment, there is a section for the team to update during the year and input the data they ended up seeing next to the target they 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.

Strategies

In conjunction with identifying benchmarks, teams should consider strategies that will allow the school to reach these benchmarks and advance that commitment.

Resources for Team

NYSED Improvement Planning website: <http://www.nysed.gov/accountability/improvement-planning>

- [Assembling Your Improvement Planning Team](#)
- [Envision: Exploring Our Vision, Values and Aspirations](#)
- [Analyze: Internal and External Data](#)
- [Analyze: Survey Data](#)
- [Analyze: Tenet 1 Systems and Structures Inventory](#)

Guidance for Teams

- [Listen: Interviewing Students](#)
- [Putting it all Together: SCEP Planning Document](#)
- SCEP Sample: [Cohesive, Relevant Curriculum](#)
- SCEP Sample: [Deepening Connections](#)
- SCEP Sample: [Graduation Through Relationships](#)
- SCEP Sample: [Graduation and Success Beyond HS](#)

Commitment 1

COMMITMENT I

Our Commitment

<p>What is one Commitment we will promote for 2023-24?</p>	<p>North Street School commits to providing our students with tiered support in order to impact their academic and social emotional growth.</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>To create a more structured Multi-tiered Systems of Support (MTSS) process to support tier 1, 2, and 3 needs for our building. Observation and walk through data indicate that the majority of teachers struggle to implement Tier 1 strategies in the classroom.</p> <p>To create a systematic process to share best practices, utilize/share data and maintain structure and consistency. There is currently no systematic approach to looking at students' data to inform instruction.</p> <p>To strengthen tier 1 instruction in order to decrease the amount of tier 2/tier 3 supports needed. Student management and suspension data are far higher than is ideal. Staff need to be more comfortable with interventions to help support students remaining in classrooms learning.</p>

Progress Targets

By the end of the year, we will look to the see the following occur:

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing (complete at the end of the year)

Commitment 1

<p>End-Of-The-Year Goals</p>	<ul style="list-style-type: none"> ● Referral data ● Walkthrough data ● I-Ready data ● Oral Reading Fluency (ORF) ● Grade level meeting minute (time, strategy, students) 	<ul style="list-style-type: none"> ● Decrease in the amount of students who are referred to the Intervention Support Team from 55 students in the 22-23 SY to 49. students in 23-24 SY. ● Decrease the number of students at least 2 or more grade levels below in reading from 34% in the 2022-2023 SY to at least less than 30% by June 2024. ● Decrease number of discipline referrals from a total of 1376 in June of 2023 to 1238 by June of 2024. ● Decrease the number of days of Out of School Suspensions (OSS) from 214 in 22-23 by 10% to 193 by June of 2024 	
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We believe these Spring survey responses will give us helpful feedback about our progress with this Commitment:

	<p>Survey Question(s) or Statement(s)</p>	<p>Desired response <i>(e.g., % agree or strongly agree)</i></p>	<p>What we ended up seeing <i>(complete once Spring survey results are available)</i></p>
<p>Student Survey</p>	<ul style="list-style-type: none"> ● I am comfortable using a responsive classroom strategy (insert later). ● What are you the champion of in your learning and how do you know? (checklist) ● I can name my academic goals for ELA and math? ● I am proud of my progress this year. 	<ul style="list-style-type: none"> ● Strongly agree, agree, neutral, disagree, strongly disagree) 	

Commitment 1

<p>Staff Survey</p>	<ul style="list-style-type: none"> ● I know how to support my tier 2 and tier 3 students in math, in ELA, SEL. ● My tier 1 instruction meets the needs of my students. ● I am comfortable with the MTSS process within my building. ● I feel the MTSS process meets my needs. ● My PLCs have been supportive of my instructional learning. 	<ul style="list-style-type: none"> ● (Strongly agree, agree, neutral, disagree, strongly disagree) 	
<p>Family Survey</p>	<ul style="list-style-type: none"> ● I am aware of my student's academic/SEL levels. ● I am aware of the supports that my student is receiving academically and socially-emotionally if applicable. ● I feel that I have opportunities to be involved in my student's academic and social emotional progress. ● I have observed growth in my student's academic and social emotional progress. 	<ul style="list-style-type: none"> ● (Strongly agree, agree, neutral, disagree, strongly disagree) 	

We believe achieving the following Mid-Year Benchmark(s) will give us good insight into our ability to reach our year-end goal:

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)	<ul style="list-style-type: none"> ● Referral data ● Walkthrough data ● I-Ready data ● ORF ● Grade level meeting minute (time, strategy, students) 	<ul style="list-style-type: none"> ● Decrease in the amount of students who are referred to the Intervention Support Team from 55 students in the 22-23 SY to 52 students in January 2024. ● Decrease the number of students at least 2 or more grade levels below in reading from 34% in the 2022-2023 SY to at least less than 32% by January 2024 as evidenced by iReady. ● Decrease number of discipline referrals from a total of 1376 in June of 2023 to 1307 by January of 2024. ● Decrease the number of days of Out of School Suspensions (OSS) from 214 in 22-23 by 10% to 193 by June of 2024 	<table border="1"> <tr> <td>22-23</td> <td>Mid</td> <td>End</td> </tr> <tr> <td>55</td> <td>9</td> <td></td> </tr> </table>	22-23	Mid	End	55	9	
			22-23	Mid	End				
			55	9					
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22-23	Mid	End							
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<table border="1"> <tr> <td>22-23</td> <td>Mid</td> <td>End</td> </tr> <tr> <td>1376</td> <td>144</td> <td></td> </tr> </table>	22-23	Mid	End	1376	144				
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<table border="1"> <tr> <td>22-23</td> <td>Mid</td> <td>End</td> </tr> <tr> <td>214</td> <td>20</td> <td></td> </tr> </table>	22-23	Mid	End	214	20				
22-23	Mid	End							
214	20								

We believe we will be on track to meet our Mid-Year Benchmark(s) if six to ten weeks into the school year, we are able to reach the following Early Progress Milestones:

Commitment 1

Early Progress Milestones	What data will we be reviewing?	What do we hope to see when we review that data? (Identify Quantitative Data or Qualitative Descriptors in this space)	What we ended up seeing (complete six to ten weeks into the school year)
Student Data	<ul style="list-style-type: none"> Behavior referrals ORF 	<ul style="list-style-type: none"> Decrease in referrals from September 2022 to September 2023. 	
Adult/Schoolwide Behaviors and Practices	<ul style="list-style-type: none"> Grade level meetings 	<ul style="list-style-type: none"> Increase in utilization of appropriate Tier 1 teaching strategies (standards aligned, rigorous, targeted remediation and enrichment, small group work, student participation/colloborative learning, scaffolding, teachnoloy integration, problem based learning, active learning) 	
Student Behaviors and Practices	<ul style="list-style-type: none"> Behavior referrals 	<ul style="list-style-type: none"> Decrease behavior referrals by 10% and an increase in tier 1 practices as measured by walk through data (responsive classroom). 	

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Commitment?	What does this strategy entail? What will implementation look like in our school?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Consistent examination of student data	<ul style="list-style-type: none"> Data cycle utilizing Data Wise process, by grade level, at the end of each trimester. 	<ul style="list-style-type: none"> Schedule Space Processes

Commitment 1

	<ul style="list-style-type: none"> • Administrations and coaches trained in Data Wise process 	<ul style="list-style-type: none"> • Instructional Coaches
Consistent examination of student data	<ul style="list-style-type: none"> • Coaching cycles with all first and second year teachers and by teacher or administrator request. Three to four week cycle of co planning, teacher, debrief and reflection in a chosen content area. 	<ul style="list-style-type: none"> • Schedule • Space • Processes • Instructional Coaches
Model Classrooms	<ul style="list-style-type: none"> • Fishbowls on a regular basis (monthly) in areas determined by walkthroughs that are in need of assistance and collaboration. Beginning with newer teachers and teachers in need of improvement. 	<ul style="list-style-type: none"> • Instructional Coaches • Staff capacity • Administration • Schedule
Model Classrooms	<ul style="list-style-type: none"> • Videos of teaching to assist teachers to see how they are delivering instruction to and interacting with students. Can be part of coaching cycles or worked on alongside with administration to refine teacher skills. 	<ul style="list-style-type: none"> • Instructional Coaches • Staff capacity • Administration • Schedule
Model Classrooms	<ul style="list-style-type: none"> • Self-reflection of videos/fishbowls/walk throughs/observations to allow teachers to digest their instruction and goal set for changes they'd like to implement or strategies to try. 	<ul style="list-style-type: none"> • Instructional Coaches • Staff capacity • Administration • Schedule
Model Classrooms	<ul style="list-style-type: none"> • Debrief sessions with pods/teams to discuss instructional and management strategies and the creation of succinct action plans for individual teachers to ensure support for the use of strategies. 	<ul style="list-style-type: none"> • Instructional Coaches • Staff capacity • Administration • Schedule
Teacher Feedback	<ul style="list-style-type: none"> • The admin team will conduct weekly classroom walkthroughs with a focus on providing teachers with feedback based on the implementation of the Geneva Instructional Framework. 	
Walkthrough Tool	<ul style="list-style-type: none"> • Simplify walkthrough feedback tool to make it user friendly for both administration and receiving staff, limit number of focus areas and suggestions. 	<ul style="list-style-type: none"> • Staff capacity to collaborate with administration

Commitment 1

Professional Learning	<ul style="list-style-type: none"> ● Book study/PLC on areas identified by teachers, coaches and/or admin as necessary areas of growth. To be conducted by area of need not necessarily by grade level. Books to be studied: The Writing Revolution by Hochman/Wexler and Shifting the Balance, Grades 3–5: 6 Ways to Bring the Science of Reading into the Upper Elementary Classroom by Cunningham, Burkins and Yates. 	<ul style="list-style-type: none"> ● Coaches ● Administration ● Staff Capacity ● Schedule
Professional Learning	<ul style="list-style-type: none"> ● PD schedule developed alongside PD committee to establish appropriate sessions to assist with goals developed out of walk throughs, observations, fishbowls, teacher videos, etc. 	<ul style="list-style-type: none"> ● Coaches ● Administration ● Staff Capacity ● Schedule

Commitment 2

COMMITMENT 2

Our Commitment

What is one Commitment we will promote for 2023-24?	North Street School commits to involving our families, staff, students and community in developing relationships, supporting learning and promoting participation in our school.
Why are we making this Commitment? <i>Things to potentially take into consideration when crafting this response:</i> <ul style="list-style-type: none">• <i>How does this Commitment fit into what we envision for the school?</i>• <i>How does this Commitment relate to what we heard when listening to others?</i>• <i>How does this Commitment connect to what we observed through analysis?</i>	<ul style="list-style-type: none">• To create a safe and positive learning environment that provides a sense of belonging to our students, staff and families.• To create a positive home to school connection that values diversity, equity and inclusion.

Commitment 2

Progress Targets

By the end of the year, we will look to the see the following occur:

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing <i>(complete at the end of the year)</i>
End of Year Goals	<ul style="list-style-type: none"> • Attendance at events • Survey data (students/staff/families) • Panorama (attendance, referrals, number of students referred to IST) • Committee meeting minutes • Staff attendance at relevant trainings • Record of community participation in school events (Historic Geneva, Geneva Reads, Geneva 2023), promote activities in relevant community spaces 	<ul style="list-style-type: none"> • Increased family participation to be an average of at least 20% of the student enrollment by June 2024. • 100% of students can identify a trusted adult through relationship mapping by June 2024. • Decrease number of discipline referrals from a total of 1376 in June of 2023 to 1238 by June of 2024. • 100% of staff belong to and engage with at least one school-based committee by June of 2024. • Increase community partnerships by from 5 total in the 2022-2023 school year to at least 7 in the 2023-2024 school year. 	

Commitment 2

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

	Survey Question(s) or Statement(s)	Desired response (e.g., % agree or strongly agree)	What we ended up seeing (complete once Spring survey results are available)
Student Survey	<p>I feel connected to an adult at school.</p> <p>I feel welcome at school.</p> <p>I feel safe at school.</p> <p>I feel respected by my peers at school.</p> <p>I feel respected by adults at school.</p>	(Strongly agree, agree, neutral, disagree, strongly disagree)	
Staff Survey	<p>I have a good understanding of Responsive Classroom components and strategies.</p> <p>I have access to curricular resources that support diversity, equity, and inclusion.</p> <p>I have learned and incorporated Fly Five into my daily instruction and routine with students.</p>	(Strongly agree, agree, neutral, disagree, strongly disagree)	
Family Survey	<p>My child feels connected to their school.</p> <p>My child feels connected to their teachers.</p> <p>My child feels connected to their peers.</p> <p>As a parent/guardian, I feel connected to the school.</p> <p>I feel welcomed/respected when I call or come to the school.</p> <p>I am aware of the strategies that have been taught and practiced at school to help my child express and process their emotions.</p>	(Strongly agree, agree, neutral, disagree, strongly disagree)	

Commitment 2

We believe achieving the following Mid-Year Benchmark(s) will give us good insight into our ability to reach our year-end goal:

	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>
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Commitment 2

Mid-Year Benchmark(s)	<ul style="list-style-type: none"> ● Attendance at events ● Survey data (students/staff/families) ● Panorama (attendance, referrals, number of students referred to IST) ● Committee meeting minutes ● Staff attendance at relevant trainings ● Record of community participation in school events (Historic Geneva, Geneva Reads, Geneva 2023), promote activities in relevant community spaces 	<ul style="list-style-type: none"> ● Increased family participation to be an average of at least 10% of the student enrollment by January 2024. 	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%;">22-23</td> <td style="width: 25%;">Current</td> <td style="width: 25%;">Mid</td> </tr> <tr> <td>N/A</td> <td></td> <td></td> </tr> </table>	22-23	Current	Mid	N/A		
		22-23	Current	Mid					
		N/A							
		<ul style="list-style-type: none"> ● 50% of students can identify a trusted adult through relationship mapping by January 2024. 	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%;">22-23</td> <td style="width: 25%;">Current</td> <td style="width: 25%;">Mid</td> </tr> <tr> <td>N/A</td> <td>100%</td> <td></td> </tr> </table>	22-23	Current	Mid	N/A	100%	
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<ul style="list-style-type: none"> ● Decrease number of discipline referrals from a total of 1376 in June of 2023 to 1307 by January of 2024. 	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%;">22-23</td> <td style="width: 25%;">Current</td> <td style="width: 25%;">Mid</td> </tr> <tr> <td>1376</td> <td>144</td> <td></td> </tr> </table>	22-23	Current	Mid	1376	144			
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22-23	Current	Mid							
214	20								
<ul style="list-style-type: none"> ● 50% of staff belong to and engage with at least one school-based committee by January of 2024. 	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%;">22-23</td> <td style="width: 25%;">Current</td> <td style="width: 25%;">Mid</td> </tr> <tr> <td>NA</td> <td>100%</td> <td></td> </tr> </table>	22-23	Current	Mid	NA	100%			
22-23	Current	Mid							
NA	100%								
<ul style="list-style-type: none"> ● Increase community 									

Commitment 2

		<p>partnerships by from 5 total in the 2022-2023 school year to at least 6 by January 2024. (HWS, Safe Harbors, Partnership for Ontario County, Geneva Public Library, Family Counseling of the Finger Lakes, Cornell Cooperative Extension Family Support Center)</p>	<table border="1"> <tr> <td>22-23</td> <td>Current</td> <td>Mid</td> </tr> <tr> <td>5</td> <td>7</td> <td></td> </tr> </table>	22-23	Current	Mid	5	7	
22-23	Current	Mid							
5	7								

We believe we will be on track to meet our Mid-Year Benchmark(s) if six to ten weeks into the school year, we are able to reach the following Early Progress Milestones:

Early Progress Milestones	What data will we be reviewing?	What do we hope to see when we review that data? <i>(Identify Quantitative Data or Qualitative Descriptors in this space)</i>	What we ended up seeing <i>(complete six to ten weeks into the school year)</i>
Student Data	<ul style="list-style-type: none"> Referral data 	<ul style="list-style-type: none"> Decrease in referral data Sept - Oct. by 10% 	
Adult/Schoolwide Behaviors and Practices	<ul style="list-style-type: none"> Staff participation 	<ul style="list-style-type: none"> Involvement in committees (meeting minutes); each staff member on at least one committee 	
Student Behaviors and Practices	<ul style="list-style-type: none"> Observation Data Early student survey SEL Screener (Panorama) 	<ul style="list-style-type: none"> Students can identify practices that make them feel connected to their classroom and school as survey data reveals 	

Commitment 2

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Commitment?	What does this strategy entail? What will implementation look like in our school?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Visitor/Volunteer Policy	<ul style="list-style-type: none"> Revisit school policies regarding allowing visitors and volunteers into the school and individual classrooms to assist with academic tasks such as center activities, 1:1 reading support for students, 1:1 math support and small group work. 	<ul style="list-style-type: none"> Processes for approval
Visitor/Volunteer Policy	<ul style="list-style-type: none"> Establish a base of volunteers and a system to match adult interests/skills with the needs of our students. 	<ul style="list-style-type: none"> Processes Individuals
Academic Nights	<ul style="list-style-type: none"> Along with our Panther Nights, add in a family education component so families have a sense of what and how students are learning. 	<ul style="list-style-type: none"> Schedule Space Individuals
Academic Nights	<ul style="list-style-type: none"> Embed academic awareness with activities on family nights such as STEAM night, math night, etc. 	<ul style="list-style-type: none"> Schedule Space Individuals
Relationship Mapping	<ul style="list-style-type: none"> Having each student identify a trusted adult within the building that they can go to when needed. If students cannot identify a trusted adult, a member of our mental health team will work with that student to find an adult that student can work with to build a relationship. 	<ul style="list-style-type: none"> Individuals
Relationship Mapping	<ul style="list-style-type: none"> Have identified adults aware of their students and versed in an established protocol if students seek out their assistance. 	<ul style="list-style-type: none"> Individuals
Check In/Check Out	<ul style="list-style-type: none"> Have staff members trained in basic check in/check out procedures to 	<ul style="list-style-type: none"> Individuals

Commitment 2

	assist with students who identify them as safe.	
Transportation	<ul style="list-style-type: none"> ● Transportation to assist families in getting to Open House is possible. 	<ul style="list-style-type: none"> ● Individuals ● Bus
Transportation	<ul style="list-style-type: none"> ● Bus/van to pick-up of chronically late/absent students if possible. 	<ul style="list-style-type: none"> ● Individuals ● Bus
Reestablish various committees at NSS (DEI, SEL/PBIS)	<ul style="list-style-type: none"> ● Work together with students, staff and families to enhance curricular materials that are culturally relevant and inclusive; continue the Instructional Leadership Team and establish a Principal's Cabinet (bi weekly group consisting of grade level leaders and subject area leaders). 	<ul style="list-style-type: none"> ● Individuals for committee ● Materials
NSS one book one school	<ul style="list-style-type: none"> ● 2 SEL related books (What Do You Do With A Problem? What Do You Do With A Solution?) to be read as one school. 1 in the fall, 1 in the spring as a school. Have related family activities in the evening and activities throughout the school day for students. 	<ul style="list-style-type: none"> ● Materials ● Individuals
Continuation of Fly 5/Zones of regulation	<ul style="list-style-type: none"> ● Continuing to have SEL coach work with teachers to deliver lessons that are engaging and relevant. 	<ul style="list-style-type: none"> ● Coach ● Materials
"SELebrations "/Student of the Month	<ul style="list-style-type: none"> ● Develop a format for PAWS/Student of the Month assemblies to recognize students. 	<ul style="list-style-type: none"> ● Individuals for committees ● Materials for awards
"SELebrations "/Student of the Month	<ul style="list-style-type: none"> ● Criteria for "awards" developed by the SEL/PBIS team. 	<ul style="list-style-type: none"> ● Individuals for committees ● Materials for awards

Commitment 3

COMMITMENT 3

This section can be deleted if the school does not have a third commitment.

Our Commitment

What is one Commitment we will promote for 2023-24?	North Street School commits to providing students with relevant and rigorous learning experiences that promote academic growth.
Why are we making this Commitment? <i>Things to potentially take into consideration when crafting this response:</i> <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 current data demonstrates that there is a need to support students' academic progress so that they will meet or exceed grade-level expectations.</p> <p>The development and implementation of NYS Next Generation aligned curriculum with embedded formative assessments and authentic learning tasks is an important lever for improving student achievement.</p> <p>Gaps in learning will be identified, targeted, and addressed. Schools will work to reduce these gaps in learning and help students to experience academic success with a special emphasis on closing the achievement gaps between different demographics.</p>

Commitment 3

Progress Targets

By the end of the year, we will look to the see the following occur:

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing <i>(complete at the end of the year)</i>
End-Of-The-Year Goals	<ul style="list-style-type: none"> I Ready Diagnostic Results Teacher survey 	<ul style="list-style-type: none"> Grades 3-5 iReady Reading Diagnostic improves from 34% on or above grade level to 44% from the Spring 2023 to Spring 2024. Grades 3-5 iReady Math Diagnostic improves from 33% on or above grade level to 43% from the Spring 2023 to Spring 2024. By June 2024, at least 80% of teachers feel that they have the professional development and resources to support their student's academic growth. Grades 3-5 will improve by at least 5% proficiency per subgroup on NYS assessments 	

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

	Survey Question(s) or Statement(s)	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	<p>I know what current ELA and Math skills I am currently strong in and what skills I need to grow in.</p> <p>I have worked with a teacher to set goals for myself for ELA and Math.</p> <p>I check in with my teacher about my goals regularly.</p> <p>My teacher and I talk about ways to help me meet my academic goals.</p>	(Strongly agree, agree, neutral, disagree, strongly disagree)	

Commented [1]: @john.gonzalez@genevacsd.org @bo.wright@genevacsd.org

Is this the type of data point that needed to be added to this commitment?
Assigned to john.gonzalez@genevacsd.org

Commitment 3

<p>Staff Survey</p>	<p>I am comfortable utilizing the Tier 1 academic and SEL strategies we have worked with during professional development in my classroom.</p> <p>I understand and can utilize the Data Wise cycle with my own students' data.</p> <p>I am comfortable administering the i Ready diagnostics and understand how to prepare my classroom.</p> <p>I am comfortable using i Ready data to drive my instruction for students.</p>	<p>(Strongly agree, agree, neutral, disagree, strongly disagree)</p>	
<p>Family Survey</p>	<p>I am aware of my student's current academic progress.</p> <p>I feel comfortable asking my student's teachers about his/her progress.</p> <p>Teachers have offered suggestions and strategies to help my student at home.</p> <p>I am an active participant in my student's academic progress.</p>	<p>(Strongly agree, agree, neutral, disagree, strongly disagree)</p>	

We believe achieving the following Mid-Year Benchmark(s) will give us good insight into our ability to reach our year-end goal:

Commitment 3

	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)																																																																																																																															
<p>Mid-Year Benchmark(s)</p>	<ul style="list-style-type: none"> iReady 	<ul style="list-style-type: none"> Grades 3-5 iReady Reading Diagnostic improves from 34% on or above grade level to 39% in the Winter of 2024. 	<table border="1"> <tr> <td>22-23</td> <td>Current</td> <td>Mid</td> </tr> <tr> <td>34%</td> <td>TBD</td> <td></td> </tr> </table>	22-23	Current	Mid	34%	TBD																																																																																																																										
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		<ul style="list-style-type: none"> Grades 3-5 iReady Math Diagnostic improves from 33% on or above grade level to 38% in the Winter of 2024. 	<table border="1"> <tr> <td>22-23</td> <td>Current</td> <td>Mid</td> </tr> <tr> <td>38%</td> <td>TBD</td> <td></td> </tr> </table>	22-23	Current	Mid	38%	TBD																																																																																																																										
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<ul style="list-style-type: none"> By January 2024, at least 40% of teachers feel that they have the professional development and resources to support positive changes in their teaching. 	<table border="1"> <tr> <td>22-23</td> <td>Current</td> <td>Mid</td> </tr> <tr> <td>N/A</td> <td>TBD</td> <td></td> </tr> </table>	22-23	Current	Mid	N/A	TBD																																																																																																																												
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<ul style="list-style-type: none"> By September 2024, students in Grades 3-5 will improve by at least 5% proficiency per subgroup on NYS assessments 	<p>22-23 sub group data</p> <table border="1"> <thead> <tr> <th rowspan="2">Subgroup</th> <th colspan="4">Third</th> <th colspan="4">Fourth</th> <th colspan="4">Fifth</th> </tr> <tr> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> </tr> </thead> <tbody> <tr> <td>ALL</td> <td>100%</td> <td>100%</td> <td>100%</td> <td>100%</td> <td>100%</td> <td>100%</td> <td>100%</td> <td>100%</td> <td>100%</td> <td>100%</td> <td>100%</td> <td>100%</td> </tr> <tr> <td>Hispanic</td> <td>100%</td> <td>100%</td> <td>100%</td> <td>100%</td> <td>100%</td> <td>100%</td> <td>100%</td> <td>100%</td> <td>100%</td> <td>100%</td> <td>100%</td> <td>100%</td> </tr> <tr> <td>Black</td> <td>100%</td> <td>100%</td> <td>100%</td> <td>100%</td> <td>100%</td> <td>100%</td> <td>100%</td> <td>100%</td> <td>100%</td> <td>100%</td> <td>100%</td> <td>100%</td> </tr> <tr> <td>White</td> <td>100%</td> <td>100%</td> <td>100%</td> <td>100%</td> <td>100%</td> <td>100%</td> <td>100%</td> <td>100%</td> <td>100%</td> <td>100%</td> <td>100%</td> <td>100%</td> </tr> <tr> <td>Other</td> <td>100%</td> <td>100%</td> <td>100%</td> <td>100%</td> <td>100%</td> <td>100%</td> <td>100%</td> <td>100%</td> <td>100%</td> <td>100%</td> <td>100%</td> <td>100%</td> </tr> <tr> <td>ELL</td> <td>100%</td> <td>100%</td> <td>100%</td> <td>100%</td> <td>100%</td> <td>100%</td> <td>100%</td> <td>100%</td> <td>100%</td> <td>100%</td> <td>100%</td> <td>100%</td> </tr> <tr> <td>IEP</td> <td>100%</td> <td>100%</td> <td>100%</td> <td>100%</td> <td>100%</td> <td>100%</td> <td>100%</td> <td>100%</td> <td>100%</td> <td>100%</td> <td>100%</td> <td>100%</td> </tr> <tr> <td>Gifted</td> <td>100%</td> <td>100%</td> <td>100%</td> <td>100%</td> <td>100%</td> <td>100%</td> <td>100%</td> <td>100%</td> <td>100%</td> <td>100%</td> <td>100%</td> <td>100%</td> </tr> </tbody> </table>	Subgroup	Third				Fourth				Fifth				1	2	3	4	1	2	3	4	1	2	3	4	ALL	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	Hispanic	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	Black	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	White	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	Other	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	ELL	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	IEP	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	Gifted	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
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Commented [2]: @john.gonzalez@genevacsd.org @bo.wright@genevacsd.org

Is this the type of data point that needed to be added to this commitment?
 Assigned to john.gonzalez@genevacsd.org

Commitment 3

We believe we will be on track to meet our Mid-Year Benchmark(s) if six to ten weeks into the school year, we are able to reach the following Early Progress Milestones:

Early Progress Milestones	What data will we be reviewing?	What do we hope to see when we review that data? <i>(Identify Quantitative Data or Qualitative Descriptors in this space)</i>	What we ended up seeing <i>(complete six to ten weeks into the school year)</i>
Student Data	iReady diagnostic results	<ul style="list-style-type: none"> Understanding of school and grade level performance data compared to iReady normative data. 	
Adult/Schoolwide Behaviors and Practices	Initial survey results regarding professional development Teacher participation in Professional Learning aligned to the SCEP.	<ul style="list-style-type: none"> Understanding of teacher needs and impact of professional learning offerings. Understanding of teacher participation and understanding of school commitments as detailed in the SCEP. 	
Student Behaviors and Practices	Student performance of formative and benchmark assessments.	<ul style="list-style-type: none"> Student proficiency with grade level standards. 	

Commitment 3

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Commitment?	What does this strategy entail? What will implementation look like in our school?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Curriculum Mapping	<ul style="list-style-type: none"> Development of Curriculum Maps for all content areas. 	<ul style="list-style-type: none"> Funding for summer curriculum
Professional Learning	<ul style="list-style-type: none"> Professional learning to support the roll out, implementation, revision, and reflection of new curriculum and curricular resources. 	<ul style="list-style-type: none"> Building schedules reflect time for teacher collaboration.
Data Driven Instruction (DDI)	<ul style="list-style-type: none"> Development of a building level plan for Data Wise implementation 	
Professional Development	<ul style="list-style-type: none"> Trained school teams will provide professional learning to teachers on the Data Wise process and procedures. 	<ul style="list-style-type: none"> Training at the Harvard Institute
MTSS	<ul style="list-style-type: none"> Building wide system to collect and organize instructional data in all tiers 	<ul style="list-style-type: none"> Time Individuals Processes
DDI	<ul style="list-style-type: none"> All teaching staff will analyze instructional data to develop a Problem of Practice and Action Plan. 	<ul style="list-style-type: none"> Time Individuals Processes
DDI	<ul style="list-style-type: none"> Use of a data cycle in grade level PLCs during weekly meetings for each grade level or content area. 	<ul style="list-style-type: none"> Time Individuals Processes
Science of Reading	<ul style="list-style-type: none"> Continued writing of a Tier 1 Literacy (ELA) curriculum that is inclusive of higher doses of phonics based instruction during the literacy block. 	
Science of Reading	<ul style="list-style-type: none"> Provide teachers with Tier 2 & Tier 3 literacy resources to support student acceleration and intervention needs. 	<ul style="list-style-type: none"> Supplemental decodable readers Sound wall materials
Research-Based Pedagogy	<ul style="list-style-type: none"> Provide teachers with Tier 1 instructional resources to support the implementation of teaching strategies in all content areas including Spanish Language Arts. 	<ul style="list-style-type: none"> Materials Instructional Coaches Processes
Professional Learning	<ul style="list-style-type: none"> Provide teachers with professional learning focused on the use of instructional strategies and curricular resources in all content areas. 	<ul style="list-style-type: none"> Extra teacher pay

Commitment 3

Professional Learning	<ul style="list-style-type: none"> ● Provide professional learning for teachers in PK-5 with deep understanding of Everyday Math 	<ul style="list-style-type: none"> ● Funding for PD ● Extra teacher pay
Review of curricular/data resource	<ul style="list-style-type: none"> ● Explore the functionality of screener/diagnostics such as iReady, IXL, etc. 	
Curricular Resource Review	<ul style="list-style-type: none"> ● Gather stakeholder feedback on current supply of instructional resources to determine need for change. 	
Instructional Framework	<ul style="list-style-type: none"> ● 100% implementation of the Geneva Instructional Framework in every classrooms in the district 	
Instructional Framework	<ul style="list-style-type: none"> ● High-leverage learning strategies and interactive learning structures/activities will be utilized in every classrooms throughout the district 	
Teacher Feedback	<ul style="list-style-type: none"> ● Teachers are provided on the implementation of the Geneva Instructional Framework, Use of the curriculum, and Instructional Practices. 	<ul style="list-style-type: none"> ● Admin Walkthrough Tool aligned to the Geneva Instructional Framework, Curriculum Map, and Research-based Instructional Framework.
MTSS	<ul style="list-style-type: none"> ● Provide students with Tier 2 and Tier 3 learning support through 1:1 or small group tutoring during WIN time (focus on ELL and Students with Disabilities). 	<ul style="list-style-type: none"> ● Partnership with B&G Club and Geneva 2030 Processes
Instructional Time	<ul style="list-style-type: none"> ● Limit pullout of any student (Especially ELLs) during Tier 1 and Tier 2 ELA, SLA, and Math instruction. 	<ul style="list-style-type: none"> ● Strategic scheduling to support students and reduce pullout time.

Evidence-Based Intervention

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 a strategy from the **State-Supported Evidence Based Strategies** 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 Strategy

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

Evidence-Based Intervention Strategy Identified	Instructional Coaching
We envision that this Evidence-Based Intervention will support the following Commitment(s)	Commitment 1
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	There is a need to strengthen Tier 1 strategies and practices in the classroom for both social/emotional and instructional learning. Having a coaching model of observations/feedback will assist teachers in developing their systems.

Evidence-Based Intervention

Evidence-Based Intervention Strategy Identified	Professional Learning Communities
We envision that this Evidence-Based Intervention will support the following Commitment(s)	Commitment 1
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	The MTSS process will involve instructional coaches leading PLCs on topics specific to building/teacher needs. This will also encompass the regularly scheduled data meetings.

X State-Supported Evidence Based Strategy

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

Evidence-Based Intervention Strategy Identified	Restorative Justice
We envision that this Evidence-Based Intervention will support the following Commitment(s)	Commitment 2
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	There is a need to improve our system of students management and remain consistent with disciplinary practices

Evidence-Based Intervention

Evidence-Based Intervention Strategy Identified	Professional Learning Communities
We envision that this Evidence-Based Intervention will support the following Commitment(s)	Commitment 2
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	The MTSS process will involve instructional coaches leading PLCs on topics specific to building/teacher needs.

Clearinghouse-Identified

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

Evidence-Based Intervention Strategy Identified	Science of Reading
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Evidence-Based Intervention

We envision that this Evidence-Based Intervention will support the following Commitment(s)	Commitment 3
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	The Science of Reading will heavily influence classroom practices for intervention
Link to research study that supports this as an evidence-based intervention (the study must include a description of the research methodology)	National Reading Panel chrome-extension://efaidnbmnnnibpcajpcglefindmkaj/https://files.eric.ed.gov/fulltext/ED512569.pdf

Our Team's Process

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
2. **Analyze:** Analyzing Data
3. **Analyze:** Analyzing Survey Data
4. **Analyze:** Completing and Discussing the Tenet 1 Inventory
5. **Listen:** Interviewing Students
6. **Putting it all Together:** Completing the SCEP Planning Document
7. **Writing the Plan**

Meeting Dates

We completed the steps above across multiple meetings. Below is a list of dates we met as a team and what occurred during those meetings.

Meeting Date	Envision: Exploring the Vision, Values and Aspirations for the school	Analyze: Internal and External Data	Analyze: Survey Data	Analyze: Completing and Discussing the Tenet 1 Inventory	Listen: Interviewing Students	Putting it all Together: Completing the SCEP Planning Document	Writing the Plan
<u>Julie Ricciuto</u> <u>Aracelis Avala</u>							
4/26/23	X						
5/10/23		X		X			
5/24/23			X	X			
6/5/23-6/12/23					X	X	
6/14/23			X			X	X
6/20/23							X
6/21/23							X

Learning As A Team

Directions

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

Student Interviews

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

The team looked at the goals from the previous year's SCEP and developed questions that would inform decisions about how well goals from 22-23 were being met, but also what information would be useful in planning for the commitments for the 23-24 school year.

It was noticed that compared to the family and staff input, there was less degree of feeling comfortable at school and respected by peers and adults. The feelings of students and their direct comments were what drove Commitment 2 to be centered around distributed leadership and belonging for students, staff and families.

Next Steps

Next Steps

1. **Sharing the Plan:**
 - a. **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 indicate to your liaison that the school is ready to share its full plan for approval. Plans should be shared by July 15, 2023.
 - b. **Schools in the ATSI model and TSI model:** When your plan is ready for review, please share the plan with your District, which will approve your plan. Plans will need to be approved before the first day of the 2023-24 school year.
 - c. **All Schools:** 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.
2. **Implementing the Plan** (for all schools):
 - a. Ensure that the plan is implemented no later than the first day of school.
 - b. Monitor implementation closely and adjust as needed.
 - c. Ensure that there is professional development provided to support the strategic efforts described within this plan.
 - d. 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.