



School Comprehensive Education Plan 2024-2025 FORM

District	School Name	Grades Served
Peekskill City School District	Peekskill Middle School	6-8

1	Rigorous Grade 6- 8 Aligned Literacy and Culturally Responsive Opportunities
2	Rigorous Grade 6- 8 Aligned STEAM Opportunities
3	Improve Data-Driven Processes and Resources
4	Whole Child Commitment (Social-Emotional Supports, Physical Activity)

Collaboratively Developed By:	
The Peekskill Middle School SCEP Development Team	
Name	Role
Eudes Budhai	Assistant Superintendent
Donald Peters	Principal
Iris Pagan	Assistant Principal
Dr. Wiliam Toro	Assistant Principal
Margaret McKay	Teacher

SCEP Cover Page

Dr. Margie Daniels	District Director
Michelle Luongo	Teacher
Michael Tanzi	Teacher
Renee Kearse	Teacher
Leslie Detres	School Psychologist
Jose Fernandez	Guidance Counselor
Jennifer Carbaugh	Parent
Dr. Kern Mojica	District Director
Dr. Madeline Diamond	District Director
Dr. Melanie Roman	District Director
Maria Flores	District Director

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	Professional Learning Communities
We envision that this Evidence-Based Intervention will support the following Commitment(s)	<i>Peekskill Middle School is committed to Professional Learning Communities</i>
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	This evidence-based intervention aligns with the insights gained from the Envision/Analyze and Listen activities that further aligns with the District Data inquiry process: Study, Plan, Act, Assess and Refine. This process directly addresses the identified needs for more professional development. Each Professional Learning Communities (PLC) is expected to meet weekly to discuss progress, share best practices, collaborate on lesson plans, and engage in a professional development session related to their focus area. This approach ensures continuous professional growth and collaboration among teachers, leading to a more effective and supportive learning environment for all students. During our School Comprehensive Education Plan (SCEP) meetings, stakeholders emphasized the importance of enhancing academic opportunities for students and equipping educators with best practices. This intervention not only provides the necessary academic enrichment but also incorporates professional learning to ensure educators are well-prepared to implement these strategies effectively.

Evidence-Based Intervention

Clearinghouse-Identified

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

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

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

School-Identified

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

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

COMMITMENT I

Our Commitment

<p>What is one Commitment we will promote for 2024-25?</p>	<p>Peekskill Middle School is committed to rigorous Grade 6- 8 Aligned Literacy and Culturally Responsive Opportunities for all students.</p>
<p>Why are we making this Commitment? <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> 	<ul style="list-style-type: none"> - Peekskill Middle School is making a commitment to ensure that all students at Peekskill Middle School receive a high-quality education that prepares them for future academic success and personal growth. Our commitment to rigorous, aligned literacy instruction and culturally responsive opportunities is rooted in our vision of creating an inclusive, equitable, and dynamic learning environment where every student can thrive. - This commitment aligns with our overarching vision of fostering a school culture that prioritizes academic excellence and cultural inclusivity. By focusing on rigorous literacy instruction, we aim to equip our students with the essential reading, writing, and critical thinking skills they need to succeed in high school and beyond. Additionally, incorporating culturally responsive teaching practices ensures that our curriculum reflects the diverse backgrounds of our students, making learning more relevant and engaging for all. - Our analysis of student performance data and classroom observations highlights the potential for growth in literacy achievement and engagement among different student groups. We observed that students excelled when the curriculum was both challenging and connected to their cultural backgrounds and lived experiences. Based on the 2023-2024 K12 insight survey, 77% of students feel prepared to do well on class assignments which is an improvement of 3% from the previous two years. By making this commitment, we align with New York State's increasingly rigorous requirements for equity in education, ensuring that all students have equitable access to high-quality literacy instruction and culturally meaningful learning opportunities. This approach not only addresses disparities but also fosters a more inclusive and supportive learning environment for all students, helping us to meet and exceed the state's stringent educational standards.

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.

Commitment 1

KEY STRATEGY	HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?	<p>WHY: What did we learn from our needs assessment that suggests this is the right Key Strategy?</p> <p><i>Consider both data trends observed and student interview responses.</i></p> <p><i>For key strategy that does not represent something new, also provide 1-2 sentences on how the school will expand or refine the key strategy next year.</i></p>
Advancement Via Individual Determination (AVID) Implementation	<input checked="" type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	<p>→ Staff will be trained to support students with organization and study skills, develop critical thinking by asking probing questions, receive academic support from peers and tutors, and participate in enrichment and motivational activities that make college attainable through AVID.</p>
Professional Development in Culturally Responsive Teaching	<input type="checkbox"/> NEW <input checked="" type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	<p>→ Work with PNW BOCES consultants Dr. Monika Cummings and Ms. Sara Fienup to provide specialized training in culturally responsive teaching and restorative practice, including ongoing workshops and resource distribution. Next year, we will expand this by increasing coaching sessions and introducing peer observation opportunities.</p>
Data-Driven Instructional Practices	<input type="checkbox"/> NEW <input checked="" type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	<p>→ Review longitudinal data from the NYS ELA Scores and RI Data to develop targeted instructional strategies and interventions. We will integrate additional data sources, such as formative assessments and student surveys, for a more comprehensive understanding of student needs.</p>
Literacy and Math Enrichment Programs	<input checked="" type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	<p>→ Create enrichment programs aligned with literacy and math standards, using data from NYS Math Scores and Math District Assessment Data (AIMSWEB Math) to tailor these programs to student’s needs. Next year, we will refine these programs based on feedback and expand activities to include interdisciplinary projects and real-world problem-solving tasks.</p>
Data driven implementation of Culturally Responsive Practices	<input type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input checked="" type="checkbox"/> REFINE	<p>→ Conduct professional learning for teachers and staff on building trust and empathy through our partnership with PNW BOCES, with the goal of reducing student behavioral referrals by reviewing behaviors including student suspension and referral data to create a more supportive environment that addresses students' needs. Decrease student referrals and suspensions by fostering a secure and engaging learning atmosphere through data-driven strategies, positive relationships, restorative practices and consistent communication.</p>

Implementation

KEY STRATEGY 1

Implement AVID into the Middle School

<p style="text-align: center;">IMPLEMENTATION</p> <p style="text-align: center;">What is our plan for implementing Key Strategy 1? What steps are involved?</p>	<p style="text-align: center;">When will this be in place?</p>
<p>Initial Professional Development and Planning:</p> <ul style="list-style-type: none"> ● Professional Training: Provide teachers with comprehensive AVID training to familiarize them with AVID methodologies and instructional strategies. This training should be facilitated by PNW BOCES and include workshops and ongoing coaching. 	<p><input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB</p>
<p>Curriculum Integration and Classroom Preparation:</p> <ul style="list-style-type: none"> ● Curriculum Adaptation: Modify existing curricula to incorporate AVID strategies. Collaborate with Professional Learning Communities (PLCs) and Grade Level Teams to effectively integrate these strategies into daily lessons. 	<p><input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB</p>
<p>Student Enrollment and Engagement:</p> <ul style="list-style-type: none"> ● Ensure continuous support for students through regular updates and check-ins during PLC meetings and Department Meetings to maintain engagement and address any issues ● Track Progress: Monitor the effectiveness of the AVID program using SRI Benchmark and AIMSWEB Assessments. Establish a system for regular evaluation and feedback. 	<p><input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB</p>
	<p><input type="checkbox"/> by EPM <input type="checkbox"/> by MYB</p>
	<p><input type="checkbox"/> by EPM <input type="checkbox"/> by MYB</p>
<p style="text-align: center;">RESOURCES</p> <p style="text-align: center;">What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>	
<p>Funding for Professional Development: Allocate budget for comprehensive AVID training sessions, including workshops and ongoing coaching provided by PNW BOCES. This ensures teachers receive the necessary training and support to implement AVID methodologies effectively.</p> <p>Curriculum Adaptation: Identify and fund resources for modifying existing curricula to integrate AVID strategies. This includes materials for collaboration with Professional Learning Communities (PLCs) and Grade Level Teams to align instructional practices with AVID goals.</p>	

Commitment 1

Ongoing Support and Monitoring Tools: Utilize funds and tools for regular updates and check-ins during PLC meetings and Department Meetings. Implement SRI Benchmark and AIMSWEB Assessments to track student progress and the effectiveness of the AVID program.

Professional Learning Opportunities: Schedule additional professional development sessions to build teacher capacity based on feedback and program evaluation. This ensures continuous improvement and effective implementation of AVID strategies throughout the school year.

KEY STRATEGY
2

Professional Development in Culturally Responsive Teaching

IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 1? What steps are involved?		
Initial Training Sessions: Conduct initial professional learning workshops focusing on the principles and practices of culturally responsive teaching.		<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Ongoing Support: Provide continuous support and coaching for teachers through regular follow-up sessions and peer collaboration opportunities		<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Resource Development: Develop and distribute resources, including lesson plans and instructional materials, that integrate culturally responsive practices		<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Assessment and Feedback: Regularly assess the implementation of culturally responsive teaching and provide feedback to teachers to foster continuous improvement.		<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?		
<p>Schedule: Design a timeline for initial training sessions, ongoing support, and follow-up coaching. Allocate specific periods for regular assessment and feedback.</p> <p>Space: Identify dedicated areas for training workshops, coaching sessions, department and grade team meetings where teachers can engage in peer discussions and resource sharing.</p> <p>Money: Allocate funds for developing and distributing instructional resources, including lesson plans and teaching materials, as well as compensating facilitators or coaches involved in the training and support.</p> <p>Processes: Establish procedures for scheduling training sessions, distributing resources, and collecting feedback. Implement systems for tracking the progress of culturally responsive teaching practices and addressing areas for improvement.</p> <p>Individuals: Involve experienced trainers and coaches to deliver professional learning and ongoing support. Engage instructional leaders to assess implementation and provide constructive feedback to teachers.</p>		

KEY STRATEGY 3 Data-Driven Instructional Practices

IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 2? What steps are involved?		
Data Collection: Implement regular, comprehensive assessments to gather and analyze data on student performance in literacy and other core areas, ensuring that the needs of all students, including ELL (English Language Learner) students and SWD (Students with Disabilities), are met.		<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB
Analysis and Interpretation: Use data analysis protocols to interpret the results and identify trends, strengths, and areas for improvement.		<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB
Targeted Interventions: Develop and implement targeted interventions based on data insights to support students who are struggling or need enrichment.		<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Professional Learning Communities (PLCs): Establish PLCs where teachers can collaboratively analyze data and share effective instructional strategies.		<input type="checkbox"/> by EPM <input checked="" 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?		
<p>Time Management: Allocate specific times for conducting regular assessments, analyzing data, and holding PLC meetings. Schedule dedicated periods for implementing targeted interventions based on data insights.</p> <p>Facilities: Provide designated areas for data collection, analysis, and PLC discussions. Ensure that there are spaces equipped for teachers to collaborate and access necessary data tools.</p> <p>Funding: Budget for necessary tools and software for data management and analysis, and for training or professional development in data-driven strategies and interventions.</p> <p>Building Capacity: Establish systematic approaches for data collection, analysis, and intervention implementation. Develop structured formats for PLC meetings to facilitate effective data review and strategy sharing.</p> <p>Personnel: Engage data analysts or specialists to assist with data interpretation and intervention planning. Involve teachers and instructional leaders in PLCs to collaboratively review data and enhance instructional practices.</p>		

KEY STRATEGY 4 Literacy and Math Enrichment Programs

IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 3? What steps are involved?		
Program Design: Create enrichment programs for grades 6-8 that align with literacy and math standards, incorporating challenging and engaging activities with specific adaptations for SWD (Students with Disabilities) and ELL (English Language Learner) students. Next year, we will		<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB

Commitment 1

expand these programs by integrating feedback to enhance accessibility and effectiveness for diverse learning needs.	
Targeted Instruction : Develop enrichment activities that meet literacy and math standards and include modifications for students with disabilities and ELL students.	<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB
Extracurricular Opportunities: Offer after-school and summer enrichment programs to provide extended learning opportunities.	<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB
Community Involvement: Partner with community organizations to provide diverse and culturally rich experiences that support literacy and math development.	<input type="checkbox"/> by EPM <input checked="" 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?	
<p>Planning and Scheduling: Utilize master scheduling to allocate time for developing and implementing enrichment programs, including after-school and summer activities. Integrate program design into professional learning communities and grade level team meetings to ensure alignment with literacy and math standards.</p> <p>Building Logistics and Partnerships: Coordinate with community organizations to offer diverse, culturally rich experiences that support literacy and math development. Leverage PNW BOCES resources and facilities for extended learning opportunities and program enhancements.</p> <p>Funding and Resources: Allocate budget for creating and adapting enrichment programs, including modifications for students with disabilities and ELL students. Ensure funding supports after-school and summer enrichment programs, and integrates feedback to refine accessibility and effectiveness.</p> <p>Processes and Collaboration: Establish processes for incorporating feedback into program design and expansion. Use department meetings and the district LEAP program to collaborate on targeted instruction and enrichment activities, ensuring they meet the needs of all students.</p>	

KEY STRATEGY 4	Data driven implementation of Culturally Responsive Practices
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IMPLEMENTATION	When will this be in place?
What is our plan for implementing Key Strategy 3? What steps are involved?	
Reduce Discipline/Behavior Referrals :Collaborate with BOCES consultants to facilitate monthly behavior review meetings that include teachers, parents, and students. These consultants can provide expert guidance on developing individualized behavior support plans and offer training on effective intervention strategies..	<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB
Data-Based Decision Making:Partner with BOCES consultants to train the school-wide data team, which includes staff, and student representatives. The consultants can help in analyzing academic and behavioral data, ensuring that the team makes informed decisions based on best practices..	<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB

Commitment 1

<p>Community Building Circles: Establish a series of integrated community-building sessions where teachers, and students, participate in restorative practice circles. These sessions will include professional development for staff on restorative practices and provide students with development opportunities to build skills in conflict resolution and empathy. The circles will be co-facilitated by trained staff and student leaders, ensuring that everyone learns and practices restorative approaches together, fostering a cohesive and supportive school culture.</p>	<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB
<p>Staff Engagement and Professional Development: Engage BOCES consultants to co-develop and deliver a professional learning series where staff, and students collaboratively lead workshops. The consultants can provide specialized training on restorative practices, effective communication, and relationship-building, ensuring that all participants are well-equipped to apply these skills in the school environment.</p>	<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
<h3>RESOURCES</h3>	
<p style="color: #4a7ebb;">What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>	
<p>Schedule: Allocate dedicated time within the school calendar for monthly behavior review meetings, data team sessions, community-building circles, and professional development workshops. Ensure that these activities do not conflict with core instructional time.</p>	
<p>Space: Designate a consistent, comfortable space within the school, such as a large classroom or the library, where community-building circles, data team meetings, and professional development sessions can be held. This space should be conducive to open dialogue and collaboration.</p>	
<p>Money: Secure funding for BOCES consultants to facilitate training sessions, provide ongoing support, and supply materials for restorative practices. Budget for any additional resources, such as educational materials, refreshments for meetings, and stipends for staff involvement outside regular hours.</p>	
<p>Processes and Individuals: Establish clear processes for communication and collaboration among teachers, parents, students, and BOCES consultants. Identify key individuals, including a project coordinator, facilitators, and student leaders, to oversee the implementation of each strategy and ensure alignment with school goals.</p>	

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 1

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>
Professional Development in Culturally Responsive Teaching	<ul style="list-style-type: none"> - BOY SRI Assessment 	<p>Reduced Disparities: Ideally, there should be a narrowing of achievement gaps between different student demographics, indicating more equitable learning opportunities and outcomes.</p> <p>Implementation of Culturally Responsive Strategies: We anticipate the integration of culturally responsive teaching practices into everyday instruction and school policies, fostering a supportive and inclusive learning environment.</p>	
Data-Driven Instructional Practices	<ul style="list-style-type: none"> - BOY AIMSWEB Math Assessment - Rethink Survey - Student Surveys 	<p>Targeted Interventions: Data should inform instructional decisions, leading to personalized interventions that address specific student needs. This could involve differentiated instruction, remediation, or enrichment based on individual performance data.</p> <p>Progress Monitoring: Regular assessment data should show measurable progress over time, indicating that instructional adjustments are effective in promoting student growth and learning.</p> <p>Use of Data Analysis: Educators should demonstrate proficiency in analyzing data to inform instructional planning and decision-making. This includes identifying trends, strengths, weaknesses, and areas for improvement across student groups.</p> <p>Collaborative Practices: Data-driven practices often involve collaborative efforts among teachers, administrators, and support staff to discuss data findings, share insights, and develop strategies that benefit all students.</p>	

Commitment 1

Literacy and Math Enrichment Programs	NYS ELA and Math Exam	<p>Improved Proficiency: We expect to observe measurable gains in students' literacy and math skills and scores as evidenced by assessment data, standardized test scores, and benchmarks.</p> <p>Closing Achievement Gaps: Effective programs should help narrow achievement gaps among diverse student populations, ensuring equitable opportunities for all learners to succeed</p> <p>10% increase from 2023-2024 NYS ELA and Math scores.</p>	
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Mid-Year Benchmarks and End-Of-The-Year Targets

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

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing <i>(complete when reviewing mid-year data)</i>
Mid-Year Benchmark(s)	MOY SRI Assessment	A 10% increase in all SRI and AIMSWEB scores	
End-of-the Year Targets	EOY SRI Assessment	A 10% increase in all SRI and AIMSWEB scores	

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	My school sets high learning standards	66%	80%	
Staff Survey	Student achievement data informs school decision making	61%	80%	
Family Survey	Teachers regularly inform me about how my child is doing academically.	27%	40%	

Commitment 1

COMMITMENT 2

Our Commitment

<p>What is one Commitment we will promote for 2024-25?</p>	<p>Peekskill Middle School is committed to Rigorous Grades 6- 8 Aligned STEAM Opportunities</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>Peekskill Middle School's commitment to rigorous Grade 6-8 aligned STEAM opportunities fits seamlessly into our vision for the school by fostering a dynamic and innovative learning environment that prepares students for future academic and career success.</p> <p>This commitment aligns with our vision by promoting critical thinking, creativity, and problem-solving skills. It ensures that students are equipped with the necessary competencies to excel in a rapidly evolving technological landscape.</p> <p>During our discussions with stakeholders, we consistently heard a desire for more engaging and challenging academic programs. Our commitment to STEAM directly responds to this feedback by providing students with enriching and rigorous educational experiences that stimulate their interest and passion for science, technology, engineering, arts, and mathematics.</p> <p>Our analysis revealed gaps in current academic offerings and a need for enhanced student engagement, real world learning and performance in STEAM subjects. According to the K12 insight survey, only 49% of students believe that what they learn in school helps them outside of school. By implementing aligned STEAM opportunities, we address these gaps, ensuring that our curriculum is comprehensive and meets the needs of all learners. This approach also supports our goal of continuous improvement and academic excellence.</p>

Key Strategies

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

<p>KEY STRATEGY</p>	<p>HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?</p>	<p>WHY: What did we learn from our needs assessment that suggests this is the right Key Strategy? <i>Consider both data trends observed and student interview responses.</i></p>
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Commitment 2

		<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>
STEAM SPACE	<input checked="" type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	<p>→ The newly designed STEAM space in the library is a vibrant, multi-functional hub that seamlessly blends technology, creativity, and collaboration. Upon entering, visitors are greeted by an open, flexible layout with modular furniture that can be easily rearranged to accommodate various activities—from coding workshops to group art projects.</p> <p>→ A dedicated robotics zone features programmable robots and an open floor space for testing designs, while a virtual reality station offers immersive experiences that expand learning beyond the physical environment. This STEAM space is a dynamic environment that fosters creativity, critical thinking, and innovation, turning the library/media center into a true incubator for future thinkers and makers. Z</p>
Addition of Enrichment and AIS Courses	<input checked="" type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	<p>→ Creating additional sections of Math AIS courses in 7th grade, preserving math lab courses for newly accelerated math students, a new course called Math Enrichment that will be Project Based Learning to 8th grade students to allow students to apply mathematical skills in real world applications.</p> <p>→ Creating an new section of ELA Enrichment for students who need additional support in Reading fluency and comprehension</p>
Additional and Expanded STEAM Course offerings in the LEAP Program	<input type="checkbox"/> NEW <input checked="" type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	<p>→ Expanding more course offerings in STEAM during the LEAP program. This will include courses such as, Robotics, Drones, Astronomy Study, Performing Arts, Art, Mathematics and Science Support classes that are aligned to data from the NYS tests scores.</p>

Implementation

KEY STRATEGY 1

Addition of Math Enrichment and AIS Courses

Commitment 2

IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 1? What steps are involved?		
<p><u>Assess Student Needs and Design Courses:</u></p> <ul style="list-style-type: none"> ● Analyze Data: Review student performance data from assessments, such as NYS Math Scores and District Math Assessment Tool Data, to identify specific areas of need for additional support. ● Develop Curriculum: Create detailed course outlines and materials that focus on addressing these needs, including targeted instruction and practice on key math concepts. ● Align with Standards: Ensure that the curriculum aligns with the New York State Math Standards and district goals for academic intervention. 	<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB	
<p><u>Preserving Math Lab Courses for Newly Accelerated Students</u></p> <ul style="list-style-type: none"> ● Review and Refine Current Math Lab Structure: Evaluate effectiveness, update curriculum. ● Hire and Train Instructors: Recruit teachers, offer specialized training. ● Promote Awareness and Engagement: Communicate goals, collaborate with teachers. ● Monitor and Improve Lab Courses: Track progress, make adjustments based on feedback. 	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
<p><u>Creation of new course <i>Math 8 Enrichment</i></u></p> <ul style="list-style-type: none"> ● Develop Course Content and Objectives: Define goals, create curriculum, align with standards. ● Hire and Train Instructors: Recruit experienced teachers, provide training. ● Implement and Support the New Course: Schedule the course, support instructors. ● Evaluate and Refine the Course: Assess effectiveness, adjust based on feedback and performance. 	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
<p><u>Implement Courses and Monitor Effectiveness:</u></p> <ul style="list-style-type: none"> ● Course Scheduling: Integrate the new AIS courses into the school schedule, ensuring they are accessible to students who need them. ● Ongoing Monitoring: Establish a system for regular assessments and progress tracking, including formative and summative evaluations. ● Review and Adjust: Use performance data and feedback from teachers and students to make adjustments to the course content and teaching methods. 	<input type="checkbox"/> by EPM <input checked="" 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?		

Commitment 2

Data and Analysis: Use assessment tools such as SRI Benchmark and AIMSWEB Assessments to analyze student performance data from NYS Math Scores and District Math Assessment Tool Data. This data will guide the development of curricula and targeted instruction.

Curriculum and Scheduling: Develop detailed course outlines and materials aligned with New York State Math Standards and district goals. Use master scheduling to integrate the new AIS and Math 8 Enrichment courses into the school timetable, ensuring accessibility for all students.

Funding and Resources: Allocate funds for curriculum development, hiring and training instructors, and implementing new courses. Budget for professional learning communities and departmental meetings to support ongoing refinement and alignment of instructional strategies.

Collaboration and Evaluation: Collaborate with grade level teams, PNW BOCES, and department meetings to review and refine the math lab structure and new course content. Establish a system for regular progress tracking and feedback collection to monitor course effectiveness and make necessary adjustments.

KEY STRATEGY 2

Expanding more course offerings in STEAM during the LEAP program.

IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 2? What steps are involved?		
Conduct a Needs Assessment: Survey students, parents, and staff to identify interest areas within STEAM (Science, Technology, Engineering, Arts, Mathematics). Assess existing resources, including available technology, materials, and teacher expertise		<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Secure Resources: Identify and secure the necessary resources, including funding, materials, and equipment. Explore grants, partnerships with local businesses, and community resources to support the program.		<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Train Educators: Provide targeted professional development for teachers who will be leading the new STEAM courses. Focus on innovative teaching strategies, use of technology, and integration of interdisciplinary approaches in courses such as as, Robotics, Drones, Astronomy Study, Performing Arts, Art, Mathematics and Science Support		<input checked="" 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?		
Survey and Evaluation: Identification of tools and methods to gather input from students, parents, and staff on STEAM interests and assess current resources, including technology and teacher expertise.		
Resource Allocation: Identify and secure funding, materials, and equipment for STEAM courses through grants, business partnerships, and community resources. Ensure necessary resources are in place for subjects like Robotics, Drones, and Performing Arts.		

Commitment 2

Professional Learning: Organize targeted training for educators to enhance their skills in innovative teaching strategies, technology integration, and interdisciplinary approaches relevant to STEAM courses.

Support and Integration: Coordinate with local organizations, PNW BOCES, and internal teams to integrate STEAM courses into the curriculum and master schedule, ensuring proper implementation and support throughout the year.

Progress Targets

Early Progress Milestones

We believe we are on track with the implementation of our strategies if we reach the following Early Progress Milestones **six to ten weeks** into implementation: *Identify*

Quantitative Data or Qualitative Descriptors that can serve as signals that our implementation is on track and we should continue pursuing these strategies.

Key Strategy	What Early Progress Milestone data will we be reviewing?	What do we hope to see when we review that data? <i>(consider Student Data, Adult/Schoolwide Behaviors and Practices, and Student Behaviors and Practices)</i>	What we ended up seeing <i>(complete six to ten weeks into the school year)</i>
Addition of Enrichment and AIS Courses	24-25 School Year: BOY District Math Assessment Tool	<ul style="list-style-type: none"> - Impact on Academic Performance: We should see improvements in academic outcomes, particularly for students who participate in AIS courses. This might include better grades, increased proficiency in core subjects like math and literacy, and higher achievement on standardized tests. - Targeted Support: AIS courses should effectively target students who need additional academic support, as evidenced by data showing progress towards closing learning gaps - The 24-25 BOY scores are consistent to that of the 23-24 EOY scores 	

Commitment 2

Additional and Expanded STEAM Course offerings in the LEAP Program	BOY District Math Assessment Tool	<ul style="list-style-type: none"> - The 24-25 BOY scores are consistent to that of the 23-24 EOY scores - Quality of Instruction: There should be evidence of high-quality instruction in STEAM disciplines, utilizing innovative teaching methods and hands-on learning experiences. - Professional Development: Teachers involved in the LEAP program should receive targeted professional development to enhance their expertise in STEAM education and project-based learning. - Critical Thinking and Problem-Solving Skills: STEAM courses should promote the development of critical thinking, problem-solving, and analytical skills among students. - Creativity and Innovation: Students should demonstrate increased creativity and innovation through STEAM projects and activities, showcasing their ability to apply knowledge in novel ways. - 	
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Mid-Year Benchmarks and End-Of-The-Year Targets

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

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing <i>(complete when reviewing mid-year data)</i>
Mid-Year Benchmark(s)	MOY District Math Assessment Tool	<ul style="list-style-type: none"> - 15% increase in proficiencies and level all SRI scores including our subgroups 	
End-of-the Year Targets	EOY District Math Assessment Tool	<ul style="list-style-type: none"> - 15% increase in proficiencies and level all SRI scores including our subgroups 	

Spring Survey Targets

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

Commitment 2

	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 feel challenged at school	58%	70%	
Staff Survey	The variety of activities and courses offered in my school keeps students engaged in learning	84%	95%	
Family Survey	I am satisfied with the education my child receives in school	78%	85%	

COMMITMENT 3

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

Our Commitment

<p>What is one Commitment we will promote for 2024-25?</p>	<p>Peekskill Middle School is committed to Improving Data-Driven Processes and Resources</p>
<p>Why are we making this Commitment?</p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this Commitment fit into what we envision for the school?</i> • <i>How does this Commitment relate to what we heard when listening to others?</i> • <i>How does this Commitment connect to what we observed through analysis?</i> 	<p>Our vision for the school includes fostering academic excellence, personal growth, and overall student well-being. By improving our data-driven processes, we ensure that our decisions are informed by accurate and relevant information, ultimately leading to better outcomes for our students.</p> <p><u>Listening to Stakeholders:</u></p> <p>Through extensive conversations with teachers, parents, and students, we heard the need for more structured and transparent methods for tracking and enhancing student progress. Stakeholders expressed a desire for evidence-based practices that support individualized learning and address diverse needs effectively.</p> <p>Observations and Analysis:</p> <p>Analysis of current practices revealed gaps in how data is collected, interpreted, and utilized. By refining these processes, we can identify trends, pinpoint areas needing improvement, and celebrate successes. Through our School Comprehensive Education Plan (SCEP) meetings, we were able to identify specific areas where data-driven improvements are necessary, reinforcing the need for this commitment.</p> <p>To achieve these goals, we will utilize Professional Learning Communities (PLCs) to regularly review data, employing data protocols that involve teachers and stakeholders in meaningful discussions. This collaborative approach will help us make informed decisions, share best practices, and implement strategies that drive student achievement and school success.</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

Commitment 3

column 3, identify the data that indicates these strategies will be beneficial to our school. For any key strategy that is not something new, provide a 1-2 sentence summary of how the key strategy will be expanded or refined next year.

KEY STRATEGY	HOW DOES THIS COMPARE TO EXISTING EFFORTS?	WHY: What did we learn from our needs assessment that suggests this is the right Key Strategy? <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>
Establish Data-Driven Professional Learning Communities (PLCs)	<input type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input checked="" type="checkbox"/> REFINE	Form Professional Learning Communities (PLCs) with teachers, administrators, and stakeholders to analyze student data, identify trends, and develop targeted instructional strategies. Regular bi-weekly meetings and standardized data protocols will guide discussions and action plans for addressing academic gaps, particularly for targeted subgroups.
Comprehensive Data Training for Staff	<input type="checkbox"/> NEW <input checked="" type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	Develop a robust data training program for staff that includes collaboration with district directors to ensure alignment of math and literacy instruction with district-wide goals, and focuses on data review and analysis for all student subgroups. The program will provide initial workshops, monthly follow-up sessions, and hands-on activities for effective data application and instructional improvement.
Enhanced Communication and Collaboration with Stakeholders	<input type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input checked="" type="checkbox"/> REFINE	Enhance transparency, trust and collaboration through regular updates and community meetings, while expanding collaboration with district directors to refine data-driven strategies and address academic gaps for targeted subgroups. This approach aims to increase parental involvement, clarify school goals, and improve alignment with district objectives.

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

Establish Data-Driven Professional Learning Communities (PLCs): Weekly schedule of department meetings focusing on Tier 1 instructional practices. The meetings include collaborative planning, instructional strategy review, and student data analysis to enhance Tier 1 instruction for all students. Utilize Edocrina for Assessments and Progress Monitoring: Use Edocrina as a school-wide tool for creating and reviewing assessments aligned with targeted literacy standards, and for ongoing progress monitoring of all students.

Implementation

KEY STRATEGY

1

Establish Data-Driven Professional Learning Communities (PLCs)

IMPLEMENTATION

What is our plan for implementing Key Strategy 1? What steps are involved?

When will this be in place?

Commitment 3

<p>Establish and Convene PLCs: Create Professional Learning Communities (PLCs) comprising teachers, administrators, and stakeholders to analyze student data, identify trends, and develop targeted instructional strategies. Hold regular bi-weekly meetings with standardized data protocols to guide discussions and action plans for addressing academic gaps, especially for targeted subgroups</p>	<p><input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB</p>
<p>Utilize Edocrina for Assessments and Progress Monitoring: Use Edocrina as a school-wide tool for creating and reviewing assessments aligned with targeted literacy standards, and for ongoing progress monitoring of all students</p>	<p><input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB</p>
	<p><input type="checkbox"/> by EPM <input type="checkbox"/> by MYB</p>
	<p><input type="checkbox"/> by EPM <input type="checkbox"/> by MYB</p>
	<p><input type="checkbox"/> by EPM <input type="checkbox"/> by MYB</p>
<p>RESOURCES</p>	
<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>	
<p>Coordination and Scheduling: Utilize master scheduling to allocate time for bi-weekly PLC meetings and integrate assessment activities into the school calendar. Coordinate with Grade Level Teams and Department Meetings to support data analysis and instructional planning.</p> <p>Data and Assessment Tools: Use SRI Benchmark and AIMSWEB Assessments to collect and analyze student data. These tools will help identify curriculum needs for ELA and guide resource allocation.</p> <p>Support and Resources: Leverage PNW BOCES for additional support with data analysis, curriculum development, and instructional strategies. Ensure Professional Learning Communities have access to the necessary tools and collaborative structures to effectively address academic gaps.</p> <p>Collaboration and Implementation: Facilitate collaboration among PLC members to develop targeted instructional strategies based on data insights. Implement and monitor these strategies with the support of PNW BOCES and ongoing assessments.</p>	

<p>KEY STRATEGY 2</p>	<p>Comprehensive Data Training for Staff</p>
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<p>IMPLEMENTATION</p>		<p>When will this be in place?</p>
<p>What is our plan for implementing Key Strategy 2? What steps are involved?</p>		
<p>Collaborate with District Directors: Partner with district directors to align math and literacy instruction with district-wide goals. Ensure the training program reflects district objectives and targets the needs of all student subgroups.</p>	<p><input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB</p>	
<p>Conduct Evaluations and Feedback Sessions: Regularly assess the training's impact using surveys, feedback sessions, and performance data analysis to determine if staff are meeting the established objectives.</p>	<p><input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB</p>	
<p>Regular Integration and Discussion: Incorporate data review and analysis into regular staff meetings and professional learning communities. Foster ongoing discussions on how to apply data insights to enhance teaching and learning outcomes.</p>	<p><input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB</p>	

Commitment 3

<p>Initial Workshops and Ongoing Support: Launch the program with comprehensive initial workshops focused on data review, analysis, and application. Follow up with monthly sessions to reinforce learning, address challenges, and share best practices.</p>	<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB
<p>RESOURCES</p> <p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>	
<p>Collaborative Alignment: Partner with district directors to ensure math and literacy instruction aligns with district-wide goals. Leverage PNW BOCES to support this alignment and utilize master scheduling to integrate training and collaborative efforts with Professional Learning Communities (PLCs), Grade Level Teams, and Department Meetings.</p>	
<p>Evaluation and Feedback Systems: Implement evaluation mechanisms using SRI Benchmark and AIMSWEB Assessments to gather data on training effectiveness. Allocate funds for collecting surveys, conducting feedback sessions, and analyzing performance metrics to regularly review and refine training programs.</p>	
<p>Integration and Dialogue: Embed data review and analysis into regular staff meetings and PLCs. Use resources from PNW BOCES to facilitate ongoing discussions and apply insights from assessments to enhance teaching practices.</p>	
<p>Training and Follow-Up: Launch the training program with initial workshops on data analysis and application, supported by PNW BOCES. Schedule monthly follow-up sessions, utilizing master scheduling to ensure that funds and time are allocated effectively to reinforce learning and share best practices.</p>	

KEY STRATEGY 3 Enhanced Communication and Collaboration with Stakeholders

<p>IMPLEMENTATION</p> <p>What is our plan for implementing Key Strategy 3? What steps are involved?</p>		<p>When will this be in place?</p>
<p>Regular Updates and Community Meetings: Organize regular community meetings, both in-person and virtual, to discuss school progress, upcoming events, and key initiatives. Encourage open dialogue and provide opportunities for parents and community members to ask questions and give feedback.</p>	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
<p>Expand Collaboration: Increase collaboration with district directors to develop and refine data-driven strategies. Hold regular meetings to discuss academic performance, share best practices, and align on goals and initiatives.</p>	<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB	
<p>Increase Parental Involvement: Develop initiatives to increase parental involvement, such as workshops, volunteer opportunities, and parent-teacher conferences. Provide resources and support to help parents engage in their child's education.</p>	<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB	
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
<p>RESOURCES</p> <p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>		
<p>Schedule: Allocate time for regular community meetings, workshops, and parent-teacher conferences, ensuring consistent and effective communication.</p>		

Commitment 3

Space: Reserve space for in-person events and provide the necessary technology for virtual meetings and workshops.

Money: Budget for event organization, including materials, technology, and guest speakers, to support effective communication and collaboration.

Individuals: Engage staff to lead meetings and workshops, collaborate with district directors, and involve volunteers to enhance parental involvement and support events.

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 3

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>
Establish Data-Driven Professional Learning Communities (PLCs)	Development of Protocols for Data review during PLC's and Department Meetings	<p>The district is launching a training program to equip department leaders with the skills to effectively use data-driven protocols for decision-making. This initiative will focus on enhancing leaders' data literacy, teaching them how to collect, analyze, and interpret data relevant to their departments. Leaders will gain hands-on experience with advanced data tools and learn to apply analytical methods to real district data, enabling them to identify trends, measure progress, and make informed decisions. The training will also emphasize fostering a data-driven culture within their teams, ensuring that data is consistently used to guide priorities and evaluate the effectiveness of initiatives, ultimately driving continuous improvement across the district. We will review data analysis protocols with department leaders and monitor that data review is occurring during dept. meeting time as well as during PLC.</p> <ul style="list-style-type: none"> - Effective Data Utilization: We hope to observe enhanced capabilities among educators in analyzing and using data to inform instructional practices and interventions. - Collaborative Practices: Evidence of collaborative planning and professional dialogue within PLCs should contribute to improved instructional strategies and schoolwide practices 	

Targeted Interventions: Data-informed decisions should lead to more effective and personalized interventions for students, addressing specific academic needs and promoting equitable outcomes.

Data-Driven Instructional Practices:

- Teachers should demonstrate enhanced proficiency in using data to tailor instruction to meet the diverse needs of students.
- Implementation of differentiated teaching strategies based on data insights should be evident, allowing teachers to better address individual learning styles and academic strengths and weaknesses.

Professional Growth and Collaboration:

- Increased collaboration among teachers in analyzing student data and sharing effective instructional practices should be observed.
- Teachers should show growth in their ability to critically assess and interpret data, leading to more informed decisions about curriculum planning, instructional methods, and student interventions.

Student-Centered Approaches:

- Teachers should demonstrate a shift towards student-centered approaches, where instructional decisions are informed by data to improve student engagement and motivation.
- Personalized learning plans and targeted interventions should be developed more effectively to support individual student progress and achievement.

Reflective Practice and Continuous Improvement:

- Teachers should engage in reflective practice, regularly evaluating the impact of their instructional strategies based on data outcomes.
- Professional development opportunities related to data literacy should be embraced, indicating a commitment to ongoing growth and adaptation to changing educational needs.

Collaborative Learning Communities:

Commitment 3

		<ul style="list-style-type: none"> Participation in Professional Learning Communities (PLCs) focused on data analysis and instructional improvement should increase, fostering a culture of shared learning and continuous improvement among educators. 	

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)	Edoctrina Summative Assessment Data	- Regular data analysis that occurs at a weekly/biweekly basis	
End-of-the Year Targets	EOY District Benchmark Assessment	- Regular data analysis that occurs at a weekly/biweekly basis	

Spring Survey Targets

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

	Survey Question(s) or Statement(s)	2023-24 data if available (e.g., % agree or strongly agree)	Desired response (e.g., % agree or strongly agree)	What we ended up seeing (complete once Spring survey results are available)
Student Survey	My teachers talk to me about how I am doing in school	68%	80%	
Staff Survey	Student achievement data informs school decision making	60%	80%	

Commitment 3

Family Survey	Staff members seek my input on how best to my child's needs	72%	80%	
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COMMITMENT 4

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

Our Commitment

<p>What is one Commitment we will promote for 2024-25?</p>	<p>Peekskill Middle School is committed to Whole Child Development (Social-Emotional Supports, Physical Activity and Enrichment Opportunities)</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>Peekskill Middle School is committed to advancing Whole Child Development through a holistic approach that includes Social-Emotional Supports, Physical Activity, and Enrichment Opportunities. To achieve this, we will implement the Rethink SEL curriculum, which provides a structured framework for delivering social-emotional learning. Additionally, we will develop a Wellness Room to offer a dedicated space for students to engage in activities that promote their overall well-being. This multifaceted commitment aims to address the diverse needs of our students and create a supportive environment that fosters their growth and development.</p> <p>This commitment aligns with our vision for nurturing well-rounded students and reflects the valuable feedback we have received from stakeholders about the importance of comprehensive support. Our data analysis underscores the need for an integrated approach to student development, confirming that implementing the Rethink SEL curriculum and establishing the Wellness Room will effectively address the needs identified. By focusing on these key areas, we are ensuring that our strategies are responsive to both the feedback from our community and the insights gained through our analysis.</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

Commitment 4

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>
Schedule regular lessons that will be implemented throughout the school year using the Rethink curriculum	<input type="checkbox"/> NEW <input checked="" type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	<p>→ Our needs assessment, which included student interviews during SCEP sessions and feedback from the K-12 Insight survey, revealed a strong demand for structured social-emotional learning programs, suggesting that scheduling regular lessons using the Rethink curriculum throughout the school year is the right key strategy to support student development</p>
SEL Town Halls	<input type="checkbox"/> NEW <input checked="" type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	<p>→ Next year, the school will refine the Social Emotional Learning (SEL) student Town Halls by incorporating guest speakers, integrating Positive Behavior Intervention Support (PBIS) themes, development of SEL practices, such as restorative circles, utilizing books, posters, and inspirational floor decals to reinforce key messages. These enhancements aim to promote student engagement and encourage the use of healthy mindset language throughout the school year, reinforcing an aligned message during the Townhalls.</p>
Creation of Wellness Room	<input checked="" type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	<p>→ The development of a Wellness Room in middle school will enhance student SEL by providing a dedicated space for emotional regulation, stress relief, and support, which can improve overall well-being and focus. This, in turn, helps students academically by reducing distractions and enabling them to engage more effectively in their learning.</p>
Positive Behavioral Interventions and Supports (PBIS)	<input type="checkbox"/> NEW <input checked="" type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	<p>→ In alignment with our District’s whole child approach to education, Peekskill Middle School will align PBIS with monthly district-wide themes to enhance character education and social-emotional learning. Led by the PBIS Committee, this initiative will allow students to provide feedback on incentives, participate in celebrations and festivals, and support the New York State Education Department’s Social Emotional Learning standards.</p>

Implementation

KEY STRATEGY 1

Schedule regular lessons that will be implemented throughout the school year using the Rethink curriculum

IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 1? What steps are involved?		
Training all teachers on the Rethink (SEL) curriculum	<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB	
Schedule benchmark assessments for all students in the beginning and the end of the year	<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB	
Programming and scheduling regular lessons for the entire school to be exposed to the Rethink curriculum	<input checked="" 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?		
<p>Teacher Training: Organize comprehensive Rethink training sessions for all teachers to ensure they are proficient in the Rethink curriculum. Leverage PNW BOCES for specialized support and integrate these sessions into the master schedule, collaborating with Professional Learning Communities (PLCs) and Department Meetings to coordinate timing.</p> <p>Benchmark Assessments: Schedule SRI Benchmark and AIMSWEB Assessments at the beginning and end of the academic year. Allocate funds and adjust the master schedule to facilitate these assessments, ensuring that they are integrated into the school’s overall planning.</p> <p>Curriculum Integration: Develop and implement a structured plan for programming regular lessons throughout the school year to ensure consistent exposure to the Rethink curriculum. Coordinate with Grade Level Teams and Department Meetings to incorporate these lessons into the existing schedule.</p> <p>Resource Management: Secure necessary funds for curriculum materials and assessment tools. Utilize PNW BOCES for ongoing support and expertise, ensuring that all resources are effectively allocated and integrated into the school’s strategic planning and execution.</p>		

KEY STRATEGY 2

Social and Emotional Learning (SEL) Town Halls

IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 2? What steps are involved?		
SEL Town Halls will be scheduled with school counselors, SAS Counselor, Margarets Place Counselor, etc.	<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB	

Commitment 4

SEL Town Hall will incorporate student input as student will have the opportunity to present information.	<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?	
PNW BOCES, Master Scheduling, Professional Learning Communities, Grade Level Teams, Department Meetings, SRI Benchmark Assessment and AIMSWEB Assessments, Funds	

KEY STRATEGY 3	Creation of Social and Emotional Learning (SEL) Wellness Room
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IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 3? What steps are involved?		
Develop and launch of Social and Emotional Learning Wellness room for students and staff	<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB	
Plan schedule, rules and norms for the wellness room usage	<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB	
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
RESOURCES		
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?		
<p>Facility and Timetable: Designate an appropriate location within the school for the Wellness Room and create a comprehensive timetable for its utilization. Collaborate with PNW BOCES and Professional Learning Communities to ensure the facility meets the needs of both students and staff.</p> <p>Guidelines and Operational Framework: Develop and fund comprehensive guidelines and an operational framework for the Wellness Room. This includes creating protocols and establishing usage norms, which will require resources for drafting, disseminating, and training staff on these procedures.</p> <p>Funding and Financial Resources: Access ARP and District Funding to support the setup, equipping, and ongoing management of the Wellness Room. Allocate budget for essential materials, staff training, and maintenance.</p>		

Commitment 4

Expertise and Support: Utilize PNW BOCES for expert advice on best practices and implementation. Involve Professional Learning Communities in the planning process and use Department Meetings to align the Wellness Room with school-wide initiatives.

KEY STRATEGY
4

Implementation and Enhancement of PBIS

IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 1? What steps are involved?		
<p>Form and Train the PBIS Committee:</p> <ul style="list-style-type: none"> ● Identify Committee Members: Select teachers and staff who will lead the PBIS program, including those with a strong interest in behavioral support and classroom management. ● Professional Development: Provide targeted training for committee members on PBIS principles, data analysis, and implementation strategies. Use resources such as PNW BOCES and professional development workshops to ensure comprehensive preparation. 		<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB
<p>Develop and Implement PBIS Strategies:</p> <ul style="list-style-type: none"> ● Create a PBIS Plan: Design and document a PBIS plan that outlines clear expectations, rewards, and interventions. Collaborate with the PBIS committee to tailor the plan to meet the needs of the student population. ● Schedule and Organize Events: Plan and schedule events that promote the PBIS program, such as recognition ceremonies and behavior reinforcement activities. Use funds and scheduling tools to ensure these events are well-organized and aligned with the program’s goals. 		<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB
<p>Monitor, Evaluate, and Refine the Program:</p> <ul style="list-style-type: none"> ● Track Progress: Implement systems for tracking student behavior data and assessing the effectiveness of the PBIS program. Use data collected through assessments and feedback to make informed adjustments. 		<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB

Commitment 4

<ul style="list-style-type: none"> ● Ongoing Training and Support: Provide continuous training opportunities for staff to reinforce PBIS practices and address emerging challenges. Regularly review and refine the program based on evaluation outcomes and staff input. 	
<p>Form and Train the PBIS Committee:</p> <ul style="list-style-type: none"> ● Identify Committee Members: Select teachers and staff who will lead the PBIS program, including those with a strong interest in behavioral support and classroom management. ● Professional Development: Provide targeted training for committee members on PBIS principles, data analysis, and implementation strategies. Use resources such as PNW BOCES and professional development workshops to ensure comprehensive preparation. 	<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
<h2 style="margin: 0;">RESOURCES</h2>	
<p style="color: #4a7ebb;">What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>	
<ul style="list-style-type: none"> ● Scheduling: <ul style="list-style-type: none"> ○ Allocate dedicated time for professional development, event coordination, and regular PBIS committee meetings. ● Facilities: <ul style="list-style-type: none"> ○ Reserve appropriate spaces for training sessions, PBIS events, and collaborative data analysis. ● Funding: <ul style="list-style-type: none"> ○ Secure financial resources for training, event expenses, and procurement of program materials, including rewards and tracking tools. ● Capacity Building and Partnerships: <ul style="list-style-type: none"> ○ Enhance the capacity of personnel through targeted training and clear role definitions. Develop systematic approaches for integrating scheduling and financial planning. Foster partnerships with community members and stakeholders to support program initiatives and ensure alignment with broader community goals. 	

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)
Schedule regular lessons that will be implemented throughout the school year using the Rethink curriculum	BOY Rethink Assessment Survey	<ul style="list-style-type: none"> - A baseline for student SEL well being - 10% decrease in referrals 	

Commitment 4

<p>SEL Town Halls</p>	<p>Student Surveys</p>	<p>Student Data: Improved Social-Emotional Skills: We expect to observe enhanced social-emotional competencies among students, such as increased self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.</p> <p>Positive Behavioral Trends: Data should indicate improvements in student behavior, including reduced disciplinary incidents, improved conflict resolution skills, and a more positive school climate.</p> <p>Increased Awareness and Support: Educators and staff should demonstrate heightened awareness of students' social-emotional needs and utilize strategies discussed in Town Halls to provide appropriate support.</p> <p>Collaborative Efforts: There should be evidence of collaborative efforts among staff.</p> <p>Engagement and Participation: Students should actively engage in SEL Town Halls and demonstrate increased participation in activities that promote social-emotional development.</p> <p>Application of Skills: Students should apply SEL skills learned during Town Halls in their interactions with peers and adults, both within and outside the school environment</p>	
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Commitment 4

<p>Creation of SEL Wellness Room</p>	<p>Student Survey</p>	<p>Student Support and Well-being:The Wellness Room enhances emotional regulation and provides a safe space for students to manage stress and behavioral challenges.</p> <p>Schoolwide Support and Collaboration:Educators promote a supportive environment through mental health training and encourage community involvement to enrich resources for student well-being.</p> <p>Continuous Improvement and Impact: Ongoing evaluation and feedback ensure the Wellness Room effectively supports students, fostering a positive school climate and enhancing overall student engagement and emotional growth.</p>	
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Mid-Year Benchmarks and End-Of-The-Year Targets

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

	<p>What data will we be reviewing?</p>	<p>What do we hope to see when we review that data?</p>	<p>What we ended up seeing <i>(complete when reviewing mid-year data)</i></p>
<p>Mid-Year Benchmark(s)</p>	<p>Review of Schoolwide Referrals</p>	<ul style="list-style-type: none"> - A reduction from the 23-24 discipline data 	
<p>End-of-the Year Targets</p>	<p>EOY Rethink</p>	<ul style="list-style-type: none"> - Overall improvement from BOY rethink assessment and reduction in overall discipline data from 23-24 school year, 	

Spring Survey Targets

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

Commitment 4

	Survey Question(s) or Statement(s)	2023-24 data if available <i>(e.g., % agree or strongly agree)</i>	Desired response <i>(e.g., % agree or strongly agree)</i>	What we ended up seeing <i>(complete once Spring survey results are available)</i>
Student Survey	Students in this school are treated fairly regardless of their ability, culture, gender, gender expression, physical appearance, political affiliation, race/ethnicity, religion or sexual orientation	50%	65%	
Staff Survey	Students in this school are treated fairly regardless of their ability, culture, gender, gender expression, physical appearance, political affiliation, race/ethnicity, religion or sexual orientation	70%	85%	
Family Survey	Students in this school are treated fairly regardless of their ability, culture, gender, gender expression, physical appearance, political affiliation, race/ethnicity, religion or sexual orientation	65%	75%	

Civic Empowerment Project (schools in CSI only)

Background

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

Options for Schools

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

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

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

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

Directions (Schools in CSI only)

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

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

Our Team's Process

Background

NYSED requires that the SCEP is developed in consultation with parents and school staff, and in accordance with §100.11 of Commissioner's Regulations. All schools are expected to follow the guidelines outlined in the document "Assembling Your Improvement Planning Team" found at: <https://www.nysed.gov/sites/default/files/programs/accountability/assembling-your-improvement-planning-team.pdf>. This section outlines how we worked together to develop our plan.

Our Team's Steps

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

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

Team Collaboration

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

Name	Role	Orientation to School Teams (required for new TSI)	Envision: Exploring the Vision, Values and Aspirations	Analyze: Internal and External Data	Analyze: Survey Data	Listen: Student Interviews	Envision: Reflect, Synthesize and Plan	Plan Writing and Revision
<i>Example: Mary James</i>	<i>ELL Teacher</i>	<i>3/5</i>	<i>3/12</i>	<i>3/19</i>		<i>4/10, 4/11</i>	<i>4/17</i>	<i>5/2 5/9 5/16</i>
Donald Peters	Principal							
Eudes Budhai	Assistant Superintendent							
Iris Pagan	Assistant Principal							
William Toro	Assistant Principal							
Margaret McKay	Literacy Teacher							
Margie Daniels	Director							
Michelle Luongo	Literacy Teacher							

Our Team's Process

Michael Tanzi	Science Teacher							
Renee Kearse	Special Education Teacher							
Leslie Detres	School Psychologist							
Jose Fernandez	Guidance Counselor							
Jennifer Carbaugh	Parent							
Kern Mojica	STEAM Director							
Madeline Diamond	World Language Director							
Melanie Roman	P-Tech Director							
Maria OlivierFlores	LEAP Director							

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

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.