New York State
EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

School Comprehensive Education Plan
2024-25

District	School Name	Grades Served
Plattsburgh City School District	Oak Street Elementary School	3, 4, and 5

Collaboratively Developed By:
The Oak Street Elementary School SCEP Development Team SCEP Team Members: • Parent Rep. = Maria McCann • CSEA / Support Staff Rep. = Christina Coryea • Paraprofessional = William Corcoran • Special Area Rep. = Valerie Butler & Chesney Weeden • Special Education Rep. = Tracy Hosler & Michele McCloud • 3rd Grade Rep. = Trevor Cameron • 4th Grade Rep. = Jori Lagree • 5th Grade Rep. = Nicole Friend • Building Administrator = Jayson Barnhart • Parent Rep. = Sarah McCarty *And in partnership with the staff, students, and families of Oak Street Elementary School*

Guidance for Teams

Template

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

Prior to Writing the Plan

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

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

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

Commitments

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

Key Strategies

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

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

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

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

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

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

Implementation

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

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

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

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

Success Criteria and Benchmark Targets

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

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

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

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

SCEP Rubric

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

Resources for Team

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

Evidence-Based Intervention

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

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

> **Option 1:** Selecting an intervention from the **State-Supported Evidence Based Interventions** located at: http://www.nysed.gov/accountability/state-supported-evidence-based-strategies
>
> **Option 2:** Selecting an evidence-based intervention **identified in one of three clearinghouses**: What Works Clearinghouse, Social Programs That Work, or Blueprints for Healthy Youth Development
>
> **Option 3:** Reviewing research to identify its own evidence-based intervention that meets the criteria for ESSA evidence-based intervention Tier 1, Tier 2, or Tier 3 found at: http://www.nysed.gov/accountability/evidence-based-interventions

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

X ☐ State-Supported Evidence Based Intervention

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

Evidence-Based Intervention Identified	Multi-Tiered System of Supports – Integrated (MTSS-I)
We envision that this Evidence-Based Intervention will support the following Commitment(s)	Commitment 1
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	Envision – Hornet Culture Counts – PCSD SEL Committee On October 22nd, during Superintendent's Day, instructional staff will have time to complete the Student Risk Screener. This screening has not been conducted on our students since before COVID. Please ensure you review the attached documents beforehand: • Ci3T Social Emotional Filtration Process • Universal Screener PowerPoint • Logistics for Completing the Universal Screener Additionally, on October 22nd, you will receive further information from your building principal to assist you in completing the screener for your assigned students Analyze – 10/22/ 2024 Re: Oak Student Screener (10:20a-11:00a) - Universal Behavioral/Social/Emotional Screening Overview and SRSS-IE Tool Directions • For the Student Risk Screening Scale please: o Make a hard copy for each instructional staff member who will be completing the screener of

<table>
<tr>
<td></td>
<td>the Universal Behavioral/Social/Emotional Screening Overview and SRSS-IE Tool Directions (attached)

o   Along with your Ci3T Social/Emotional District representatives, review the Universal Behavioral/Social/Emotional Screening Overview and SRSS-IE Tool Directions

o   Share the SRSS-IE Screener Tool (attached)

Share the "Oak SSRS-IE Results 2024" link with your instructional staff -

Listen –
Met on 12/3/2024 at Universal Team to review to ensure all Students at Oak are being met with Tier 1, Tier 2, and Tier 3 SEL supports</td>
</tr>
</table>

☐ Clearinghouse-Identified

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

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

Clearinghouse used and corresponding rating

☐ **What Works Clearinghouse**
- ☐ Rating: Meets WWC Standards Without Reservations
- ☐ Rating: Meets WWC Standards With Reservations

☐ **Social Programs That Work**
- ☐ Rating: Top Tier
- ☐ Rating: Near Top Tier

☐ **Blueprints for Healthy Youth Development**
- ☐ Rating: Model Plus
- ☐ Rating: Model
- ☐ Rating: Promising

☐ School-Identified

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

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

COMMITMENT 1

Our Commitment

What is one Commitment we will promote for 2024-25?	Promote and Preserve a school culture that champions positivity, Perseverance, teamwork, resilience and empowerment in our learning environment.
Why are we making this Commitment? *Things to potentially take into consideration when crafting this response:* • *How does this Commitment fit into what we envision for the school?* • *How does this Commitment relate to what we heard when listening to others?* • *How does this Commitment connect to what we observed through analysis?*	• Implement a three-year plan that will facilitate affective, empathic, and reflective skills to build compassionate learning environments for the entire school community. • We will rely on our district's PBIS Hornet Culture Counts to align our building with best practices for building positive relationships with students through modeling, respect and intervention. • **TCIS Trainer Cornell University for Social/Emotional support during crises with utilization of de-escalation techniques** Develop and implement a comprehensive school counseling plan for students K-12 focused on social-emotional development. Overall, this priority has to be pursued in our building to address the concerns that have been identified by staff, students and families. The culture of our district is our north star – it is the basis of how we will accomplish everything else in our plan. The priority statement emphasizes family and community involvement, which aligns with insights gained from the Envision-Analyze-Listen activities. These activities highlighted the importance of collaboration, trust-building, and community engagement in addressing concerns. By involving stakeholders (staff, students, and families), the building can tailor its approach based on their input, ensuring a more effective implementation. The priority aligns with the School Comprehensive Education Plan (SCEP) commitments by emphasizing student success, trust, and holistic preparation. It directly supports SCEP goals related to student-centered education, workforce readiness, and social-emotional development. Inclusion of all stakeholders in training reinforces the commitment to equity and collaboration.

Key Strategies

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

KEY STRATEGY	HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?	WHY: What did we learn from our needs assessment that suggests this is the right Key Strategy? *Consider both data trends observed and student interview responses.* *For key strategy that does not represent something new, also provide 1-2 sentences on how the school will expand or refine the key strategy next year.*
• Continue to use PBIS Hornet Culture Counts to align our building with best practices for building positive relationships with students through modeling, respect and intervention.	☐ NEW ☒ EXPAND ☐ REFINE	Oak St. will use the information from the district survey about Oak students to identify and improve counseling self-awareness, emotional regulation and interpersonal skills.
	☐ NEW ☐ EXPAND ☐ REFINE	
	☐ NEW ☐ EXPAND ☐ REFINE	

Implementation

KEY STRATEGY 1	

IMPLEMENTATION What is our plan for implementing Key Strategy 1? What steps are involved?	When will this be in place?
Continuation of Sweethearts and Heroes circles programming and weaving the principles of this work into the fabric of our culture through integration. Menu of integration choices will be offered.	☐ by EPM ☒ by MYB
	☐ by EPM ☐ by MYB
	☐ by EPM ☐ by MYB
	☐ by EPM ☐ by MYB
	☐ by EPM ☐ by MYB

RESOURCES What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Circle training for staff and students, SEL programming and train the trainer work has been scheduled for the fall and winter of 24-25 school year. This training will ensure that all of our staff are trained in circle and that all of our students have access to the SEL message. Work with Sweethearts and Heroes will cost approximately $65,000.

Commitment 1

KEY STRATEGY 2

IMPLEMENTATION
What is our plan for implementing Key Strategy 2? What steps are involved?

Step	When will this be in place?
Staff members that were trained last year will be required to use circles in their classrooms once a month to work on social-emotional values of building culture in our school.	☐ by EPM ☒ by MYB
	☐ by EPM ☐ by MYB
	☐ by EPM ☐ by MYB
	☐ by EPM ☐ by MYB
	☐ by EPM ☐ by MYB

RESOURCES
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?

Continued training of staff that did not receive training last year. $40,000 for training and subs for staff to be trained

KEY STRATEGY 3

IMPLEMENTATION
What is our plan for implementing Key Strategy 3? What steps are involved?

Step	When will this be in place?
	☐ by EPM ☐ by MYB
	☐ by EPM ☐ by MYB
	☐ by EPM ☐ by MYB
	☐ by EPM ☐ by MYB
	☐ by EPM ☐ by MYB

RESOURCES
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?

KEY STRATEGY 4

IMPLEMENTATION
What is our plan for implementing Key Strategy 4? What steps are involved?

Step	When will this be in place?
	☐ by EPM ☐ by MYB
	☐ by EPM ☐ by MYB
	☐ by EPM ☐ by MYB
	☐ by EPM ☐ by MYB
	☐ by EPM ☐ by MYB

RESOURCES
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?

Progress Targets

Early Progress Milestones

We believe we are on track with the implementation of our strategies if we reach the following Early Progress Milestones **six to ten weeks** into implementation: *Identify Quantitative Data or Qualitative Descriptors that can serve as signals that our implementation is on track and we should continue pursuing these strategies.*

Key Strategy	What Early Progress Milestone data will we be reviewing?	What do we hope to see when we review that data? (*consider Student Data, Adult/Schoolwide Behaviors and Practices, and Student Behaviors and Practices)*	What we ended up seeing *(complete six to ten weeks into the school year)*
Training Completed	Staff Trained	All Staff will be trained	
All staff will be completing one circle a month	Completing one circle a month in class	Improvements in social and emotional health. Culture of Trust being built throughout the building.	

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)	All staff will be completing one circle a month	Participation is increasing among staff and students.	
End-of-the Year Targets	½ staff completing more than one circle per month.	Participation is increasing and students starting to lead circles in classrooms.	

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	2024-25 PCSD Climate Survey question 1. I feel like I fit at My school 2. I feel connected to others at my School I know an adult at my school that I can talk with if I need help	2023-24 PCSD Climate Survey 1. 31% Strong Disagree, 11% Somewhat disagree 36% somewhat agree 23% strongly agree 2. 29% Strongly Disagree 10% Somewhat Disagree 37% somewhat agree 24% strongly agree 3. 32% Strongly disagree 7% somewhat disagree 23% somewhat agree 38% strongly agree	2024-2025 Improvement by 2% for somewhat and strongly agree	

		2023-24 PCSD Climate Survey		
Staff Survey	2024-25 PCSD Climate Survey 1. I feel supported by other staff at my school 2. I feel connected to the staff at school My school promotes academic success for all students	1. 8% Strong Disagree, 3% Somewhat disagree 48% somewhat agree 41% strongly agree 2. 11% Strongly Disagree 18% Somewhat Disagree 48% somewhat agree 23% strongly agree 3. 11% Strongly disagree 18% somewhat disagree 48% somewhat agree 23% strongly agree	2024-2025 Improvement by 2% for somewhat and strongly agree	
Family Survey	2024-25 PCSD Climate Survey I feel welcome at my student's school Staff at my student's school treat all students with respect	2023-24 PCSD Climate Survey 1. 4% Strong Disagree, 7%	2024-2025 Improvement by 2% for somewhat and strongly agree	

	I am actively involved in activities at my students school	Somewhat disagree 33% somewhat agree 56% strongly agree 2. 11% Strongly Disagree 15% Somewhat Disagree 37% somewhat agree 38% strongly agree 3. 43% Strongly disagree 15% somewhat disagree 43% somewhat agree 36% strongly agree		

COMMITMENT 2

Our Commitment

What is one Commitment we will promote for 2024-25?	Develop and implement a comprehensive school counseling plan for students K-12 focused on social-emotional development and to support short and long term student academic and social/emotional goals.
Why are we making this Commitment? *Things to potentially take into consideration when crafting this response:* • *How does this Commitment fit into what we envision for the school?* • *How does this Commitment relate to what we heard when listening to others?* • *How does this Commitment connect to what we observed through analysis?*	Our building prioritizes student success by leveraging the Comprehensive School Counseling Plan (CSCP) to support both short-term and long-term academic and social/emotional goals. We recognize that student well-being is essential for achievement, and the CSCP plays a pivotal role in fostering growth. In summary, our focus on the CSCP, student survey data, and participation in activities reflects our commitment to student well-being and achievement. Our priority aligns with the district's vision of nurturing well-rounded, resilient individuals. It emerged as a priority due to research showing that engaged students perform better academically and have improved mental health. By emphasizing participation, we reinforce our commitment to holistic development. Our priority dovetails with other district goals, such as promoting student agency and fostering positive relationships. It complements long-term plans by creating a supportive environment that encourages student involvement. Additionally, it aligns with the School Comprehensive Education Plan (SCEP) commitments, reinforcing our dedication to student success.

Key Strategies

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

KEY STRATEGY	HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?	**WHY:** What did we learn from our needs assessment that suggests this is the right Key Strategy? *Consider both data trends observed and student interview responses.* *For key strategy that does not represent something new, also provide 1-2 sentences on how the school will expand or refine the key strategy next year.*
Conduct a needs assessment to identify the specific social-emotional needs of students across grade levels.	☐ NEW ☒ EXPAND ☐ REFINE	Oak St. will use the information from the district survey about Oak students to identify and improve counseling

1. Set clear short-term and long-term goals for social-emotional development. These may include improving self-awareness, emotional regulation, interpersonal skills, and resilience		self-awareness, emotional regulation and interpersonal skills.
2. Organize group counseling sessions based on grade levels or specific needs.	☐ NEW ☒ EXPAND ☐ REFINE	Counselors will continue group counseling sessions and start doing circles with students.
3. Provide individual counseling to students who need personalized support. Address specific concerns such as anxiety, grief, or behavioral issues.	☐ NEW ☒ EXPAND ☐ REFINE	Counselors will continue to provide individual counseling to students who need services based on a variety of issues, such as; anxiety, grief, and behavioral issues.

Implementation

KEY STRATEGY 1

IMPLEMENTATION What is our plan for implementing Key Strategy 1? What steps are involved?	When will this be in place?
The district completed a survey in May and will disseminate the data to each individual school building. The building will take the data and identify and come up with a plan to improve counseling services based on self-awareness, emotional regulation and interpersonal skills.	☐ by EPM ☒ by MYB
	☐ by EPM ☐ by MYB
	☐ by EPM ☐ by MYB
	☐ by EPM ☐ by MYB
	☐ by EPM ☐ by MYB

RESOURCES What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Continued training of staff that did not receive training last year. $10,000 for training and subs for staff to be trained

KEY STRATEGY 2

IMPLEMENTATION What is our plan for implementing Key Strategy 2? What steps are involved?	When will this be in place?
Counselors will continue group counseling sessions and start doing circles with students. Counselors will start doing Circles and eventually train students how to do circles with other student groups.	☐ by EPM ☒ by MYB

	☐ by EPM	
	☐ by MYB	
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	☐ by EPM	
	☐ by MYB	
	☐ by EPM	
	☐ by MYB	

RESOURCES
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?

Continued training of staff so that they feel comfortable in leading the circles. Counselors eventually training students how to lead a circle so they can provide support to their fellow classmates.

KEY STRATEGY 3

IMPLEMENTATION
What is our plan for implementing Key Strategy 3? What steps are involved?

When will this be in place?

Implementation	When will this be in place?
Counselors will continue to meet individually with students focusing on anxiety, grief, and behavioral issues. Counselors may also suggest group counseling or circles for students suffering from similar issues. Implement a fade plan if possible.	☐ by EPM ☒ by MYB
	☐ by EPM ☐ by MYB
	☐ by EPM ☐ by MYB
	☐ by EPM ☐ by MYB
	☐ by EPM ☐ by MYB

RESOURCES
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?

Time in the schedule to meet with all the students who want individual counseling.

KEY STRATEGY 4

IMPLEMENTATION
What is our plan for implementing Key Strategy 4? What steps are involved?

When will this be in place?

Implementation	When will this be in place?
	☐ by EPM ☐ by MYB
	☐ by EPM ☐ by MYB
	☐ by EPM ☐ by MYB
	☐ by EPM ☐ by MYB
	☐ by EPM ☐ by MYB

RESOURCES
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?

Progress Targets

Early Progress Milestones

We believe we are on track with the implementation of our strategies if we reach the following Early Progress Milestones **six to ten weeks** into implementation: *Identify Quantitative Data or Qualitative Descriptors that can serve as signals that our implementation is on track and we should continue pursuing these strategies.*

Key Strategy	What Early Progress Milestone data will we be reviewing?	What do we hope to see when we review that data? (*consider Student Data, Adult/Schoolwide Behaviors and Practices, and Student Behaviors and Practices*)	What we ended up seeing (*complete six to ten weeks into the school year*)
Circle Training	All staff will be completing one circle a month	Participation will increase among staff and students.	
Circle implementation	½ staff completing more than one circle per month.	Participation increase and students are starting to lead circles in classrooms.	

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)	All staff will be completing one circle a month	Participation is increasing among staff and students.	
End-of-the Year Targets	½ staff completing more than one circle per month.	Participation is increasing and students starting to lead circles in classrooms.	

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	2024-25 PCSD Climate Survey I feel like I fit at My school I feel connected to others at my School I know an adult at my school that I can talk with if I need help	2023-24 PCSD Climate Survey 1. 31% Strong Disagree, 11% Somewhat disagree 36% somewhat agree 23% strongly agree 2. 29% Strongly Disagree 10% Somewhat Disagree 37% somewhat agree 24% strongly agree 3. 32% Strongly disagree 7% somewhat disagree 23% somewhat agree 38% strongly agree	2024-2025 Improvement by 2% for somewhat and strongly agree	

Staff Survey	2024-25 PCSD Climate Survey I feel supported by other staff at my school I feel connected to the staff at school My school promotes academic success for all students	2023-24 PCSD Climate Survey 1. 8% Strong Disagree, 3% Somewhat disagree 48% somewhat agree 41% strongly agree 2. 11% Strongly Disagree 18% Somewhat Disagree 48% somewhat agree 23% strongly agree 3. 11% Strongly disagree 18% somewhat disagree 48% somewhat agree 23% strongly agree	2024-2025 Improvement by 2% for somewhat and strongly agree	
Family Survey	2024-25 PCSD Climate Survey I feel welcome at my student's school Staff at my students school treat all students with respect	2023-24 PCSD Climate Survey 1. 4% Strong Disagree,	2024-2025 Improvement by 2% for somewhat and strongly agree	

	I am actively involved in activities at my students school	7% Somewhat disagree 33% somewhat agree 56% strongly agree 2. 11% Strongly Disagree 15% Somewhat Disagree 37% somewhat agree 38% strongly agree 3. 43% Strongly disagree 15% somewhat disagree 43% somewhat agree 36% strongly agree		

COMMITMENT 3

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

Our Commitment

What is one Commitment we will promote for 2024-25?	**Empower our staff through ongoing professional development, personalized support, and inclusive training involving all stakeholders**
Why are we making this Commitment? *Things to potentially take into consideration when crafting this response:* • *How does this Commitment fit into what we envision for the school?* • *How does this Commitment relate to what we heard when listening to others?* • *How does this Commitment connect to what we observed through analysis?*	Our staff is provided with numerous opportunities to broaden their educational skills by participating in professional development in numerous facets of our buildings and district. Some of these are professional expansions that provide best practice approaches to educating youth. For example, there will be training provided to Teachers in the area of "Science of Reading & new Reading Program Training for Staff." Our commitment to mental health aligns with our building and district's vision of holistic student development. We value every student's well-being and recognize that mental health directly impacts academic achievement. Prioritizing mental health reflects our aspiration to create a safe, inclusive, and supportive learning environment. Research shows that addressing mental health positively impacts student outcomes. By prioritizing mental health initiatives, we proactively address challenges that hinder student success. Our community feedback and needs assessment highlighted mental health as a pressing concern. Prioritizing it demonstrates responsiveness to our stakeholders' voices. Mental health intersects with other priorities, such as academic excellence, equity, and social-emotional learning. By integrating mental health initiatives, we strengthen our overall educational framework. Our long-term plans emphasize student well-being as a foundational element. Prioritizing mental health aligns with our strategic goals for the coming years. Aligning mental health efforts with al school within the district with commitments that ensure coherence and consistency across all schools.

Key Strategies

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

KEY STRATEGY	HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?	WHY: What did we learn from our needs assessment that suggests this is the right Key Strategy? *Consider both data trends observed and student interview responses.* *For key strategy that does not represent something new, also provide 1-2 sentences on how the school will expand or refine the key strategy next year.*
Organize workshops, webinars, and resources.	☐ NEW ☒ EXPAND ☐ REFINE	Continue to organize and host staff development opportunities for staff and student because our survey and our staff and counselors are seeing a rise in these issues.
Create and implement learning opportunities for staff to increase awareness and knowledge regarding mental health and behavioral issues for our students.	☐ NEW ☒ EXPAND ☐ REFINE	Continue to support students and staff on issues of mental health awareness. Continue to provide opportunities to learn how to recognize signs of poor or failing mental health.
Equip staff to support students effectively.	☐ NEW ☒ EXPAND ☐ REFINE	Continue to provide opportunities to learn how to recognize signs of poor or failing mental health. Also continue to provide training and support for Diversity, Equity and inclusion for staff and students.

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

Implementation

KEY STRATEGY 1	

IMPLEMENTATION What is our plan for implementing Key Strategy 1? What steps are involved?	When will this be in place?
Organize Staff Development through our district PIC Team and our DEI Leadership Team to provide professional learning opportunities for our staff and students	☐ by EPM ☒ by MYB
Continue to offer Extra curricular Clubs and Intramurals to provide stress relief for students to help with mental health by exercising the mind and body.	☐ by EPM ☒ by MYB
	☐ by EPM ☐ by MYB
	☐ by EPM ☐ by MYB
	☐ by EPM ☐ by MYB

RESOURCES What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Time and Money for guest speakers and curriculum for professional development.

KEY STRATEGY 2	

IMPLEMENTATION What is our plan for implementing Key Strategy 2? What steps are involved?	When will this be in place?
Organize Staff Development through our district PIC Team and our DEI Leadership Team to provide professional learning opportunities for our staff and students	☐ by EPM ☒ by MYB
	☐ by EPM ☐ by MYB
	☐ by EPM ☐ by MYB
	☐ by EPM ☐ by MYB
	☐ by EPM ☐ by MYB

RESOURCES What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Time and Money for guest speakers and curriculum for Professional development on Mental Health issues and how to recognize poor and failing Mental Health. Also how to maintain good Mental Health Practices.

KEY STRATEGY 3	

IMPLEMENTATION What is our plan for implementing Key Strategy 3? What steps are involved?	When will this be in place?
Continue to provide opportunities to learn how to recognize signs of poor or failing mental health. Also continue to provide training and support for Diversity, Equity and inclusion for staff and students through professional development and curriculum for students and school assemblies.	☐ by EPM ☒ by MYB
	☐ by EPM ☐ by MYB
	☐ by EPM ☐ by MYB
	☐ by EPM ☐ by MYB
	☐ by EPM ☐ by MYB

RESOURCES What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Time for the professional development and money for the PD and school assemblies.

KEY STRATEGY 4	

IMPLEMENTATION What is our plan for implementing Key Strategy 4? What steps are involved?	When will this be in place?
	☐ by EPM ☐ by MYB
	☐ by EPM ☐ by MYB
	☐ by EPM ☐ by MYB

		☐ by EPM ☐ by MYB
		☐ by EPM ☐ by MYB
RESOURCES What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?		

Progress Targets

Early Progress Milestones

We believe we are on track with the implementation of our strategies if we reach the following Early Progress Milestones **six to ten weeks** into implementation: *Identify Quantitative Data or Qualitative Descriptors that can serve as signals that our implementation is on track and we should continue pursuing these strategies.*

Key Strategy	What Early Progress Milestone data will we be reviewing?	What do we hope to see when we review that data? (*consider Student Data, Adult/Schoolwide Behaviors and Practices, and Student Behaviors and Practices*)	What we ended up seeing (*complete six to ten weeks into the school year*)
	Counseling Data	See how many students, counselors are meeting with and what the MHL trends they are seeing.	Still waiting for Plan to be approved
	Keep track of Participation of Clubs and Intramurals	Sign-in sheets will be kept for all clubs and intramurals Data from sign in sheets will be analyzed by DWEIC committee to see how many students are participating	
	Science of Reading – Summer of 2025	Training provided to Teachers in the area of "Science of Reading & new Reading Program Training for Staff."	

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)	Data Sheets Created by the Districts	Trends that we can identify and preemptively try and work on with other students	

End-of-the Year Targets	Data Sheets	Trends that we can identify and preemptively try and work on with other students	

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	2024-25 PCSD Climate Survey I feel like I fit at My school I feel connected to others at my School I know an adult at my school that I can talk with if I need help	2023-24 PCSD Climate Survey 4. 31% Strong Disagree, 11% Somewhat disagree 36% somewhat agree 23% strongly agree 5. 29% Strongly Disagree 10% Somewhat Disagree 37% somewhat agree 24% strongly agree 6. 32% Strongly disagree 7% somewhat disagree 23%	2024-2025 Improvement by 2% for somewhat and strongly agree	

		somewhat agree 38% strongly agree		
Staff Survey	2024-25 PCSD Climate Survey I feel supported by other staff at my school I feel connected to the staff at school My school promotes academic success for all students	2023-24 PCSD Climate Survey 4. 8% Strong Disagree, 3% Somewhat disagree 48% somewhat agree 41% strongly agree 5. 11% Strongly Disagree 18% Somewhat Disagree 48% somewhat agree 23% strongly agree 6. 11% Strongly disagree 18% somewhat disagree 48% somewhat agree 23% strongly agree	2024-2025 Improvement by 2% for somewhat and strongly agree	

		2023-24 PCSD Climate Survey		
Family Survey	2024-25 PCSD Climate Survey I feel welcome at my student's school Staff at my students school treat all students with respect I am actively involved in activities at my students school	1. 4% Strong Disagree, 7% Somewhat disagree 33% somewhat agree 56% strongly agree 2. 11% Strongly Disagree 15% Somewhat Disagree 37% somewhat agree 38% strongly agree 3.43% Strongly disagree 15% somewhat disagree 43% somewhat agree 36% strongly agree	2024-2025 Improvement by 2% for somewhat and strongly agree	

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
Michele McCloud	SET	3/5/24	4/22-4/26	7/9	7/10	5/2 & 6/4	8/13-14	8/27 8/29
Chesney Weeden	SST	3/5/24	4/22-4/26	7/9	7/10	5/2 & 6/4	8/7	8/27/ 8/29
Jayson Barnhart	Adm	3/5/24	4/22-4/26	7/9	7/10	5/2 & 6/4	8/7, 8/13-14	8/27/ 8/29
Maria McCann	SIP Member / Parent Rep	3/5/24	4/22-4/26	7/9	7/10	5/2 & 6/4	8/7, 8/13-14	8/27/ 8/29
Sarah McCarty	FSA (PTO) / Parent Rep	3/5/24	4/22-4/26	7/9	7/10	5/2 & 6/4	8/7, 8/13-14	8/27/ 8/29

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
Students were asked how we could improve certain aspects of the school. Students responded with both positive and negative aspects of school. They were asked for suggestions and notes were taken.

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.
Ongoing professional development in the areas of DEI and SEL will help students and staff continue to grow, develop and apply in connection with NYS next generation learning standards.

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.