



School Comprehensive Education Plan 2024-2025

District	School Name	Grades Served
Ossining UFSD	Park Early Childhood Center	PreK-K

The Ossining Union Free School District (OUFSD) is committed to the success of all members of our learning community and is currently in the fourth year of implementing our Long Range Plan. The goal of the Long Range Plan is to unite and engage all stakeholders to elevate equity, inclusiveness, and individual identity for the well-being of every student. We celebrate and empower students’ academic endeavors and embrace the ‘Whole Child’ by pursuing these goals with passion, skill, innovation, and determination through four main areas: Culture of Care, Relevant Learning, Multiple Literacies and Family and Community Engagement. The District’s Priorities in this Comprehensive Improvement Plan are intentionally designed to support the goals outlined in the District’s Long Range Plan and Park School’s Educational Improvement Plan for the 2024-2025 academic year.

2024-2025 Summary of Priorities

1	<p>Creating A Culture of Care:</p> <p>We are committed to creating a culture of care by strengthening our ability to meet all students' social and emotional needs through the implementation of restorative justice practices, Positive Behavior Instructional Supports (PBIS), and the Collaborative for Academic, Social, and Emotional Learning (CASEL) framework.</p> <p>The Park School community is making a commitment to every child to ensure that they are being met where they are ready to learn. Our strong sense of community, shared beliefs and collaborative approach as a family of educators will support these efforts. Specifically, our work this year will include:</p> <ul style="list-style-type: none"> ● No Place for Hate https://docs.google.com/document/d/1vj23M3SGHGOM1QtS1SHkebnGPjePkIX3I7Gb2TALVFo/edit?usp=sharing- Park School will reinforce the message of no tolerance for hate beginning with our youngest students. ● Center for Racial Justice in Education “Talking About Race” Professional Development ● Restorative Practices- informing our own approach to positive behavioral outcomes by understanding the mindset of we turn all experiences into a learning opportunity for young children. ● Positive Behavior Intervention Support strategies will be implemented throughout the school building
2	<p>Relevance and Student Choice:</p> <p>We will create and utilize culturally responsive-sustaining, contemporary, and engaging real-world learning experiences that are inspired, designed, and guided by student voice and student choice.</p> <ul style="list-style-type: none"> ● Professional Development to plan/implement Authentic Experiences in Math (4 Sessions) ● Increase Culturally Responsive Texts in Classroom/School Libraries ● Culturally Relevant Assemblies ● Partner with BOCES and Teatown Nature Center ● Field Experiences aligned to Content (Zoo, Fable Farms, Emelin Theatre, Teatown, Police Station) ● Positive Behavior Interventions/Supports (PBIS) ● Student-Informed Celebrations that develop Community ● KinderLeaders- A core group representing the needs and wants of our student population. The KinderLeaders will work with the Park School administrators to share their ideas and suggestions for school wide events, trips, and experiences at Park.
3	<p>Multiple Literacies:</p>

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	<p>We will provide the scaffolded structures and services needed for students to develop, strengthen, and attain expertise in multiple literacies at every stage of their Ossining learning journey. In order to meet this priority, all educators will engage in data literacy professional learning to inform pedagogy across literacies.</p> <ul style="list-style-type: none">● Data literacy PLCs devoted to literacy and math● Data Literacy (criteria development)● Literacy and Math Teacher Leaders● Support for Extended Day Program● Implementation of Multi-Tiered System of Support (MTSS)
4	<p>Family and Community Engagement: As a district, we aim to increase family engagement, education, leadership, advocacy, and empowerment, through multilingual experiences that fall under the umbrella of community development.</p> <p>Ossining School District is committed to supporting our students and families throughout their educational journey! We work closely with outside organizations to provide access to resources and support for all. We want to ensure that social and emotional needs are met for all, we promote parent engagements and connectedness and we seek student success programs to enhance or enrich our student and adult lives.</p> <ul style="list-style-type: none">● The stakeholders committee is committed to monitoring this plan. Accordingly, we will reconvene periodically throughout the year (Sept, Dec, March, and May)● Family Engagement Specialist Support● Partnering with community based organizations

Collaboratively Developed By:

The Park Early Childhood Center SCEP Development Team:

- Emilia Macias-Capellan, Principal
- Julie Bucci, Kindergarten Teacher
- Gina Feeks, Reading Teacher
- Siobhan Brady, Kindergarten Teacher
- Verdiana Ciliberti, Kindergarten Teacher
- Alicia Inga, Family Engagement Specialist
- Elizabeth Mercado, Assistant Principal
- Lourdes Peralta, Pre-Kindergarten Teacher
- Maria Meyer, Assistant Superintendent for Curriculum & Instruction
- Ann Dealy, Director of Student Success
- Lindsey McGann, Assistant Director of Student Services/Social Emotional Learning

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- Nancy DeLaCruzArroyo, Director of Multilingual Learners & World Languages
- Timothy Scholten, Data Coordinator
- Mabell Jimenez, School Social Worker
- Dixelia Lopez, Assistant Director of Social-Emotional Learning
- Jessica Courtney, Parent
- Maite Crespo, Parent
- Miriam Loja, Parent
- *And in partnership with the staff, students, and families of Park Early Childhood Center.*

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

Guidance for Teams

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

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they ended up seeing next to the target originally identified. Teams should keep this section blank when writing the plan and anticipate bringing the team back together throughout the upcoming year to gauge the success of the plan.

SCEP Rubric

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

Resources for Team

- [Assembling Your Improvement Planning Team](#)
- NYSED Improvement Planning website: <http://www.nysed.gov/accountability/improvement-planning>

Evidence-Based Intervention

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

<http://www.nysed.gov/accountability/evidence-based-interventions>

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

Option 1: Selecting an intervention from the **State-Supported Evidence Based Interventions** located at:

<http://www.nysed.gov/accountability/state-supported-evidence-based-strategies>

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

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

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

X State-Supported Evidence Based Intervention

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

Evidence-Based Intervention Identified	Professional Learning Communities (PLCs)
We envision that this Evidence-Based Intervention will support the following Commitment(s)	<ul style="list-style-type: none"> ● Park School is committed to continuing to strengthen our positive school culture that affirms and provides all constituents with a sense of belonging. ● Park School is committed to providing our students with authentic and relevant experiences to enhance and strengthen their learning of next generation standards. ● Park School is committed to meeting students where they are as they enter Park School in order to deliver Tier 1 instruction that is accessible and differentiated for all learners.
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	Educators provided feedback that their greatest growth experiences occurred when they were able to work together with colleagues.

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	
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Evidence-Based Intervention

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><i><u>Park School is committed to continuing to strengthen our positive school culture that affirms and provides all constituents with a sense of belonging.</u></i></p>	<p>A Culture of Care:</p> <p>We are committed to creating a culture of care by strengthening our ability to meet all students' social and emotional needs through the implementation of Restorative Justice practices and increase our awareness of equity, Anti-Racist and Anti-Bias Practices and No Place for Hate,</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>In alignment with the district's vision statement, we strive to be a model education system that puts equity at the forefront by educating each child to his/her potential through the following:</p> <ul style="list-style-type: none"> ● recognizing individual student needs ● teaching life lessons focused on compassion, kindness, and empathy ● fostering respect for and appreciation of both individual differences and cultural diversity <p>These values were also reflected in student writing samples (kindness) and the value of equity and diversity were expressed by staff and family representatives as priorities during feedback sessions in this plan development. In response to the student surveys and analyzing our student referral data, this commitment is paramount to creating a positive school culture and ensuring the equity and inclusion of all students.</p> <p>As stated in the “How Learning Happens” document, learning is relational and plays a key role in a child's development. It is our district and school’s priority that all students feel safe and included in their school environment. We believe that an important part of this support is providing an environment that allows all students to feel safe and supported. Through</p>

Commitment 1

	Restorative Justice practices, we will be able to foster human connections, thus creating a sense of belonging. Additionally, this will help students cultivate trusting relationships with adults and peers. Restorative Justice is also identified as a State-Supported Evidence Based intervention.
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Key Strategies

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

KEY STRATEGY	HOW DOES THIS COMPARE TO EXISTING EFFORTS?	WHY: What did we learn from our needs assessment that suggests this is the right Key Strategy? <i>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.</i>
<ul style="list-style-type: none"> Develop staff professional development on culture change and restorative justice approaches. 	X NEW	In our plan development, staff expressed the value of continuing to grow a supportive environment for our diverse students. Yet, we noticed when analyzing our quantitative data that our students living in poverty, Multilingual Learners and Black, Indigenous, Hispanic and Students of Color are not demonstrating the same assessment results on academic or social-emotional assessments and have higher rates of behavioral referrals. Consequently, we want our strategy to result in a shared agreement and culture that we honor where every child is ready to learn socially and committed to supporting them to meet/exceed grade-level standards.
<ul style="list-style-type: none"> Formalize equity Anti-Racist/Anti-Bias efforts by becoming a “No Place for Hate” School, engaging “Talking About Race” Professional Development 	X EXPAND	Part of our professional development initiatives includes time for discussions centered on equity. Continued professional development in this area, with an emphasis on “No Place for Hate” will support continued conversations and further develop our racial literacy as a staff. As a staff we must also become familiar with the varied demographics in our school community, embracing all students’ backgrounds and diverse cultures in order to provide the safe spaces needed for learning.

Implementation

KEY STRATEGY 1

No Place for Hate

IMPLEMENTATION What is our plan for implementing Key Strategy 1? What steps are involved?		When will this be in place?
No Place for Hate Registration:		
1. Convene Stakeholder Committee that Centers Students		<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
2. Introduce the Pledge: Use the No Place for Hate Pledge to rally the entire school community around the program and commit to doing their part to make your school No Place for Hate.		<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
3. Unify School Community Around Shared Goals		<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
4. Administer a climate survey ensures that the whole school community is heard and that their needs can be addressed.		<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
RESOURCES What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?		
Schedule: Plan (3) School-wide Activities to deepen school commitment to be a No Place for Hate School Space: Plan settings for School-wide Activities Money: Educator planning time/Funds to support activities Processes: 1. Convene Stakeholder Committee 2. Assembly to introduce the Pledge 3. Development Shared Goals 3. Administer Student Surveys in addition to Panorama data		

KEY STRATEGY
2

Equity Professional Development

IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 2? What steps are involved?		
1. Assess Cultural Awareness in Panorama Survey		<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
2. Train Equity Fellows in Talking about Race Professional Development		<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB
3. Equity Fellows turnkey Talking about Race Professional Development to colleagues		<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB
4. Analyze changes in Spring Cultural Awareness results in Spring Panorama		<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: Develop schedule for Center for Racial Justice in Education Professional Development for Equity Fellows and School Equity Professional Development</p> <p>Space: Book District Conference Room for Equity Fellow Professional Development; Small Group Assignments for School Equity Professional Development</p> <p>Money: Center for Racial Justice in Education Professional Development</p> <p>Processes: PLC Structure</p> <p>Individuals: Equity Fellows/Park School Staff</p>		

KEY STRATEGY 3

Restorative Practices

IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 3? What steps are involved?		
1. Restorative Practices Leadership Professional Development for School Leaders/Directors		<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
2. Restorative Practices Deep Dive for Clinicians/School Based Team		<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
3. Leading Restorative Practices in Early Childhood Classrooms Professional Development for Educators		<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
4. Introduction to Restorative Practices for Teaching Assistants/Monitors		<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
		<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
RESOURCES		
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?		
Schedule: Schedule leader, clinician, educator and teaching assistant professional development		
Space: Identify space/coverage for above professional developments		
Money: Heartset Consulting		

Commitment 1

KEY STRATEGY

4

IMPLEMENTATION	
What is our plan for implementing Key Strategy 4? What steps are involved?	When will this be in place?
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
RESOURCES	
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	

Progress Targets

Early Progress Milestones

We believe we are on track with the implementation of our strategies if we reach the following Early Progress

Milestones six to ten weeks into implementation: *Identify Quantitative Data or Qualitative Descriptors that can serve as signals that our implementation is on track and we should continue pursuing these strategies.*

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)

Commitment 1

No Place for Hate Program	Panorama Survey Climate/DESSA Mini	Favorable school climate/sense of belonging	
Equity Professional Development	Panorama Survey (Cultural Awareness)	Increase in educators/staff readiness to have conversations about bias	
Restorative Practices	Behavior referral data	Decrease in reactive referrals and increase in identification of proactive strategies used in Tier 1 behavior reports	

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)	Panorama Survey (Climate)/DESSA Mini	Increase in school climate/sense of belonging/behavior ratings from fall data	
End-of-the Year Targets	Panorama Survey	Continued Increase in school climate/sense of belonging/behavior ratings from fall data	

Commitment 1

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	Overall, how much do you feel like you belong at your school?		75%	
Staff Survey	How respectful are the relationships between staff and students?		75%	
Family Survey	How much of a sense of belonging does your child feel at his/her school?		75%	

COMMITMENT 2

Our Commitment

<p>What is one Commitment we will promote for 2024-25?</p> <p><i><u>Park School is committed to providing our students with authentic and relevant experiences to enhance and strengthen their learning of next generation standards.</u></i></p>	<p>Relevance and Student Choice: We will create and utilize culturally responsive-sustaining, contemporary, and engaging real-world learning experiences that are inspired, designed, and guided by student voice and student choice.</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>The OUFSD’s mission, vision, and goal is to educate every child with a focus on equity and inclusion. Our Portrait of a Learner highlights six key aspects of students' success. Park will focus on the whole child, by emphasizing independence, resourceful and resilient learning experiences.</p> <p>Research has shown that learning is not only contextual but also happens all the time and everywhere. Parish (2019) cites that all students benefit from being provided with rich, authentic learning tasks that make what is being taught come to life.</p> <p>Ron Berger, of Expeditionary Learning, calls on educators to help create spaces wherein students themselves become the “leaders of their own learning.” He reminds us that we must “widen the focus from the instructional strategies that are at the center of formative assessment to strategies that improve school culture, elevate leadership roles for students, engage families and communities, and deeply affect curriculum.” Our students are co-creators of curriculum and school culture. We are dedicated to creating opportunities for student leadership for ALL, not some students.</p>

Commitment 2

Key Strategies

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

KEY STRATEGY	HOW DOES THIS COMPARE TO EXISTING EFFORTS?	WHY: What did we learn from our needs assessment that suggests this is the right Key Strategy? <i>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.</i>
Math professional developer/Math Teacher Leaders develop and turnkey authentic math experiences to extend curriculum	<input checked="" type="checkbox"/> NEW EXPAND REFINE	Teachers identified that the focus on Literacy has detracted from math instruction and that students are more engaged when there is time for relevant applications to math instruction.
Purchase additional culturally relevant texts for school and classroom libraries	NEW <input checked="" type="checkbox"/> EXPAND REFINE	Stakeholders reported that recognition of diversity is a shared value of the school community
Support relevant experiences that align to curriculum via field trips, assemblies, celebrations with input from Kinder-leaders	NEW <input checked="" type="checkbox"/> EXPAND REFINE	Stakeholders reported hands-on, developmentally appropriate, hands-on learning (purposeful play etc.) as a shared school value.

Implementation

KEY STRATEGY 1	Development of authentic experiences to align with math curriculum
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Commitment 2

IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 1? What steps are involved?		
1. Identify opportunities for authentic practice in math/Identify student attitudes about math	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
2. Professional developer and math teacher leaders identify authentic tasks	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
3. Professional developer and teacher leaders turnkey to classroom teachers	<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB	
4. Classroom teachers implement authentic math tasks	<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB	
5. Post assessment of quantity of authentic practice opportunities and student attitudes about math	<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB	
RESOURCES		
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?		
Schedule: Schedule professional development with Heidi Bromley for math teacher leaders, Schedule turnkey professional developments with educators		
Space: Identify space for teacher leader PD with Heidi Bromley, space for turnkey PLCs		
Money: Math Teacher Leaders, Heidi Bromley		
Processes: PLCs		
Individuals: Park Leadership, Heidi Bromley, Teacher Leaders, Classroom Teachers		

KEY STRATEGY 2	Purchase additional culturally relevant texts for school and classroom libraries
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IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 2? What steps are involved?		
1. Assess libraries using NYU Culturally Relevant Scorecard	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
2. Identify gaps and needs with guidance from School Librarian, Lindsay Valentine	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB	

Commitment 2

3. Order texts	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
4. Develop reading list/corresponding resources (questions/extensions)	<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?	
Schedule: Schedule time with Equity Fellows/Library Media Specialist Lindsay Valentine for Library Assessment	
Space: Assess space for additional texts	
Money: Create a prioritized order of books in response to library assessment	
Processes: Audit, Analyze, Develop Order, Create Resources, Reflect	
Individuals: Park Leadership, Director of Student Success, Equity Fellows, Lindsay Valentine, LMS	

KEY STRATEGY 3	Support relevant experiences that align to curriculum via field trips, assemblies, celebrations with input from Kinder-leaders
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IMPLEMENTATION	
What is our plan for implementing Key Strategy 3? What steps are involved?	
	When will this be in place?
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
1. Cross-reference opportunities for field trips/assemblies with curriculum connections	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
2. Meet with kinderleaders, survey staff for ideas for authentic experiences	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
3. Schedule field trips/assemblies connected with curriculum	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
RESOURCES	

Commitment 2

What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Schedule: Schedule Kinderleaders, field trips, assemblies, celebrations
Space: Plan space for assemblies/celebrations
Money: Determine budget for assemblies/celebrations
Processes: Collaborate with BOCES to identify field trips/assemblies that connect with Pre-K, kindergarten curriculum
Individuals: Park Leadership, BOCES, Kinder-leaders, Staff input

KEY STRATEGY 4	
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IMPLEMENTATION	When will this be in place?
What is our plan for implementing Key Strategy 4? What steps are involved?	
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
RESOURCES	
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	

Progress Targets

Early Progress Milestones

We believe we are on track with the implementation of our strategies if we reach the following Early Progress

Milestones six to ten weeks into implementation: *Identify Quantitative Data or Qualitative Descriptors that can serve as signals that our implementation is on track and we should continue pursuing these strategies.*

Key Strategy	What Early Progress Milestone data will we be reviewing?	What do we hope to see when we review that data? (<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>)
Math professional developer/Math Teacher Leaders develop and turnkey authentic math experiences to extend curriculum	#/Quality of Authentic Math Tasks	The number and quality of authentic math tasks will increase with this focus	
Purchase additional culturally relevant texts for school and classroom libraries	#/Quality of Culturally Relevant Texts	The number and quality of texts along with perceived teacher support with lessons/resources	

Commitment 2

Support relevant experiences that align to curriculum via field trips, assemblies, celebrations with input from Kinder-leaders	#/Perceived Connection of Authentic Experiences to Curriculum	The number, quality and perception of connection to curriculum will increase on post-assessment reflections on field trips/assemblies	
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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>

Commitment 2

<p>Mid-Year Benchmark(s)</p>	<p>Increase in #/Quality of Authentic Math Tasks, Culturally Relevant Texts and real world assemblies and field trips that are connected to curriculum</p>	<p>An increase in quality and number of authentic experiences</p>	
<p>End-of-the Year Targets</p>	<p>Increase in #/Quality of Relevant Tasks, Texts, Experiences that transfers into increased sense of belonging, climate and increased achievement</p>	<p>An increase in quality and number of authentic experiences, increase in climate and sense of belonging ratings on Panorama/increased behavior ratings on DESSA mini and increased achievement in curriculum areas with authentic learning applications</p>	

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	Do you see yourself and your interests in your learning?		75%	
Staff Survey	Do students have an opportunity to make connections to their learning via real world/authentic learning experiences		75%	
Family Survey	Did your child have an opportunity to see their learning come to life during field trips/assemblies?		75%	

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><i><u>Park School is committed to meeting students where they are as they enter Park School in order to deliver Tier 1 instruction that is accessible and differentiated for all learners.</u></i></p>	<p>Multiple Literacies: We commit to providing the structures and training needed for educators to develop and strengthen their intentionality in lesson design by developing our data literacy in Professional Learning Communities.</p> <p>Our goal this year is to increase teachers’ ability to schedule equitable conferences so that students are being met as needed. Students who are at-risk according to the American Reading Company (ARC) data, should be met with as follows:</p> <ul style="list-style-type: none"> - Emergency Students 3 small group lessons and 2 conferences in a two-week cycle - At-Risk Students 2 small group lessons and 2 conferences in a two-week cycle - Proficient Students 1 small group lesson and 1 conference in a two-week cycle
<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>This commitment fits into the school's vision as it is stated directly in our Long Range Plan, “Design professional learning opportunities to support our understanding of multiple literacies.” The specific multiple literacies embraced by the Ossining Union Free School District include Foundational Literacy Skills, Mathematical Literacy, Scientific Literacy, Financial Literacy, Digital Literacy, Emotional Literacy, Historical Literacy, Civic, and Ethical Literacy.</p> <p>After the global pandemic, summative assessments have demonstrated a gap in reading levels and our students’ ability</p>

Commitment 3

	<p>to access grade level materials. Students in our Early childhood setting were at their most influential stages of linguistic and cognitive development at the onset of the pandemic. Qualitative data also shows less motivation and engagement in learning. Consequently, the use of data across multiple literacies to drive engagement, motivation as well as targeted instruction is indicated.</p> <p>As noted in “How Learning Happens” to deepen students' cognitive learning, one must think, reason, and solve problems. We are committed to providing intentional opportunities for students to grow their social, emotional, and cognitive skills. Through PLCs we will empower teachers to be intentional in the use of data to drive small group instruction, motivation and engagement.</p>
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Key Strategies

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

KEY STRATEGY	HOW DOES THIS COMPARE TO EXISTING EFFORTS?	WHY: What did we learn from our needs assessment that suggests this is the right Key Strategy? <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>
<ul style="list-style-type: none"> Data literacy PLCs devoted to literacy and math 	<input checked="" type="checkbox"/> NEW <input type="checkbox"/> EXPAND	While PLCs focused on data literacy will be new, teacher stakeholders identified that working

Commitment 3

<ul style="list-style-type: none"> Literacy and Math Teacher Leaders 	<input type="checkbox"/> REFINE EXPAND	together to create collaborative solutions were their most productive professional learning experiences. Teacher stakeholders reported increased relevance of professional development when they learned with colleagues who shared their experience, challenges and strengths.
<ul style="list-style-type: none"> Data Literacy (criteria development) 	<input type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input checked="" type="checkbox"/> REFINE	Leaders identified that they would like assistance identifying a meaningful target that accurately reflects student learning and progress.
<ul style="list-style-type: none"> Extended School Day Support 	<input type="checkbox"/> NEW <input checked="" type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	Stakeholders identified disproportionality between culturally and linguistically diverse students with their peers as well as among students living in poverty compared with peers. In order to provide an equitable education, students require more opportunities and practice.

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	Criteria Development/Data Literacy PLCs with supports of Math/Literacy Teacher Leaders
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IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 1? What steps are involved?		
1. Identify Data/Foundational Skills, Professional Developer	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
2. Schedule Professional Developer sessions with Park Leadership/Teacher Leaders	<input checked="" type="checkbox"/> by EPM	

Commitment 3

	<input type="checkbox"/> by MYB
3. Structure/Schedule PLC Teams to review data, identify trends, create instructional next steps, review/reflect	<input checked="" type="checkbox"/> by EPM
4. With the benefit of this deep dive into foundational skills, data, identify meaningful criteria	<input type="checkbox"/> by MYB
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
RESOURCES	
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	
Schedule: Professional Developer with Leadership, Teacher Leaders, PLC Team	
Space: Identify PLC Space	
Money: Professional Developer (TBD))	
Processes: PLC	
Individuals: Park Leadership, Professional Developer, Director of Student Success, Teacher Leaders, Teachers	

KEY STRATEGY 2	Extended School Day Support
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IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 2? What steps are involved?		
1. Identify students in subgroups that demonstrate need for extra supports in fall assessments	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
2. Design program to respond to the needs of the identified population	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
3. Hire corresponding staff	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB	

Commitment 3

4. Begin program/monitor ongoing results for participating students -exit/enter new students ongoingly.	<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?	

KEY STRATEGY 3	
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IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 3? What steps are involved?		
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
RESOURCES		
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?		

KEY STRATEGY 4	
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IMPLEMENTATION	When will this be in place?
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Commitment 3

What is our plan for implementing Key Strategy 4? What steps are involved?	
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
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? (<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>)

Commitment 3

Data/Foundational Skill PLCs	Efficacy ratings on using data to drive instruction	Efficacy ratings will increase with number of PLCs.	
	Screening results	NWEA/IRLA/ENIL results will demonstrate greater gains than 2023-24 fall-winter and fall to spring with the benefit of data driven instruction support.	
Extended School Day Program Support	Screening (NWEA IRLA/ENIL results)	Student participants in extended school day will demonstrate greater gains than non-participating peers on screening results.	

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)	Teacher Efficacy NWEA/IRLA ENIL	Increased efficacy/increased gains with compared with previous years	

Commitment 3

End-of-the Year Targets	Teacher Efficacy NWEA/IRLA ENIL	Increased efficacy/increased gains compared with previous years especially for extended school day participants.	
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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	Does your teacher know what you are good at and what you need help with?		75%	
Staff Survey	Has your confidence using data to drive targeted instruction increased as a result of your participation in your PLC?		75%	
Family Survey	Does your child's teacher know your child's strengths/next steps as a learner?		75%	

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><i><u>Park School is committed to working closely with our students' first teachers, our families, in order to cultivate a strong home-school connection.</u></i></p>	<p>As a district, we aim to increase family engagement, education, leadership, advocacy, and empowerment, through multilingual experiences that fall under the umbrella of community development.</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>Ossining School District is committed to supporting our students and families throughout their educational journey! We work closely with outside organizations to provide access to resources and support for all. We want to ensure that social and emotional needs are met for all, we promote parent engagement and connectedness. We seek student success programs to enhance and enrich our student and adult lives.</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

Commitment 4

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?</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>
<ul style="list-style-type: none"> The stakeholders committee is committed to monitoring this plan. Accordingly, we will reconvene periodically throughout the year (Sept, Dec, March, and May) 	<p><input type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input checked="" type="checkbox"/> REFINE</p>	<p>Stakeholders expressed that they were invested in the plan that they worked so hard to develop over five long sessions and are invested in monitoring/adjusting to ensure the success of the plan.</p>
<ul style="list-style-type: none"> Family Engagement Specialist Support 	<p><input type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input checked="" type="checkbox"/> REFINE</p>	<p>Families who are new to the school system (and US Schools for many) benefit from how to help their children thrive in school. Conversely, Family Engagement Specialists bridge relationships to teachers and create a responsive school environment.</p>
	<p><input type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE</p>	

Implementation

KEY STRATEGY 1 Stakeholder Meetings/Plan Review

IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 1? What steps are involved?		
1. Identify four meeting dates over the course of the year		<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
2. Prepare assessment results for stakeholders to review and reflect upon		<input checked="" type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB
3. Identify implementation strengths/next steps		<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB
4. Provide positive feedback to school community and implement next steps		<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB
5. Ongoing monitoring		<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB
RESOURCES		
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?		
Schedule: Stakeholder Meetings		
Space: Library		
Money: Budget Educator Non-Contact Rate 4 meetings X 1.5 hours		
Process: Review results, Reflect, Identify Next Steps, Implement, Monitor		
Individuals: Stakeholder Committee		

KEY STRATEGY 2 Family Engagement Specialist

Commitment 4

IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 2? What steps are involved?		
1. Identify needs for family supports from assessments		<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
2. Create corresponding job description/post		<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
3. Interview		<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
4. Appoint/Create Job Responsibilities/Monitor		<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
RESOURCES		
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?		
Schedule: Posting/Interviews		
Space: Assistant Principal Alcove		
Money: Family Engagement Specialist Salary Range		
Processes: Attendance/Family Contacts/Family Outreach/Conferences		
Individuals: Park Leadership, Director of Community Schools,		

KEY STRATEGY

3

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

Commitment 4

	<input type="checkbox"/> by MYB
	<input type="checkbox"/> by EPM
	<input type="checkbox"/> by MYB
	<input type="checkbox"/> by EPM
	<input type="checkbox"/> by MYB
RESOURCES	
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	

KEY STRATEGY

4

IMPLEMENTATION	When will this be in place?
What is our plan for implementing Key Strategy 4? What steps are involved?	
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
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? (<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>)
Stakeholder Meetings	Meeting Schedules/ Attendance/ Participation reflection	<ul style="list-style-type: none"> • Meetings will be scheduled • There will be high attendance/investment among stakeholder participants • Stakeholders will find meetings productive 	
Family Engagement Specialist	Contact logs Attendance Rates Panorama Family Survey	<ul style="list-style-type: none"> • Contact logs will demonstrate wide communication with families • Attendance rates will increase with supportive outreach • Families will report an increasing rate of positive school fit, climate, on Family Panorama surveys. 	

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.

Commitment 4

	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>
<p>Mid-Year Benchmark(s)</p>	<p>Stakeholder Meeting Schedules, Stakeholder Attendance, Stakeholder Reflections</p> <p>Family Engagement Contact Logs</p> <p>Student Attendance Rates</p> <p>Family Panorama Survey Results</p>	<ul style="list-style-type: none"> ● Meetings will be scheduled ● There will be high attendance/investment among stakeholder participants ● Stakeholders will find meetings productive 	

Commitment 4

<p>End-of-the Year Targets</p>	<p>Stakeholder Meeting Schedules, Stakeholder Attendance, Stakeholder Reflections</p> <p>Family Engagement Contact Logs</p> <p>Student Attendance Rates</p>	<ul style="list-style-type: none"> ● Contact logs will demonstrate wide communication with families ● Attendance rates will increase with supportive outreach ● Families will report an increasing rate of positive school fit, climate, on Family Panorama surveys. 	
	<p>Family Panorama Survey Results</p>	<ul style="list-style-type: none"> ● Contact logs will demonstrate wide communication with families ● Attendance rates will increase with supportive outreach ● Families will report an increasing rate of positive school fit, climate, on Family Panorama surveys. 	

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	Do adults at school know your family?	75%		
Staff Survey	My feedback/expertise/lived experience is shaping our School Comprehensive Education Plan (Likert scale) I have support to create relationships with my students' families (Likert scale)	75%		
Family Survey	I know who to call/visit/contact to help answer my questions (Likert Scale)	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.

Our Team’s Process

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>April 18, 2024</i>	<i>April 25, 2024</i>	<i>May 9, 2024</i>	<i>May 23, 2024</i>	<i>June 18, 2024</i>	<i>June 20, 2024</i>	<i>July 8, 2024 and July 9, 2024</i>
Emilia Macias-Cape llan, Principal Maria Meyer, Assistant Superintendent for Curriculum & Instruction Ann Dealy, Director of Student Success							

Our Team's Process

Julie Bucci, Kindergarten Teacher							
Gina Feeks, Reading Teacher							
Siobhan Brady, Kindergarten Teacher							
Verdiana Ciliberti, Kindergarten Teacher							
Alicia Inga, Family Engagement Specialist							
Elizabeth Mercado, Assistant Principal							
Lourdes Peralta, Pre-Kinderga rten Teacher							
Lindsey McGann, Assistant							

Our Team's Process

<p>Director of Student Services</p>							
<p>Nancy DeLaCruzArroyo, Director of Multilingual Learners & World Languages</p>							
<p>Timothy Scholten, Data Coordinator</p>							
<p>Mabell Jimenez, School Social Worker</p>							
<p>Dixelia Lopez, Assistant Director of Social-Emotional Learning</p>							
<p>Jessica Courtney, Parent</p>							

Our Team's Process

Maite Crespo, Parent							
Miriam Loja, Parent							

Learning As A Team

Directions

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

Student Interviews

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

The plan was focused on building on the strengths that students reported in interviews/writing samples:

- Students are happy at Park
- Student express our value of kindness
- Student are proud of their independence
- Students are mindful of following school procedures, ways of being
- Students love their teachers
- Students learn and enjoy small group centers

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.

- Engage educators in Restorative Practices and Equity Professional Development to understand bias that results in disproportionality
- Provide authentic experiences that connect to the culture/interests/talents of all children
- Provide professional development that increases educator capacity to use data to design targeted instruction to match the linguistic and academic skills of all students
- Provide additional time/experiences for struggling students in represented sub-groups
- Provide family engagement supports with special focus on subgroups

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.

Next Steps

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.