



New York State
EDUCATION DEPARTMENT

Knowledge > Skill > Opportunity

School Comprehensive Education Plan 2024-25

District	School Name	Grades Served
Oppenheim Ephratah St. Johnsville Central School District	Oppenheim Ephratah St. Johnsville Jr./ Sr. High School	Grades 7-12

Collaboratively Developed By:

The Oppenheim Ephratah St. Johnsville CSD SCEP Development Team

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And in partnership with the staff, students, and families of OESJ Jr/Sr High School

BOE Approved: August 21, 2024

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](#)
1. 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.

Guidance for Teams

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](#)

Guidance for Teams

- 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:

X Option 1: Selecting an intervention from the **State-Supported Evidence Based Interventions** located at: <http://www.nysed.gov/accountability/state-supported-evidence-based-strategies>

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

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

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

State-Supported Evidence Based Intervention

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

Evidence-Based Intervention Identified	Instructional Coaching
We envision that this Evidence-Based Intervention will support the following Commitment(s)	<p><i>Commitment 1: This school is committed to developing and implementing academic intervention services with fidelity for students who are not meeting grade level benchmarks in reading and math, based on data.</i></p> <p><i>Commitment 2: This school is committed to building a stronger school culture around curriculum implementation and assessments.</i></p>
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	By using instructional coaching at the MS level, OESJ Jr/Sr High School will look to implement a consistent and ongoing coaching cycle around regular analysis of local and state assessment data to inform instructional and curricular decisions and implementation in both the ELA and mathematics classrooms, as well as to inform information decision making around which students require ongoing additional, targeted

	academic intervention supports.
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Clearinghouse-Identified

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

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

Clearinghouse used and corresponding rating

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

School-Identified

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

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

COMMITMENT I

Our Commitment

<p>What is one Commitment we will promote for 2024-25?</p>	<p><i>This school is committed to developing and implementing academic intervention services with fidelity for students who are not meeting grade level benchmarks in reading and math, based on ongoing analysis of internal and external data.</i></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>Throughout the “Five-Part Needs Assessment” process, the OESJ SCEP team identified the following vision during the “Exploring Our Vision, Values, and Aspirations” protocol for examining “Linking Teaching and Learning:”</p> <ul style="list-style-type: none"> - The district and school will support better communication about how AIS is designed and will support teachers with implementing and communicating within a department regarding implementing data driven instruction based on local and state assessment data. <p>When the SCEP team analyzed local and state assessment data, it was determined that many 7th and 8th grade students are not getting the academic intervention support needed to support their access to grade level curriculum due to inconsistent analysis of data. This sentiment was further echoed during student interviews, as many students felt that when they received additional support, it was beneficial. Many students also expressed the need for additional and ongoing spiral review of curriculum materials throughout the course of the school year.</p>

Key Strategies

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

<p>KEY STRATEGY</p>	<p>HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?</p>	<p>WHY: What did we learn from our needs assessment that suggests this is the right Key Strategy? <i>Consider both data trends observed and student interview responses.</i> <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>
<p>Ongoing data analysis of state and local assessment data.</p>	<p>NEW</p>	<p>Current analysis of state and local assessment data by classroom teachers at the middle school level is occurring minimally, inconsistently, or not at all. Based on the needs assessment conducted by the SCEP team, OESJ has a multitude of data sources to draw from, which could better inform instruction throughout the course of the school year to support student learning. Establishing a plan for ongoing data analysis with the support of an instructional coach throughout the course of the year will better support classroom teachers to make instructional decisions based on the needs of their students.</p>
<p>Regular grade level/ department meetings to discuss data and curriculum.</p>	<p>NEW</p>	<p>Currently grade level/ department meetings with groups of classroom teachers to discuss curriculum and assessment data at the Jr/Sr High School are not happening at all. Based on the needs assessment conducted by the SCEP team, OESJ has implemented regular grade level meetings at the elementary level to discuss student assessment results and curriculum implementation to support instruction with positive results. The OESJ SCEP team feels that the Jr/Sr High School level requires a similar model to support regular conversations around data and curriculum, which will be facilitated by both</p>

Commitment 1

		administration and an instructional coach to make a positive impact on student learning outcomes in ELA and math.
Early and ongoing identification of students for AIS.	REFINE	Currently early and ongoing identification of students for AIS services at the middle school level are happening after the school year has begun. Often students are identified for AIS services based on state assessment results alone, and their needs are not revisited throughout the course of the school year. Based on the needs assessment conducted by the SCEP team, OESJ will look to refine the process for identifying students who need AIS based on prior year's local and state assessment results, as well as continue to monitor student assessment data to determine if additional supports and services are required or can be discontinued or reduced throughout the course of the school year.

Implementation

KEY STRATEGY 1

Ongoing data analysis of state and local assessment data.

IMPLEMENTATION

When will this be in place?

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

Implementation of local benchmark assessments in reading (DIBELs, QPS, and PAST) and math (iReady) at the beginning, middle, and end of the school year.

by EPM

Analysis of student performance on state and local benchmark assessments to determine trends in student performance on NYS Standards.

by MYB

Ongoing item analysis of unit assessments in ELA and math to determine most missed questions, NYS standards alignment, and implications for classroom instruction with instructional coach.

by MYB

Implementation of spiral review of concepts by classroom and AIS teachers based on analysis of state and local assessment data.

by MYB

RESOURCES

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

Commitment 1

HFM BOCES Instructional Coach
Ongoing (Weekly & Monthly) Data Analysis Meetings w/ Administration and Instructional Coach
State and local assessment data from Tableau and/or local unit assessments

KEY STRATEGY 2	Regular grade level/ department meetings to discuss data and curriculum.
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IMPLEMENTATION	
What is our plan for implementing Key Strategy 2? What steps are involved?	When will this be in place?
Establish a regular meeting schedule for grade level/ department meetings for the 24-25 school year with administration and instructional coach.	by EPM
Classroom teachers meet with instructional coach on a weekly/ bi-weekly schedule and administration on a monthly schedule to analyze local benchmark and assessment data to review curriculum map alignment, make changes to instructional practices, and/or develop plans for spiral, cumulative review.	by MYB

RESOURCES	
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	
HFM BOCES Instructional Coach	
Ongoing (Weekly & Monthly) Data Analysis Meetings w/ Administration and Instructional Coach	
State and local assessment data from Tableau and/or local unit assessments	

KEY STRATEGY 3	Early and ongoing identification of students for AIS.
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IMPLEMENTATION	
What is our plan for implementing Key Strategy 3? What steps are involved?	When will this be in place?
Incoming 7th and 8th grade students who have scored below grade level benchmarks on DIBELS and iReady on the spring 2024 EOY assessments will be identified as potentially needing AIS for the 24-25 school year.	by EPM
Incoming 7th and 8th grade states who have scored below NYS establish scores for a Level 3 on the NYS assessments in reading and math will be identified as potentially needing AIS for the 24-25 school year.	by EPM

Commitment 1

Incoming 7th and 8th grade students who have scored below grade level benchmarks on DIBELS and iReady on the fall 2024 BOY assessments will be identified as potentially needing AIS for the 24-25 school year.	by EPM
Classroom teachers, administration, and school counselors will meet at the end of August/ early September to identify and schedule students in need of additional academic support in ELA and math for the 24-25 school year.	by EPM
Classroom teachers, administration, and school counselors will meet quarterly to review the progress of current students and potentially identify and schedule new students in need of additional academic support in ELA and math for the 24-25 school year.	by MYB

RESOURCES

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

Ongoing (Quarterly) Data Analysis Meetings w/ Administration

State and local assessment data from Tableau and/or local unit assessments

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)
1: Ongoing data analysis of state and local assessment data.	Implementation of local benchmark assessments in reading (DIBELS, QPS, and PAST) and math (iReady) at the beginning, middle, and end of the school year.	100% of all enrolled students have benchmark assessments administered in both reading and math within the first 4 weeks of the 24-25 school year, with an established schedule to administer them again at the end of January 2025 and June 2025.	
2: Regular grade level/ department	Establish a regular meeting schedule for grade level/	A meeting schedule for grade levels and departments has been established for the 24-25 school	

Commitment 1

meetings to discuss data and curriculum.	department meetings for the 24-25 school year with administration and instructional coach.	year with designated topics to discuss and data sets to analyze.	
3: Early and ongoing identification of students for AIS.	Incoming 7th and 8th grade students who have scored below grade level benchmarks on DIBELS and iReady on the spring 2024 EOY assessments will be identified as potentially needing AIS for the 24-25 school year.	100% of all students who will be entering 7th or 8th grade in the fall of 2024 will have both the reading and math benchmarks administered in the spring of 2024. All students who have fallen below benchmark will be identified as potentially needing AIS services in the fall of 2024.	
3: Early and ongoing identification of students for AIS.	Incoming 7th and 8th grade students who have scored below NYS established scores for a Level 3 on the NYS assessments in reading and math will be identified as potentially needing AIS for the 24-25 school year.	100% of all students who will be entering 7th or 8th grade in the fall of 2024 will be assessed for their past performance in both the NYS ELA and math assessments in grades 3-7. All students who have fallen below benchmark will be identified as potentially needing AIS services in the fall of 2024.	
3: Early and ongoing identification of students for AIS.	Incoming 7th and 8th grade students who have scored below grade level benchmarks on DIBELS and iReady on the fall 2024 BOY assessments will be identified as potentially needing AIS for the 24-25 school year.	100% of all students who will be entering 7th or 8th grade in the fall of 2024 will have both the reading and math benchmarks administered in the fall of 2024. All students who have fallen below benchmark will be identified as potentially needing AIS services in the fall of 2024.	
3: Early and ongoing identification of students for AIS.	Classroom teachers, administration, and school counselors will meet at the end of August/ early September to identify	Incoming 7th and 8th grade students who have historically scored below benchmark on NYS assessments, in conjunction with below benchmark performance on their	

Commitment 1

	and schedule students in need of additional academic support in ELA and math for the 24-25 school year.	spring 2024 and fall 2024 benchmark assessments will be scheduled into ELA and/ or Math AIS for the 24-25 school year.	
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Commitment 1

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>
<p>Mid-Year Benchmark(s) Analysis of student performance on state and local benchmark assessments to determine trends in student performance on NYS Standards.</p> <p>Ongoing item analysis of unit assessments in ELA and math to determine most missed questions, NYS standards alignment, and implications for classroom instruction with instructional coach.</p>	<p>Reading: DIBELS, QPS, PAST, NYS ELA Assessments, local ELA unit assessments</p> <p>Math: iReady, NYS Math Assessments, local math unit assessments</p>	<p>An increase in the number/percentage of students who are meeting grade level benchmarks in both reading and math assessments.</p> <p>An increase in the number/percentage of students who are obtaining mastery on assessment questions tied to standards that were identified as in need of additional spiral review from local unit assessment data and trends in NYS assessment data.</p>	
<p>End-of-the Year Targets Regular meetings between classroom teachers, instructional coach, administration, and school counselors to support the analysis of state and local assessment/ benchmark data in order to develop and implement instructional changes to support student learning, as well as continuously identify and monitor the progress of students receiving intervention in</p>	<p>Reading: DIBELS, QPS, PAST, NYS ELA Assessments, local ELA unit assessments</p> <p>Math: iReady, NYS Math Assessments, local math unit assessments</p>	<p>An increase in the number/percentage of students who are meeting grade level benchmarks in both reading and math assessments.</p> <p>An increase in the number/percentage of students who are obtaining mastery on assessment questions tied to standards that were identified as in need of additional spiral review from local unit assessment data and trends in NYS assessment data.</p>	

Commitment 1

reading and math.			
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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	My teachers give me individual attention when I need it.	12.4% Strongly Agree 51.3% Agree	75% Strongly Agree or Agree	
	AIS has been helpful to my success in school.	Data not currently available.	80% Strongly Agree or Agree	
Staff Survey	Once we start a new program at this school, we follow up to make sure that it's working.	5.9% Strongly Agree 47.1% Agree	75% Strongly Agree or Agree	
	The programs and resources at this school are adequate to support students' learning.	14.7% Strongly Agree 58.8% Agree	85% Strongly Agree or Agree	
Family Survey	My child receives the help that they need to be successful.	Data not currently available.	80% Strongly Agree or Agree	
	AIS has been instrumental in helping my child succeed at school.			

Commitment 1

COMMITMENT 2

Our Commitment

<p>What is one Commitment we will promote for 2024-25?</p>	<p><i>This school is committed to building a stronger school culture around curriculum implementation and assessments.</i></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>Throughout the “Five-Part Needs Assessment” process, the OESJ SCEP identified the following vision during the “Exploring Our Vision, Values, and Aspirations” protocol for examining “Linking Teaching and Learning:”</p> <ul style="list-style-type: none"> - The district and school will have an aligned, mapped curriculum that lives in a more transparent space (ie the district website). - The district and school will provide more curricular support to staff to allow for more consistency with curriculum implementation; this will be inclusive of more communication and curriculum planning between and within departments and grade level meetings. <p>During the course of the needs assessment of the SCEP team it was determined that many 7th and 8th grade staff members feel as though there has been inconsistency over the years as to how staff across grade levels and within departments have approached curriculum development and implementation.</p> <p>Furthermore, the SCEP team discussed the need by staff to be more intentional with their analysis of assessment data to drive instructional practices and curriculum development in the classroom.</p> <p>Lastly, the SCEP team analyzed staff and parent survey results and found that both groups reflected wanting a more developed home to school connection to support student success and buy-in around student engagement with the 7th and 8th grade NYS assessments.</p>

Key Strategies

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

KEY STRATEGY	HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?	WHY: What did we learn from our needs assessment that suggests this is the right Key Strategy? <i>Consider both data trends observed and student interview responses.</i> <i>For key strategy that does not represent something new, also provide 1-2 sentences on how the school will expand or refine the key strategy next year.</i>
Regular and ongoing curriculum mapping, which will be inclusive of explicit CBT assessment practice.	REFINE	<p>The OESJ school district began mapping our curriculum across all subject areas and grades during the 22-23 school year. During the course of these efforts, inconsistencies across grade levels and curriculums were noticed. Based on the needs assessment conducted by the SCEP team, local and state assessment data points to inconsistent implementation of NYS standards in both ELA and math, resulting in poor student performance on grade level learning standards. The OESJ school district, inclusive of the Jr/Sr High School, with the support of an instructional coach and district administration will continue to refine curriculum mapping based on ongoing analysis of student performance on state and local assessments. Additionally, with the new implementation of CBT testing on NYS assessments, curriculum mapping will be inclusive of ongoing, explicit instruction and practice for students with computer based assessments.</p>
More intentional, transparent, and explicit communication regarding classroom happenings and curriculum with parents and families to support student engagement.	NEW	<p>Based on the needs assessment conducted by the SCEP team, family and instructional staff survey results both indicated a need to include families and parents more in the education of our students. Both parties' responses pointed to a need for a more developed and ongoing partnership to support student success. Additionally, a high number of student opt-outs on NYS assessments in the 7th and 8th grade compared to the elementary level points to a disconnect between the school and home in understanding the importance of student participation, efforts, and performance on NYS</p>

		assessments.
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Implementation

KEY STRATEGY 1	Regular and ongoing curriculum mapping, which will be inclusive of explicit CBT assessment practice.
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IMPLEMENTATION	
What is our plan for implementing Key Strategy 1? What steps are involved?	When will this be in place?
Teachers will meet with an instructional coach and administration on a monthly basis, both as grade levels and as a department to review state and local assessment data and review implications for instruction.	by MYB
Curriculum maps will be modified and updated monthly to reflect changes in classroom instruction supported by analysis of student performance on NYS standards tied state and local assessment data.	by MYB
Teachers will implement regular and ongoing explicit instruction and practice with CBT assessments.	by MYB

RESOURCES	
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	
HFM BOCES Instructional Coach	
Ongoing (Weekly & Monthly) Data Analysis Meetings w/ Administration and Instructional Coach	
State and local assessment data from Tableau and/or local unit assessments	
Access to CBT platforms (ie iReady and Data Mate)	
Curriculum mapping time during summer of 2024 and ongoing throughout the 24-25 school year.	

Commitment 2

KEY STRATEGY 2

More intentional, transparent, and explicit communication regarding classroom happenings and curriculum with parents and families to support student engagement.

IMPLEMENTATION

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

When will this be in place?

More structured 7th grade orientation to support student and family transition to the middle school setting. Orientation to include, but not limited to access to student schedules prior to the first day of school, opportunities to tour the building and meet teachers, support for parents and families with accessing online information (ie Parent Square, Schoology, Google Classroom, etc.)

by EPM

More structured first day of school for 7th and 8th graders to support understanding of middle school expectations for behavior and academics, transitions between classes, schedule, homework support, etc.

by EPM

Curriculum maps to be posted on OESJ website to support parent understanding and engagement with grade level curriculum expectations and learning outcomes.

by MYB

Ongoing information, communication, and support for parents related to upcoming happenings, events, and academic information to support student success (ie more structured open house, regular communication about homework and academic expectations, regular and ongoing communication regarding behavior, both positive and areas for improvement).

by MYB

RESOURCES

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

NYS Kids Project Support with developing and implementing mission and vision for Jr/Sr High School related to parental involvement.

Ongoing (Weekly & Monthly) MS Meetings w/ Administration

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>)
<p>1. More intentional, transparent, and explicit communication regarding classroom happenings and curriculum with parents and families to support student engagement.</p>	<p>More structured 7th grade orientation to support student and family transition to the middle school setting. Orientation to include, but not limited to access to student schedules prior to the first day of school, opportunities to tour the building and meet teachers, support for parents and families with accessing online information (ie Parent Square, Schoology, Google Classroom, etc.)</p>	<p>An increase in student and family participation in 7th grade orientation, as well fewer student and family issues, including behavior incidents at the beginning of the school year.</p> <p>An increase in family communication via Parent Square, phone calls, emails, face-to-face meetings, and attendance at school events.</p>	
<p>2. More intentional, transparent, and explicit communication regarding classroom happenings and curriculum with parents and families to support</p>	<p>More structured first day of school for 7th and 8th graders to support understanding of middle school expectations for behavior and academics, transitions between classes, schedule, homework support, etc.</p>	<p>A decrease in student issues with schedules, organization, building navigation, and discipline, resulting in a smoother transition in the first few weeks of school.</p>	

student engagement.			
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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>
<p>Mid-Year Benchmark(s) Teachers will implement regular and ongoing explicit instruction and practice with CBT assessments.</p> <p>Curriculum maps will be modified and updated monthly to reflect changes in classroom instruction supported by analysis of student performance on NYS standards tied state and local assessment data.</p> <p>Ongoing information, communication, and support for parents related to upcoming happenings, events, and academic information to support student success (ie more structured open house, regular communication about homework and academic expectations, regular and ongoing communication regarding behavior, both positive and areas for improvement).</p>	<p>District curriculum maps</p> <p>Parent communication data (ie Parent Square usage, emails/ phone calls sent, attendance at 7th Grade Orientation and Open House)</p>	<p>Meeting notes from grade level/ department meetings with instructional coach which reflect data analysis and curriculum development.</p> <p>More complete curriculum maps, which are aligned with NYS Standards and reflect intentional and explicit instruction in CBT.</p> <p>An increase in family communication via Parent Square, phone calls, emails, face-to-face meetings, and attendance at school events.</p> <p>Higher student outcomes on district assessments (both state and local), fewer quarterly failures, fewer repeat discipline incidents, and an overall increase in student attendance at school, as a result of better, more intentional school to home communication.</p>	
<p>End-of-the Year Targets Teachers will meet with</p>	<p>District curriculum maps</p>	<p>An increase in the number/ percentage of students who are meeting grade level</p>	

Commitment 2

<p>an instructional coach and administration on a monthly basis, both as grade levels and as a department to review state and local assessment data and review implications for instruction.</p> <p>Curriculum maps to be posted on OESJ website to support parent understanding and engagement with grade level curriculum expectations and learning outcomes.</p> <p>Ongoing information, communication, and support for parents related to upcoming happenings, events, and academic information to support student success (ie more structured open house, regular communication about homework and academic expectations, regular and ongoing communication regarding behavior, both positive and areas for improvement).</p>	<p>Reading: DIBELS, QPS, PAST, NYS ELA Assessments, local ELA unit assessments</p> <p>Math: iReady, NYS Math Assessments, local math unit assessments</p>	<p>benchmarks in both reading and math assessments.</p> <p>An increase in the number/percentage of students who are obtaining mastery on assessment questions tied to standards that were identified as in need of additional spiral review from local unit assessment data and trends in NYS assessment data.</p> <p>Curriculum maps posted to the district website for all grade levels and departments.</p> <p>Higher student outcomes on district assessments (both state and local), fewer quarterly failures, fewer repeat discipline incidents, and an overall increase in student attendance at school, as a result of better, more intentional school to home communication.</p> <p>Survey results, which indicate an increase in positive, timely, ongoing school to home communication from both staff and parents.</p>	
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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 (e.g., % agree or strongly agree)	Desired response (e.g., % agree or strongly agree)	What we ended up seeing (complete once Spring survey results are available)
Student Survey	My teachers give me individual attention when I need it.	12.4% Strongly Agree 51.3% Agree	75% Strongly Agree or Agree	
	My teacher's instructional style supports my learning at school.	Data not currently available.	80% Strongly Agree or Agree	
	I feel prepared for the NYS Assessments.	Data not currently available.	75% Strongly Agree or Agree	
Staff Survey	Staff do a good job helping parents to support their children's learning at home.	20.6% Strongly Agree 58.8% Agree	90% Strongly Agree or Agree	
	If a student has done something well or makes improvement, staff contact his/her parents.	8.8% Strongly Agree 58.8% Agree	80% Strongly Agree or Agree	
	This school asks families to volunteer at the school.	14.7% Strongly Agree 35.5% Agree	75% Strongly Agree or Agree	
	This school communicates with parents in a timely and ongoing basis.	26.5% Strongly Agree 61.8% Agree	90% Strongly Agree or Agree	
Family Survey	This school encourages me to be an active partner in educating my child.	14.3% Strongly Agree 57.1% Agree	80% Strongly Agree or Agree	
	This school promptly responds to my phone calls, messages, or e-mails.	20% Strongly Agree 46% Agree	85% Strongly Agree or Agree	
	This school sees me as a	16% Strongly	85% Strongly	

Commitment 2

	<p>partner in my child's education.</p>	<p>Agree 60% Agree</p>	<p>Agree or Agree</p>	
	<p>When my child does something good at school, I usually hear about it from the school.</p>	<p>4.1% Strongly Agree 30.6% Agree</p>	<p>60% Strongly Agree or Agree</p>	
	<p>This school communicates school policies and procedures clearly to parents or guardians.</p>	<p>12.5% Strongly Agree 52.1% Agree</p>	<p>75% Strongly Agree or Agree</p>	

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
Adam Heroth	Superintendent	3/11/24						6/4/24
Michael Beatty	Jr/Sr HS Principal	3/11/24	3/11/24	4/15/24	4/24/24	4/24/24	5/14/24	6/4/24
Timothy Barnes	Dean of Students	3/11/24	3/11/24	4/15/24	4/24/24	4/24/24	5/14/24	6/4/24
Jessica Derwin	Director of Curriculum & Student Services	3/11/24	3/11/24	4/15/24	4/24/24	4/24/24	5/14/24	6/4/24
Chelsea Bennett	Math Teacher	3/11/24	3/11/24	4/15/24	4/24/24	4/24/24	5/14/24	6/4/24
Stephanie Johnson	ELA Teacher	3/11/24	3/11/24	4/15/24	4/24/24	4/24/24	5/14/24	6/4/24
Rebecca McAdams	SPED Teacher	3/11/24	3/11/24	4/15/24	4/24/24	4/24/24	5/14/24	6/4/24
Jodi Eakin	Parent	3/11/24	3/11/24	4/15/24	4/24/24	4/24/24		6/4/24
Nicole Haversat	Parent	3/11/24	3/11/24	4/15/24	4/24/24	4/24/24	5/14/24	6/4/24

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 responses from student interviews were very informative and insightful for the SCEP team. Not only did students talk candidly in their interviews, but they offered a lot of perspective on a wide array of topics, such as academics, instruction, behavior policies, impacts of cell phones in the classroom, and the impact relationships have on their connections to school. Overall, the SCEP team utilized a lot of the feedback garnered from the interview process to drive the development of the SCEP, as well as other initiatives and programs within the building.

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.

The OESJ Jr/Sr High School was identified as a school in need of improvement for low academic performance on NYS assessments in Math and ELA for students with disabilities as well as students who are economically disadvantaged at the middle school level. Throughout the entire process, the SCEP team was mindful and reflective of the specific needs and challenges that are unique to these two subgroups when discussing and developing key strategies to support stronger student outcomes. The district's SCEP team felt that both subgroups required additional academic intervention support in ELA and Math, as well as stronger curriculum alignment to NYS standards to support better outcomes. Additionally, the SCEP team felt that continuous, ongoing data analysis of student performance in both of these subgroups was needed to drive curriculum development and instruction. Lastly, the SCEP team was very interested and supportive of building strong home to school connections for students in these subgroups to support their continued success.

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.