New York State
EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

School Comprehensive Education Plan
2023-24

District	School Name	Grades Served
Kingston	Chambers	K-4

Collaboratively Developed By:

The Chambers SCEP Development Team
(Please sign your name here:

- **Kate Berardi (Principal)**

    And in partnership with the staff, students, and families of Chambers School

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Guidance for Teams

Template

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

Commitments

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

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

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

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

Success Criteria and Benchmark Targets

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

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

Strategies

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

Resources for Team

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

- Assembling Your Improvement Planning Team

- **Envision: Exploring Our Vision, Values and Aspirations**

- **Analyze:** Internal and External Data

- **Analyze:** Survey Data

- **Analyze:** Tenet 1 Systems and Structures Inventory

- **Listen**: Interviewing Students

- **Putting it all Together: SCEP Planning Document**

- **SCEP Sample**: Cohesive, Relevant Curriculum

- **SCEP Sample**: Deepening Connections

- **SCEP Sample:** Graduation Through Relationships

- **SCEP Sample:** Graduation and Success Beyond HS

COMMITMENT 1

Our Commitment

What is one Commitment we will promote for 2023-24?	**We commit to facilitating a learning environment that allows our students to grow as independent learners, think critically, make meaning of new concepts in multiple ways, and apply learning to meaningful, real-world situations.**
Why are we making this Commitment? *Things to potentially take into consideration when crafting this response:* • *How does this Commitment fit into what we envision for the school?* • *How does this Commitment relate to what we heard when listening to others?* • *How does this Commitment connect to what we observed through analysis?*	Our district vision is "Excellence in Everything"; our school vision is "Bee the Best That I Can Bee". According to the article, "How Learning Happens" and after reviewing results found in our District Wide Survey and Student Interviews, it is evident that, "Learning is cognitive; the ability to think, reason, and solve problems deepens our understanding" (America's Promise Alliance, page 2). We feel as a school we have a unique and dynamic student population which needs to be embraced and instructional decisions need to be matched. We feel teachers are lifelong learners who will continue to improve their expertise. At Chambers School we want our students to be independent learners, think critically, make meaning of new concepts in multiple ways, and apply learning to meaningful, real-world situations. This year we will focus on creating a comprehensive literacy program across all classrooms in our school, focusing on phonics instruction and vocabulary development for our most struggling readers.

Progress Targets

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

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing *(complete at the end of the year)*
End-Of-The-Year Goals	Student reading levels	An increase in the number of students reading at grade level	

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

	Survey Question(s) or Statement(s)	Desired response (e.g., % agree or strongly agree)	What we ended up seeing (complete once Spring survey results are available)
Student Survey	When I come to a word I don't know, I can use a strategy to help me figure it out.	75%	
Staff Survey (teachers)	I feel knowledgeable and prepared when it comes to phonics instruction.	100%	
Family Survey	My child is able to use decoding strategies when they come to a word they don't know.	75%	

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

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing (complete when reviewing mid-year data)
Mid-Year Benchmark(s)	Student reading levels	>50% of our students reading at or above grade level	

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

Early Progress Milestones	What data will we be reviewing?	What do we hope to see when we review that data? (*Identify Quantitative Data or Qualitative Descriptors in this space*)	What we ended up seeing (complete six to ten weeks into the school year)
Student Data	Student reading levels	>40% of our students reading at or above grade level by the 6 week point in the school year	
Adult/Schoolwide Behaviors and Practices	Teacher comfort level with teaching phonics – K-4	By October 31st 2023, 100% of teachers verbally report on a plan for integrating phonics instruction into their guided reading practices	
Student Behaviors and Practices	Student presentations on phonics instruction	By the first parent conference period, 75% of students will be able to report to parents on how they are learning to decode words and implement decoding strategies.	

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Commitment?	What does this strategy entail? What will implementation look like in our school?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
All teachers and staff will provide opportunities for project-based learning which will allow students to apply skills they have learned.	This can include student directed, real-world, and open-ended learning experiences. This will be measured by a student created rubric.	Teachers will be provided with planning time to develop their projects. This time will be on Friday's during our School-wide Morning Meetings and can either be done during Vertical Team Time or Common Grade Level planning time.
Chambers School faculty will be offered the opportunity to attend monthly in-services to continue learning about the Science of Reading. They will collaborate on a continuum plan for instruction and the creation of balanced literacy classroom.	Monthly in-service opportunities will be offered to Chambers School faculty and staff. These will be located in the Library and may also be offered on Teams.	SharePoint will be used as a basis for sharing ideas, materials, and other resources. The BLT's Phonics Team will meet monthly to plan for increased opportunities to collaborate and provide assistance to staff; this planning time will be provided during Friday Morning Meetings on the 1st Friday of each month.
Teachers looking for more extensive, 1:1 help with Phonics Instruction Implementation will be offered	Dana McDonough, literacy specialist, will be offering staff assistance and coaching in the area of Phonics Instruction during the 2023-24 school year. Teachers will	Dana's assistance has been provided to us through the KCD

assistance through a literacy consultant.	be offered ways that they can connect with Dana and be able to utilize her services.	Office of Teaching and Learning.
The Wandering Word Wizard will continue to host weekly themed categories to increase student background knowledge and expand vocabulary.	The School Leader will set a vocabulary category for each week of the school year. Students will brainstorm words from that category and choose a word to give to the Wizard when she visits the classroom. Student leaders in grade 4 will work on the creation of the WWW board each Monday afternoon.	WWW Display Board in the Main Hallway
Vocab Lab push-in cart	Chambers Speech Therapists will provide push-in vocab lessons that are connected to the weekly WWW theme.	Vocab Lab cart Materials for the Vocab Lab
Student created guide for phonics instruction	Students will create grade-level appropriate tutorials for their family members on decoding strategies. These will be template based and easy to implement at all grade levels	Led by the BLT Phonics Team Copies created by the district Print Shop
Writing Workshop implementation – K-4	Training and implementation of Writers' Workshop Instructional techniques for Grades 3-4 Continued instruction of Writers' Workshop in K-2	District provided training Materials that will be used for Writer's Workshop Common Planning Time devoted to working together on WW development
Creation of Student-Chosen "Chambers Student Leaders" and WAGOLL Workers Program	The creation of both leadership and real-world application of learning opportunities for our students. Leadership Opportunities: Students in K-4 are selected quarterly for a schoolwide leadership activity. WAGOLL Workers – Students in grade 4 will have the opportunity to apply for jobs throughout the school	Advisor position paid for through either Schedule C or KALP funds Job solicitation and student assigning is the responsibility of the School Leader

Vertical Learning Teams/Observation	Allow teachers the opportunity to both observe and then meet with one another, vertically, at least 4 times per year.	Teacher release time to observe one another Vertical Learning Planning Time during School-wide Morning Meeting on the 2nd Friday of each month.

COMMITMENT 2

Our Commitment

What is one Commitment we will promote for 2023-24?	In order to create a more inclusive environment, we commit to creating learning communities where **ALL school community members directly assess and reflect upon their identities and implicit biases.**
Why are we making this Commitment? *Things to potentially take into consideration when crafting this response:* • *How does this Commitment fit into what we envision for the school?* • *How does this Commitment relate to what we heard when listening to others?* • *How does this Commitment connect to what we observed through analysis?*	The commitment fits into the school's vision for creating a climate that promotes student growth and individuality. T*he commitment emerged as a result of the country's cultural climate, the cultural makeup of Chambers School, the results of the SED Equity and Self-Reflection for Identified Schools survey results from 2022, and this year's district-wide survey of students, staff, and families.* After analyzing the results of the District Wide Survey, our staff concluded that it would be advantageous for us to continue creating more opportunities within the school day for our students to critically examine topics of power and privilege. In addition, the staff concluded that engaging students in projects that specifically focus on social justice and current events would benefit our school community. According to the article, *How Learning Happens*, "Relationships play a central role in a child's development; having a web of sustained and supportive human connections is crucial to every young person's well-being, learning and sense of belonging". We commit to strengthening relationships and creating a true school of belonging.

Progress Targets

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

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing *(complete at the end of the year)*
End-Of-The-Year Goals	Student, staff, and family survey created to gauge the feeling of belonging within our school community.	An increase in the number of students, staff, and families who feel that they belong to our school community and that their presence matters.	

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

	Survey Question(s) or Statement(s)	Desired response *(e.g., % agree or strongly agree)*	What we ended up seeing *(complete once Spring survey results are available)*
Student Survey	I feel like a valued member of our school community. I matter here.	75%	
Staff Survey	I feel like a valued member of our school community. I matter here.	100%	
Family Survey	I feel like a valued member of our school community. I matter here.	75%	

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

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing *(complete when reviewing mid-year data)*
Mid-Year Benchmark(s)	Mid-year survey of students, staff, and families.	An increase from the beginning of the year survey.	

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

Early Progress Milestones	What data will we be reviewing?	What do we hope to see when we review that data? (*Identify Quantitative Data or Qualitative Descriptors in this space*)	What we ended up seeing (*complete six to ten weeks into the school year*)
Student Data	Student interviews	We hope to gauge how students are feeling after six weeks and leave with suggestions on how we can improve.	
Adult/Schoolwide Behaviors and Practices	Adults will create opportunities for collaboration between peers	Adults that feel like their voices are being heard and that they contributions to the school matter.	
Student Behaviors and Practices	Students will engage in more collaborative opportunities in order to foster a feeling of belonging.	Students that feel like they are a valued and important member of our school community.	

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Commitment?	What does this strategy entail? What will implementation look like in our school?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Chambers School will provide the overarching theme of "BELONGING" to the 2023-24 school year. This will help students, staff, and families to feel a greater sense of community.	Using the song, Turn the World Around by Harry Belafonte, as an auditory guide, students will be reminded daily of our purpose as community members (to make those around us feel like they belong in our world). Students will be introduced to the song on the first day of school and will sing it together at the end of each School-wide Morning Meeting, reminding one another at the end of each week, why each of us matters as a member of our community. Each week, some portion of the School-wide Morning Meeting will focus on the feeling of belonging. We will integrate each monthly	The School Leader will facilitate the roll-out of the overarching theme and will utilize school-wide events (announcements, Morning Meetings, displays, lunch periods, etc.) to create opportunities for theme integration.

	theme into our year-long theme through literature, music, and movement. Through the Morning Announcements, Visual Displays around the school, community wide language used, shared texts among all students, and our School-wide Morning Meetings, students will gain a greater sense of belonging within our community.	
Student will complete identity projects in beginning of the year- ie. Bio Bags, I Am poems, other ideas from DEI groups	Refer to Start Here, Start Now by Liz Kleinrock for ideas. These can be completed in the first week of school and then displayed at Back to School Night.	SharePoint page created for teachers to share ideas; technology assistance from Computer Lab TA for teachers that would like to create digital projects using Chromebooks
Chambers School will utilize community resources to promote engagement and learning from diverse community members and parents.	The BLT's Community Engagement Team will connect with outside agencies and community members to set up learning opportunities for students during Friday Morning Meeting times.	The Community Engagement team will meet monthly to plan for student experiences with community partners; this planning time will be provided during Friday Morning Meetings on the 1st Friday of each month.
Continue Cultural Celebrations during School-wide Morning Meetings	Once per month, students will learn about a different cultural tradition or celebration during the School-wide Morning Meetings. The BLT's Culturally Responsive Education Team will help to plan for these experiences and look for ways to integrate student participation and leadership into each of them.	The Culturally Responsive Education Team will meet monthly to plan for student cultural experiences; this planning time will be provided during Friday Morning Meetings on the first Friday of each month.
Continuation of DEI Team – reorganized as our BLT Culturally Responsive Education Team	Ongoing training for the staff from our CRE Team to reflect on biases and continue to create an inclusive learning environment.	Members of the BLT's Culturally Responsive Education Team will meet monthly to plan for student experiences across the grade levels; this planning time will

		be provided during Friday Morning Meetings on the 1st Friday of each month.
Chambers School will facilitate student and staff wellness initiatives as a part of our goal to feel like a more cohesive unit and a community where everyone belongs.	The BLT's Wellness Team will plan for and implement wellness initiatives throughout the 2023-24 school year. These will include, but are not limited to: -The Classroom Gardens project (each classroom will now have their own garden located directly outside their door) -Collaboration with the Summer 2023 Coop Project and KHS -Celebrating Our Differences Week (partnering with the CRE team) -Fourth Grade transition to middle level program -Creating outdoor classroom spaces -Wellness Guidance for staff -Wellness Guidance for students -Wellness Guidance for families	Members of the BLT's Wellness Team will meet monthly to plan for student and staff experiences across the grade levels; this planning time will be provided during Friday Morning Meetings on the 1st Friday of each month. Garden and Outdoor Classroom experiences will be funded through NOVO grants received at the end of the 2022-23 school year and the Chambers PTA.

Evidence-Based Intervention

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

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

Option 1: Selecting a strategy from the **State-Supported Evidence Based Strategies** located at: http://www.nysed.gov/accountability/state-supported-evidence-based-strategies

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

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

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

☐ State-Supported Evidence Based Strategy

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

Evidence-Based Intervention Strategy Identified	
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-Identified

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

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

Clearinghouse used and corresponding rating

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

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

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

☐ School-Identified

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

Evidence-Based Intervention Strategy Identified	
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	

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.

Team Members

Use the space below to identify the members of the SCEP team and their role (e.g., teacher, assistant principal, parent).

Name	Role

Our Team's Steps

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

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

Meeting Dates

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

Meeting Date	**Envision:** Exploring the Vision, Values and Aspirations for the school	**Analyze:** Internal and External Data	**Analyze:** Survey Data	**Analyze:** Completing and Discussing the Tenet 1 Inventory	**Listen:** Interviewing Students	**Putting it all Together:** Completing the SCEP Planning Document	Writing the Plan
Example: 4/6/21				*x*	*x*		

Learning As A Team

Directions

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

Student Interviews

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

Next Steps

Next Steps

1. **Sharing the Plan:**
   a. **Schools in the CSI model:** As you develop your plan, please feel free to share the plan with your NYSED liaison for input when it would be helpful. When the SCEP team is satisfied with the plan, please indicate to your liaison that the school is ready to share its full plan for approval. Plans should be shared by July 15, 2023.
   b. **Schools in the ATSI model and TSI model:** When your plan is ready for review, please share the plan with your District, which will approve your plan. Plans will need to be approved before the first day of the 2023-24 school year.
   c. **All Schools:** Ensure that the District (Superintendent or designee) and local Board of Education have approved the plan and that the plan is posted on the district website.
2. **Implementing the Plan** (for all schools):
   a. Ensure that the plan is implemented no later than the first day of school.
   b. Monitor implementation closely and adjust as needed.
   c. Ensure that there is professional development provided to support the strategic efforts described within this plan.
   d. Work with the district in developing the 1003 Title I School Improvement Grant application designed to support the implementation of the activities identified in the school and district plan.