



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

School Comprehensive Education Plan 2023-24

District	School Name	Grades Served
Kingston City Schools	E.R. Crosby Elementary	K-4

Collaboratively Developed By:

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And in partnership with the staff, students, and families of E.R. Crosby Elementary School.

Guidance for Teams

Template

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

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](#)

Guidance for Teams

- [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](#)

Our Commitment

What is one Commitment we will promote for 2023-24?	We commit to strengthening our ability to provide a comprehensive, cohesive, and relevant curriculum where every child can grow as independent thinkers and are engaged in meaningful learning.
Why are we making this Commitment? <i>Things to potentially take into consideration when crafting this response:</i> <ul style="list-style-type: none"> • 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 school community will use consistent language and approaches and use explicit direct instruction for phonological awareness, phonics, fluency, vocabulary, and comprehension.

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	STAR	ELA: By June 2024, 62% of all students will reach an SGP of 50 or above.	
	NYS ELA Assessment item analysis for standards 3 rd grade 3L4 3 rd grade 3L5 3 rd grade 3L6 4 th grade 4L4 4 th grade 4L5 4 th grade 4L6	Fewer errors on NYS ELA questions that measure these standards	

Commitment 1

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	*Do you feel that you've learned a lot during reading and writing lessons? *I learned new vocabulary words this year.	90% - 100% Agree or Strongly Agree	
Staff Survey	*Do you believe your students are engaged in meaningful learning based on the resources provided? *My students learned new vocabulary words this year.	100% Agree or Strongly Agree	
Family Survey	*Do you believe your child is learning to read and write to the best of their ability? *My child learned new vocabulary this year.	85% - 100% Agree or Strongly Agree	

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)	Winter STAR	ELA: By January 2024, 58% of all students will reach an SGP of 50 or above.	

Commitment 1

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? (<i>Identify Quantitative Data or Qualitative Descriptors in this space</i>)	What we ended up seeing (<i>complete six to ten weeks into the school year</i>)
Student Data	Fall STAR	ELA: By October 2023, 55% of all students will reach an SGP of 50 or above. Regression will not be past June levels.	

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?	
Continue a school-wide theme of "Building a Reader/Writer's Life"	Frequent connection (morning announcements/celebrations/classroom lessons) to how reading/writing is a real-world skill, empowering students to see themselves as readers and writers. Increasing connection with community groups and resources.	Reading assessments Funding to allocate towards to guest speakers and presentations	
Utilizing a common Math and ELA vocabulary	The principal will share a word-of-the-week to be reinforced by faculty and staff across all grades.	Updated word list for 2023-2024 school year Word of the Week forms for students to complete	
Grade appropriate Vocabulary Workbooks	Students will learn new vocabulary words, origins, synonyms/antonyms	Vocabulary workbooks for each teacher	

Our Commitment

What is one Commitment we will promote for 2023-24?	We are committed to helping students and adults build trusting relationships as the foundation for being more engaged with learning.
Why are we making this Commitment? <i>Things to potentially take into consideration when crafting this response:</i> <ul style="list-style-type: none"> • 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? 	We want all our students to feel welcome when they walk into the building regardless of their identities and experiences. Emotions are essential to learning; they help us connect to what we are learning and make meaning. Feeling safe and respected enhances our ability to learn. Upon reflection, learning is social and relational; the quality of our relationships and social interactions shapes our ability to learn. Every child needs strong, trusting relationships with adults and peers. Positive relationships are a must have for the growth of young people. Every child needs to feel safe, respected, supported, and a true sense of belonging to be ready to learn and to access the curriculum.

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	DASA, attendance records & Crosby SEL survey	We hope to see less DASA reports, improved attendance & Students feel safe and connected. Students will understand the definition of bullying.	

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	*Does your teacher know what you do well and what you need help with? *Do you feel safe, respected, supported, and welcomed at Crosby School?	90% - 100% Agree or Strongly Agree	
Staff Survey	*Do you know your students' strengths and challenges?	100%	

Commitment 1

	*Do you feel safe, respected, supported, and welcomed at Crosby School?	Agree or Strongly Agree	
Family Survey	*Does your child's teacher know your child's strengths and weaknesses? *Do you and your child feel safe, respected, supported, and welcomed at Crosby School?	85% - 100% Agree or Strongly Agree	

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 Survey	Survey Results	85% - 90% Agree or Strongly Agree	
Staff Survey	Survey Results	95% Agree or Strongly Agree	
Family Survey	Survey Results	85% - 95% Agree or Strongly Agree	

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 Survey	Survey Results	80% - 85% Agree or Strongly Agree	
Staff Survey	Survey Results	90% Agree or Strongly Agree	
Family Survey	Survey Results	80% - 90% Agree or Strongly Agree	

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	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 specifically will we look for during the year to know that this strategy is having the desired impact? (This could include qualitative or quantitative data.)	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Sanford Harmony Social Emotional Curriculum “A Little Spot of Emotion” resource Theme of the month lesson plans	Monthly focus on different social skills Social worker and psychologist will push into Kindergarten classes throughout the school year. Developing lessons based on the social/emotional themes of the month for each grade level and implementing them in the learning lab	Number of referrals throughout year Student Survey - fall, winter, spring to get student perception on bullying, SEL, importance of attendance, and students’ sense of belonging to indicate if what we are doing is working.	Planning/Collaboration Time for teachers Teacher Pay Teachers
PBIS will administer an SEL survey to students in Grades 2-4 (Fall, Winter, Spring) to see if student perception is improving throughout the school year.	Computer Based Survey	*Student Survey - fall, winter, spring to get student perception on bullying, SEL, importance of attendance, and students’ sense of belonging to indicate if what we are doing is working. *DASA Data	Computer Based Survey Schedule time for each Grade 2-4 student/ class to take this survey.

Commitment 1

		*Behavior Referrals	
Attendance Campaign	<p>Student made posters</p> <p>Strive for 5 video which was recorded with Crosby students</p> <ul style="list-style-type: none"> Weekly reminders to parents 	Students attending school 5 days per week, which can be tracked in e-school	<p>Designated days/time to run attendance records</p> <p>Meetings weekly with the Elementary Attendance SW</p>
Continue to increase student opportunity to provide input and feedback for school practices by implementing a Grade 4 "Student Ambassador" program	Continuation of the Student Ambassador program with School Social Worker & Psychologist	Monitor student input, engagement, and initiatives.	Schedule time for Grade 4 Student Ambassadors to meet and plan.
Build upon monthly schedule to celebrate cultural diversity	<p>Make community connections to enhance our current cultural offerings to our students</p> <p>Incorporate building wide activities to celebrate students' individuality (All About Me, Bio-Bags/suitcases, "I Am" poems)</p>	<p>*Wide range of books, videos, music, art, dance that align with the cultural theme of each month (Videolink, Genially websites)</p> <p>*Create a Running list of community artists/groups</p> <p>*TPT subscription to provide individuality templates</p> <p>Writers' Workshop resources</p> <p>*StarLab lessons</p>	

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	Professional Learning Communities
We envision that this Evidence-Based Intervention will support the following Commitment(s)	All Commitments
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	The team learned that breaking the commitments into PLCs provided more intensive, focused, and effective participation and planning.

☐ 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
Kathleen Sickles	Principal
Leanne Namias	Social Worker
Jackie Kelder	Teacher
Jodi Gallo	Teacher
Meg Petersen	Teacher
Nicole Hildenbrand	Teacher
Regina Richardson	Teacher
Jonathan Hambright	Teacher
Deidre Thrope-Clark	Teacher
LeiAnne Whitten	Teacher
Jen Couse	Speech Pathologist
June Treloar	Teaching Assistant
Dan Killian	PO/Community
Laura Farrell	Parent/Teacher

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
4/13/23				x	x		
5/4/23	x						
5/5/23		x	x	x			
6/1/23						x	
6/8/23							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.