



School Comprehensive Education Plan

2023-24

District	School Name	Grades Served
Kingston City School District	Harry L. Edson Elementary School	K-4

Collaboratively Developed By:

The Harry L. Edson Elementary School SCEP Development Team:

Kathleen Lowell, Principal
 Jasmine Barrow, Kindergarten Teacher, Dual Language
 Paula Bugbee, Social Worker
 Meghan Brandt, Teaching Assistant
 Stephany Carpenter, Special Education Teacher
 Kimberly Collins, Kindergarten Teacher
 Greg Fleischer, PTO President and parent
 Jessica Gardner, First Grade Teacher
 Syndie Haaland, Reading Teacher
 Kayla Kessler, Special Education Teacher
 Prudence Richmond, Speech and Language Teacher
 Elizabeth Stegmayer, School Library Media Specialist
 Avery VanBuren, First Grade Teacher
 Meghan Williams, Kindergarten Teacher

And in partnership with the staff, students, and families of Harry L. Edson Elementary School.

COMMITMENT I

Our Commitment

<p>What is one Commitment we will promote for 2023-24?</p>	<p>Support students' social and emotional health.</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> 	<ul style="list-style-type: none"> • Staff is focused on student social-emotional well-being. • Students need support with developing self-regulation and social skills. • Helping students create and sustain supportive connections <ul style="list-style-type: none"> ○ Relationships play an essential role in the child's development. ○ Students are currently struggling with making meaningful relationships. ○ Students can't do their best learning without successful relationships. • Foster culturally responsive and informed environment

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 <i>(complete at the end of the year)</i>
End-Of-The-Year Goals	<ul style="list-style-type: none"> • Every student has received at least one Cougar Paw (recognition) • MTSS referrals and progress monitoring for SEL and behaviors • Office referrals for incidental behaviors • Recess/lunch communication/b ehavior logs • Staff and student surveys 	<ul style="list-style-type: none"> • Tracking of student Cougar Paw receipt • Decreased behavior support needed as students develop self-regulation and social skills • Decreased referrals to office • Increase in students applying learned social skills in their interactions with each other, including in negotiating play and conflict resolution • Staff and students reporting positive relationships • Staff and students reporting that they are appreciated as a unique individual 	

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 <i>(e.g., % agree or strongly agree)</i>	What we ended up seeing <i>(complete once Spring survey results are available)</i>
Student Survey	<ul style="list-style-type: none"> • I have at least one good friend at school. • I know one (or more) staff member(s) I can go to if I need help. • I have ideas that can help me solve a problem or conflict with other students. 	>95% agree or strongly agree for all questions	
Staff Survey	<ul style="list-style-type: none"> • Every student has at least one good friend at school. • Each student has one (or more) staff member(s) to go to if they need help. • Students apply problem-solving skills when they face conflicts with other students. 	>95% agree or strongly agree for all questions	

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	<ul style="list-style-type: none"> Students in MTSS receive T2 or T3 support with SEL and social skill development Students receiving T2/T3 SEL and social skill support are demonstrating an increase in appropriate self-regulation and/or social skills. 		
Family Survey	<ul style="list-style-type: none"> My student has at least one good friend at school. My student has one (or more) staff member(s) to go to if they need help. My student applies problem-solving skills when they face conflicts with other students. 	>95% agree or strongly agree for all questions	

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 <i>(complete when reviewing mid-year data)</i>
Mid-Year Benchmark(s)	<ul style="list-style-type: none"> Every student has received at least one Cougar Paw (recognition) MTSS referrals and progress monitoring for SEL and behaviors Office referrals for incidental behaviors Recess/lunch communication/behavior logs Staff and student surveys 	<ul style="list-style-type: none"> Tracking of student Cougar Paw receipt Decreased behavior support needed as students develop self-regulation and social skills Decreased referrals to office Increase in students applying learned social skills in their interactions with each other, including in negotiating play and conflict resolution Staff and students reporting positive relationships 	

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		<ul style="list-style-type: none"> Staff and students reporting that they are appreciated as a unique individual 	
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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	<ul style="list-style-type: none"> I have at least one good friend at school. I know one (or more) staff member(s) I can go to if I need help. I have ideas that can help me solve a problem or conflict with other students. 	>95% agree or strongly agree for all questions	
Adult/School wide Behaviors and Practices	<ul style="list-style-type: none"> Every student has at least one good friend at school. Each student has one (or more) staff member(s) to go to if they need help. Students apply problem-solving skills 	>95% agree or strongly agree for all questions	

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	<p>when they face conflicts with other students.</p> <ul style="list-style-type: none"> • Students in MTSS receive T2 or T3 support with SEL and social skill development • Students receiving T2/T3 SEL and social skill support are demonstrating an increase in appropriate self-regulation and/or social skills. 		
Student Behaviors and Practices	<ul style="list-style-type: none"> • My student has at least one good friend at school. • My student has one (or more) staff member(s) to go to if they need help. • My student applies problem-solving skills when they face conflicts with other students. 	>95% agree or strongly agree for all questions	

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?
Welcoming Committees	New staff and new students will be welcomed, given a tour, and resources will be shared.	Communication of new staff and students with welcoming committee. Might require staff member and student release for tour
Healthy Food Tasting	Encourage student risk-taking. Exposure to foods that are eaten in other	Continue to participate in food tasting opportunities

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	places/cultures. Encourage healthy eating.	provided by district and CCE. Plan Cultural Food Festival.
Supporting and tracking T2 and T3 SEL students	Strengthen skills of MTSS core team through professional development (book study, research, pd with district)	Select book and resources; MLP listing. Invite district and community guests for PD sessions. Release time for staff.
Monthly themes and related activities	Continue schoolwide monthly theme activities and celebrations.	Planning committees for each month.
Check in and check out	MTSS team will identify students in need of check-in/-out support and will pair students in need with an adult with whom they can trust/build trust.	Communicate with teachers about process. Get list of staff volunteers.
Cougar Paws	Continue to recognize students who have demonstrated “Cougarly” behavior on the announcements. Cougarly behavior will be associated with the monthly theme. Cougar Paws are displayed for the month.	Explain to students what Cougar Paws are and how they are earned. Teachers track student cougar paw recipients to ensure that each student gets at least one.
RBT support	MTSS will identify students who can use additional support with self-regulation and social skills. RBT will work with students based on need.	RBT is available at recess, check-in, and check-out to provide support as articulated by MTSS.

COMMITMENT 2

Our Commitment

What is one Commitment we will promote for 2023-24?	Support student academic growth.
<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> 	<ul style="list-style-type: none"> • An engaging environment will create responsible citizens and lifelong learners. • Teachers continue to work toward mastery of curriculum initiatives. • Teachers need to master the curriculum initiatives in order for students to be successful.

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 <i>(complete at the end of the year)</i>
End-Of-The-Year Goals	Student assessments (examples) <ul style="list-style-type: none"> • NYS ELA • NYS Math • iReady • NSGRA • Star Reading • IRLA/ENIL (Dual Language Only) • KCSD Writing • Foundations • FastForward • NYSESLAT • Student work samples and observations • Other assessments 	Increased performance across the year	

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 <i>(e.g., % agree or strongly agree)</i>	What we ended up seeing <i>(complete once Spring survey results are available)</i>
Student Survey	<ul style="list-style-type: none"> • I like school. • My teachers make learning fun. 	>95% agree or strongly agree for all questions	
Staff Survey	<ul style="list-style-type: none"> • I feel prepared to teach (content). • My students are motivated to learn. 	>95% agree or strongly agree for all questions	
Family Survey	<ul style="list-style-type: none"> • My student likes coming to school. • My student is motivated to learn and to participate in instruction. 	>95% agree or strongly agree for all questions	

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 (<i>complete when reviewing mid-year data</i>)
Mid-Year Benchmark(s)	Student assessments (examples) <ul style="list-style-type: none"> • NYS ELA • NYS Math • iReady • NSGRA • Star Reading • IRLA/ENIL (Dual Language Only) • KCSD Writing • Foundations • FastForward • NYSESLAT • Student work samples and observations • Other assessments 	This will be benchmark data.	

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	<ul style="list-style-type: none"> • I like school. My teachers make learning fun. 	>95% agree or strongly agree for all questions	
Adult/School wide Behaviors and Practices	<ul style="list-style-type: none"> • I feel prepared to teach (content). 	>95% agree or strongly agree for all questions	

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	<ul style="list-style-type: none"> My students are motivated to learn. 		
Student Behaviors and Practices	<ul style="list-style-type: none"> My student likes coming to school. My student is motivated to learn and to participate in instruction. 	>95% agree or strongly agree for all questions	

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?
Motivate students to be independent learners.	<ul style="list-style-type: none"> Include students in morning announcements. For am announcements, students will interview staff members. Establish a Grade 4 Student Ambassador Program Each class will pick a theme for one Spirit Day. Share homework expectations with students and families. Continue schoolwide activities related to monthly themes (and word of the week) 	<ul style="list-style-type: none"> Schedule each class for one week to help with announcements. Schedule meetings Communicate homework expectations in multiple formats
Mastery of Curriculum Initiatives	<ul style="list-style-type: none"> Teacher collaboration in common planning times. Teacher familiarity with KCSD scope and sequence related to science of reading 	

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
<i>Example: 4/6/21</i>				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

Commitment 1

Commitment 2

Commitment 3

Commitment 4

Our Team's Process

Our Team's Process



Next Steps