



School Comprehensive Education Plan

2023-24

Collaboratively Developed BY:

District	School Name	Grades Served
Kingston City school District	George Washington Elementary	UPK-4

The George Washington Elementary School SCEP Development Team

Erin Borden-CH, Deanne Bradley-E1, Andrea Dassie-Speech, Dana Diacovo-Nurse, Janet Diaz-psychologist, Nicole Gardner-4th, Felipa Gaudet-E1, Nicole Gill-CH, Lisa Hopper-CH, Carol Kinin-ENL, Wanda LoBianco-principal, Siobhan Murphy-E1, Lindsay Nadler-CH, Briana Owen-reading, Michael Pettit-E1, Christopher Schuon-4th, Kira Tutko-reading, Nicole Vitale-parent, Pablo Vasquez-parent, Latoya Stewart-parent, Henry Martinez-parent, Britta Riley-parent

And in partnership with the staff, students, and families of George Washington Elementary

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 that 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](#)

Commitment 1

COMMITMENT I

Our Commitment

What is one Commitment we will promote for 2023-24?	<p>We at George Washington Elementary School are committed to supporting teachers by providing professional development opportunities to ensure that instruction allows for all students to be successful. Our aim is to improve and strengthen our student learning outcomes while including Montessori practices. Teachers will be trained to use research based best practices such as student led, multisensory, holistic, and scaffolded learning to ensure students meet district and state benchmarks and goals.</p>
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? 	<p>As a school we envision all our students will be passionate about their own learning and have the tools and skills necessary for them to pursue educational and personal experiences as they grow and develop. We recognize that to do so, teachers need to be able to plan and implement lessons and support that are matched to individual student learning needs.</p> <p>This commitment encompasses the ideas of teachers and staff across grades and special areas. Teachers shared in listening session and surveys that professional development is an important component of their individual growth and targeted professional development will help them continue to provide the best instruction to students.</p> <p>Through the analysis of data for the SCEP process, we observed that our staff have found PLC meetings to be effective to help transfer learning from Professional Development into direction applications in the classroom to aid in student achievement.</p>

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	Spring Survey	<p>at survey results for specific questions at a use rate of 80% or higher</p> <p>urvey results for specific questions at a response 95% or higher</p> <p>survey results for specific questions at a use rate 75% or higher</p>	

Commented [A1]: Changed percentage to match the level below

Commitment 1

	STAR Assessment	Star Assessment: <ul style="list-style-type: none"> • ELA: 50 % of Fall IReady Diagnostic scores are maintained or improved from the previous Spring. • Math: 50 % of Fall IReady Diagnostics scores are maintained or improved from the previous Spring. • 10% increase of students scoring proficient • 10% increase of students improving on proficiency levels 	
	Professional Development Schedule	<ul style="list-style-type: none"> • 90% of Scheduled PD has been offered and attended by 90% staff with positive reflections • Conduct at least 2 PD for the 2023-2024 School year • At least 90% of applicable participants have attended scheduled PLC and PD • 100% of classrooms observed will show implementation of strategies learned in PD 	
	Clever Usage	<ul style="list-style-type: none"> • 90% of students are utilizing all state and district initiatives and technology to increase student engagement and academic success as measured by Clever Usage Reports. 	

Commented [A2]: ELA/Math Is there a specific report that you will use from STAR - Proficiency? Growth?

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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	<ul style="list-style-type: none"> • I am using reading strategies to be a better reader. • I feel like I am a more confident writer. • I have learned new concepts in math. 	80% 80% 80%	
Staff Survey	<ul style="list-style-type: none"> • I have opportunities to learn best practices from my colleagues. • I can learn and implement Montessori practices within my classroom • I have attended professional development for all mandated district initiatives. 	95% 95% 95%	
Family Survey	<ul style="list-style-type: none"> • I receive communication in Multiple formats of the survey (Digital, Phone, Paper- English, Spanish, Simplified) • I feel like my child is engaged at school. My child has improved at reading/writing/math. 	75% 75%	

Commented [A4]: Great student survey questions that will align to professional development.

Commented [A5]: Changed to 80% to align to end of year goals

Commented [A6]: There needs to be a desired response for each survey question

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Commitment 1

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)	STAR ASSESSMENT <ul style="list-style-type: none"> • ELA IReady Diagnostics Report • Math IReady Diagnostics Report 	<ul style="list-style-type: none"> • Increased Student Achievement on IReady Diagnostics 	
	<ul style="list-style-type: none"> • Professional Development Schedule • Meeting schedule • Attendance record • Walkthrough Data 	<ul style="list-style-type: none"> • Implementation of strategies delivered in PD in classrooms observed. • Increased Student Engagement and ownership of work 	
	<ul style="list-style-type: none"> • Clever usage data 	<ul style="list-style-type: none"> • Students using technology to increase student engagement and academic success 	

Commented [A8]: Reworded these to make more measurable. You can add the number of PD you plan to present by December.

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	<ul style="list-style-type: none"> • IReady Diagnostics 	IReady Diagnostics: <ul style="list-style-type: none"> • ELA: 25 % of Fall IReady Diagnostics scores are maintained or improved from the previous Spring. • Math: 24 % of Fall IReady Diagnostics scores are maintained or improved from the previous Spring. • 5% increase of students scoring proficient • 5% increase of students improving on proficiency levels 	

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Commitment 1

Adult/Schoolwide Behaviors and Practices	<ul style="list-style-type: none"> Professional Development Schedule Meeting schedule Attendance record Walkthrough Data 	<ul style="list-style-type: none"> 45% of Scheduled PD has been offered and attended by 90% staff with positive reflections Conduct PD for the 2023-2024 School year At least 45% of applicable participants have attended scheduled PLC and PD 100% of classrooms observed will show implementation of strategies learned in PD 	
	<ul style="list-style-type: none"> Clever usage data 	<ul style="list-style-type: none"> 45% of students are utilizing all state and district initiatives and technology to increase student engagement and academic success as measured by Clever Usage Reports. 	

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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?
Use manipulatives and Montessori materials for hands on learning during direct instruction in small group and one-on-one settings.	<ul style="list-style-type: none"> Discuss and brainstorm instructional practices during PLC meetings and professional Development Conduct collaborative meetings with grade level colleagues to share best practices. Conduct once a month school wide morning meeting – GW character traits principal lead to allow collaboration time for classroom teachers Children's House and E1 meet once a month after school for PD hours. 	<ul style="list-style-type: none"> Meeting Space After School Stipends PD Schedule PD Agendas
FUNDations trainings for faculty and staff K-3	<ul style="list-style-type: none"> Distribute district provided FUNDations programs for all classrooms Conduct training (Reading Specialist) for teachers during Superintendent Conference Day. Provide on-going support for K-3 teachers to implement FUNDations with fidelity 	<ul style="list-style-type: none"> FUNDations material for each K-3 classroom
Montessori PD/training offered to all faculty and staff	<ul style="list-style-type: none"> Provide faculty/staff offered opportunity for Montessori PD/training with a focus on the principles of Montessori. Hire a Montessori coach to help strengthen Montessori practices across Children's House and E1 classrooms. 	<ul style="list-style-type: none"> Utilizing potential grant money Montessori coach Yonkers Montessori Academy Schedule visits with coach
Writers Workshop PD	<ul style="list-style-type: none"> Children's House, E1, Special Education teachers will participate in and implement Units of Study to enhance the writing program. 	<ul style="list-style-type: none"> Heinemann Resources Time Space

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Commitment 1

	<ul style="list-style-type: none"> Align Writer's Workshop training across all grade levels 	
Focus, share, and discuss Culturally Relevant Education (CRE/DEI)	<ul style="list-style-type: none"> Conduct Professional Development on how to implement Culturally Relevant Strategies within the classroom Conduct faculty book study on Culturally Responsive Teaching and the Brain by Zaretta Hammond Coordinate visits from the Diversity/Equity representative team with faculty/staff Turnkey the work from Dr. Jevon Hunter's Critical Inquiry Based Learning and culturally responsive materials and practices Provide PD on DEI in a responsive Montessori Classroom 	<ul style="list-style-type: none"> Books Presentation of CRE Book Study Purchase: Culturally Responsive Teaching and the Brain by Zaretta Hammond
Inquiry-based teaching practices will be utilized in lessons.	<ul style="list-style-type: none"> Conduct science experiments using the Carolina Science curriculum Explore real-world problems to connect the relevance of their classroom learning by participating in field trips/ community partner presentations Conduct student-based projects related to the topic of study Provide opportunities for group work for students to share ideas and thoughts 	
Restorative Practice Training	<ul style="list-style-type: none"> Coach will turnkey Restorative Practices PD 	<ul style="list-style-type: none"> Monthly faculty meetings SCD Parents
Family Engagement	<ul style="list-style-type: none"> Utilize family to volunteer/share experiences in the classroom 	<ul style="list-style-type: none"> KCSD Volunteer Form
Montessori Mentors	<ul style="list-style-type: none"> KTF Mentor Program 	<ul style="list-style-type: none"> Montessori Certified

Commented [A15]: Reworded this... added the book study information, you can remove if needed.

Commented [A16]: Moved this to professional development from below

Commented [A17]: Moved this here to PD. - need to complete

Commented [A18]: Added this from below under staff participation. I would love to conduct this with your staff.

Commitment 2

COMMITMENT 2

Our Commitment

What is one Commitment we will promote for 2023-24?	We at George Washington Elementary School are committed to strengthening the instructional delivery, across grade levels, by engaging in regularly scheduled collaboration time for staff.
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? 	<p>At George Washington Elementary we envision a school where we continually strengthen our instructional practices in classrooms by continually observing gaps in skills, acquisition, and mastery as students move from one grade level to the next.</p> <p>Based on data gained from teacher feedback, teachers indicated that they needed more time to collaborate to continually hone their professional practice. Through the analysis of the data, it was determined that possible ways to achieve this goal are through monthly teacher lead PLC planning meeting.</p>

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	District assessments/IReady Diagnostics	<ul style="list-style-type: none"> 4% Improvement on district assessments/IReady Diagnostics 2% Student improvement between proficiency levels 	
	PLC Teams/Meetings	<ul style="list-style-type: none"> 100% of Common instructional goals are met by analyzing data and planning curriculum effectively 50% Improvement in academic achievement as measured by formative and summative assessments/IReady Diagnostics 80% of teachers will participate on at least one PLC of their choice 	

Commitment 2

	Survey Results	<ul style="list-style-type: none"> • Student survey results for specific questions at a response rate of 80% or higher • Staff survey results for specific questions at a response rate of 95% or higher • Parent survey results for specific questions at a response rate 75% or higher 	
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Commented [Au19]: Changed percentage to match the level below

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	<ul style="list-style-type: none"> • Am I given the tools, strategies and opportunities to practice how to be an independent learner? 	80%	
Staff Survey	<ul style="list-style-type: none"> • Am I providing the tools, strategies and opportunities to foster independent learners? • I collaborate with my peers to improve my instruction. 	95%	
Family Survey	<ul style="list-style-type: none"> • I am aware of the instructional practices and curriculum being used within my child's classroom. 	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)
	District assessments/IReady Diagnostics	Increased student proficiency	

Commitment 2

	PLC Teams/ Meetings	Consistent instructional practice Increased staff participation Increased academic achievement	
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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	District Assessments/IReady Diagnostics	<ul style="list-style-type: none"> 2% Improvement on district assessments 25% Student improvement between proficiency levels 	
Adult/Schoolwide Behaviors and Practices	PLC Teams and Meetings	<ul style="list-style-type: none"> 50% of Common instructional goals are met by analyzing data and planning curriculum effectively 25% Improvement in academic achievement as measured by formative and summative assessments/IReady Diagnostics 40% of teachers will participate on at least one PLC of their choice 	
Student Behaviors and Practices	<ul style="list-style-type: none"> Clever usage data 	<ul style="list-style-type: none"> 45% of students are utilizing all state and district initiatives and technology to increase student engagement and academic success as measured by Clever Usage Reports. 	

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)

Commitment 2

		are necessary to support these strategies?
School wide common language and instructional practices	<ul style="list-style-type: none"> District initiatives are being taught at all grade levels in all classrooms Create a universal workplan 	<ul style="list-style-type: none"> Develop plan through vertical and horizontal PLCs
Monthly Vertical Planning in PLC's	<ul style="list-style-type: none"> Change Schedule from 20 minutes once a month in the morning and move to a ½ day PLC monthly planning period Create vertical teams with representatives from each department – at least: 2 from children's house, 2 from E1, 1 from 4th grade, Special Ed, Service Providers, AIS Math/Reading, ENL to discuss curriculum and instruction. Review Montessori and district curriculum maps, state standards, state assessments to align instruction Analyze current Montessori and district resources to continue to develop and refine best practices Analyze state test language to help drive instruction 	<ul style="list-style-type: none"> Secure contracts for Mike Circe, Yonkers School District, Elizabeth Slade Secure Sub coverage to cover the ½ day Access to current district data Access to District and Montessori curriculum maps Access to past state assessments Request breakdown of state test results from BOCES (how many students got each question wrong)
Monthly Horizontal planning PLC	<ul style="list-style-type: none"> Hold meeting once a month to discuss curriculum and instruction. Review and share key points of information from Vertical Learning PLC. Discuss Common academic language across discipline. Develop shelf-work/centers/ independent practice to incorporate common academic language and skills through a DEI lens. Ensure curricular materials are inclusive of all students. 	Create Schedule <ul style="list-style-type: none"> Create Bi-monthly meeting 2:05-2:50 (Children's House & E1) Children's House TA's will cover E1 teachers on a rotated basis 4th grade will use common chorus time 1x per cycle
Children's House & E1 PLCs	<ul style="list-style-type: none"> Meet monthly to discuss curriculum and instruction. Update curriculum maps and assessments/IReady Diagnostics. Share use of materials and demonstrations of lessons. 	Create Schedule <ul style="list-style-type: none"> After school 3:30-4:30 once a month Inservice credit
ENL PLC	<ul style="list-style-type: none"> Meet once a month to discuss how to support instruction. Share resources, materials, and strategies to collaborate and support classroom instruction for multi-language learners. 	Create Schedule <ul style="list-style-type: none"> Before school once monthly PLC- 8:30-9:00 Staff not attached to a classroom can cover classes from 8:45-9 am
BLT PLC	<ul style="list-style-type: none"> Partner with community organizations. Contact high school for possible partnership/mentorship with high school students (academics, sports). Work with PTO to develop family engagement activities. 	<ul style="list-style-type: none"> Compensation for Teacher

Commitment 2

	<ul style="list-style-type: none"> • Create High School Mentorship: Programs can run during the school day (2:30-2:55) or after school. • Identify teachers to oversee the mentorship program. • Compensate teacher overseeing mentorship program. • PD-Book Studies 	<ul style="list-style-type: none"> • PD-Book-Selections/Topics
Co-taught RTI and ENL Services	<ul style="list-style-type: none"> • Create a co-taught model at each level (Children's House, E1, 4th Grade, Special Education) • Identify an additional ENL teacher in Children's House will support the development of foundational skills 	<ul style="list-style-type: none"> • Increase ENL staff • Increase AIS math staff
Self-Contained and Related Service Support.	<ul style="list-style-type: none"> • Conduct before school once monthly PLC- 8:30-9:00 includes self-contained teachers, consultant teams, TA's and related service providers • Discuss IEP goals and how to meet students' individual needs and how to support instruction • Create a schedule for staff not attached to a classroom to cover classes from 8:45-9 	<ul style="list-style-type: none"> • Create Schedule • Before school once monthly PLC – 8:30- 9:00 • Staff not attached to a classroom can cover classes from 8:45-9 am
Teachers will record NSGRA levels quarterly and STAR growth percentile Fall, Winter, and Spring in the data Excel spreadsheet	<ul style="list-style-type: none"> • Teachers and students will set their goals for reading/writing/math 	<ul style="list-style-type: none"> • Data meetings • RST meetings

Commitment 3

COMMITMENT 3

This section can be deleted if the school does not have a third commitment.

Our Commitment

What is one Commitment we will promote for 2023-24?	We at George Washington Elementary School are committed to creating a welcoming and affirming environment to instill a joy of learning that will affect the students experiences well beyond their elementary years.
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 envision George Washington Elementary School as a place for children to develop independence, personal meaning, and self-motivation. This also builds an emotional foundation of self-confidence as independent, lifelong learners, and inspires students to realize their highest potential. The strategies in this commitment align with the data gained from listening sessions and through analysis of data collected through the process. We believe that the quality of our relationships and social interactions are prioritized. Emotions help us to connect to what we are learning and make meaning. We want our students to feel safe and respected, which enhances their ability to learn. We also know that when the social, emotional, and cognitive dimensions of learning work together, our students will achieve academic success. We want our students to have a deep understanding that racial, cultural, and individual identities play an important role in their social, emotional, and cognitive development. Students will use teamwork and empathy inside and outside the school community.

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	Surveys: <ul style="list-style-type: none"> Building level surveys (staff, students, family members) District level climate survey Family participation data Student attendance 	<ul style="list-style-type: none"> Student survey results for specific questions at a response rate of 80% or higher Staff survey results for specific questions at a response rate of 80% or higher Parent survey results for specific questions at a response rate 80% or higher 	

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Commitment 3

	Student Belonging	<ul style="list-style-type: none"> 90% of students who have utilized peace cards and Peer mediation strategies 20 peace Leaders identified in the building 10% Decrease in disciplinary referrals 20% Increased use of culturally responsive practices and PBIS/Restorative Justice strategies based on pre and post walkthrough data 	
	Community Partnerships	<ul style="list-style-type: none"> 20% increase in community partnerships 	
	Family Participation	<ul style="list-style-type: none"> 20% increase in family participation in school events 20% in increased family communication from teachers (newsletters, Blackboard, KCSD approved communication platform) 	
	Student Attendance	<ul style="list-style-type: none"> 10% Increase attendance rates and 10% lower chronic absences 	
	Staff Participation	<ul style="list-style-type: none"> 100% of staff will participate in Restorative Practice Training 	

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Commented [A22]: Added from below

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	<ol style="list-style-type: none"> School is a safe place for me I have friends at school. I have an adult I feel like I can talk to. I use affective language (Restorative Justice Practices) to resolve a conflict. I can identify how I am feeling by using the Zones of Regulation. 	<ol style="list-style-type: none"> Yes 80% Yes 80% Yes 80% Yes 80% Yes 80% 	
Staff Survey	<ol style="list-style-type: none"> Are you utilizing PBIS/Restorative Justice methods? Are you utilizing culturally responsive practices? Have you been provided with PD to implement PBIS/Restorative Justice methods? I have increased family participation/engagement? 	<ol style="list-style-type: none"> Yes 80% Yes 80% Yes 80% Yes 80% 	

Commitment 3

Family Survey	1. I feel welcomed in my child's school.	1. Yes 80%	
	2. I regularly communicate with my child's teacher(s).	2. Yes 80%	
	3. I attended a school event(s) this year.	3. Yes 80%	

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)	Surveys	<ul style="list-style-type: none"> Positive results from students, parents, and faculty Increased participation from families where English is their second language 	
	Student Belonging Pear Mediation Peace Cards Peace Leaders PBIS Matrix-PEACE	<ul style="list-style-type: none"> Feeling of belonging/self-confidence/security/inclusion. We want our students to have a deep understanding that racial, cultural, and individual identities play an important role in their social, emotional, and cognitive development. Increased use of culturally responsive practices and PBIS/Restorative Justice strategies based on pre and post walkthrough data. 	
	Attendance	<ul style="list-style-type: none"> Improved consistent attendance. 	
	Community Partnerships	<ul style="list-style-type: none"> Increased community Partners 	
	Family Participation	<ul style="list-style-type: none"> Increased teacher to family communication. Invite Families to gain knowledge of Montessori practices- (implement at home) 	
	Student Attendance	<ul style="list-style-type: none"> Student attendance Student/Staff/ Family Surveys 	
	Classroom Visitation Data	<ul style="list-style-type: none"> Increased Student Engagement Increased relationships among students/teachers 	
	Staff Participation	<ul style="list-style-type: none"> Increased student/teacher relationships Restorative practices strategies embedded in classroom 	

Commitment 3

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	<ul style="list-style-type: none"> Attendance data Student Belonging 	<ul style="list-style-type: none"> 5% Increase attendance rates and 10% lower chronic absences 	
Adult/Schoolwide Behaviors and Practices	<ul style="list-style-type: none"> Community Partnerships Family Participation Classroom inclusion of Culturally Responsive Teaching 	<ul style="list-style-type: none"> 5% increase in community partnerships 10% in increased family communication from teachers 10% Increased use of culturally responsive practices and PBIS/Restorative Justice strategies based on pre and post walkthrough data 50% of staff will participate in Restorative Practice Training 	
Student Behaviors and Practices	<ul style="list-style-type: none"> Student behavior data (PEACE cards) PBIS matrix Restorative Justice Language 	<ul style="list-style-type: none"> 5% Decrease in disciplinary referrals 45% of students who have utilized peace cards and Peer mediation- Peace Leaders strategies 50% of peace Leaders identified in the building 	

Commented [A23]: Added from below

Commented [A24]: Added this

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?
Family participation	<ul style="list-style-type: none"> Institute a school wide communication tool and requirement to communicate with parents (KCSD approved communication platform). Provide Family members the opportunity to visit the classroom at least once in the 2023-2024 school year (Education Week). Increase family participation from our Black, ELLs, and Economically Disadvantaged subgroup. Utilize the PBIS newsletter to support character education at home for families. Calendar activities for family participation to include, but not limited to <ul style="list-style-type: none"> visiting the class for American Education Week. 	<ul style="list-style-type: none"> Bilingual Family Worker Money for events

Commitment 3

	<ul style="list-style-type: none"> • after-school events that include opportunities to visit the class. • class family members (bilingual) inviting other family members to class events. • family members share their careers with the class, school-wide career-week event, • art show, • Heritage Day. • class presentations for parents. • cultural event. • family BBQ. 	
Community Partnerships	<ul style="list-style-type: none"> • Create a community education resource list of guest speakers, performers, community expo, fieldtrips • Seek out community organizations to represent families within our Black, ELL, and Economically Disadvantaged subgroup. • Plan a Community Fair. 	<ul style="list-style-type: none"> • Field trips: UPAC, Kingston Library • Guest speakers • Committee
Staff participation Initiatives	<ul style="list-style-type: none"> • Create incentives for Increased staff participation at school sponsored events. • Provide training to staff on Restorative practices. • Develop a PBIS PLC to provide incentives for students. 	<ul style="list-style-type: none"> • Bilingual staff • PBIS incentives • Staff incentives
Student belonging	<ul style="list-style-type: none"> • Create opportunities for students to visit their future classrooms or prior classrooms towards the end of the year. • Utilize the Culturally Responsive Score Card to review curricular materials to ensure that they are culturally responsive and that they represent our students and their needs. • Create Peer Mediation Team • Create a buddy classroom system • Hold once a month school wide morning meeting – GW character traits • Establish a process to select Peace Leaders 	<ul style="list-style-type: none"> • CRSE Scorecard consultant • Peer Mediation Advisor • Schedule for Buddy Classroom • Purchasing materials that reflects the demographic makeup of students • Peace Leaders Election

Commitment 4

Evidence-Based Intervention

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.

☒ X 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 (PLCs)
We envision that this Evidence-Based Intervention will support the following Commitment(s)	Research indicates that well implemented PLCs support improvements in practice along with student learning gains. The most successful PLCs have an explicit focus on student learning, increase teacher improvement, authority in decision making and promote continuous teacher learning through joint study of research literature.
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	To Support our SCEP work we will have PLCs made up of representatives of all stakeholders that focus on directly Meaningful learning for both teachers and students, strengthening instructional delivery, and creating a welcoming and affirming environment.

Evidence-Based Intervention

☐ 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

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
Wanda LoBianco	Principal
Erin Borden	CH Teacher
Deanne Bradley	E1 Teacher
Andrea Dassie	Speech Pathologist
Dana Diacovo	School Nurse
Janet Diaz	School psychologist
Nicole Gardner	4 th Teacher
Felipa Gaudet	E1 Teacher
Nicoel Gill	CH Teacher
Lisa Hopper	CH Teacher
Carl Kinnin	ENL Teacher
Siobhan Murphy	E1 Teacher
Lindsay Nadler	CH Teacher
Briana Owen	Reading Teacher
Micheal Pettit	E1 Teacher
Christopher Schuon	4 th Teacher
Kira Tutko	Reding Teacher
Nicole Vitale	Parent
Pablo Vasquez	Parent
Latoya Stewart	Parent
Henry Martinez	Parent
Britta Riley	Parent

Our Team's Process

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
4/13/2023		X					
5/2/2023	X	X	X				
5/10/2023			X				X
5/12/2023	X						X
5/15/2023					X		X
5/16/2023					X		X
5/17/2023						X	
5/19/2023						X	
5/24/2023					X	X	X
6/8/2023						X	X
8/24/23	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

Students representing all grades and subgroups were asked questions that aligned with the data collected from students' interviews were used to create measures and strategies for each commitment.

1. What are the ways that you have seen yourself grow or learn new things over the past year
2. What are some things you think are important for teachers to know about what it is like to be a student at GW?
3. I am going to tell you a statement, and I want you to think of what comes to you mind: "There are adults in this school that look out for kids like me." What does that make you think of?
4. What are things your school is doing this school year that should be continued next year? Why are these important to you?
5. I am going to tell you a statement, and I want you to think what comes to mind: Kids like me are allowed to be ourselves at GW." What do you think about when you hear those words?

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.