



New York State  
EDUCATION DEPARTMENT  
Knowledge > Skill > Opportunity

# School Comprehensive Education Plan 2023-24

District	School Name	Grades Served
Fallsburg CSD	Benjamin Cosor Elementary	PreK- 6

## Collaboratively Developed By:

The Benjamin Cosor Elementary SCEP Development Team

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*And in partnership with the staff, students, and families of Benjamin Cosor 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](#)
- [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 I

**Our Commitment:** We are committed to engaging students in meaningful learning that is relevant to their academic growth

<b>What is one Commitment we will promote for 2023-24?</b>	Based on the assessment data gathered from the NWEA Reading and Math Growth Measures Assessment we are committed to increasing proficiency the median (average) percentile for grades 1-6 by 3 percentiles (from 27.33 to 30.33 in Math and 24.5 to 27.5 in Reading) in both math and reading NWEA (formerly known as the Northwest Evaluation Association)
<b>Why are we making this Commitment?</b> <i>Things to potentially take into consideration when crafting this response:</i> <ul style="list-style-type: none"> <li>How does this Commitment fit into what we envision for the school?</li> <li>How does this Commitment relate to what we heard when listening to others?</li> <li>How does this Commitment connect to what we observed through analysis?</li> </ul>	<ul style="list-style-type: none"> <li>We are a school in need of improvement</li> <li>School test scores are below normed grade level average in both math and reading</li> <li>Student surveys showed that students would like to feel more academic success in school</li> </ul>

## Progress Targets

By the end of the year, we will look to 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)
<b>End-Of-The-Year Goals</b>	"NWEA MAP (Measures of Academic Progress)" reports in ELA and math	An increase in median (average) percentile achievement by 3 percentiles (spring to spring) (For Grades 1-6) from 27.33 to 30.33 in Math and 24.5 to 27.5 in Reading.	

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)
<b>Student Survey</b>	Do you take your goal-setting seriously?	Anticipate that 90% of our Grade 3-6 students will respond "yes" to this question at the end of the 2023-2024 school year.	

### Commitment 1

<b>Staff Survey</b>	My students are coming in with the required prerequisites	Anticipate that 90% of our teaching staff will respond “yes” to this question at the end of the 2023-2024 school year.	
<b>Family Survey</b>	Did your child grow academically this year? Is your student on grade level?	Anticipate that 90% of our parents will respond “yes” to these two questions at the end of the 2023-2024 school year.	

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)
<b>Mid-Year Benchmark(s)</b>	NWEA MAP (Measures of Academic Progress) reports in ELA and math (winter)	A 1.5 achievement increase in the median (average) percentile (spring to winter) from 27.33 to 28.83 in math and 24.5 to 26.0 in reading.	

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)
<b>Student Data</b>	DIBELS (K-4)	Students increasing their composite scores and progressing towards grade level in reading	
	Writing samples	Teachers consistently scoring and reviewing writing samples to see if students are able to show a progression of scores via the district rubric in the areas of <b>Content and Analysis</b> and <b>Command of Evidence</b> .	
	Prerequisite skills inventory	Student growth in prerequisite skills in math that will be created as one of our key strategies.	
<b>Adult/Schoolwide Behaviors and Practices</b>	Student data	Teachers will continually review student data to plan instruction accordingly.	
<b>Student Behaviors and Practices</b>	NWEA goal sheets	Students increase their NWEA MAP scores each benchmark.	

## 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?
Create prerequisite skills inventory for math in order to evaluate and assess the necessary skills needed for student growth and proficiency	Select grade level teachers and math coach will create prerequisite skills inventory based on each domain such as: Number Operations, Algebraic Thinking, Measurement, Geometry, etc. based on grade level Learning Continuum	Select grade level teachers will be provided time to meet with the math coach to develop the questions for the prerequisite skills inventory.
Create accessible and updated curriculum pacing maps and guides to demonstrate necessary skills and appropriate pacing in math and ELA	Select grade level teachers and the instructional coaches will update curriculum maps, pacing guides, and common assessments	Select grade level teachers will have time to meet with the instructional coaches to update the curriculum maps, pacing guides and common assessments.
Implement Professional Development in the areas of differentiation and data informed instruction to tailor tier 1 instruction to all students in order to support student growth on the NWEA MAPS (Measures of Academic Progress) in Reading and Math	K-6 teachers will receive professional development with differentiation and using data to inform instruction	Teachers will be provided with professional development during the Superintendent Conferences and on the district scheduled 2-hour delay days.
Implementation of Foundations K-1 in order to support students in the area of phonics, phonemic awareness, and early literacy skills to support students in the area of Reading	First grade teachers will be trained in Foundations and work with reading specialists to implement the program. Kindergarten teachers will continue to build on using the program in the areas of phonics, phonemic awareness and early literacy skills.	Foundations Training (1st grade teachers and ENL providers).
Implementation of Heggerty K-2 in order to support students in the area of phonemic awareness in order to improve early literacy skills and support students in the area of reading.	K-2 teachers will be trained in Heggerty and work with reading specialists to implement the program. The program is a systematic phonemic awareness instructional approach.	2 day, self-paced Heggerty Training to be completed by K-2 teachers and reading specialists before the 2023-2024 school year. Compensation for teachers for training outside of contractual hours.
Utilize Rubric scoring norms in the area of Writing to ensure consistency on grade levels to ensure appropriate skills are assessed in the area of writing depending on the grade level for Grade levels 3-6	Grade 3-6 teachers and ELA coach will meet to review current rubrics to see what is expected on each grade level based on New York State Writing Standards. Those staff members will then create a grade level rubric to address these targeted areas.	Teachers will have time to meet in teams with the ELA instructional coach during the Superintendent Conferences and on the district scheduled 2-hour delay days.

### Commitment 1

Utilize DIBELS (Dynamic Indicators of Basic Early Literacy Skills) in grades K-4 to monitor student progress and inform large and small group reading instruction.	Grade K-4 teachers will progress monitor students once a month to evaluate student progress and plan instruction accordingly. This data will be discussed during RtI (Response to Intervention) data meetings.	Grade K-4 teachers will be trained in administering DIBELS and be provided progress monitoring calendars by the ELA instructional coach/Reading Department
Monitor NWEA Reading and Math Growth goals in order to encourage student autonomy of goal setting which will support student ownership of learning	Grade 3-6 teachers will confer with students to set their reading and math goals for the year and continually check in to see if they are making progress towards their goals.	Grade 3-6 teachers will use the NWEA goal setting sheets for reading and math to confer with students regarding their NWEA scores. They will schedule times to meet with each student after the fall assessment and before the winter and spring assessments to review their goals.
Implement a “Family Curriculum Night” in order to assist families in understanding grade level expectations, standards, and assessments	Teachers will create a signup sheet, to display at open house, for families to sign up to attend the “Family Curriculum Night.” At this event, families will see how grade level standards can be achieved. Parents will engage in resource creating or development on strategies that can be used at home to support their child.	Teachers will be compensated, up to 3 hours, to create the activities Teachers will be compensated for implementing and running in the program. The program will take place during one evening in the fall for about 2 hours.
Ensuring students are benchmarked in ELA and math three times a year.	K-6 teachers will administer the NWEA MAP assessment in math and reading in the fall, winter, and spring.	Building administration will schedule times to administer the assessments and include it on the BCES calendar of events.
To bridge the learning from June to September, we will purchase <b>Summer Learning Headstart</b> workbooks by Lumos Learning for our current Grade 1 through Grade 5 students. These workbooks are set up to support student learning during the summer months (Workbooks are for students going from: Grade 1 to Grade 2, Grade 2 to Grade 3, Grade 3 to Grade 4, Grade 4 to Grade 5, Grade 5 to Grade 6)	The building administrator will get a quote in March of 2024 for the purchase of these consumable workbooks. In June, all students will be provided with a copy of the workbook, along with a letter to their parents regarding the importance of continuing the learning over the summer to better prepare their child for the next grade level. The current quote is \$7,920. The 2024 quote may be higher due to inflation.	A quote from the rep at Lumos Learning will be needed in early March of 2024. School Related Personnel (aides/teacher assistants) will count and distribute the workbooks in mid June of 2024. Teachers will send the workbooks home, along with student report cards and a letter to parents explaining the use of the summer workbook.

## COMMITMENT 2

### Our Commitment

<b>What is one Commitment we will promote for 2023-24?</b>	<i>We are committed to engaging students in meaningful learning that is relevant to their social emotional needs (attendance, behavior and discipline.)</i>
<p><b>Why are we making this Commitment?</b></p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>• <i>How does this Commitment fit into what we envision for the school?</i></li> <li>• <i>How does this Commitment relate to what we heard when listening to others?</i></li> <li>• <i>How does this Commitment connect to what we observed through analysis?</i></li> </ul>	<ul style="list-style-type: none"> <li>- We believe as a school that our students deserve to be recognized and celebrated for meeting attendance, social emotional and behavioral expectations.</li> <li>- Students shared in interviews that they would like to learn strategies to advocate for their needs and express their feelings. According to the DTDSE survey, 28% of students strongly disagreed or disagreed with the statement, "I can clearly explain how I feel".</li> <li>- According to the 2021-22 and 2022-23 attendance data, attendance percentages remain constant during the fall (about 90%), drop drastically during the winter months (80-85%), and then become more consistent during the spring. However, all months fall below 92% percent which is considered below the threshold for chronic absenteeism.</li> <li>- According to the 2022-2023 discipline data, yearly referrals increased from 442 to 517, with the most frequently occurring infraction being physical contact with 172 referrals, which was an increase from the previous year of 114. The second most occurring infraction was "any willful disruptive act" which increased from 59 referrals in 2021-22 to 107 in the current year. This is an approximate 50% increase for both infractions.</li> </ul>

### Progress Targets

By the end of the year, we will look to 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)
<b>End-Of-The-Year Goals</b>	Attendance Data	Average yearly attendance will increase from 89% to 92%, as compared to the 2022-2023 school year.	
	Discipline Data	Yearly referrals will decrease by 10% from 607 to 547, as compared to the 2022-2023 school year.	

## Commitment 2

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)
<b>Student Survey</b>	Based on the 2023 DTSDE survey statement: I can clearly explain how I feel.	The answer to the survey question will increase from 72% agree or strongly agree to 80% agree or strongly agree.	
<b>Staff Survey</b>	Based on the 2023 DTSDE survey statement: Students are on time and rarely absent from school.	The answer to the survey question will increase from 21% agree or strongly agree to 40% agree or strongly agree.	
<b>Family Survey</b>	Based on the 2023 DTSDE survey statement: My child is excited to go to school.	The answer to the survey question will increase from 71% agree or strongly agree to 80% 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)
<b>Mid-Year Benchmark(s)</b>	Attendance Data	As compared to the same time period in the previous year (September to January 2022-2023 school year), average attendance will increase by 2% from 89% to 91%.	
	Discipline Data	Compared to the same time period in the previous year (September to January 2022-2023 school year), referrals will decrease by 10% from 288 referrals to 260 referrals.	



## Commitment 2

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	DTSDE Survey	Based on the 2023 DTSDE survey, 72% of elementary students strongly agreed or agreed with the statement: <i>I can clearly explain how I feel</i> . In 2024, 80% of elementary students will strongly agree or agree with this statement on the DTSDE survey.	
Adult/Schoolwide Behaviors and Practices	Discipline Data	Monthly referral data will decrease by 10% compared to the same month in the previous year. For example: In September of 2022, 69 office referrals were generated in <i>schooltool</i> . For September of 2023, the goal would be 62 office referrals.	
Student Behaviors and Practices	Attendance Data	Monthly attendance percentages will increase by 2% compared to the previous year's monthly percentage. For example: In September of 2022, 91.97% of student enrollment (PreK - Grade 6) were in attendance for the month. The goal for September 2023 will be 93.81% of student enrollment are in attendance for the month.	

## 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?
Implementation of two attendance coordinators at Benjamin Cosor Elementary School. The attendance coordinators would assist with monitoring student attendance, record keeping, tracking trends in absences, and communicating with parents, teachers, and administration regarding attendance.	The attendance coordinator will assist with monitoring student attendance, track trends in absences, and communicate with parents, teachers, and administration regarding attendance.	Stipend for two staff members to complete these duties is \$4,026 per person.

## Commitment 2

Quarterly recognition of attendance and expected positive behavior in order to increase reinforcement of attendance, and school-wide behavioral expectations and goals.	The attendance coordinators will recognize students for attendance and positive behavior at an assembly, four times per year, as a model for school-wide expectations.	Attendance coordinators will create recognition awards and schedule time for assembly. Staff may be needed assist with assembly and provide recognition
Social Emotional Learning to address behavioral trends in order to target frequent behavioral infractions as based on discipline data.	Social Workers and Guidance Counselors will use discipline data and universal behavior screeners (3 times a year) to identify trends in behavior. Address those trends in SEL (Social-Emotional Learning) lessons within the classroom.	K-6 teachers will be provided time to meet with social workers, guidance counselors, and positive action liaison to review data and plan lessons. Building administrator will create a bi-monthly calendar to schedule meetings.
Social Emotional learning will encompass cohesive, thematic monthly units in order to teach expected skills for deeper understanding and repeated practice.	K-6 teachers will provide Positive Behavior Intervention Supports (PBIS) / Olweus Bullying Prevention Program - Bullying-Prevention/Prevention lessons will relate to the same topic monthly for a thematic approach in teaching SEL topics.	Planned time within PBIS/OLWEUS monthly meetings for staff (including Social Workers and Guidance Counselors) to meet and discuss themes and provide resources for staff
Families will complete an absence form for each day their child(ren) is/are not in school in order to better support any underlying concerns related to student absences.	<p>Families will complete an absence form that includes the following information:</p> <ul style="list-style-type: none"> <li>- Student(s) Name(s)</li> <li>- Date(s) of absence</li> </ul> <p>Give examples and have parents identify reason(s) for absences. For example:</p> <ul style="list-style-type: none"> <li>- Illness</li> <li>- Transportation</li> <li>- Caring for a family member</li> <li>- Medical Appointment</li> <li>- My child does not feel safe at school.</li> <li>- My child feels unable to complete their school work.</li> <li>- My child is having trouble with a peer.</li> <li>- Other</li> </ul> <p>Families should respond with reasons for missed school days.</p>	<p>Create a Google form for families and upload it to the Fallsburg website. Ensure that the document is translated into students' native language (ie: Spanish, Bengali, etc.) and English</p> <p>Google form responses will be reviewed by the attendance coordinator to assist families in increasing attendance.</p>

## COMMITMENT 3

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

## Our Commitment

<p><b>What is one Commitment we will promote for 2023-24?</b></p>	<p><i>We are committed to engaging families in their child's school community.</i></p>
<p><b>Why are we making this Commitment?</b></p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>• <i>How does this Commitment fit into what we envision for the school?</i></li> <li>• <i>How does this Commitment relate to what we heard when listening to others?</i></li> <li>• <i>How does this Commitment connect to what we observed through analysis?</i></li> </ul>	<ul style="list-style-type: none"> <li>- We believe that there is a lack of collaboration with the school and community.</li> <li>- According to the DTSDE survey, 36% of students feel that their parents are not involved.</li> <li>- Similarly, the DTSDE survey showed that 56% of teachers also reported a lack of engagement by parents in school/community events</li> <li>- We envision a school where the parents are involved in their child's education and are active participants which will help build relations between the school and community</li> </ul>

## Progress Targets

By the end of the year, we will look to 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>
<b>End-Of-The-Year Goals</b>	Attendance Sign in Sheets	An increase of parent participation in our annual school wide events such as open house (from 316 in 2022-2023 to 500 parents in 2023-2024) and other new events for this school year.	
	PTA membership	A 10% increase in PTA membership from 120 parents and 5 staff members in 2022-2023.	

### Commitment 3

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)
<b>Student Survey</b>	DTSDE survey: My family goes to school events such as games or plays.	Based on the 2023 DTSDE survey, 64% of elementary students agreed or strongly agreed with the statement: <i>My family goes to school events, such as games or plays</i> . The answers to the survey question will increase from 64% to 74%.	
<b>Staff Survey</b>	DTSDE survey: Students, Parents/guardians are involved in school activities	Based on the 2023 DTSDE survey, 44% of our instructional staff strongly agreed or agreed with the statement: <i>Students; parents/guardians are involved in school activities</i> . The answers to the survey question will increase from 44% to 54%	
<b>Family Survey</b>	DTSDE survey: Teachers regularly inform me how my child is doing academically	Based on the 2023 DTSDE survey, 57% of elementary students agreed or strongly agreed with the statement: <i>My family helps out at my school</i> . The answers to the survey question will increase from 57% to 67%.	

### Commitment 3

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)
<b>Mid-Year Benchmark(s)</b>	Attendance sign in sheets for events  Family survey	An increase in percentage of parents attending events  An insight as to what the families would like for the school to do or events to hold to continue to draw in new members of the community	

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)
<b>Student Data</b>	DTSDE Survey	Based on the 2023 DTSDE survey, 64% of elementary students agreed or strongly agreed with the statement: <i>My family goes to school events, such as games or plays</i> . The answers to the survey question will increase from 64% to 74%.	

### Commitment 3

<p><b>Adult/Schoolwide Behaviors and Practices</b></p>	<p>DTSDE Survey</p> <p>Staff buy-in through percentage of families connected to <u>classdojo</u> (ClassDojo is an online classroom management platform and app where teachers can record and track student behavior, facilitate classroom activities, curate student portfolios, and engage in school-to-home communication.) <u>OR</u> <u>seesaw</u> (Seesaw is an online platform. One of the biggest benefits of Seesaw is facilitating stronger connections between teachers and the parent community. The data tracks parent engagement and promotes their involvement. It also offers more meaningful student engagement opportunities through student feedback, drafts, and journals.)</p>	<p>Based on the 2023 DTSDE survey, 44% of our instructional staff strongly agreed or agreed with the statement: <i>Students; parents/guardians are involved in school activities</i>. The answers to the survey question will increase from 44% to 54%.</p> <p>Based on data collected through Classlinks, 16,916 launches were made using Seesaw; 824 teacher launches and 2,402 student launches through Classdojo were noted last year. Staff is receptive to increasing relationships with parents by 5% through forms of communication such as classdojo and seesaw for the 2023-2024 school year.</p>	
<p><b>Student Behaviors and Practices</b></p>	<p>DTSDE survey</p>	<p>Based on the 2023 DTSDE survey, 57% of elementary students agreed or strongly agreed with the statement: <i>My family helps out at my school</i>. The answers to the survey question will increase from 57% to 67%.</p>	

## 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?
Newsletter home to parents in the beginning of the year as an introduction to the teacher and to share information.	Pre-K - 6 teachers will support an increase in the percentage of parent engagement by sending home a welcome letter introducing themselves and sharing information (activities, volunteer opportunities and important things to know, etc.).	Selected staff to create the newsletter template. The created template will be shared with all teachers (PreK-6). Teachers will use the templates of newsletters to send home as a welcome letter. Letters will be translated to students' home language(s).
Staff Survey in August 2023 to gauge how comfortable teachers are with families reentering the building.	<p>Administrative Interns will create a staff survey that includes the following:</p> <ul style="list-style-type: none"> <li>• Last year I invited families to participate in classroom or school events.</li> <li>• I feel comfortable inviting families into my classroom</li> <li>• How can the school help you feel comfortable inviting families into the classroom?</li> <li>• How do you feel we can involve parents in our building?</li> </ul> <p>PreK-6 teachers will fill out the survey regarding their comfort level of welcoming parents back in the building and suggestions on potential events.</p>	Pre-K - 6 staff will complete the survey in August of 2023. SCEP committee members will review the staff survey data and create a plan of action based on the survey results.
Parent survey in September 2023 to gauge how comfortable parents are with families reentering the building.	<p>Select staff will create a parent survey that includes the following:</p> <ul style="list-style-type: none"> <li>• Parent name</li> <li>• How many children do you have that attend BCES? With spaces for student names.</li> <li>• Have you participated in classroom or school events such as open house, trunk-or-treat, carnivals, etc.</li> <li>• Are there any obstacles that prevent you from participating in classroom or school events? <ul style="list-style-type: none"> <li>○ Transportation</li> <li>○ Childcare</li> <li>○ Language</li> <li>○ Unaware of events</li> <li>○ Working</li> </ul> </li> <li>• What is an event you would like the school to do?</li> </ul>	<p>Parents to complete the survey in September of 2023.</p> <p>Administrative Interns will make a poster with a QR code to put at the front sign in/out area for ease in access to the survey.</p> <p>PreK-6 teachers will send home information regarding the survey with a QR code on the first Friday of school.</p> <p>PreK-6 teachers will send out the survey via class dojo and seesaw.</p> <p>Building administrator will send out an email/text blast with the survey link and follow up reminders to complete the parent survey.</p> <p>SCEP committee members will review the parent survey data and create a plan of action based on the survey results.</p>

### Commitment 3

School-wide promotion of the PTA to increase membership and school community connection.	The SCEP committee members will involve the Director of Student Equity and migrant workers to help make families comfortable and promote inclusion in the PTA and school events.	The SCEP subcommittee members will each be compensated up to 20 hours in the school year to collaborate with the PTA board members, director of Student Equity and the migrant education staff to brainstorm engaging activities that will encourage parent participation at school events.
Create an open house that is welcoming to parents and students. Students will be able to bring their parents to their classroom, show them around and share their work with them. This will provide a more welcoming atmosphere and students will be excited to bring their parents to school.	<p>More students will attend open-house with parents to show their work and take ownership for their learning.</p> <p>PreK- 6 teachers will select at least 1 sample per student to display during the Open House event.</p> <p>PreK - 6 teachers will create a brochure that includes the grade level expectations to provide parents during Open House.</p>	<p>Administrative interns will create a brochure template for the PreK-6 teachers to use so all families, regardless of grade level, receive key information during Open House.</p> <p>Time during the August conference days will be scheduled for grade levels to come up with expectations and fill in the template for the brochure handout.</p>
Implement the use of Talking Points app (The TalkingPoints Teacher app helps teachers reach all parents and guardians, regardless of language, via text messages in 100+ languages. Our translation is done by a combination of human translators and machines, allowing for seamless communication with all of your families.) for the 2023-2024 school year to communicate with families in their home languages to build strong partnerships all year long.	A representative from Talking Points will provide training to staff to ensure effective use of the Talking Points app.	<p>Money for purchase (\$9000 per year for district purchase)</p> <p>Potential training of staff on one of the early-in-the school year Superintendent Conference days.</p>
Implement the use of <b><u>We Both Read</u></b> by Treasure Bay (or another company that offers books to read as a family) for our Pre-K through Grade 2 students. "The We Both Read books are highly effective because they engage both children and parents in reading - and make it easy for them to be successful." <b><u>We Both Read</u></b> books are available in English and Spanish to better support our multilingual families.	<p>Building administration will get a quote from Treasure Bay for the purchase of <b><u>We Both Read</u></b> books. The levels we will purchase are:</p> <p>Level PK-K Level K - 1 Level 1 Level 1-2 Level 2-3</p> <p>Current price for English editions (without discounts): \$2,700 per set of 6 each of the total 75 titles. We will need 20 sets for a total cost of \$54,000. Current price for Spanish/English Bilingual editions (without discounts): \$1,400 per set of 6 each of the total 39 titles. We will need 7 sets for a total cost of \$9,800. For purchases over \$50,000 there is a 40% discount and Title 1 funds can be utilized for this purchase.</p>	A quote will be needed from Treasure Bay by building administration. Once the books arrive, they would be sorted by the SRP team and distributed to teachers to give to students. The grade level will decide if the books are distributed once and kept at home, or if the books will be shared with families on a rotating basis so all titles can be shared with the families to enjoy reading together.



### Commitment 3

## 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)	Commitment 1: Based on the assessment data gathered from the NWEA Reading and Math Growth Measures Assessment we are committed to increasing the median (average) percentile for grades 1-6 by 3 percentiles in both math and reading NWEA (formerly known as the Northwest Evaluation Association)- from 27.33 to 30.33 in Math and 24.5 to 27.5 in Reading.
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	While exploring the envision/analyze/listen process, we learned that our school would benefit from improving our academic proficiencies. We envision a school where students are meeting grade level expectations. After analyzing the NWEA and DIBELS data, we discussed ways to improve our tier 1 instruction. One way to address the curricular needs would be to form Professional Learning Communities (PLCs). PLCs are learning teams organized by subject, grade level, and/or special interest in which teachers meet to discuss issues around student learning, collect and analyze data, develop and try out instructional solutions, and assess the impact of these solutions. Research indicates that well-implemented PLCs support improvements in practice along with student learning gains (NYSED).

## ☐ 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:

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

### 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.

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

## 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
Dr. Sharkey	Assistant Superintendent of Curriculum and Instruction
Maria Sommer	SCBOCES Consultant
Mary Kate Stinehour	Principal
Peter Dworetsky	Instructional Coach
Jaime Walsh	Reading Provider; ENL Department Chair
Lindsay Gandulla	Gen. Ed. Teacher (Gr. 1)
Ashley Hoag-Irwin	Gen. Ed. Teacher (Gr. 3)
Laura DeGraw	Gen. Ed. Teacher (Gr. 4)
Chelsey Mitchell	Gen. Ed. Teacher (Gr. 5)
John Schreiber	Gen. Ed. Teacher (Gr. 6) and PBIS Co-coordinator
David Mellan	Special Ed. Teacher (K)
Nicole Mellan	Special Ed. Teacher (Gr. 3)
Erica Persten	ENL Provider
Gayle Raskin	School Guidance Counselor
Patricia Schmahl	Teacher Assistant/Check and Connect Coordinator/Character Ed. Room Teacher
Briana Wiltsie	Parent
Brittany Arroyo	Parent
Jenna Burns	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
4/24/23	X						
5/2/23		X	X				
5/9/23				X			
5/9/23					Met with staff conducting the student interviews to create plan of action		
5/15/23				X	X		
5/24/23						X	
5/30/23						X	
6/5/23						X (Meeting with individual subcommittees to review work prior to the next meeting.)	
6/7/23							X
6/22/23							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**

The student interview process informed the team's plan by bringing student perspectives to our attention. We were able to see what students valued which drove our plan to meet their needs. Students shared how they view academic, social-emotional, and overall culture within the building. This led us to develop commitments that were student driven. Through our student interviews, students shared that they wanted more structure, streamlining, and engagement in lessons. This led us to create commitment 1, which was focused on the academic growth of our student body. Students also shared that they want to be known, seen, heard & valued. They want to make sure that teachers look out for them and care about them. This led us to create commitment #2, where we focused on engaging students in meaningful learning that is relevant to their social/emotional needs. Finally, the students shared that they don't feel like there is a connection between their households and school and that their families are not involved in their education. This lead us to create commitment #3, where we are committed to engaging families in their child's school community.

## 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.