GENERAL   AGENDA ITEM #
                                                                 3-A | #1

RESOLUTION: THE SCHOOL COMPREHENSIVE EDUCATION PLAN (SCEP) FOR NORTHWEST ELEMENTARY SCHOOL

BE IT RESOLVED, upon the recommendation of the Superintendent of Schools, Dr. Edward M. Fale, that the Board of Education approves the attached School Comprehensive Education Plan for the Northwest Elementary School.

Superintendent of Schools: _____

**New York State
EDUCATION DEPARTMENT**
Knowledge › Skill › Opportunity

School Comprehensive Education Plan
2022-23

District	School Name	Grades Served
AUFSD	Northwest Elementary	K-2

Collaboratively Developed By:
The Northwest Elementary School SCEP Development Team Kathleen Hyland, Principal Sonia Rodrigo, Assistant Principal Virginia Figueroa, Assistant Administrator for PPS and Special Education Margaret Brooks, GE/ENL Cohort Teacher Nicole Faber-Burkhart, GE Teacher Katherine Thorn, SE Provider Jenny Smith, GE/ICT Teacher Victoria McClafferty, SE Teacher Patricia Meisser, ENL Lead Teacher Stacy Murphy, Guidance Counselor Clara Pettaway, Parent Violet Vega, Parent

Jennifer Bianco, Reading Lead Teacher
Keri Naso, Math AIS Teacher
Priya Brijmohan, School Psychologist
Abbey Hunter, Instructional Coach
Mariy Brodack, Social Worker
Debra Lee, Social Worker
 And in partnership with the staff, students, and families of Northwest 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

After completing the Student Interviews, discussing the Equity Self-Reflection, and reviewing recent data, including survey data, school teams should discuss what was learned and the review the document "How Learning Happens," particularly page 3. Then the team should ask, "**What should we prioritize to support our students and work toward the school we wish to be?**

The team should take the answers to this question and identify 2 to 4 commitments for the 2022-23 school year. For each commitment, the team will identify strategies that will advance these commitments.

School teams have a lot of flexibility when selecting the commitments that are identified. There is no requirement that commitments must align with specific subject areas, as was required in the past. Any of the full statements that appear on page 3 of the How Learning Happens framework, such as "*Every child can see themselves reflected in teachers, leaders, curriculum, and learning materials*" could serve as a commitment. To be meaningful, it is important that the commitments be informed by the Student Interviews, Equity Self-Reflection, and review of recent data, and the commitments should connect to the school's values and aspirations.

Strategies

After school teams identify their commitments, they should consider strategies that will allow the school to advance that commitment. School teams will need to identify how they will gauge success with this strategy, what the strategy entails, and any resources that are necessary to implement that strategy.

Resources for Team

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

- Requirements for Meaningful Stakeholder Participation SCEP
- Guidance on Interviewing Students in Advance of Developing the SCEP
- Equity Self-Reflection for Identified Schools
- How Learning Happens

- Writing Your SCEP
- Developing Your SCEP -- Month by Month

COMMITMENT 1

Our Commitment

What is one commitment we will promote for 2022-23?	Northwest is committed to implementing a student centered learning environment that embraces student leadership, affirms students' cultural identities, and contributes to students' sense of belonging.
Why are we making this commitment? *Things to potentially take into consideration when crafting this response:* • *How does this commitment fit into the school's vision?* • *Why did this emerge as something to commit to?* • *In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?* • *What makes this the right commitment to pursue?* • *How does this fit into other commitments and the school's long-term plans?*	Northwest Elementary School believes that cultural diversity is a very important aspect of the school's heritage as the school strives to make itself inclusive to all students, staff, and community members and learn and propagate the important aspects of each one's customs and traditions. Affirming racial and cultural identities will increase positive academic outcomes for all students. During our Equity Self-Reflection, we recognized that students participate in events but could be given more opportunities to choose, lead and organize the events. These events could be tied to curriculum work to expand students' opportunities to engage in research, collaboration and writing activities. As COVID restrictions are lifted, we want to include the community members that represent the diversity of our students to participate in events with students. We want to help students and staff establish personal leadership goals that will tie into the district's social emotional learning program RULER, such as creating a class charter and personal goal. Increased parent and community involvement is shown to positively affect student achievement and the school is committed to increasing parent involvement which has been impacted due to the pandemic.

This is an appropriate and fitting commitment to pursue as learning happens all the time and everywhere, not just in school. By taking ownership and involvement in community driven events, students will continue to gain a greater respect for culturally responsive education and diversity.

According to the "How Learning Happens" document, emotions are essential to learning; they help us connect to what we are learning and make meaning. Feeling safe and respected enhances our ability to learn.

According to the "How Learning Happens" document, racial, cultural, and individual identities play an important role in social, emotional, and cognitive development. In addition, discrimination and oppression affect young people's well-being and can interfere with healthy development and learning.

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	What specifically will we look for during the year to know that this strategy is having the desired impact? (This could include qualitative or quantitative data.)	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Parent University	Administration, social workers, guidance counselors, and Response to Intervention (RtI) teachers will provide parents with information through workshops and the school website on strategies to support instruction and ways to incorporate and promote Social Emotional Learning at home.	Parent attendance numbers for in person and virtual events. Results from parents and students survey questions.	Administrators and teachers to plan and lead workshops Administrators and staff to create videos and resources for the workshops and website. Administrators, social workers, and guidance counselor to solicit speakers/organizations willing to share pertinent information and resources with parents Work time to plan workshops and create resources and videos

			Work time to post resources and videos on the NW website Meeting space for Parent University events with a flat panel and speakers A budget to purchase items that can be raffled off and food to encourage parent participation at building wide parent events
Read alouds (in person and virtual)	Include and encourage parents and community members to participate in read aloud events that can occur in classrooms and be recorded to be accessed by students and families after school hours.	Class discussion centered around read alouds.	Classroom libraries and online ebooks found on applications such as Epic, RAZ and Bookshare. Staff members are needed to solicit parents and community members willing to participate in the read alouds. Staff members are needed to organize and create a schedule for

			the in-person and virtual read alouds.
Initiate student-led civic engagement projects and School-based student leadership opportunities.	Students will create flyers, collect and organize donated toys for distribution to Parents preselected by the school SEL team. Students, with assistance from their teachers, will select an organization to donate toys. Create additional opportunities for student led community service projects such as creating artwork for the 911 Memorial held in local community parks. Student led safety patrol by second grade monthly star students.	Reflection document on the impact	Create a planning committee consisting of teachers from various grade levels and subject areas to develop ideas for grade level civic projects. A budget to purchase supplies and resources needed for projects Administrators and staff members responsible for training the safety patrol students on the responsibilities of a hall monitor A budget to purchase safety monitor badges.
Northwest Elementary will have one or two class parent(s) per class.	Each classroom teacher will select two class parents. The class parents will support the teacher by facilitating learning activities, special events, and learning centers.	A reflection document will be completed by each class parent and teacher.	The Shared Decision Making Team will develop the responsibilities of a class parent.

	Administrators will provide parents with information regarding the responsibilities of a class parent and ask for parent volunteers to represent each class. Teachers will plan activities and projects for class parent participation.		A team consisting of administrators and teachers to create a reflection document.
SEL monthly read alouds	The social workers, guidance counseling, and the school psychologist (SEL Team) will schedule and facilitate monthly read alouds to promote culture awareness and diversity. The read aloud will be accompanied by an activity that will be displayed in the hallway.	Class discussion centered around read alouds. Completion of home activities provided by SEL Team	The SEL Team will meet to select appropriate books for the monthly read alouds.

End-of-the-Year Desired Outcomes

Schools teams are invited to consider if the belief statements shared below connect to this commitment. Since each commitment is unique, school teams should decide how progress about this commitment might be noted. If the team's answer to a "we believe" prompt is no, that section should be left blank.

We believe these survey responses will give us good feedback about our progress with this commitment:

	Survey Question(s) or Statement(s)	**Desired response** *(e.g. % agree or strongly agree)*
Student Survey	Do you feel represented and inclusive in school? Does that impact your engagement in instruction?	90% strongly agree that they are represented in the curriculum
Staff Survey	I am committed to cultivating a culturally inclusive classroom environment that will impact student engagement and achievement	95% agree with this statement

Family Survey	I feel that my child and family are welcomed by the school and considered in the curriculum and planned events.	85% strongly agree with the statement

We believe having the following occur will give us good feedback about our progress with this commitment:

Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2022-23 school year.
1. Survey responses 2. Spring student interviews 3. Parent feedback

COMMITMENT 2

Our Commitment

What is one commitment we will promote for 2022-23?	By June 2023, students will meet grade level expectations based on Fountas and Pinnell proficient reading levels: • K- 80% (Independent D) • 1st- 75% (Independent J) • 2nd- 60% (Independent M)
Why are we making this commitment? *Things to potentially take into consideration when crafting this response:* • *How does this commitment fit into the school's vision?* • *Why did this emerge as something to commit to?* • *In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?* • *What makes this the right commitment to pursue?* • *How does this fit into other commitments and the school's long-term plans?*	Students need to strengthen their basic sight word inventory. Many students struggle with sight word recognition which impacts their ability to read and comprehend grade level texts. Recognizing words by sight helps students become faster, more fluent readers. Moreover, once a student begins learning sight words it will give them more confidence in their reading abilities and in turn will reduce frustration that comes with learning to read. According to research, if a child is reading proficiently by the end of third grade, they are four times more likely to graduate from high school than their classmate who struggles with reading. Teachers need support in differentiating instruction in order to meet the individual needs of students. Differentiation strategies applied to reading can be designed to help students learn a range of skills including, phonics, comprehension, fluency, and sight word recognition.

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Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	What specifically will we look for during the year to know that this strategy is having the desired impact? (This could include qualitative or quantitative data.)	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Continued professional development for ELA, ENL, and reading teachers	Training for teachers piloting the new ELA curriculum: My View (SAVVAS) Training for reading and special education teachers utilizing the Leveled Literacy Intervention (LLI) with LLI consultant Karen Kautz. Continued Teachers College Reading and Writing units of study training with transition into updated Units Offer "New Teacher Institute" training and resources to all teachers, not just mentors and mentees. The training offered this year was valuable and applicable to all teachers.	Administration will actively monitor that the district approved curriculum is being administered with fidelity through walkthroughs and observations. Administration and the instructional coach will lead workshops and will share noticing and wonderings of practices observed during faculty conferences and grade level meetings. Curriculum consultants (Teachers College, My View, Leveled Literacy Intervention) will lead instructional training for all teachers. District administration, school building principals, and	In and out of district personnel to facilitate curricula professional development to all teachers. Collaboratively, the administration and instructional coach will create a schedule of training opportunities. The instructional coach will work with our Teachers College Consultant, Lisa Hourigan to schedule Workshop days for all teachers. Each grade will have five full days offered.

		instructional coaches will offer a variety of training to all teachers	Administrators will work with Karen Kautz to schedule five training days throughout the year. Virginia Fiqueroa will budget for consultation days with LLI trainer, Karen Kautz.
Increase student self-awareness of strengths and needs	With intentional and ongoing focus, students will set their own learning goals across content areas: reading, writing, math. Progress will be self-monitored with support from the classroom teacher.	Teachers will check that students' are creating their goals and that they are measurable and attainable. Teachers and students will monitor reading goals, and conclude whether they are meeting their goals. Student levels in reading, writing, and math are increasing based on benchmark assessment data. Administrators will monitor student goal setting while conducting walk-throughs and during the observation process.	Goal setting templates and folders or binders to house goals. Instructional coach and reading lead teacher will support teachers with developing student goals.
Increase letter identification and letter sounds	Teachers will administer a letter identification and letter sounds assessment at the beginning, middle, and end of year to measure progress.	Improvement on the letter identification and sound assessment using the Heggerty letter identification and sounds assessment grades (K - 2).	Heggerty assessment copied for teachers to administer to students.

Increase sight word recognition	Once a month, teachers will review the student data obtained from the sight word fluency progress monitoring. Grade teams will analyze the data to make instructional decisions regarding student progress and contingent interventions. Classroom teachers will ensure that students will participate in sight word fluency drills daily to increase automaticity.	Teachers will administer monthly sight word fluency assessment using the Dolch Sight Word assessment to monitor and track individual student progress.	Dolch assessment made ready for teachers to administer to students. Administrators and instructional coach will create a spreadsheet to track student progress.
Parent University	The social workers, guidance counseling, school psychologist, attendance teacher, ENL teachers, and math and reading Intervention teachers will provide information and opportunities (workshops, website) to educate parents/guardians on strategies to support instruction at home.	Increase in parent involvement and participation in school activities.	Teachers, Informational resources such as booklets, flyers, online sites to support the workshop.
Encouraging students to read daily for 20 minutes.	Hosting reading challenges across grade levels leading to a culminating monthly celebration to identify classes/students meeting daily 20 minute reading goals.	Monthly minutes read per class will be calculated and recorded to determine if there is an increase in time spent reading. Reading levels and fluency will be assessed during the administration of running records as more time reading increases automaticity and the natural flow of reading.	Teachers, planning time for setting up challenges, supplies- posters, flyers, and other materials for creating engaging challenges.
Ongoing professional development for teaching assistants to support tier 2 interventions in the classroom.	Administrators, instructional coach, and lead reading teacher will facilitate monthly professional development workshops with teaching assistants to provide them with strategies and skills to support students not meeting grade level proficiency.	In order to determine effectiveness of monthly workshops, within the classroom, teachers will observe teaching assistants' interactions with students and	Planning time for the administrators, instructional coach, and lead reading teacher to plan

		their implementation of strategies and skills.	workshops and develop resources.
	The Instructional leadership Team (IST) will present information on the RTI process and Interventions to staff with a focus on early intervention and tier 2 interventions.		A budget to purchase resources and supplies for teaching assistants. Planning time for the Instructional Support Team (IST) to plan the meeting and develop resources.
Ongoing professional development on administering and analyzing running record data with an emphasis on moving students to the next reading level.	The instructional coach and reading lead teacher will provide PD on how to accurately administer and score running records with a focus on an analysis of readers' errors over weekly grade level meetings focused on each topic below. How to accurately conduct a Running Record: • Miscues • Self-corrections • Substitutions • Demonstration of reading comprehension through questions and retell • When to move students to the next reading level	Side by side as a support with the teachers, the instructional coach and reading lead teacher will participate in the administering of running records throughout the school and throughout the year Administration will actively monitor that formal running records are being administered with fidelity through walkthroughs, observations, and periodic submissions of these upon request.	Planning time for the administrators, instructional coach, and lead reading teacher to plan workshops and develop resources. Planning time for the instructional coach and reading level teacher to create a schedule for working with teachers in the classroom during the administration of running records.
Data Teams will collect and analyze iReady and Fountas and Pinnell data.	Administrators and grade teams will engage in data inquiry to review running record data, collaborate to determine at-risk students, and develop a plan for next steps during monthly grade-level meetings.	Students reading proficiency levels on iReady assessments will increase from fall to spring and from spring to End of Year assessments.	Administrators and teachers will receive iReady training on how to access and analyze data reports.

Commitment 2

	Review iReady reading data. Share with grade level teams. Grade level teams will work cooperatively to identify strategies to address students' academic needs.	Students reading proficiency levels on Fountas and Pinnell (F and P) assessments will increase from fall to spring and from spring to End of Year assessments.	Administrators and teachers will receive iReady training on utilizing Tier 2 intervention resources.

End-of-the-Year Desired Outcomes

Schools teams are invited to consider if the belief statements shared below connect to this commitment. Since each commitment is unique, school teams should decide how progress about this commitment might be noted. If the team's answer to a "we believe" prompt is no, that section should be left blank.

We believe these survey responses will give us good feedback about our progress with this commitment:

	Survey Question(s) or Statement(s)	Desired response (e.g. % agree or strongly agree)
Student Survey	Do you set personal reading goals and develop a plan to attain them? If so, are you meeting your reading goals?	80% set and worked towards meeting their reading goals.
Staff Survey	Is there an increase of students proficiency levels based on the iReady and Fountas and Pinnell running record assessments?	100% of teachers will see an increase of students reading on proficiency level.
Family Survey	Is your child making progress in reading based on their report cards and progress reports?	80% will agree that they are seeing progress.

We believe having the following occur will give us good feedback about our progress with this commitment:

Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2022-23 school year.
1. Data from iReady 2. Data from F&P running records/trackers

Commitment 2

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	Instructional Coach, Reading Coaching, Fundations curriculum across K-2
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	**Commitment 1** Teachers, administrators, and instructional coaches will discuss issues around student learning in relationship to cultural awareness Teachers, administrators, and instructional coaches will study research on developing and implementing a diverse and inclusive curriculum as a means to promote continuous learning.

Evidence-Based Intervention

	Teachers, administrators, and instructional coaches will analyze student achievement data looking for trends to assess the impact of this updated curriculum on cultural awareness and diversity.

☐ 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) as follows	

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) as follows	
Link to research study that supports this as an evidence-based intervention (the study must	

include a description of the research methodology	

Our Team's Process

Background

NYSED requires that the SCEP is developed in consultation with parents and school staff, and in accordance with §100.11 of Commissioner's Regulations. All schools are expected to follow the guidelines outlined in the document "Requirements for Meaningful Stakeholder Participation" found at: http://www.nysed.gov/common/nysed/files/programs/accountability/scep-requirements-stakeholder-participation.pdf This section outlines how we worked together to develop our plan.

Team Members

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

Name	Role
Kathleen Hyland	Principal
Sonia Rodrigo	Assistant Principal
Virginia Figueroa	Assistant Administrator of PPS
Abbey Hunter	Instructional Coach
Violet Vega	Parent
Ciara Pettway	Parent
Margaret Brooks	First Grade Teacher
Priya Brijmohan	School Psychologist
Debra Lee	School Social Worker
Patricia Meisser	ENL Lead Teacher
Jennifer Bianco	Reading Teacher
Nicole Burkhardt-Faber	Kindergarten Teacher
Victoria McClafferty	Special Education Teacher
Keryn Nasso	Math AIS Teacher
Jenny Smith	Second Grade Teacher
Katherine Thorn	Speech Teacher

Our Team's Steps

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

1. Interviewing Students
2. Completing the Equity Self-Reflection for Identified Schools
3. Reviewing Multiple Sources of Data and Feedback
4. Clarifying Priorities and Considering How They Connect to School Values
5. Writing the Plan
6. Completing the "Leveraging Resources" document (OPTIONAL)

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	Interviewing Students	Completing the Equity Self-Reflection for Identified Schools	Reviewing Multiple Sources of Data and Feedback	Clarifying Priorities and Considering How They Connect to School Values	Writing the Plan	OPTIONAL: Completing the "Leveraging Resources" document
	X					
	X					
	X					
June 8, 2022		X				
June 13, 2022		X				
June 15, 2022		X	X	X	X	
June 17, 2022			X	X	X	
June 21, 2022			X	X	X	
July 6, 2022			X	X	X	
July 7, 2022			X	X	X	

July 13, 2022					x	x
July 14, 2022					x	x
July 27, 2022					x	x

Learning As A Team

Directions

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

Student Interviews

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

Equity Self-Reflection

Describe how the Equity Self-Reflection informed the team's plan

Next Steps

1. **Sharing the Plan:**
   a. **CSI Schools:** 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 August 1, 2022.
   b. **TSI Schools:** 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 2022-23 school year.
   c. **All Schools:** Ensure that the local Board of Education has 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 make adjustments 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.