



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

School Comprehensive Education Plan 2023-24

District	School Name	Grades Served
Geneva City School District	West Street School	K-2

Collaboratively Developed By:

Delete the red text upon completion.

The **Insert School Name** SCEP Development Team

(SCEP Team Members: consider including a list of team members' names here)

*And in partnership with the staff, students, and families of **INSERT SCHOOL NAME**.*

Guidance for Teams

Template

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

Commitments

Prior to working on this document, school teams should be sure to complete the following activities:

- **Envision:** Explore its vision, values, and aspirations
- **Analyze:** Review and analyze internal and external data, including survey data, and reflect on systems and structures
- **Listen:** Conducting student interviews

Following those activities, school teams should complete the SCEP Planning Document to make connections between the activities above and consider potential next steps to prioritize in the upcoming year as the team considers **“What should we prioritize to support our students and work toward the school we wish to be?”**

The team should identify 2 to 4 Commitments for the 2023-24 school year. For each Commitment, the team will identify strategies that will advance these Commitments and benchmarks to determine if the school is on track with its implementation. **School teams will need to ensure that at least one commitment is aligned to teaching and learning.**

Success Criteria and Benchmark Targets

After school teams identify their Commitments, they should consider success criteria and benchmarks that will help them determine if they are making sufficient progress toward their Commitment throughout the year. Each Commitment will have at least one end-of-the-year goal, a mid-year benchmark, strategies that will allow the school to reach those goals and benchmarks, early progress milestones, and spring survey targets.

The plan template is designed with the intention the school teams will return to their plan throughout the year and make updates when necessary. As part of the Success Criteria for each Commitment, there is a section for the team to update during the year and input the data they ended up seeing next to the target they originally identified. Teams should keep this section blank when writing the plan and anticipate bringing the team back together throughout the upcoming year to gauge the success of the plan.

Strategies

In conjunction with identifying benchmarks, teams should consider strategies that will allow the school to reach these benchmarks and advance that commitment.

Resources for Team

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

- [Assembling Your Improvement Planning Team](#)
- [Envision: Exploring Our Vision, Values and Aspirations](#)
- [Analyze: Internal and External Data](#)
- [Analyze: Survey Data](#)
- [Analyze: Tenet 1 Systems and Structures Inventory](#)

Guidance for Teams - Reading

- [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](#)

Guidance for Teams - Reading

Grade Level	22-23 E.O.Y. Numbers	i-Ready Grade Level Expectations	Fall B.O.Y	Winter	Spring	End of Year Growth
K	36% Mid or above grade level		23%			
	30% early on grade level		77%			
	34% one grade level below		0%			
1	30% Mid or above grade level		6%			
	13% early on grade level		72%			
	46% one grade level below		22%			
	10% two grade levels below					
2	24% Mid or above grade level		19%			
	20% early on grade level		29%			
	36% one grade level below		52%			
	20% two grade levels below					

Guidance for Teams - Reading

MATH

Grade Level	22-23 E.O.Y. Numbers	i-Ready Grade Level Expectations	Fall B.O.Y	Winter	Spring	End of Year Growth
K	37% Mid or above grade level		14%			
	16% early on grade level		86%			
	46% one grade level below		0%			
1	27% Mid or above grade level		6%			
	13% early on grade level		68%			
	49% one grade level below		27%			
	11% two grade levels below					
2	13% Mid or above grade level		9%			
	20% early on grade level		40%			
	41% one grade level below		51%			
	26% two grade levels below					

Commitment 1

COMMITMENT 1

Our Commitment

What is one Commitment we will promote for 2023-24?	We commit to ensuring on-grade-level achievement for all of our students
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? 	<ul style="list-style-type: none"> All students are provided with an equitable education to achieve on grade level standards The need for coaching and research-based strategies around literacy instruction and providing the appropriate resources for teachers and teacher assistants to succeed There is a need to employ strategies that will help students achieve grade level standards

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	<ul style="list-style-type: none"> i-ready DIBELS District ELA Foundational Skills End Of Year Math Assessments 	<ul style="list-style-type: none"> 10% increase in the number of students on grade level for iReady math and reading scores 20% increase in the DIBELS composite score from fall to June 	

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"> Q1: What makes you excited to come to school? Q2: What makes school hard for you? Q3: I feel safe at school when... 	Q1: <ul style="list-style-type: none"> Friends and teachers Specials Academics Recess/lunch Q2:	

Commitment 1

	<ul style="list-style-type: none"> Q4: I don't feel safe at school when... 	<ul style="list-style-type: none"> Academics Behaviors Changes in their day Other students <p>Q3:</p> <ul style="list-style-type: none"> In the classroom With friends and teachers When at school <p>Q4:</p> <ul style="list-style-type: none"> Emergency drills Behaviors 	
Staff Survey	<ul style="list-style-type: none"> Q1: How can coaches best support teachers with our current shifts in ELA (LETRS), social studies, math, and science instruction? Q2: How can our SEL coach support social and emotional needs in the building Q3: What do you need from a leader? 	<p>Q1:</p> <ul style="list-style-type: none"> Support with instructional strategies Professional development Supports with resources Modeling of instructional strategies Data support <p>Q2:</p> <ul style="list-style-type: none"> Supports with behavior management strategies Professional development Providing and supporting with resources Modeling behavior management strategies Behavior trends support <p>Q3:</p> <ul style="list-style-type: none"> Support building initiatives Accountability Communication 	
Family Survey	<ul style="list-style-type: none"> Q1: What is your preferred method of communication and how often would you like to be communicated with? 	<p>Q1</p> <ul style="list-style-type: none"> Parent Square Newsletters Phone Calls for Behaviors <p>Q2:</p>	

Commitment 1

	<ul style="list-style-type: none"> Q2: How would you like to be included in your child's education and the school community? 	<ul style="list-style-type: none"> Open House Parent/Teacher Conferences Classroom Helpers Tiny Panther Fun Nights 	
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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)	<ul style="list-style-type: none"> iReady District ELA Foundational Skills 	<ul style="list-style-type: none"> 5% increase in iReady math and Reading scores 5% increase in DIBELS composite score from fall to midyear 	

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 Unit post-assessments (ELA/Math) 	<ul style="list-style-type: none"> Pull data for unit assessments during data meetings iReady Diagnostic scores Proficiency of standards between unit post-assessments Provide assessment literacy about DIBELS screener assessment 	
Adult/Schoolwide Behaviors and Practices	<ul style="list-style-type: none"> Data Cycles 	<ul style="list-style-type: none"> Teacher teams (grade level pods) will be using the DataWise Cycle to engage in analysis around student performance. Teachers will be identifying problems of practice and selecting instructional practices to address student performance. 	<ul style="list-style-type: none"> In Progress. Teachers have data meetings for both ELA and Math using the Data Wise process.

Commitment 1

Student Behaviors and Practices	<ul style="list-style-type: none"> • Student goal setting and reflection 	<ul style="list-style-type: none"> • Consistent use of learning targets • Individual IST student data 	<ul style="list-style-type: none"> • Consistent use of curriculum learning targets based on your data. • Interactive modeling lessons • 8 students brought to IST with plans for interventions and progress monitoring in place.
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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?
Consistent implementation of research-based literacy and math instructional practices in all classrooms	<ul style="list-style-type: none"> • Consistent adherence to standards-based curriculum • Explicit foundational skills instruction daily using Heggerty and Foundations • Instructional coaching cycles provided to teachers in support of instructional practices • Embedded co-teaching in classrooms • Consistent data analysis through collaborative teacher meetings using the Data-Wise process • Implementation of the instructional model • LETRS training for all teachers • Use EVDM4 as a common standards based resource • Administrative walk-throughs to collect data and improve practices • Completion of curriculum documents 	<ul style="list-style-type: none"> • Decodable text library • Clear scope and sequence of foundational skills • Pacing Calendar for Math • Sound walls • Letter tiles • Professional development for all instructional staff around the Science of Reading • LETRS • Professional development for all instructional staff around the extra resources in EVDM • Early release days • Conference days • Math manipulatives

Commitment 1

Implementation of MTSS	<ul style="list-style-type: none">● Building-wide MTSS Team examination of data to determine problem of practice and action steps to improve● Multidisciplinary IST Team support for students at risk for not meeting academic or behavioral expectations● PD and protocol to analyze building data with staff● Classroom data meeting protocols	<ul style="list-style-type: none">● Data dashboard● IST Data
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Commitment 2

COMMITMENT 2

Our Commitment

What is one Commitment we will promote for 2023-24?	West Street School will foster learning environments that promote high standards for behavior, positive relationships among all stakeholders, and use a trauma informed framework.
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? 	<ul style="list-style-type: none"> Our philosophy at West Street School is to use trauma informed practices in all aspects of educating the whole child and supporting our staff Our students feel safe and connected when they are in their classrooms with their teachers and friends based on their survey responses A noticeable decrease in the percentage of support calls and increase in students brought to IST (Instructional Leadership Team) Recommitting to responsive classroom practices. Supporting our students and families in reducing chronic absenteeism

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	<ul style="list-style-type: none"> Student Support Calls Behavior Referrals Number of IST Referrals IST Goal success rates Chronic Absenteeism 	<ul style="list-style-type: none"> 10% decrease in student support calls. 10% decrease in behavior referrals. 10% decrease in chronic absenteeism. Based on identified students in the 2022-2023 year. 	

We believe these Spring survey responses will give us helpful feedback about our progress with this Commitment:

	Survey Question(s) or Statement(s)	Desired response (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"> Q1: What makes you excited to come to school? 	Q1: <ul style="list-style-type: none"> Friends and teachers 	

Commitment 2

	<ul style="list-style-type: none"> • Q2: What makes school hard for you? • Q3: I feel safe at school when... • Q4: I don't feel safe at school when... 	<ul style="list-style-type: none"> • Specials • Academics • Recess/lunch <p>Q2:</p> <ul style="list-style-type: none"> • Academics • Behaviors • Changes in their day • Other students <p>Q3:</p> <ul style="list-style-type: none"> • In the classroom • With friends and teachers • When at school <p>Q4:</p> <ul style="list-style-type: none"> • Emergency drills • Behaviors 	
Staff Survey	<ul style="list-style-type: none"> • Q1: How can coaches best support teachers with our current shifts in ELA (LETRS), social studies, math, and science instruction? • Q2: How can our SEL coach support social and emotional needs in the building • Q3: What do you need from a leader? 	<p>Q1:</p> <ul style="list-style-type: none"> • Support with instructional strategies • Professional development • Supports with resources • Modeling of instructional strategies • Data support <p>Q2:</p> <ul style="list-style-type: none"> • Supports with behavior management strategies • Professional development • Providing and supporting with resources • Modeling behavior management strategies • Behavior trends support 	

Commitment 2

		Q3: <ul style="list-style-type: none"> • Support building initiatives • Accountability • Communication 	
Family Survey	<ul style="list-style-type: none"> • Q1: What is your preferred method of communication and how often would you like to be communicated with? • Q2: How would you like to be included in your child's education and the school community? 	Q1 <ul style="list-style-type: none"> • Parent Square • Newsletters • Phone Calls for Behaviors Q2: <ul style="list-style-type: none"> • Open House • Parent/Teacher Conferences • Classroom Helpers • Tiny Panther Fun Nights 	

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)	<ul style="list-style-type: none"> • Student Support Calls • Behavior Referrals • Number of IST Referrals • IST Goal success rates • Chronic Absenteeism 	<ul style="list-style-type: none"> • 5% decrease in student support calls. Comparing the mid year point of last year to this year • 5% decrease in behavior referrals. Comparing the mid year point of last year to this year • 5% decrease in chronic absenteeism. Based on identified students in the 2022-2023 year. Comparing the mid year point of last year to this year 	

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	<ul style="list-style-type: none"> Support Calls Referrals Absenteeism Time of day that support calls are occurring (ie. lunch, transitions, specials, etc.) 	<ul style="list-style-type: none"> Decrease in support calls Decrease in the number of referrals Decrease in absenteeism Trends around the time of day that support calls are occurring. 	Large increase in support calls from last year for both September and October. Number of referrals have increased significantly. Trends are being tracked in our student support call Log for time of day
Adult/Schoolwide Behaviors and Practices	<ul style="list-style-type: none"> Responsive Classroom Practices Implemented Fly Five instruction occurring Sensory room use 	<ul style="list-style-type: none"> Use of responsive Classroom Practices to engage all learners while creating a welcoming and affirming environment with high expectations for teaching and learning. Use of CARE Statements for teaching expected behavior Utilizing IST for tier 3 behavior supports 	<ul style="list-style-type: none"> One IST cycle has taken place - 5 students with specific plans in place. New pacing guides for fly five instruction have been rolled out. IST Data

Commitment 2

Student Behaviors and Practices	<ul style="list-style-type: none"> Support call data Referral data Use of proactive support (Take a break, buddy class, etc.) 	<ul style="list-style-type: none"> Decrease of time outside the classroom Displaying expected learning behaviors and monitoring their own behavior Take a break being utilized appropriately Use of Buddy classrooms Using CARES statements language 	<ul style="list-style-type: none"> Posters for the building have been displayed in all areas for reference. Take a break and buddy classroom professional learning. Teachers are using a buddy classroom and have a teacher that they are paired with for it.

Commented [1]: Plan for teacher coaching/support based on number of calls

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 MTSS	<ul style="list-style-type: none"> Building-wide MTSS team examination of data to determine problem of practice and action steps to improve. Multidisciplinary IST Team support of students at risk for not meeting academic or behavior expectations. Social-Emotional screening to determine tiered interventions through all students. (DESSA) Attendance Monitoring 	<ul style="list-style-type: none"> Coverage and resources to follow through with support and interventions. Data dashboard (including usage and appropriate PD) Utilizing the DESSA. Coaches
Creating a Welcoming and Affirming Environment	<ul style="list-style-type: none"> Clear, consistent implementation of Responsive Classroom strategies in all classrooms Implementation of trauma-informed practices in all instructional and non-instructional settings Participation of all non-classroom instructional staff in Morning Meetings Data collection process for collecting 	<ul style="list-style-type: none"> All teachers trained in Responsive Classroom Appropriate placement and resources for special education students and families.

Commitment 2

	proactive management of student behaviors	<ul style="list-style-type: none"> Coaches
Explicit Instruction of Social Emotional Skills	<ul style="list-style-type: none"> Weekly Fly Five instruction Focus on building social-emotional competencies in adults through Fly Five staff PD Design and support by building team of scope and sequence for Fly Five implementation Proactive use of Sensory Room Scheduled access to playrooms for all classes Use of DESSA tier 1 intervention strategies/lessons Take a break use 	<ul style="list-style-type: none"> Additional PD for Fly Five Social-emotional screening and progressing monitoring tools. (DESSA) PD & Supplemental resources for non-classroom instructional staff. Developmentally appropriate, engaging books to support lessons More mental health providers for tier 2 and tier 3 instruction; more groups and individual therapy Coaches

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?	West Street School will embrace the many kinds of diversity in Geneva; we are committed to developing culturally responsive environments that strengthen the connection among equitable practices and achievement
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? 	<ul style="list-style-type: none"> Our school is a microcosm of the Geneva community and therefore practices, systems, teaching and learning, and school environment should be reflective of this. Ensuring that we have communication available for all families in their home language <ul style="list-style-type: none"> All of our systems and practices are inclusive of all diverse learners and families Our sub-groups are not meeting grade level expectations

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	<ul style="list-style-type: none"> i-Ready Attendance data Discipline data CSE Meeting Attendance IST Meeting Attendance 	<ul style="list-style-type: none"> The percentage of ELLs and SWDs who score on grade level for ELA as measured by i-Ready, will increase by at least 10% in grades K/1/2. Attendance to improve CSE and IST Meeting attendance to increase 	

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)

Commitment 3

<p>Student Survey</p>	<ul style="list-style-type: none"> • Q1: What makes you excited to come to school? • Q2: What makes school hard for you? • Q3: I feel safe at school when... • Q4: I don't feel safe at school when... 	<p>Q1:</p> <ul style="list-style-type: none"> • Friends and teachers • Specials • Academics • Recess/lunch <p>Q2:</p> <ul style="list-style-type: none"> • Academics • Behaviors • Changes in their day • Other students <p>Q3:</p> <ul style="list-style-type: none"> • In the classroom • With friends and teachers • When at school <p>Q4:</p> <ul style="list-style-type: none"> • Emergency drills • Behaviors 	
<p>Staff Survey</p>	<ul style="list-style-type: none"> • Q1: How can coaches best support teachers with our current shifts in ELA (LETRS), social studies, math, and science instruction? • Q2: How can our SEL coach support social and emotional needs in the building • Q3: What do you need from a leader? 	<p>Q1:</p> <ul style="list-style-type: none"> • Support with instructional strategies • Professional development • Supports with resources • Modeling of instructional strategies • Data support <p>Q2:</p> <ul style="list-style-type: none"> • Supports with behavior management strategies • Professional development • Providing and supporting with resources • Modeling behavior 	

Commitment 3

		management strategies <ul style="list-style-type: none"> • Behavior trends support Q3: <ul style="list-style-type: none"> • Support building initiatives • Accountability • Communication 	
Family Survey	<ul style="list-style-type: none"> • Q1: What is your preferred method of communication and how often would you like to be communicated with? • Q2: How would you like to be included in your child's education and the school community? 	Q1 <ul style="list-style-type: none"> • Parent Square • Newsletters • Phone Calls for Behaviors Q2: <ul style="list-style-type: none"> • Open House • Parent/Teacher Conferences • Classroom Helpers • Tiny Panther Fun Nights 	

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)	<ul style="list-style-type: none"> • i-Ready • Attendance data • Discipline data • CSE Meeting Attendance • IST Meeting Attendance 	<ul style="list-style-type: none"> • The percentage of ELLs and SWDs who score on grade level for ELA as measured by i-Ready, will increase by at least 5% in grades K/1/2. • Decrease of 5% in chronically absent students identified in the 22-23 school year. • 100% parent attendance at CSE meetings 	

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? <i>(Identify Quantitative Data or Qualitative Descriptors in this space)</i>	What we ended up seeing <i>(complete six to ten weeks into the school year)</i>
Student Data	<ul style="list-style-type: none"> i-Ready Attendance data Discipline data 	<ul style="list-style-type: none"> Weekly Attendance Reports 	<ul style="list-style-type: none"> Monthly attendance and discipline is discussed at MTSS.
Adult/Schoolwide Behaviors and Practices	<ul style="list-style-type: none"> CSE Meeting Attendance IST Meeting Attendance 	<ul style="list-style-type: none"> Parental Involvement in the CSE process; paperwork completion and parental attendance at meetings. An increase in IST referrals for at-risk students not meeting grade level expectations - this will ensure specific interventions and plans are selected for students not progressing and meeting expectations. 	<ul style="list-style-type: none"> 8 Students have been through the IST Process. 54.5% of CSE meetings have been attended by parents
Student Behaviors and Practices	<ul style="list-style-type: none"> Student goal setting and reflection 	<ul style="list-style-type: none"> Implement responsive classroom practices to create a welcoming and affirming environment. This will allow students to feel safe and valued to engage in their learning. CARES Day planned for entire school; students will show kindness towards each other 	<ul style="list-style-type: none"> Whole building interactive modeling lessons - breakfast, playground lessons 100% completion. Summer work included updating all interactive modeling lessons for the building - housed on HUB

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
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Commitment 3

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?
Systems and Practices in support of recognizing and embracing diversity.	<ul style="list-style-type: none"> ● Excellence Team- sub-committee celebration and recognition of diversity within our community and around the world ● Dual language classrooms in each grade level ● Use of culturally responsive instructional practices/texts 	<ul style="list-style-type: none"> ● Diverse text sets for curriculum units in each classroom ● i-Ready lessons/diagnostics in Spanish ● Diverse toys that represent different cultures and ethnicities in playrooms ● PD around culturally responsive sustaining education ● Personnel available for translation, interpretation, communication with parents ● More personnel for ENL screening process and NYSISTELL testing
Systems and Practices in Support of Recognizing and Prioritizing Inclusivity and Academic Achievement Among Students with Disabilities and ELL students	<ul style="list-style-type: none"> ● Fully integrated special education programming ● Emphasis on teaching perspective and understanding differences ● Sensory room as a tool available to all students ● Inclusive equipment in our new playground ● Sharing use of curriculum resources specifically in support of ELLs and SWD at grade level meetings 	<ul style="list-style-type: none"> ● PD around students with disabilities ● Toys for playroom that represent different disabilities ● FM systems ● Appropriate staffing to meet needs (special education teachers and aides)
Building Strong Collaboration with Outside Agencies	<ul style="list-style-type: none"> ● Use of grant funding for additional resources and support ● Facilitation of referrals for outside agencies and services ● Addition of family counseling of the finger lakes therapists and advocate 	<ul style="list-style-type: none"> ● More grant funding for Family Counseling of the Finger Lakes ● Backpack program was a well-used resource and is not available this year

Commitment 4

COMMITMENT 4

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

Our Commitment

What is one Commitment we will promote for 2023-24?	West Street School will embrace and promote parent and community involvement through various communications, events, and equitable outreach to strengthen connections between school and community.
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? 	<ul style="list-style-type: none"> We envision that our school and community will support one another in strengthening all aspects of developing the whole child Community wants to be more involved in our school community. <ul style="list-style-type: none"> We had 22 out of 546 parents respond to our survey which is concerning considering the number of families that we have. Parent Interaction Data: <ul style="list-style-type: none"> Smore Newsletters <ul style="list-style-type: none"> October 261 November 237 January 175 March 109 Parent Square Data <ul style="list-style-type: none"> Typically 2 contacts per student - 55% parent interaction - 301/546 parents interacted

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	<ul style="list-style-type: none"> Smore Newsletters Parent Square School events and parent attendance at such events Parent teacher conferences Site Council 	<ul style="list-style-type: none"> An increase use of Parentsquare for ALL teachers Increase in parent interaction via Parentsquare 	

Commitment 4

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"> Q1: What makes you excited to come to school? Q2: What makes school hard for you? Q3: I feel safe at school when... Q4: I don't feel safe at school when... 	<p>Q1:</p> <ul style="list-style-type: none"> Friends and teachers Specials Academics Recess/lunch <p>Q2:</p> <ul style="list-style-type: none"> Academics Behaviors Changes in their day Other students <p>Q3:</p> <ul style="list-style-type: none"> In the classroom With friends and teachers When at school <p>Q4:</p> <ul style="list-style-type: none"> Emergency drills Behaviors 	
Staff Survey	<ul style="list-style-type: none"> Q1: How can coaches best support teachers with our current shifts in ELA (LETRS), social studies, math, and science instruction? Q2: How can our SEL coach support social and emotional needs in the building Q3: What do you need from a leader? 	<p>Q1:</p> <ul style="list-style-type: none"> Support with instructional strategies Professional development Supports with resources Modeling of instructional strategies Data support <p>Q2:</p> <ul style="list-style-type: none"> Supports with behavior management strategies 	

Commitment 4

		<ul style="list-style-type: none"> Professional development Providing and supporting with resources Modeling behavior management strategies Behavior trends support <p>Q3:</p> <ul style="list-style-type: none"> Support building initiatives Accountability Communication 	
Family Survey	<ul style="list-style-type: none"> Q1: What is your preferred method of communication and how often would you like to be communicated with? Q2: How would you like to be included in your child's education and the school community? 	<p>Q1</p> <ul style="list-style-type: none"> Parent Square Newsletters Phone Calls for Behaviors <p>Q2:</p> <ul style="list-style-type: none"> Open House Parent/Teacher Conferences Classroom Helpers Tiny Panther Fun Nights 	

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)
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Commitment 4

Mid-Year Benchmark(s)	<ul style="list-style-type: none"> • Parent Square • Classroom Activities • Smore Newsletter • Parent Teacher Conferences 	<ul style="list-style-type: none"> • All teachers have sent at least one whole class message per week • Track that all teachers have either held or planned an event for the 23-24 school year • At Least one Smore newsletter has been sent per month • All parent teacher conference have been held and all families have attended <ul style="list-style-type: none"> ○ At least three attempts have been made to set up the conference 	
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We believe we will be on track to meet our Mid-Year Benchmark 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	N/A	N/A	N/A

Commitment 4

Adult/Schoolwide Behaviors and Practices	Parent Square Classroom Activities Smore Newsletter Parent Teacher Conferences	<ul style="list-style-type: none"> • All teachers have sent at least one whole class message through parent square once per week • Teachers have identified potential classroom activities for their families to engage in. • We should have at least sent one, if not two Smore newsletters at this point in the year • Dates set for parent teacher conferences and have a plan for sign-ups 	<ul style="list-style-type: none"> • In progress- Many teachers are communicating frequently through messages but not whole class posts. 18/26 classrooms have sent a weekly post. • In progress- some teachers have already held events, but others are still planning • 10/26 classrooms have held a family event to date • Dates are set and sign-ups have gone out.
Student Behaviors and Practices	N/A	N/A	N/A

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?
Ensure all parents have Parentsquare downloaded with an understanding of how to use the tool.	<ul style="list-style-type: none"> • Parentsquare flyers given out in take-home folders in September. • Parent Square tutorial support in the library during Open House. 	<ul style="list-style-type: none"> • Parentsquare sign-up flyer • Heather Swanson - Department of Communication for resource

Commitment 4

Classroom Activities for Parent Involvement	<ul style="list-style-type: none"> Each classroom will be required to have at least 1 event for parent involvement- this will be teacher choice. 	<ul style="list-style-type: none"> Building Principal will ensure supplies are provided as needed.
Increase in the use of Parentsquare to communicate classroom updates.	<ul style="list-style-type: none"> Each teacher will use Parentsquare (post) at least 1 time per week to communicate whole classroom updates. 	<ul style="list-style-type: none"> Parent Square and teachers
Inform parents and increase engagement	<ul style="list-style-type: none"> Informing of building events that they can get involved in 	<ul style="list-style-type: none"> Smore, Parent Square, and administration

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	Instructional Coaching
We envision that this Evidence-Based Intervention will support the following Commitment(s)	Commitment #1 Commitment #2 Commitment #3
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	Our instructional coaches will play a large role in our staff development next year. This includes the areas of academic achievement, safe and positive learning environments, and diversity equity and inclusion. Our coaches can impact each of these areas in a positive way for the 23-24 school year by providing targeted tier 1 support for all of our classrooms.

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
Tricia Budgar	Principal
Bobby Bement	SEL TOSA
Marni McCarthy	Special Education Teacher
Jess Salone	First Grade Teacher
Melissa Berg	Kindergarten TA
Anne Forbes	ENL Teacher
Ashley McCann	Kindergarten TA
Marilu Segura	First Grade Dual Language
Toby Kayser	Social Worker
Kathrn Roberts	Kindergarten Teacher
Devin Bement	Psychologist
Jamie Wagner	MTSS Coach

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
<i>Example: 4/6/21</i>	4/27/23	5/17/23	5/30/23	5/30/23	Survey	6/8/23	6/8/23

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

WSS believes in Responsive Classroom - we embed our CARE Statements in daily teaching and learning; we take care of ourselves, we take care of each other, we take care of our school. Students are able to verbalize these statements and provide examples of what this looks like in action. When interviewing the students the areas that lack in clarity and consistency have been addressed in the above strategies and action steps. Students were able to clearly verbalize what makes them happy and feel safe while in school, areas that were identified as a weakness from students point of view have been addressed in this plan.

Next Steps

Next Steps

1. **Sharing the Plan:**
 - a. **Schools in the CSI model:** As you develop your plan, please feel free to share the plan with your NYSED liaison for input when it would be helpful. When the SCEP team is satisfied with the plan, please indicate to your liaison that the school is ready to share its full plan for approval. Plans should be shared by July 15, 2023.
 - b. **Schools in the ATSI model and TSI model:** When your plan is ready for review, please share the plan with your District, which will approve your plan. Plans will need to be approved before the first day of the 2023-24 school year.
 - c. **All Schools:** Ensure that the District (Superintendent or designee) and local Board of Education have approved the plan and that the plan is posted on the district website.
2. **Implementing the Plan** (for all schools):
 - a. Ensure that the plan is implemented no later than the first day of school.
 - b. Monitor implementation closely and adjust as needed.
 - c. Ensure that there is professional development provided to support the strategic efforts described within this plan.
 - d. Work with the district in developing the 1003 Title I School Improvement Grant application designed to support the implementation of the activities identified in the school and district plan.