



School Comprehensive Education Plan 2023-24

District	School Name	Grades Served
Elm	Collaboratively Developed By:	←-2 nd
<p>The Fassett Elementary School SCEP Development Team <i>Mary C. Cox, Rich Dobson, Christine Kurcoba, Candy Fagan, Kim Mosher, John Liquori, Lynette Kerwan, Georgia Klotz, Lisa Manning, Jen Squires, Sandy Ryan, Heather Seymour, Diana Macko, Rachel Allen, Anna Grazioso, Kelly Clark</i></p> <p><i>And in partnership with the staff, students, and families of Fassett Elementary School.</i></p>		

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

- [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

<p>What is one Commitment we will promote for 2023-24?</p>	<p>We commit to providing cohesive and intentional reading and writing instruction to increase the number of students meeting and exceeding grade-level benchmarks. Instruction will incorporate components of the Active View of Reading, including self-regulation strategies and bridging processes. Writing instruction will include various structures including guided, interactive, and shared writing.</p>
<p>Why are we making this Commitment?</p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this Commitment fit into what we envision for the school?</i> • <i>How does this Commitment relate to what we heard when listening to others?</i> • <i>How does this Commitment connect to what we observed through analysis?</i> 	<p>Our most critical role in the primary setting is to create students who are capable and confident readers, writers, and thinkers. Throughout our planning process, our team identified direct writing instruction as a missing piece of our daily curriculum. When reviewing the data from the released May 2023 NYS ELA exam for grade 3, we noted that between 36-67% of students earned a 0 score on the five constructed response questions. No students scored a level 3 or 4 on the constructed response questions. Further analysis identified that students struggled to identify or explain the themes or central idea of a text. Another data point is from our MAP Fluency scores. At the end of the year only 24% of students tested reached their oral reading fluency goal. Direct fluency instruction, practice, and monitoring is another area the team identified as currently happening inconsistently. Researchers Duke and Cartwright (2021) recently expanded upon the Active View of Reading theoretical framework. The new framework adds two new categories to the framework: active self-regulation (including but not limited to motivation and engagement, metacognitive strategy use, and executive functioning skills) and bridging processes (including, but not limited to reading fluency and print concepts) (Serravallo, 2023). As a team we connected our data in part due to lack of consistent, strategic structures to build, specifically in those areas. We reflected on what information we do have about our students, and what areas we still need to collect to move students forward.</p>

Progress Targets

By the end of the year, we will look to the see the following occur:

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing <i>(complete at the end of the year)</i>

Commitment 1

End-Of-The-Year Goals	Concepts of print (PK-K)	90% of all K students will score 20-22 on the assessment	
	Tricky Words -CKLA	90% of K-2 will meet grade level expectations for words mastered.	
	MAP – Oral Reading Fluency Rates	We will increase by 10% by grade level students reaching ORF (based on June 23 data) -1 st grade from 25% to 35% -2 nd grade from 35% to 45% -K from 73% to 83%	
	Kindergarten will reach level 3-4 Foundational Skills in MAP		
	Writing samples scored using rubric	Collect baseline data by grade level, class from September 2023 sample, scored using consistent, selected rubric Oct. 2023.	
	Surveys – Teacher, Student, Families	See below	
	Walk-through data	Walk-throughs in May and June 2024 will reflect the consistent use of assessments, tools, vocabulary, and structures in the literacy blocks (GRAIR-Writing) 80% of instructional staff will demonstrate identified look-fors.	

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

	Survey Question(s) or Statement(s)	Desired response <i>(e.g., % agree or strongly agree)</i>	What we ended up seeing <i>(complete once Spring survey results are available)</i>
Student Survey	1. I read every day.	100%	
	2. I write every day.	100%	
	3. I can write about something I have learned about using details.	90%	
	4. If someone asks you about the main idea, central message, or theme of a story, what would you say?	90%	
Staff Survey	1. I have learned and utilized new strategies that helped my students develop as readers and writers, based on on-going assessment.	90%	

Commitment 1

	<p>(Please share strategies you are using)</p> <p>2. I have implemented direct writing instruction with my students. (Please share strategies you are using)</p> <p>3. I have regularly analyzed student writing samples to develop the next strategy for each to move forward.</p> <p>4. Are your students reading with an adult at their instructional level every school day?</p>	<p>90%</p> <p>90%</p> <p>90%</p>	
Family Survey	<p>1. I know how my child is progressing towards end of the year reading expectations.</p> <p>2. I know how my child is progressing towards end of the year writing expectations.</p> <p>3. The school has provided tools and resources for me to help my child at home with learning (take home books, electronic resources). Please list what has been sent home that has been most useful.</p> <p>4. I use the books that the teacher sends home to practice reading with my child daily.</p>	<p>90%</p> <p>90%</p> <p>90%</p> <p>80%</p>	

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)

Commitment 1

<p>Mid-Year Benchmark(s) January 2024</p>	<p>Concepts of Print (K)</p>	<p>50% increase in students meeting 20/22 goal from September after instruction</p>
	<p>Tricky Words (CKLA)</p>	<p>50% increase in students meeting benchmarks (Gr. 1-2) (Baseline in September will be the K list for 1st, and both the K-1 list for 2nd)</p>
	<p>MAP – ORF –</p>	<p>50% increase in number of students achieving ORF from September baseline (grades 1-2)</p>
	<p>Writing Samples (Oct. 23/Jan. 24)</p>	<p>Students will have completed two writing samples by January 2024. (Baseline September 2023)</p> <p>Teachers will have met two times by January 2024 to review student writing samples, score against rubric, select strategy for individuals and groups</p>
	<p>Walk-through data</p>	<p>Walk-throughs in January and February 2024 will reflect the consistent use of assessments, tools, vocabulary, and structures in the literacy blocks (GRAIR-Writing)</p> <p>80% of instructional staff will demonstrate identified look-fors.</p>

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:

<p>Early Progress Milestones</p>	<p>What data will we be reviewing?</p>	<p>What do we hope to see when we review that data? (<i>Identify Quantitative Data or Qualitative Descriptors in this space</i>)</p>	<p>What we ended up seeing (<i>complete six to ten weeks into the school year</i>)</p>
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Commitment 1

<p>Student Data</p>	<p>Baseline data will be collected in the 1st 6 weeks:</p> <ul style="list-style-type: none"> • Concepts of Print (K) • Word Reading Assessment(K-2) • Reading Passage (K-2) • Tricky Word CKLA (1-2) • Writing Sample 	<p>The assessments below will be administered by September 30, 2023.</p> <p>This information will give us the ability to create focused groups</p> <p>We hope to see that our students from Kindergarten and First Grade have retained level of proficiency</p> <p>This will allow us to quickly gauge student reading levels early on</p> <p>This information will allow us to set small group and individual goals, communicate with families on ways to support</p> <p>This will create our baseline for writing instruction and monitoring, and establish consistency with scoring using the rubric throughout the year</p>	
<p>Adult/Schoolwide Behaviors and Practices</p>	<p>Walk-through data</p> <p>Lesson Plans Learning Targets</p> <p>Staff feedback and discussion, team meeting artifacts, attendance at data meetings</p> <p>Schedules, artifacts</p>	<p>September, October walk-throughs will reflect the consistent use of assessments, tools, vocabulary, and structures in the literacy blocks (GRAIR-Writing)</p> <p>80% of instructional staff will demonstrate identified look-fors.</p> <p>.</p> <p>NYS next-gen standards for speaking-listening, reading, and writing will be evident in 80% of lesson plans reviewed</p> <p>We will see teams actively collaborating around literacy instruction. Questions and feedback will indicate a desire for continued learning and professional growth</p> <p>80% of classroom aides and support personnel will be actively working with students daily in reading support and instruction.</p>	

Commitment 1

Student Behaviors and Practices	Student Surveys	We will see positive attitudes about reading and writing from our students.	
	Walk - Throughs	Students are actively listening, speaking, reading, and writing Students are using visuals and anchor charts, using strategies We will see students in 80% of classes actively using visuals and anchor charts to promote independence in their learning	

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?
Creating a cohesive view of writing instruction in our school day	Members of our SCEP team will collaborate on our current literacy model, opportunities to amplify our reading instruction, and create a writing instruction plan.	<ul style="list-style-type: none"> ▪ July – August we will meet with the consultant from Literacy Strategies Consultant for 10 virtual hours to plan professional development for August 29,30.
Implementation of cohesive, intentional reading instruction structures and strategies across the school.	<ul style="list-style-type: none"> -Staff will participate in two days of Professional Development, August 29, 30 -Establish common language, structures, strategies) -Develop a master schedule that allows for dedicated blocks, and creative scheduling opportunities -Training all classroom aides, support staff to provide additional reading support to students daily -Focus on next generation standards for Listening, Speaking, Reading, Writing -Add a fluency station to GRAIR block <ul style="list-style-type: none"> -Take Home reading program 	<ul style="list-style-type: none"> ▪ Monies to pay for consultant (above), and staff for two days. ▪ Money for books for teachers (Writing Instruction) ▪ PD in September, leveled books, chart to record dates, progress ▪ Read Naturally program ▪ Sentence and Phrase strips, scripts

Commitment 1

	Beginning October 1, 2023, students in grades 1-2 will begin bringing home books on their instructional level for nightly practice (M-TH) Kindergarten will begin the take-home reading program in January 2024 (or by teacher discretion if earlier)	<ul style="list-style-type: none"> ▪ Books for take-home program, pouches ▪ Monies to purchase decodable books, leveled books, and high-interest books ▪ Recognition incentives, awards for participation and progress (for students and families)
Instructional Coaching	<ul style="list-style-type: none"> - Instructional coach will work in two-day cycles or visits – demonstrating instruction based on the Professional Learning goals for teachers. The consultant will also coach the teachers as they work on their own practices. Meeting times will be used to deliver content and engage teachers in analysis of student work. 	<ul style="list-style-type: none"> ▪ Four two-day visits from instructional coach – ▪ Cost of substitute teachers to allow for during the day professional development
Continued instructional support from PLC Associates (Lucy Kaempffe)	<ul style="list-style-type: none"> - Continued work with leadership coach from PLC Associates to assist with classroom walk-throughs and data analysis, monitor and assist with SCEP strategies, and continued small-group instruction around Learning Targets – taking them to Reading and Writing – success criteria – next step in 3-year process. Also, student engagement, deep thinking. 	<ul style="list-style-type: none"> ▪ 10 days per year ▪ Monies for PLC
Implementation of cohesive, intentional writing instruction.	<ul style="list-style-type: none"> -All instructional staff will be trained in daily writing structures, strategies, and instruction. Baseline writing samples will be collected from all students PK-2 by the end of September 2023. We will meet with grade level teams in October to review student writing and score/analyze against a rubric. Teachers will identify the next step or strategy for students. 	<ul style="list-style-type: none"> • Training with instructional coach, DCC • Time to score, analyze student writing. • Schedule to administer and score student writing samples.
Planning for an after-school tutoring program for students.	<ul style="list-style-type: none"> - The SCEP team will explore options to provide additional, targeted interventions to students in small-group settings after the regular school day. The team will consider: <ul style="list-style-type: none"> ▪ Students to include 	<ul style="list-style-type: none"> • Monies for staffing • Materials

Commitment 1

	<ul style="list-style-type: none">▪ Assessments for pre and post assessment▪ Staffing▪ Transportation (funding sources)▪ Length of intervention sessions, number	
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COMMITMENT 2

Our Commitment

<p>What is one Commitment we will promote for 2023-24?</p>	<p>We commit to the implementation of best practices learned from the Executive Functioning and Understanding Autism PINE courses. The goal is to create learning spaces for all students where each student feels safe, recognized, and has a true sense of belonging.</p>
<p>Why are we making this Commitment?</p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this Commitment fit into what we envision for the school?</i> • <i>How does this Commitment relate to what we heard when listening to others?</i> • <i>How does this Commitment connect to what we observed through analysis?</i> 	<p>Over the past three years, our school has collaborated with the Program for Inclusion and Neurodiversity Education from NYU. All instructional and support staff have completed two courses: Understanding Autism and Executive Functioning. As new staff are hired, they also complete the coursework, so that the entire staff has shared understanding. We have seen some remarkable shifts in classrooms during our walk-throughs and observations. Most staff demonstrate more flexibility with student seating and active listening expectations. We have seen students offered different seating options, and being allowed to be more active (move, draw) during whole group listening times. Most learning spaces have a cool-down area for students to utilize, but not all. The Environmental Checklist created by PINE is a tool that includes all of the strategies and supports learned during the Understanding Autism course. It breaks the supports down into categories including designing the learning space, visuals and tools, collaboration, and going the extra mile. We believe that dedicating adequate time and resources towards establishing consistency with the common practices outlined in the course, all students will benefit. One area of particular focus is the use of visual tools. Our classroom observations and walk-throughs helped to clearly see the tremendous impact visual aids have for our young learners. This is true for learning academic concepts, as well as learning routines.</p> <p>During our student interviews, students were asked if their teachers knew them well. Fifteen out of twenty-five students were able to give specific examples of things that they thought their teachers knew about them. Responses ranged and included: “He knows I like math; she knows I play baseball.” This got our team thinking about what we do to get to know our students. We were able to cite examples including questionnaires sent to families, and get to “know you” activities, especially early in the year. We determined we need to incorporate more intentional opportunities to get to know our students and families early on, as well as throughout the year. Feedback from staff indicates that they learn new things about students through events that happen throughout the school year, such as field day and the talent show, that both happen in June. These types of activities help us to see the child’s strengths and passions outside of the classroom. The team felt strongly that we needed to include these types of activities earlier in the year. Additionally, adding opportunities such as clubs for students to belong to. We have found consistently in our attendance data, that when there is a “special day” or activity, attendance increases.</p>

Progress Targets

By the end of the year, we will look to the see the following occur:

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing <i>(complete at the end of the year)</i>
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Commitment 2

<p>End-Of-The-Year Goals</p> <p>1. To establish consistent, building-wide learning spaces and routines that meet the needs of neurodiverse learners.</p> <p>2. To establish consistent strategies that deepen teacher knowledge of students and promote representation of all.</p> <p>3. To create opportunities where students can participate in group activities which promote</p>	<p>1.. All instructional staff will complete the PINE (Program for Inclusion and Neurodiversity Education) Environmental Checklist. All staff will choose two areas to work on and reflect on at mid-year (Not Yet or Getting There)</p> <p>2. All staff will affirm that they have specific strategies and tools to learn deeply about each of their students (academically, social-emotionally, cultural, family background, outside of school interests) and ways they utilize that information in impactful ways. We will look at data from staff, students, and families.</p> <p>3. Walk-throughs-observations around cooperative learning and discussion structures</p>	<p>100% of instructional staff will complete the Environmental Checklist by October 4, 2023. Each instructional staff member will select two goal areas for themselves from the checklist. End of the year goal: 90% of staff will demonstrate proficiency (Got It!) in their two goal areas.</p> <p>90% of staff will indicate in the survey that they have specific strategies and tools to learn deeply about each of their students (academically, social-emotionally, cultural, family background, outside of school interests) and using that information in impactful ways.</p> <p>90% of staff will be able to provide examples of how they gather and how they use this information.</p> <p>90% of students will be able to tell something specific that their teacher knows about them.</p> <p>80% of families surveyed will indicate that the staff work hard to get to know their child.</p> <p>50% of families will indicate that they share cultural and family background with the school (baseline from 2022 = 38%)</p> <p>90% of classroom observations and walk-throughs demonstrate use of specific cooperative learning and discussion structures (identified and taught by grade-level)</p> <p>- 90% of families indicate they have attended one or more after-school family events. 90% of instructional staff will indicate they attended and</p>	<p>Monies for culturally responsive teaching materials, books, posters</p> <p>Treatment Agreements</p> <p>Equitable Classroom Practices Observation Checklist</p>
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Commitment 2

<p>belongingness, during the school day and after.</p>	<p>4. Attendance at after school family events – staff and families</p>	<p>participated in at least one after-school family event. (June baseline of instructional staff = 68%)</p>	
	<p>5. Classroom walk-throughs/observations.</p>	<p>100% of learning space visits/observations will demonstrate the regular use of the Treatment Agreement.</p> <p>100% of learning spaces will have a cool down zone established, and a consistent procedure for use by students.</p> <p>100% of learning spaces will include representation of students in the classroom.</p> <p>100% of learning spaces will have a student recognition wall.</p>	
	<p>5. Attendance Data</p>	<p>-Attendance Data-Improved attendance data with a focus on students with chronic absenteeism patterns. Chronic absenteeism will be reduced by 10% Baseline June 2023 – 198 students, 1st and 2nd Graders = 44%</p> <p>Student reflections (drawing/writing) indicate they feel safe at school, and they feel that they belong.</p>	

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

	<p>Survey Question(s) or Statement(s)</p>	<p>Desired response (e.g., % agree or strongly agree)</p>	<p>What we ended up seeing (complete once Spring survey results are available)</p>
<p>Student Survey</p>	<p>1. I feel safe at school. Tell me why or why not. 2. My teacher knows about things that I like to do in and out of school.</p>	<p>90% 90%</p>	

Commitment 2

	3. Everyone at school makes me feel welcome and included.	90%	
Staff Survey	1. I know each of my students well (academically, social-emotionally, cultural, family background, outside of school interests	90%	
	2. I use the environmental checklist to create a classroom environment that promotes inclusion for all.	90%	
	3. The identities of my students are represented by the materials and visuals utilized in the classroom.	90%	
	4. My increased use of visuals and anchor charts has helped my students develop independence with procedures and routines.	90%	
Family Survey	1. My child likes to be at school. How do you know?	90%	
	2. My child feels welcomed and included at school. How do you know?	90%	
	3. I feel welcomed because....	90%	
	4. I share knowledge about my child with school staff.	80%	
	I share knowledge about our family culture and background with staff.	50%	

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)

Commitment 2

<p>Mid-Year Benchmark(s)</p>	<p>1. All instructional staff will complete the PINE Environmental Checklist and choose two areas to work on throughout the year.</p> <p>2. Students self-reflect with a drawing/writing on how safe they feel at school. (Oct, Feb, June).</p> <p>3. Attendance Data</p> <p>4. Classroom walk-throughs/observations.</p>	<p>-Teacher reflections on the work on areas from the checklists indicate 90% of instructional staff have moved at least one level of proficiency by January 3, 2024.</p> <p>-Students' drawings/writing reflect that they feel safe, welcomed, and included in the classroom and school community.</p> <p>-Attendance Data-Improved attendance data with a focus on students with chronic absenteeism patterns. (2023 chronic absenteeism for 197 grade 1 and 2 students = 44.2%</p> <p>- 100% of learning space visits/observations will demonstrate the regular use of the Treatment Agreement.</p> <p>100% of learning spaces will have a cool down zone established, and a consistent procedure for use by students.</p> <p>50% of learning spaces will include representation of students in the classroom.</p> <p>50% of learning spaces will have a student recognition wall.</p>	
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We believe we will be on track to meet our Mid-Year Benchmark(s) if six to ten weeks into the school year, we are able to reach the following Early Progress Milestones:

Commitment 2

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"> -Drawings/Writing -Attendance Data -Referrals to Kid Talk 	<ul style="list-style-type: none"> -Students drawings/writing piece indicate that they feel safe, welcomed, and included in the school environment. -Decrease in chronic absenteeism for students. Share this information visually in the building for all -Established baseline number of referrals for Kid Talk and reasons for the referrals. 	
Adult/Schoolwide Behaviors and Practices	<ul style="list-style-type: none"> -PINE Checklists Reflections - PINE office hours being utilized -Classroom Walk-Through Data -Referrals to Kid Talk Attendance protocols 	<ul style="list-style-type: none"> -Teachers have selected items from checklists to work on, and they are evident. -Teams will be connecting with PINE to utilize office hours -Walk-through data indicates that common cooperative learning strategies are being utilized, treatment agreement revisited, recognition wall in place. -Staff will utilize Kid Talk consistently for attendance, medical and social-emotional concerns. (Track staff using/not using) -Staff are consistently following attendance and tardy prevention-response plan 	
Student Behaviors and Practices	<ul style="list-style-type: none"> -Fassett Five Awards -Classroom Recognition -Engagement in Classroom Strategies (Classroom visits/Teacher reflections 	<ul style="list-style-type: none"> -Students recognize each other for the Classroom Recognition wall. -Engagement in classroom cooperative learning/discussion strategies. -Utilized cool down center in learning spaces. -Students can talk about their learning spaces Treatment Agreement. 	

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

Commitment 2

		necessary to support these strategies?
<p>Staff and students work together to create a safe, welcoming, and inclusive classroom and school community. The development of a safe educational environment will support the academic and social-emotional growth of each student.</p>	<ol style="list-style-type: none"> 1. Review of Survey data from Spring 2023; review of mid-year survey (2024) and student interviews. 2. Teachers complete the PINE Environmental Checklist and select two areas of focus for themselves. 3. As a building we will focus on adding visual tools for academic and routine concepts. Share examples at Professional Development sessions and in newsletters, observation process. 4. Creation or expansion of sensory items and tools in learning spaces around the school. 5. Review Attendance and Tardy Prevent and Response form, Kid Talk process and link with all staff. 6. Review RTI process with all staff using flowchart. 7. All instructional staff will add information to student asset cards monthly during Professional Learning sessions. 8. SCEP Team will determine consistent Cooperative Learning strategies to be taught, utilized across grade levels (ex: Kindergarten-Turn and Talk, Builds on each grade level). 9. Sharing strategies that promote culturally responsive teaching to all staff (instructional and non-instructional) in newsletters and messages, morning announcements, professional learning opportunities. 10. Students self-reflect with a drawing/writing on how safe they feel, and sense of belonging /representation at school. (Oct, Feb, June). 11. Teachers and students track maintaining the commitments on the Treatment Agreement weekly. 	<p>-Access to survey data.</p> <p>-PINE Environmental Checklists, tools</p> <p>-Monies for creation of anchor charts, visuals</p> <p>-Funds for sensory materials for the classroom and sensory rooms/areas in and around the school.</p> <p>Monies for incentives, awards, supports for families, also for attendance at family events or a curriculum session</p> <p>-Consistent writing prompt for assessment of these areas</p>

Commitment 2

	<p>12. Maintain a cool down zone in all learning spaces to include sensory materials.</p> <p>13. Teachers and students maintain a classroom recognition wall (Fassett Five awards, students sharing their accomplishments (I read 10 sight words today,)</p> <p>14. Continue with established structures in place to support students (therapy dogs, Circle of Friends, etc.)</p> <p>15. Planning for opportunities to interact with students in the broader school community. Establish Reading Buddy structure, expand special experience days.</p>	<p>Monies for charts, stickers to track individual accomplishments (Fassett Fives)</p> <p>-Funds for special activity experiences. (Guest speakers, field trips, performances, service experiences)</p>
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Commitment 3

Commitment 4

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)	By collaborating with our instructional coaches, we will set a common vision and expectation for both reading and writing instruction, end of the year benchmarks, and progress towards goals. Our instructional coach that led the Professional Development in August, will come to Fassett to work closely with classroom teachers, aides, support staff and administrators to provide feedback, work closely with teachers, and empower them with strategies that work for their students in the areas of reading and writing (Commitment 1). The updated Active View of Reading model also considers student executive functioning skills, which is a core component of Commitment 2 as well. In commitment two we are providing more visuals to help students organize thoughts, steps and planning to complete tasks.
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	It embeds time for teachers to work together, learn from one another's practice. Our coach can help us to identify places where we can integrate new learning, and ways to track progress. The coach will also be critical in training teachers in how to analyze student work and data to improve instruction.

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

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
Mary C. Cox	Principal
Rich Dobson	Assistant Principal
Christine Kurcoba	Data and Curriculum Coordinator
Kelly Stuart	Pre-K Teacher
Christian Fagan	Kindergarten Teacher
John Liquori	1 st Grade Teacher
Kimberly Mosher	1 st Grade Teacher
Lynette Kerwan	1 st Grade Teacher
Georgia Klotz	2 nd Grade Teacher
Kelly Clark	Family Community Outreach Coordinator
Anna Grazioso	School Counselor
Nick Tobey	Parent
Diana Macko	Art Teacher
Rachel Allen	Music Teacher
Lisa Manning	Reading
Jennifer Squires	Reading
Heather Seymour	Special Education Co-Teacher
Kasey Harvey	Parent
Sandy Ryan	Special Education Co-Teacher

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
4.18.23	X						
4.25.23	X	X					
5.16.23	X	X	X				
5.23.23				X	X		
6.6.23		X	X				
6.13.23				X		X	
6.26.23						X	
6.27.23							X
6.28.23							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

Student interviews were helpful to the team to gauge progress of initiatives and student feelings about school. Out of the twenty-five second-grade students interviewed, twenty-two answered yes to knowing where their learning targets were in their classroom. When asked about specific verbs commonly used in learning targets, between twelve and fifteen students accurately described the word's meaning. The team felt the description of verbs in learning targets will improve with practice, and by also adding visual representations of these verbs, that are common year to year. All twenty-five students indicated that they feel welcome at school, and that they have someone to go to if they are upset. All students were able to name a tool or strategy that they can use when upset. Twenty students specifically mentioned breathing exercises that our School Counselor has taught each week. Students indicated that they share what they are learning in school with their families. The team wondered how we can make sharing with families more meaningful? We discussed creating a schedule for specific things to be shared at certain times. We also discussed ways to provide opportunities for families to learn more about the curriculum and the school. We are planning curriculum sessions for families this year, in addition to the open house. We will provide opportunities at various times of day, and with childcare available to meet family needs.

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.