New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

School Comprehensive Education Plan
2022-2023

District	School Name	Grades Served
Utica City School District	Hugh R. Jones Elementary School	K-6

Collaboratively Developed By:
The Hugh r. Jones SCEP Development Team

T. Hughes	L. Almy
M. Sawanec	E. Looman
H. Toomey	J. Appley
M. Diliberto	J. Noti-Gerstner
L. Krauza	ENL TBA
A. Winter	S. Gazzilli
L .Zaniewski	A. Cooper
R. O'Neill	K. Evans

And in partnership with the staff, students, and families of Hugh R. Jones.

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 I

Our Commitment

What is one commitment we will promote for 2022-23?	We commit to the use of student engagement strategies to increase student achievement.
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?*	Based on student interviews the team found that many students stated their assignments or content was changeling which led the team to believe there needs to be multiple differentiated instruction opportunities throughout daily lessons. During student interviews the students expressed desire to have an increase in small group instruction and activities during and after school that are based on students and interest. As well as the students desire to increase field trips, assemblies, and community partnerships based on opportunities to connect to the district wide curriculum.

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?
Increase small group instruction	Extended learning time for one hour twice weekly for all grade levels. Differentiated Instruction	Multiple measures will be used to identify qualifying students for Extended Learning Time: including but not limited to; formal and informal classroom assessments, I-Ready diagnostic, teacher, and student recommendations.	Funding for teachers for Extended Learning Time, Bus transportation.
Principal Monitoring	During walkthroughs, the principal will look for ways in which teachers implement student engagement strategies and provide feedback. Data will be shared with staff at faculty meetings.	The principal is able to provide meaningful feedback related to effective student engagement strategies as seen during walkthroughs, formal observations, and lesson plan review.	Principal has to carve out time that is uninterrupted or is not diverted toward other responsibilities.
Structural bi-weekly grade level meetings	Guided grade level teachers meeting to analyze student data, feedback, and accesses student needs for achievement. During grade level meetings teachers will share lesson plans, engagement	Teachers are meeting bi-weekly per grade level. These meetings will include special area teachers included to share findings, lesson plan ideas, and	Monthly calendar to indicate meetings and meeting agendas.

	strategies and resources that are being used in the classroom.	design instruction to meet the needs of all students. Teachers will reference student engagement activities in their daily lesson plans.	

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	Teachers in this school are interested in my ideas.	80%
	My teachers provide me with opportunities to work with my peers.	90%
	Teachers give us group projects.	85%
	I have been given the opportunity to participate in an extracurricular activity.	80%
Staff Survey	The school makes sure that all students have the opportunity to work cooperatively with their peers.	90%
Family Survey	My child feels connected to this school.	90%
	The school provides opportunities for my child to work with their peers.	85%

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.

High participation in at least one student/parent extracurricular activity (85% of students participate)

High Level of parent-teacher communication rate (90% teacher documentation in RIT Edge)

High participation rate for cooperative learning professional development for teachers (90% participation rate)

COMMITMENT 2

Our Commitment

What is one commitment we will promote for 2022-23?	We commit to partnering with students, staff, parents, and community groups to enhance student's success inside and outside of the building.
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?*	When the team completed the equity self-reflection it was evident there needs to be a stronger connection between the students' social emotional learning and instruction. Socio-emotional elements of education affect other areas, such as chronic absenteeism. Chronic Absenteeism needs to also be closely monitored. Based on student interviews the team found students would like an increase in award ceremonies, field trips, after school activities, and cooperative learning activities. It was also stated students enjoy a school wide project of *One Book One School*. This commitment will help to form an alliance between our learners, our teachers, our parents and our community. When students feel connected to their school, they tend to become more empowered learners who take ownership of their education and recognize the importance of regularly attending school.

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?
Increased emphasis on cooperative learning	Teachers will meet weekly as grade levels to discuss curriculum and internationally plan opportunities for cooperative learning activities. Hands-on group/pair activities will be indicated in lesson plans.	Walkthrough data and lesson plan review data indicate that opportunities for cooperative learning and extended student peer discussion are built into every lesson. We believe that reasonable expectation is that 85% of informal ten-minute walkthrough will have at least one opportunity for students to talk to one another for at least three consecutive minutes.	Walkthrough and lesson plan feedback forms. Encore schedule allows for common planning time at least four times per week.
Increased emphasis on home and school partnership	Teachers will document parental communication using RTI edge. The school will implement the One Book One School inchoative to support parental engagement.	RTI Edge monthly reports will be reviewed and shared with staff at monthly faculty meetings.	RTI Edge database. Funding for the purchase of books, folders, and instructional materials.

	Teachers will conduct parent – teacher conferences at least twice annually.	Reading logs, parent survey at the end of the book, completed student activities and culminating parental involvement activity. Parent – teacher conference logs will be submitted to Principal for review.	
Character Education Program	Monthly character education trait highlighted, students will complete activities in their classroom relating to the monthly character trait, awards ceremony held monthly inviting parents.	Review monthly office referral data, discipline logs, classroom activities, and tracking through awards ceremonies.	Character Trait Education binder created for teachers and google classroom created by school counselor.
Professional Development for Teachers	Book study using 10 Mindful Minutes to assist with social emotional learning, as well as partnerships with students, parents, and community.	Review monthly office referral data, discipline logs, classroom activities, and tracking through awards ceremonies.	Funding to pay teachers for book study and purchase of books.

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	I feel like my teacher know the real me and my academic needs.	75%
	I enjoy the extra learning after school with my teacher.	80%
Staff Survey	I have the resources to link the student engagement strategies and resources from previous grades to the current grade.	80%
	I have opportunities to learn from my colleagues.	80%
	The principal's feedback connects to the school's goals and my instruction.	85%
Family Survey	I feel comfortable supporting my child academically at home.	75%
	I support the Extending Learning Time for my child.	80%

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.
New York State Assessments: A 5% or more increase in the percentage of students meeting or exceeding the proficiency level on NYS Assessments in ELA and Math based on 2021 data. 38% in ELA and 44% in Math. ELA and Math I-Ready "At or Above Grade Level: 55% on Diagnostic 3. Lesson Plan review and Instructional Walkthrough data will indicate a 85% implementation of student engagement strategies.

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 Coaching
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	Grade level meetings will be used to facilitate teacher collaboration in regards to implementing effective student engagement strategies and cooperative learning opportunities for students.

☐ 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
T.Hughes	Principal
M. Sawanec	AIS Facilitator/Data Coach
H. Toomey	Kindergarten Teacher
M. Diliberto	1st Grade Teacher
L. Krauza	2nd Grade Teacher
A.Winter	3rd Grade Teacher
L. Zaniewski	4th Grade Teacher
R. O'Neill	5th Grade Teacher
L. Almy	6th Grade Teacher
E. Looman	Special Education Teacher
TBA	ENL Teacher
J. Appley	Social Worker
J. Noti-Gerstner	Reading Specialist
S. Gazzilli	Physical Education Teacher
Cooper	Parent
K. Evans	Parent

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
5/19/22			X	X		
6/2/22	X	X				
6/3/22				X	X	
6/8/22					X	
6/10/22					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

The student responses were used as the framework for developing this year's plan. The students were very forthcoming with their responses and were eager to share their thoughts and ideas on what they wanted school to work towards for the upcoming school year. Once the students were interviewed, their responses were shared with the SCEP team members and the commitments were formulated. The student responses also drove some of the key strategies and resources required by this year's plan.

Equity Self-Reflection

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

The Equity Self Reflection was formulated through a series of steps the SCEP team implemented to complete an accurate and informative Self-Reflection. As a team, members completed the Equality Self-Reflection document and had great discussion on each category in order to create the final document. This was a very cohesive representation of where Jones School is at the present time and where we are striving to go in the future.

Next Steps

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.