New York State
EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

School Comprehensive Education Plan
2022-23

District	School Name	Grades Served
Poughkeepsie City School District	Charles B. Warring Elementary School	1-5

Collaboratively Developed By:
The Charles B. Warring Elementary School **SCEP Development Team** **(SCEP Team Members: consider including a list of team members' names here)** **Julliet Coxum** - Principal Tonya Holk- 1st-grade teacher and Chief Building Rep Kari Webber- 2nd-grade teacher Michele Zolko- 3rd-grade teacher Shreen Cader- 4th-grade teacher Patrick White- 4th-grade teacher Claire Himoun- 5th-grade teacher Carleigh Koren - Special Education teacher. Janet Bisti - Director of Elementary Education Nicole Penn - Assistant Principal *And in partnership with the staff, students, and families of Charles B. Warring Elementary School.*

SCEP Cover Page

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 and Strategies

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 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 2021-22 school year. The team will identify strategies that will advance these commitments for each commitment.

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.

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 the Team

NYSED Improvement Planning website: http://www.nysed.gov/accountability/improvement-planning
- Using Your SCEP to Pursue Your School's Aspirations and Values (video tutorial)
- 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
- Staying Connected with the School Community Throughout the Development of the SCEP
- Sample SCEP: Cohesive, Relevant Curriculum
- Sample SCEP: Deepening Connections
- Sample SCEP: Graduation and Success Beyond HS
- Sample SCEP: Graduation through Relationships

COMMITMENT 1

Our Commitment

What is one commitment we will promote for 2022-23?	We are committed to providing high-quality academic instruction to all students in order to improve academic success.
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?*	After teaching within the walls of the school building for the 21-22 school year, following the 18-month pandemic pause, we have determined that the deficits being faced regarding daily routines of the students, academic skills, community needs, social-emotional support, and cohesion within the school building has deteriorated. The needs are great, and the resources are minimal. We have shortages of support staff throughout our building and this will continue to negatively impact each subsequent grade level. With that being said, for the 22-23 school year, we are making this commitment to increase students' academic achievement, address any potential learning gaps, and provide students with academic interventions using i-Ready in ELA and Math to make ongoing, measurable growth and access to grade-level curricula. We believe in meeting students where they are in terms of academic, social, and emotional needs and are committing to adaptive curricula, such as the use of i-Ready and Wilson Reading Program (grades K-2) that provide ongoing formative assessment data to better understand and support students' individual and ever-changing needs. Furthermore, we believe that by creating a rich culture of data-driven instruction, we can better identify students' needs, address learning gaps, and share and develop instructional strategies that will best address those gaps. Through the use of the Ready Curriculum, the i-Ready Diagnostics, and online individualized pathways for ELA and Math, students will receive individualized, targeted instruction to meet their academic needs. Parents will become part of the growth and goal conversations by viewing and understanding the purpose of their children's data on i-Ready Diagnostic and Personalized instruction paths, through reports and by supporting children in targeted classroom interventions. This process will provide parents and students the tools that they need in order to identify and meet their academic needs and continuously head toward meeting their typical and stretch i-ready goals.

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Information from our student survey indicated that students first and foremost feel safe and welcomed at Warring School. They enjoy getting away from their siblings and seeing their teachers daily. All students surveyed believe that their teachers make learning fun and exciting the majority of the time. We found that students enjoy a variety of subjects from reading and math to art and physical education. However, students would like additional support in areas where they frequently struggle such as reading and math. This is an area that is being addressed by two AIS teachers. It can also be addressed during co-planning with grade-level teachers.

In our 20-21 equity self-reflection form, we found that an area of improvement would be establishing and maintaining high expectations for all students and helping teachers provide equitable opportunities for students to learn the content through data-driven instructional practices and the implementation of common curricula. There is a need to develop a School Leadership Team to make recommendations that will inform data-driven instructional practices. These areas are in line with our commitments for the year.

In our equity self-reflection created for the 21-22 years, we found that we are only at the emerging stages of many of the principles. With beginning professional development, we feel we are starting to focus as a building on learning about student cultures and communities and incorporating them into the classroom daily. An area of improvement would be to foster relationships, especially with families in order to gain insight into their cultures, goals, and learning preferences. We feel we need to broaden our scope in collecting information regarding these topics through surveys, interviews, focus groups, and inclusion into collaborative committees. We must extend our SEL supports to assist in cultivating a school environment of affirmation and acceptance.
We found that within the principle of high expectations and rigorous instruction, while we find ourselves integrating learning practices that encourage creative, critical, and independent thinkers, we are in need of improvement when it comes to embedding opportunities to examine topics of power and privilege while encouraging projects pertaining to social injustices. We must focus on establishing an inclusive space while allowing for leadership opportunities. Through our self-reflection, we feel the need to

	encourage and incorporate students as partners in establishing the curriculum. In order to move from emerging to integrating and furthermore sustain many of these principles, continued robust conversations, as well as targeted professional development, must be maintained. Our staff survey indicated that 70% believe we are lacking materials to support interventions with 15% believing they have needed supplies and 15% saying they sometimes have the materials.

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Data-driven instruction	With continued support from instructional leaders, teachers will utilize data from multiple sources and participate in data cycles to monitor student progress and adapt instruction to support students' learning needs.	The strategies determined by teachers will be monitored in-house through formative assessments such as stop and jots, exit tickets and pre-determined writing prompts.	Curriculum Associates materials (i-Ready, Ready Reading, Ready Math) and Scholastic Diagnostics as well as running records.
	Teachers will use i-Ready Reading and Math diagnostics data, Scholastic Assessment data, and regular formative assessments to analyze students' needs, develop and maintain instructional groups, and differentiate instruction and materials to address students' individual needs in their small-group instruction.	The i-Ready diagnostic will occur at the beginning, middle, and end of the year to monitor overall student progress in reading and math. Scholastic Assessment will occur at the beginning of the year and every 6-8 weeks thereafter to continuously monitor student growth.	We must have teaching assistants to support small group instruction.

Students will have access to Chromebooks daily. |
| | Math CBM progress monitoring every 10 days for each grade level.

Writing benchmark progress monitoring every 10 days.

Teachers will utilize COP (community of practice) time to analyze collected | Students will continue to work on their i-Ready lessons, and teachers will be able to assign specific lessons when needed to address student needs and monitor their students' growth. | Teachers will be provided with access and disaggregated data from i-Ready and Scholastic at COP and department meetings.

Teachers will be provided with academic |

	data, explore best practices, and review the impact of addressing academic achievement. Reading Mastery/Corrective Reading (tier II & III) Connecting Math Program (tier II & III) Wilson Fundations Reading program (tier I, II, III) Grade 1-2 Scholastic - guided reading (grades 1-5) Scholastic News magazine Digital resources: Flocabulary, i-ready Pathways, Readworks, Raz-kids, Headsprout Scholastic News, World Book Kids, Myon BookFlix, BrainPop, Prodigy, X-tra Math, Mystery Science mathfactspro.com Reading Buddies Program - Students will be provided opportunities to practice reading as well as social skills while working with their younger buddies. Grades 1-3 will partner with students in Grades 4 and 5 to support student growth in improving reading fluency: they can also acquire a	Allow for continuous AIS Reading and Math support by not using that staff to cover classroom teacher absences	intervention program for grades 3-5. Teachers will be provided with research-based ready-made reading and math centers manipulatives. We need universal anchor charts for i-Ready showing instructional protocols. Wilson Fundations Reading Program Reading Mastery/Corrective Reading program Connecting Math program Purchase of digital resources - Scholastic, Raz-kids, flocabulary, head sprout, BrainPOP Do not use AIS Reading and Math teachers to cover teacher vacancies or absences.

	positive role model with some intentional pairing. Reading selections will support the school-wide PBIS /Character Education monthly pillars.		
Implementation and monitoring of MTSS interventions	Build an MTSS Team composed of Building administrators, a School Psychologist, a School Social Worker, a chairperson, and Teaching Assistants to monitor data and share with faculty and families students' progress towards goals. A multi-tiered support system (MTSS) MTSS core components work together to create an integrated, comprehensive framework that focuses on the New York State Next Generation learning standards, core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for academic, behavioral, and social success. MTSS offers the potential to create needed systemic change through intentional design and redesign of services and supports that quickly identify and match the needs of all students in general education contexts.	MTSS uses the following 3 tiers: **Tier 1 – Universal or primary – Majority of students (75-90%)** As the largest and the foundation for the entire framework, Tier 1 encompasses the entire school with core instructions and basic interventions. This structure helps to build positive relationships between staff and students. It includes proactive classroom management strategies aimed at creating a supportive atmosphere. Students who do not respond to these interventions may move into Tier 2. **Tier 2 – Secondary – Small groups of students (10-25%)** Some students need a little extra assistance in meeting academic and behavioral goals. It is in Tier 2 that these individuals receive that support. Often these interventions and supports are delivered in small group settings, such as reading groups. Check-in/Check-out (CICO) interventions are often a part of Tier 2 as well. This targeted support allows students to work toward catching up with their peers under the watchful support of an identified staff member. **Tier 3 – Tertiary – Individual students (< 10%)** A subset of students has significant challenges that do not respond to the interventions and support in Tier 1 or Tier 2. This Tier 3 gives these students individualized	School Leadership Team (points position) Teaching Assistants MTSS chairperson (points position) School Social Worker School Psychologist BOCES partnership Administrative team AIS reading and math teachers provide consistent instruction without being used a substitute for classroom teacher vacancies

		support, including assistance from outside agencies such as behavioral counselors or family therapists.	
Structured and targeted professional development for teachers	Professional development for faculty and staff will focus on academic achievement based on student data. Professional development sessions will provide teachers with specific strategies and interventions to address the areas of need they are seeing in their classrooms. This may include collaborative professional development workshops, additional coaching from the Supervisor of Elementary Education, The RPC center's high-quality, informal non-evaluative feedback, focused instructional walkthroughs, and high-quality teacher feedback.	After reviewing the results of each diagnostic and IReady activity to determine student progress, PD will be implemented to sustain and ensure ongoing growth. This information will be obtained from focused instructional learning walks, observations, feedback surveys, and student growth data.	Google Form for instructional walkthroughs (FILW) Time Scheduled time and professional development calendar in collaboration with the district and other PD providers. Scheduled time for collaborative professional development within each grade level where the agenda is teacher-led based on grade level needs and academic concerns.

End-of-the-Year Desired Outcomes

School 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 learn from class lessons. My teacher wants me to do my best. My teacher helps me when I need it.	80%
Staff Survey	Helping students meet challenging academic goals is a primary focus of my school. Student progress is monitored with formative evaluations. Student achievement data informs school decision-making. I have received adequate training to deliver online instruction.	80%
Family Survey	I am satisfied with the education my child receives in school. This school focuses on meeting my child's needs. Teachers set high expectations 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 2022-2023 school year.
By the end of the school year, at least 80% of students will have made 75% of a year's growth in i-Ready reading and math according to the diagnostic assessments and projected growth chart by Curriculum Associates.

COMMITMENT 2

Our Commitment

What is one commitment we will promote for 2022-23?	We are committed to ensuring an inclusive and positive learning environment where all students feel they belong.
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?*	It is clear that academic success does not happen in isolation; it is connected to a healthy mind, heart, and a supportive learning environment. Following the pandemic, our students need more support in these areas than ever before. Learning is relational and contextual, which means that building relationships is essential to students' cognitive learning abilities and growth. We are committed to providing an environment where students feel safe, included, and cared for. This is achieved through the building of positive relationships between and among students and adults. We believe that students need to learn how to build friendships, recognize their feelings, and react and express themselves appropriately. Using a comprehensive PBIS program embedded in daily instruction and interactions helps build these relationships and teaches students the vocabulary they need to identify their emotions and the strategies to manage them. Additionally, we believe celebrating progress monthly, focusing on the academic honor roll as well as the most improved students builds a sense of belonging, inclusion, and motivation. The Second Step program will continue to support the students' emotional and social development. Our 2021-2022 staff survey indicated that the majority of teachers (65%) sometimes feel safe with 30% indicating they feel safe all the time within the school building. The majority of students indicated that they feel safe at school. 55% of staff said they are supported by administrators with 40% reported they sometimes feel supported. 60% of staff feel supported all the time by colleagues and 40% feel supported sometimes. 45% of the staff feels comfortable speaking with administrators pertaining to issues, with only 15% saying they do not. The school environment, while not only being inclusive and supportive, must be clean as well. This was a concern for staff and students. 85% of staff said the building is not clean. This is an area that must be addressed. Students have posed the same question about building cleanliness and only 6% indicated that the building was clean. Our surveyed staff (45%) did not feel that discipline is fair and consistent and only 25% said it was. 24% of students do not believe consequences are fair, while 39% feel it is sometimes and 43% feel consequences are fair across the board. Our student surveys revealed that participating students believe that their teachers care about them. Over 75% of students indicated that their teachers were available to speak with them. We found that students enjoy a variety of subjects from reading and math to art and physical education. As has been

	discovered in the past, students would like the opportunity to help plan activities and what is learned during the school day. Additionally, they would enjoy more learning games throughout their daily lessons in areas other than physical education and art. This is an area that can be addressed during co-planning with grade-level teachers as well as in project-based learning activities during the extended learning period. Following the School Climate Observation, (June 14, 2022) we feel it is important to provide training for non-instructional staff pertaining to building relationships and positive interactions with students.

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Monitor and increase student and teacher attendance	Establish a School Leadership Team composed of the Warring administrators, teachers, school social worker, school psychologist, teaching assistants, a parent, and the building greeter and when needed, to monitor student attendance and identify students who are chronically absent or who are at risk of being chronically absent. The team will collect data to determine the main reasons for absences and develop strategies to regularly address the barriers to attending school. Chronically absent staff attendance will be monitored in the same manner as student attendance. Ensure appropriate substitutes without using AIS Reading and Math for coverage.	The School Leadership Team will use the Tiered Framework to guide their weekly/monthly meetings and analyze student trends and iteratively report back to the school leader. The report will follow the progression of the framework by addressing the critical components for each tier: criteria (using actual ADA data); prevention strategy; intervention strategy; communication strategy; and SEL strategy.	School Leadership Team (points position) School Social Worker School Psychologist Teaching Assistants Tiered Framework School Leadership team will need a set time to meet Seek support from Family/Community Engagement Administrative support for staff attendance issues Truancy Officers/Community support is needed to effectively report and document chronic attendance issues. Parents need to be held accountable for their child's attendance. Appropriate substitutes

| Extended learning time | Due to the COVID-19 pandemic, many of our students entered the 2022-2023 school year having missed over a year of in-person learning while struggling to assimilate back into the school setting, which has impacted their social-emotional growth and their academic progress and acquisition of skills. Providing additional time outside of the school day will help to address the learning gaps as well as to support students' cognitive growth and social-emotional well-being.

ELT at Warring Elementary School will require working with our teachers and teaching assistants to support the after-school extended learning program to provide additional targeted academic support, SEL supports in addition to our community-based partnerships to provide project-based, engaging activities that support learning and language building, problem-solving skills, and reinforcement of PBIS targeted characteristics.

Teachers will generate lists based on students' academic and social-emotional needs to attend the ELT Program.

ELT will be extended to grades 1-5

Each classroom will be capped at 15 students to allow teachers to effectively deliver instruction. | Attendance during ELT will be taken, and academic progress will be monitored through i-Ready scores and regular data tracking.

CBO providers will meet regularly with the administration to monitor student progress and behavior.

Celebrations and student project presentations will occur at the completion of units/semesters.

Curriculum Based Measurements (CBM) assessments in Math and Reading will be used to track proficiency in computation skills and reading comprehension every 10 school weeks. Data collected will be used to make instructional adjustments by teachers. | Building administrators

Certified classroom teachers.

Teaching Assistants

CBO Partnerships

Funding through state grants |
| Acknowledgements and Celebrations | PBIS, building administration, along with the Mid-Hudson Regional Partnership Center and | Presenting to Staff: Ask for staff input. Create a monthly student | Rewards |

	the School Social Worker and School Psychologist as a collaborative partner, will discuss, plan, and implement assembly ideas to reward students who are working hard to succeed, and to encourage students who are struggling with the learning and other related issues. Activities include Bucket Filler, Student of the Week, Perfect Attendance, Warring Pride (PBIS Character Trait), & Student Honor Roll (monthly). This is designed to increase student performance, by rewarding hard work. It is believed that every individual is capable of doing their personal best and that they are aware when they have done so. Components that may be assessed, in addition to academic performance, may include behavior and attendance. Rewards: ● Tangible (Gift cards, Ice Cream, etc) ● lunch with the principal ● extra recess ● Intangible (Assemblies, Guest Speakers) ● Benefits: Students see others receiving rewards and want to be included	nomination list for staff. Generate staff "buy-in". Stress the importance of student effort, not always the end result. Presenting to Students: Introduce to students via grade level and/or building assembly at the beginning of the year. Generate excitement. Show examples of doing the "right thing". Have students offer examples of rewards to generate more "buy-in". Assemblies will occur throughout the year; parents & families are invited. ● Honor Roll breakfast ● Student Honor Roll Assembly (quarterly) ● Flag Day (honor family military) ● student performances (musical concerts, theater production, science fair)	Funding PBIS team PBIS coordinator Collaboration with Mid-Hudson Regional Partnership Center

| Integrate PBIS across the school | The PBIS team that was reinvigorated during the 21-22 school year will continue and expand its presence throughout the building. This team will be composed of teacher representatives from each grade level, teaching assistants, a social worker, a psychologist, teacher representatives from each grade level team parent/family advocate, an assistant principal, a students school counselor, and PTA/community members who will meet weekly/monthly to discuss issues pertaining to school behavior, discipline data and PBIS implementation. MTSS coordinator will collaborate with PBIS Coordinator.

Warring School Pride
ALL staff and the student body will show school pride every Friday, by wearing purple t-shirts or the color purple. Grade levels who show the most school pride (98% or more participation) will earn extra recess.

During our Open House, the PBIS Team will inform parents about our Warring School Pride goals, expectations, and purple t-shirts(to be worn on Fridays to show school spirit and school pride) This presentation will help foster a sense of belonging among students, staff, parents, and caregivers.
During Open House students from Grades 1-5 will showcase different ways to wear the t-shirts via a mini-fashion show. | RPC will work with each grade level team to monitor progress through ongoing check-ins, data monitoring, and meetings to share our progress. The School Social Worker would also support the creation of action plans to address students' individual social and emotional needs. We will use a Google Doc to share and track student growth and evidence-based interventions.

We will also monitor referrals in order to minimize the number of referrals, suspensions, and time spent out of class.

During building administration classroom rounds on Friday, data by grade level will be collected and announced. Data collected will be displayed on one of the Warring School Pride bulletin boards. | Creating a school leadership team (points position)

School Social Worker

School Psychologist

Teaching Assistants

Student meeting form

Google data tracker

Exit tickets

RPC

MTSS Coordinator

PBIS coordinator and team

Training through Ramapo Schools for monitors and non-instructional staff (relationship and restoring connections)

The School Leadership and PBIS teams will request funding for tee shirts through Donors Choose for every student.

PCSD alumni, local businesses, colleges, and community organizations will be contacted via email to sponsor students on Donors Choose or through donations via the building administration. |

	Interactive Warring Pride Bulletin Boards will be created and displayed near all high-traffic areas to foster school pride and to remind students of our building expectations, goals, and rewards. Common language and school norms for walking the hallways, cafeteria, entering and exiting the school building.	T-shirt order forms will be made available for parents to complete at Open House. The success of this strategy will be gauged by the number of order forms filled out and or parent interest in purchasing tee shirts.	a large printed version of the Warring School pledges for every classroom. Printed versions to be sent home for parents and caregivers to place in a visible location to use as needed during teachable moments. . paint/tools - needed to create murals and artwork
Increase SEL supports to students daily	Weekly visits from our local police department to form a partnership between law enforcement and the school community. In addition to addressing safety concerns, this partnership will also foster interactions that demonstrate care and concern between law enforcement, the student body, and neighboring communities at large. Mid-Hudson Migrant Education program. The program will provide supplemental in-school academic support to help boost student confidence and academics.	The school leadership team will create a Google form surveying student perceptions about police officers in school. The survey can be administered quarterly to monitor police interactions and perceptions of students. A needs assessment of each child is completed in collaboration with the parents and the school. The assessment results will be shared with the classroom teacher and	Building Administration School Leadership Team local law enforcement Migrant Education Specialists and Tutor Advocates Teachers

		monitored throughout the duration of the program.	
	VELLOP tutors will support our ENL population (Vassar English Language Learners Outreach Program) Vassar College students volunteer to work with students struggling in reading to boost student confidence, self-esteem, and academics.	Tutors will provide one-on-one classroom help and /or teacher assistance. Daily teacher classroom check-ins with the tutors will be made to monitor student progress and performance throughout the duration of the program to gauge its effectiveness.	Building administration, teachers VELLOP Coordinator
	Retired teachers and community work with students in reading and math	The School Leadership Team will create a directory of retired teachers and community members to recruit as volunteers. A data tracking Google Form will be created to record the numbers of volunteers recruited, placement, and time spent in the classroom to gauge the effectiveness of the initiative	The School Leadership Team, Building administration, teachers, parents, community members
	Literacy Connections Book Buddies Volunteers work with students struggling in reading to boost student self-esteem and academics.		Literacy Connection coordinator, teachers, building administration

	Peer Mediation The goal of this initiative will be to reduce conflict and provide students with problem-solving skills to build self-respect and understanding that their peers may have different perspectives from their own. M.H.A. (Mental Health Association) works with the school to promote social and emotional well-being for students S.P.C.A. brings in certified therapy dogs to raise awareness for animal health and safety as well as developing responsible pet care behaviors. This would be most effective over an extended period of time throughout the school year. Integrate SEL into all subject lessons Provide training to non-instructional staff to support students dealing with trauma		Peer Mediator (PPSTA points position) , social worker , school psychologist , students District and Building Administration Second Step materials and professional training for all staff Daily check-in (meet students at door) Partnership with local colleges, SPCA, MHA Morning meeting slides & lessons translation program Anchor charts/vocab for SEL (Spanish/English) Class buddies/reading buddies Culturally responsive/inclusive classroom Crisis worker to support "emergency crisis" behaviors

			Spanish speaking advocates to support families
			Psychologist to support social-emotional development;to deliver small group counseling based on behaviors or concerns that are observed in the classroom
			Social worker to interact and provide support to our families & students; to deliver second step lessons and be an active part of classroom SEL instructional delivery; establish relationships
			Bilingual classroom teachers to support our ENL learners
			Teaching assistants to support classroom teachers during reading instruction
			Translator assigned full time to Warring
			MTSS/IST coordinator to ensure students are appropriately represented and that their needs are identified and supported.
			Additional ENL teachers to support student learning.

			Professional Development to non-instructional staff as to how to interact with students with trauma (Via Ramapo Schools)
Student Government	Increase student engagement and leadership within the school community by providing students a forum for the election of officers, the movement for change, and the voting process of peers to determine choice within parameters of the student government platform. Community volunteer opportunity		Student government coordinator (points position)
Increase health & safety for staff and students	reflection/sharing space appropriate training for all staff (including 1:1, health aides -therapeutic intervention, restorative justice, peer mediation, trauma-informed care, de-escalation training healthy snack program collaboration with Poughkeepsie Farm Project		"relaxing corner" - is a safe place to share feelings, calm down, journal writing, coloring. The school needs to create this space in an available room. (For example the small room next to room 6. It backs up to the principal's office with a connecting door). sensory space - physically safe room with manipulatives Sensory room staff Healthy snack grant Poughkeepsie Farm Project Collaboration Reinvigorate the Warring Garden as part of the ELT afterschool program

			Target PD in the areas of therapeutic intervention, restorative justice, peer mediation, trauma-informed care, de-escalation training
Increase cleanliness of building and grounds	Daily cleaning of exterior grounds of building Re-allocation of custodial staff during student lunch hours to clean grade level bathrooms Thorough cleaning of classrooms including floors, baseboards, wall rails, desks, windows Daily sweep and mop of floors Daily cleaning of entry doors, windows handrails Regular inspection of rooms for cockroaches, mice, and ants. Abatement report HVAC renovation	The Leadership Team will create a weekly Google Form survey for all instructional and non-instructional staff. This form will collect data about the cleanliness of the building's interior and exterior grounds. Data collected will be analyzed by the School Leadership Team and reported to the Building Administration during Building Council Meetings. The Building Administration will be tasked with rectifying the areas of concern. To gauge the effectiveness of this strategy, the data collected should reflect an improvement in the building cleanliness of the interior and exterior grounds.	Building Administrators / all Staff Janitorial staff District Administration PBIS team District Administration, Capital Project

	cleaning and filter change for AC units and air purifiers Bathroom renovations (staff and students) Golden Dustpan Awards - Nominated by Custodial Staff, Building Administration Monthly rewards for the cleanliness of hallway floors, bathrooms, stairwells to encourage student by-in to keep the school building clean	The effectiveness of this strategy will be gauged by the data collected and analyzed from the weekly Google Form surveys completed by all instructional and non-instructional staff.	Capital Project Capital Project The school community will solicit local community businesses for funds to purchase rewards. Teachers, Building Administration, PBIS Team
Increase communication regarding safety concerns	Communication between city police and building principals to determine needed and emergency responses based upon safety issues within the community. Use door alarms with an added video feed to monitor who is entering/exiting the building Building Security Staff		Resource Officers Video monitoring of alarmed doors Security Staff/Police presence in and around the school grounds Carbon monoxide tester to accurately detect levels in the classrooms Working phone system/training on how to use the new phone Collaboration with District Administration

End-of-the-Year Desired Outcomes

School 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	Other students in this school respect me. I am safe in school. School is fun. All students are treated fairly in this school. My school is clean.	80%
Staff Survey	Students do not threaten and/or bully each other in this school. I regularly use data to identify my students' strengths and weaknesses. I feel prepared to meet the social and emotional needs of my students. I am able to provide examples of multicultural media, text, etc. throughout the school day. My school building is clean.	80%
Family Survey	I feel welcome in my child's school. My child is treated fairly regardless of his or her race, culture, religion, sexual orientation, gender, or special needs. My child is accepted in this school. This school provides a caring environment for my child. My child's school is clean.	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.
By the end of the 2022-2023 school year, the percentage of students identified as chronically absent will decrease by 10%. Student attendance goal by the end of the year is 90% and teacher attendance to increase to 93% while addressing chronically absent and late staff. 80% of our students and staff will participate in incentivized programs to increase student motivation.

COMMITMENT 3

Our Commitment

What is one commitment we will promote for 2022-23?	We are committed to increasing the role of parental and community stakeholders through collaboration, decision-making, and involvement in school-wide events.
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?*	. Staff survey indicated an alarming need for parental support. Only 15% feel that as educators, we receive parental support. SEL of our children has become a major component to round out the academic day and 100% of the staff feel that at Warring we are lacking in support staff. The 2021-22 school year was spent with no school psychologist, a social worker for only part of the year, no teaching assistants, no crisis worker, and minimal bilingual support. 95 % of our staff do not believe that ENL students and parents receive enough support throughout the year. Only 25% of students surveyed indicated that their families participate in school activities. As represented by staff inquiries, this is concerning, and we need to move focus on encouraging community involvement and parental participation.

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Creation of School PTA and support	Monthly school/community opportunities (ie, international night, harvest fest, quiz	Create a tracking system to monitor how many parents and	musical production (points position)

system for families (ensure bilingual access during meetings and activities)	night (before testing), Literacy Night, community-based open house with local programs, school plays and musical performances/ productions, award assemblies.	the staff attends the PTA monthly meetings. each school event to see which ones are more effective.	School newsletter (points position) PBIS Translators/ all communication in Spanish PTA funds, grants Community partnerships solicit community partnerships for awards for parent participation School Leadership Team
District community/family engagement representative to attend school functions and support families.	Newsletters, emails, phone calls, or flyers are sent home to encourage parents to connect with community support personnel. All communication in English and Spanish	Survey parents to see what they would like to have more/less of. Ask parents if certain days or times are preferable for attending school functions. standardized check-off survey and student feedback	District community/family engagement representative (with community supports at Warring School functions)
Parent Empowerment Workshop Series	A series of parent workshops in English and Spanish (home personal dairies, critical thinking games, helping to cook a meal with a parent, online reading platforms, free educational videos, and links, time management skills, and fun educational craft activities) throughout the school year to increase parents' knowledge, understanding, and demonstration in sustainable engaging, fun home activities to increase student	Parent workshops will be offered quarterly. Parents will be surveyed about workshop topics and preferences to help create meaningful workshops. Attendance and parent feedback will be used to gauge the effectiveness of this strategy.	Parent empowerment collaboration to provide workshops in Warring due to distance from the current location. Spanish translators teachers, building administration, and community organizations

	proficiency in ELA and Math toward the objective of College and Career Readiness.		
Increase communication with families and ensure ENL support for families with all home/school correspondence	School newsletter (monthly) All communication provided in English and Spanish will be sent about the use of class dojo and parent square All communication will be English and Spanish (via Parent Square, Class Dojo, printed flyers) Translation provided at all school events.	Parents will be surveyed at the onset of the school year prior to instructions being sent home about the usage of the communication tools. Parents will be surveyed after the instructions are sent home to help gauge if more parents have joined and are effectively using the communication tools .	Bilingual social worker School newsletter (points position) Translation program
Increase parent involvement within school day	School volunteer program - invite parents/guardians to volunteer 2x/year in their child's classroom Invite parent/guardians to all school performances - ie. honor roll, student of the month, Bardavon residencies Connect parents to Parent Empowerment Center Increase parent-teacher open house time and conference blocks	Parents will be notified at the onset of the school year about the School Volunteer Program - An interest survey/ Google Form will be created to generate areas of interest or preference: along with soliciting parents who have expertise or talents who can partner with classroom teachers for special projects or school-wide events. A shared drive will be created for Administration and teachers to record the event and number of parent volunteers in attendance.	School administration, and classroom teachers will sign up parents during Open House, Parent Square, Class Dojo Teachers and school administration community partnerships Parent Empowerment Center Increase Open House and Parent-Teacher conference time (administrative choice) Translation provided for ENL parents

Determine district plan for Community Schools	What is the plan for becoming community schools? What support will be provided within the walls of Warring?		Administrative proposal including steps to be taken to provide access to supports on the north side of town, including but not limited to - medical needs, SEL needs, shelter/food support, transportation, ENL services for students and parents, parent advocates

End-of-the-Year Desired Outcomes

School 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	My family and I participate in school activities. I take school notices home to share with my family.	80%
Staff Survey	I am able to maintain communication with parents via parent square/class dojo. Parents are involved in school activities.	80%
Family Survey	I feel comfortable being part of school activities. I attend school programs with/for my child. I am able to access community support via my child's school.	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.
Data reports from teachers regarding parent signup for Class Dojo and Parent Square. Attendance sheets from school/community activities.

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	This evidence-based intervention with the support of the Curriculum Associates, the Instruction team, and RPC will help support our teachers in implementing the Ready curriculum, PBIS, and the MTSS systems will ensure they are done with fidelity.

☐ 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	Communities of Practice (COP/Professional Learning Communities)
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	Warring Elementary will continue to utilize COP periods to foster opportunities for professional development, data discussions, and peer collaboration of best practices. There will be an expectation that meeting facilitators and participants adhere to the following meeting structures: set team norms; develop and share meeting agendas; take notes; develop a goal; create and design tasks to accomplish the goal; track tasks and follow up; acknowledge accomplishments. The administration and school leadership team will monitor shared folders to ensure that teacher teams adhere to meeting expectations and provide actionable feedback when required. ● i-Ready Data Cycle (Admin facilitated) ● School Leadership Team (School Social Worker facilitated) ● PBIS team

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

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 roles (e.g. teacher, assistant principal, parent).

Name	Role
Julliet Coxum	Principal
Janet Bisti	Supervisor of Elementary Education
Nicole A. Penn	Assistant Principal
Tonya Holk	1st-grade teacher and Chief Building Rep
Kari Webber	2nd-grade teacher
Michele Zolko	3rd-grade teacher
Shereen Cader	4th-grade teacher
Patrick White	4th-grade teacher
Claire Himoun	5th-grade teacher
Carleigh Koren	Special Education Teacher

Our Team's Steps

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

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

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	Completing the" Leveraging Resources" document
Example: 4/6/21			*x*	*x*		
8/19/2021		x	x	x	x	
8/20/2021			x	x	x	
8/21/2021	x					
5/13/22				x		
6/3/22						
6/8/22	x		x	x	x	
6/14/22		x		x	x	
6/23/22				x		x

Learning As A Team

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

During the course of the Student Interviews, several students expressed the desire to have more teacher assistance available in the classroom to provide support for struggling students. This request has been addressed in the Master Schedule for the Building and in hiring additional AIS math teachers. Firstly, the Master schedule was built to incorporate ninety-minute blocks for both ELA and Math. During that ninety minutes, teachers provide whole group instruction at the grade level to their students for forty-five minutes as well as facilitate small group instruction to an assigned group of students for forty-five minutes.

In order to identify assigned students, all students take a diagnostic three times per year. The Beginning of the Year Diagnostic identifies the strengths, weaknesses, and foundational gaps of each student. After analyzing the data, the students are placed into smaller ability-based groups and assigned to the teacher that exhibits strength in teaching that particular academic level of students. During the small-group instruction, both AIS and ENL teachers work with the grade level that is engaged in small group instruction. Having the additional teachers' participation allows for smaller groups across the entire grade level. This will result in more individualized attention for all students. Additionally, the smaller groups of ability-based students will allow for the teachers to delve into the skills and standards for each individual student. Information from the diagnostic around which proficiencies should be the immediate focus for each student group will aid the teacher in prescribing appropriate tasks to ensure student progress.

In addition to providing remedial foundations and enrichment during small group instruction, the addition of the two new AIS math teachers to the current two AIS Reading teachers will provide the ability for the most academically fragile students to receive Tier II and III pull-out services in both reading and math.

In order to ensure that teachers are most effectively providing small group instruction throughout the day, we will continue to provide professional development for teachers and utilize best practices and results-proven practices for teachers.

Equity Self-Reflection

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

The Equity Self-Reflection assisted the team in identifying our school properties to design and implement a student-centered learning environment that addresses our students' social-emotional and educational development. It also recognizes the urgency for our school to evaluate our systems and processes that are currently in place and make changes to support our students' learning needs that are culturally responsive and grounded in positive development principles and practices. The Equity Self-Reflection also provided a framework for setting goals and leveraging resources to support our implementation plan. We are committed to establishing an advisory group of building administrators, families, teachers, students, and community members. We will work collaboratively to revisit and create school norms, establish school goals, and build alignment between the families' expectations and values and the school's expectations and values.

The school administrators, with the support of our Director of Elementary Education, and The Regional Partnership Center, will provide coaching for our teachers to deliver high-quality culturally responsive instruction that will enable students to grow as independent learners, think critically, and apply learning to meaningful, real-world situations. Support will be provided to our teachers at our monthly grade-level meetings for collaborative planning, drafting, mapping, and aligning their lesson with authentic culturally responsive sustaining practices. The school Instructional Leadership teams will address instructional rigor, cultural responsiveness, achievement disparities, and student engagement.

The Equity Self reflection also highlights the importance to parents, family, and community partnership. The school will work collaboratively with our PTA, community advocates, and community partners to support formal and informal structures for families to receive information and support to extend students learning beyond the classroom.

Submission Assurances, Instructions, and Next Steps

Submission Assurances

Directions: Place an "X" in the box next to each item prior to submission.

1. ☐ The SCEP has been developed in consultation with parents, school staff, and others in accordance with the NYSED Requirements for Meaningful Stakeholder Participation to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plan before it is approved.

2. ☐ The SCEP will be implemented no later than the beginning of the first day of regular student attendance.

3. ☐ Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.

Submission Instructions

CSI Schools: When your plan is ready for review, please share the plan with your NYSED liaison. Plans should be shared before July 30, 2021.

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 2021-22 school year.

Next Steps

1. In addition to having their plan approved by NYSED, CSI Schools will need to make sure that their plan has been approved by the Superintendent and the Board of Education (in New York City, the Chancellor or the Chancellor's designee) before the first day of the 2021-22 school year.

2. The approved CSI and TSI plans will need to be posted on the District's website.

3. Both CSI and TSI schools will need to complete the *Leveraging Resources to Support the SCEP* document and provide the document to their District. This document will be incorporated into the District's DCIP Planning Document, which will inform the 2021-22 DCIP.

4. Schools should plan to begin implementing their plan by the first day of the 2021-22 school year. Schools should continually monitor their implementation and make adjustments to their plans when appropriate.