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

School Comprehensive Education Plan
2023-24

District	School Name	Grades Served
Poughkeepsie City School District	SFB Morse Elementary School	K-6

Collaboratively Developed By:
The Morse School SCEP Development Team: Samantha Mitchell - Principal David Feliciano - Assistant Principal Patrice Woods - Former Ast.Principal, Current Supervisor of Elem. Ed. Stephanie Green - Teacher & CBR Cheryl Haines - 1st Grade Teacher & PBIS Kristen Hendrickson - Special Education Teacher Janet Bisti, Director of Elementary Education Lauryn Carley, AIS Math Teacher Hannah Wood - 4th Grade Gen Ed Teacher Jill O'FLaherty - 5th Grade Special Ed, MTSS Coordinator Gail Gemmell - AIS Reading Teacher Joanne Banis - Hovling- AIS Math Teacher Mary Marshall - ENL Teacher ***And in partnership with the staff, students, and families of S.F.B. Morse Elementary.***

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

- **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 1

Our Commitment

What is one Commitment we will promote for 2023-24?	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 what we envision for the school?* ● *How does this Commitment relate to what we heard when listening to others?* ● *How does this Commitment connect to what we observed through analysis?*	We are making this commitment to increase students' academic achievement, address any potential learning gaps, and provide students with academic interventions using iReady in ELA and Math to make ongoing, measurable growth and access to grade-level curricula. For our ELL students, ENL and content area teachers will collaborate through lesson planning and alignment of content and language objectives to incorporate English language development into the content area instruction. We will assign joint professional development to our ESl and content area teachers through the use of Curriculum Associates in lesson planning to support our ENL students. Our special education programming is a strength in our school community, allowing all students to be in an inclusive, Integrated Co-teaching (ICT) environment for homeroom and all core subjects, and access to focused small class instruction where appropriate. Finally, we support high expectations for all students, through the core curriculum. We believe in meeting students where they are in terms of academic, social, and emotional needs. We are committing to providing an adaptive curriculum, by providing at least 40 minutes a week on iReady Instruction in reading and math (My Path) to build skills and reduce gaps. In addition, we will continue to monitor student achievement and growth with the use of iReady ELA & Math Diagnostics to diagnose student strengths and weaknesses. Those results enable staff to provide targeted, data driven instruction. We will utilize Fundations in grades 1-3 to build up our students' foundational literacy skills that have been lacking. 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. Teachers will utilize the lessons that are targeted to differentiated student groups to meet the diverse learning needs.

Through the use of the Ready Reading Curriculum (grades 1-2), Magnetic Reading (grades 3-5), iReady Classroom Mathematics (grades 1-5) and the iReady diagnostics and online individualized pathways for ELA and Math, students will receive individualized, targeted instruction to meet their academic needs. By viewing their student's growth on iReady through reports and the "next steps" to meet the learner's needs and supporting students in targeted classroom interventions, parents will be able to monitor their child's growth. This process will provide parents and students the tools they need in order to identify and meet their academic needs and continuously head towards success.

According to our student interviews, students are not feeling challenged by the work that's being presented. This indicates that while students know what is expected of them, they are not fully engaged in rigorous criteria and that teachers are not setting consistently high expectations for their students. As such, we are determined to supplement the current curriculum to address any learning gaps, and will also allow students to engage in higher order thinking and problem solving activities.

Our self-reflection indicated that we are in the integrating stage for having high expectations with rigorous instruction. Our master schedule allows for meeting students' individual academic needs through several opportunities daily for targeted direct instruction. Our commitment this year ensures that we will continue our progress in setting high expectations for our students consistently across all grade levels.

Progress Targets

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

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

End-Of-The-Year Goals	● NYS ELA & Math ● iReady ELA & Math Data ● Scholastic Data	The goal for the 2023-24 school year is an increase of 20% of students meeting grade level expectations and a decrease of 20% for students two or more years below grade level as measured by iReady and Scholastic.	

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

	Survey Question(s) or Statement(s)	Desired response *(e.g., % agree or strongly agree)*	What we ended up seeing *(complete once Spring survey results are available)*
Student Survey	1. How often do your teachers make you explain your answers? 2. When you feel like giving up on a task, how often do your teachers encourage you to keep trying? 3. How often do your teachers take time to make sure you understand the material? 4. I feel challenged at my school?	1. 90% in all areas at ALWAYS or ALMOST ALWAYS 2. 90% student participation Grades 3-5	
Staff Survey	1. To what extent can teachers improve their implementation of different teaching strategies? 2. If your students have a problem while working towards an important goal, how well can they keep working? 3. How confident are you that you can engage students who typically are not motivated?	1. 75% agree in all areas 2. 90% staff participation	

Family Survey	1. How confident are you in your ability to support your child's learning at home? 2. How confident are you in your ability to make sure your child's school meets your child's learning needs? 3. How much effort does your child put into school related tasks?	1. 75% rating of 4 or 5 for all areas 2. 100 parents completing survey	

We believe achieving the following Mid-Year Benchmark(s) will give us good insight into our ability to reach our year-end goal:

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing *(complete when reviewing mid-year data)*
Mid-Year Benchmark(s)	● iReady Diagnostic Data ● Scholastic	The goal for the first half of the year is 20% of students will achieve grade level proficiency	

We believe we will be on track to meet our Mid-Year Benchmark(s) if six to ten weeks into the school year, we are able to reach the following Early Progress Milestones:

Early Progress Milestones	What data will we be reviewing?	What do we hope to see when we review that data? (*Identify Quantitative Data or Qualitative Descriptors in this space*)	What we ended up seeing *(complete six to ten weeks into the school year)*
Student Data	i-Ready Growth Monitoring Curriculum Associates: Growth Monitoring: Progress Monitoring Tool	Growth Monitoring in ELA & Math will be done every 6-8 weeks.The data should indicate that students have increased by 10% every assessment.	

Adult/Schoolwide Behaviors and Practices	• FILW form • Lesson Plan review tool	• We will take a sample from the lesson plans collected, checking for alignment with identified areas of focus, as provided by iReady and other assessments, as well as scrutinize lesson objectives testing for coherence to state standards. • During our FILW's we will check in with students as they are performing tasks, we'll interview them and continue to probe them to infer if in fact they are meeting the learning targets. • Through the use of the FILW's we will also show if the proper pacing is being followed. • Through the observation of small group work we will look at the differentiation provided to students and how it differs from the general task.	

| Student Behaviors and Practices | We will use a "Time on Task Analysis" form as part of our walkthroughs to identify the percentage of students on task. We will modify the form to measure student participation by lesson. As to student independence, we can monitor that by the level of support needed to complete a task | 65 % of students are on task as measured by the tool's parameters for all areas | |

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?
Deliver and monitor the implementation of research-based curricula to address students' academic needs.	This strategy was selected as a way to monitor the implementation of Ready ELA & Math curricula & Explicit Direct Instruction: ● Utilize walkthrough observation protocols (FILW) that allows for instantaneous feedback to teachers ● Adhere to administrative walkthrough Schedule ● Identify PD topics based on 22-23 EOY SCEP Survey, observation evidence, iReady & NYS Assessment data ● Create "Look Fors" based on evidence & data **Explanation:** Implementing an administrative walkthrough schedule to monitor curriculum implementation will help to improve the academic levels of students. Feedback to teachers in a timely manner on observations from walkthroughs will help teachers guide their instruction. Use the "look fors" from evidence from walkthrough observation to inform professional development plans. PD will be provided as	Curriculum Associates materials (iReady, Ready Reading, Ready Math, Magnetic Reading for Grades 3-5, STAMS and CAMS) and Scholastic running records. We will also have iReady consultants to support the teachers with the implementation of iReady, analyzing data and planning lessons forReady curriculum. Students will have access to Chromebooks daily to support using the Ready curriculum resources. Funding for headphones for students to take iReady diagnostic and work on independent pathway ($6,168) Funding for charging stations to ensure students have access to technology at all times ($11,020) Teachers will be provided with access to disaggregated data from iReady and Scholastic as well as Unit Assessments at COP and grade level meetings.

	needed based on 22 -23 EOY SCEP Survey, walkthroughs, observations and data. The data from the iReady Beginning of the Year Diagnostic as well as the Fundations and Scholastic assessments allow teachers and AIS providers to level students, provide targeted instruction, monitor students' academic growth and move students through the grade levels toward mastery of standards. The Regional Partnership Center (RPC) through BOCES provided all PCSD staff professional development in Explicit Direct Instruction. During the 2022-23 school year, the RPC assisted Morse staff in intertwining the district approved curriculum with EDI and will continue to provide feedback in the 2023-2024 school year on its complete integration into teachers' everyday lessons.	Funding for Sonday materials for grades 3-5 ($27,592) Subscription to Funhub from Wilson Language grades K-3 ($6,693) Scholastic News for supplemental reading materials on current events ($3,500) Writing Curriculum for grades K-2 ($6,673) Science investigation materials ($4,200) Pocket charts to manage materials for Fundations ($408) Fundations magnetic letter tiles ($4,300) Fundations multilevel kits for ICT teachers ($3,930)
Revised Master Schedule to include Blocks for ELA and Math and WIN time, as well as allow for push in AIS & ENL services	This strategy was selected to incorporate a balanced literacy/mathematical approach to student learning. This approach will include the following: ● 40 min of guided reading/Implement station rotation ● 40 min whole group instruction in core reading curriculum- (Ready/Magnetic Reading)	Staffing requirements for block schedule and time for common planning and data tracking weekly. Push-in model will be implemented for all grade levels - AIS and ENL providers will push-in throughout the day.

40 min of writing instruction 40 min of WIN (What I Need) using all previously stated intervention programs for both math and reading 40 min whole group instruction in core math curriculum - Ready 40 min small group math rotation/instruction - Ready - Scaffolding strategies will be implemented to provide students with grade appropriate lessons - Monitor teacher's Instructional Practices and utilization of co-teaching strategies via walkthroughs (FILW) **Explanation:** The master schedule incorporates an 80 minute block for whole and small group instruction, a 40 minute writing period as well as a 40 minute intervention period (**WIN**). Guided Reading will continue to be a daily, building-wide initiative. During guided reading time, teachers will meet with a homogeneous group of students in a small group where students are engaged in literacy centers. Students will also have an intervention block (WIN) utilizing small group lessons based on instructional groupings from i-Ready diagnostic data The schedule also allows for AIS and ENL providers to support classroom teachers with tier 2 and tier 3 interventions via both	Ready Reading, Ready Math, Magnetic Reading (Grades 3 -5) curriculum iReady diagnostic assessment and data tracking online Ready Curriculum Pacing Guides in ELA & Math Common planning protocol and common FILW & feedback form

	push in and pull out services. These services will be data driven via placement testing and MTSS. etc., MTSS and data will evaluate the number of learners requiring intervention, the number of learners across the cohort, and extent/severity of the deficit.	
Implementation and monitoring of MTSS interventions (AIS & ELL)	Build an MTSS Team to monitor data and share said data with faculty and families students' progress towards goals. The MTSS team will include support staff (AIS, special ed teacher, social worker, psychologist and the nurse) as well as the classroom teacher. A multi-tiered support system (MTSS) core components work together to create an integrated, comprehensive framework that focuses on the New York State 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.	It is imperative that the Morse MTSS point position be allocated 10 points to allow for optimum support. It will enable the coordinator to work with specific grades. *Math AIS providers will be using the Bridges Intervention Program, including math manipulatives, for Tier 2 and Tier 3 interventions, which the district will purchase and provide. Training will also be provided to the teachers using this program. Additional resources include Comprehensive Assessment of Math Strategies (CAMS) and Strategies to Achieve Mathematics Success (STAMS) from Curriculum Associates. Funding for Ready Math Manipulatives ($16,472) Funding for math tools ($2,000) Funding for Bridges Intervention Program: $6600

		Intervention Support Curricular Materials (Tier 2 & 3)
		CA (Curriculum Associates) EDI based on i-ready diagnostic's Prescribed "Next Steps for Instruction" inclusive of: ● Phonics For Reading: Levels 1, 2, & 3 Wilson's FUNdations EDI based on intervention placement assessment ● Fundations K -3 McGraw Hills's Corrective Reading, EDI, for grades 4 and above based on intervention placement test ● (Decoding A, B1, B2, or C) McGraw Hill's Reading Mastery EDI based on intervention placement test ● Levels K-5 Structured Literacy approach (EDI) as prescribed by David Kilpatrck, PH.d. *Equipped for Reading Success: A Comprehensive Step-by-Step Program for Developing Phonemic*

Awareness and Fluent Word Recognition

*ENL will use the OPD (Oxford Picture Dictionary. The Oxford Picture Dictionary for the Content Area for Kids builds direct, explicit, multifaceted vocabulary instruction using rich visuals and brings meaning and context to words to activate learning for English Learners. In addition, the OPD teaches more than 1,000 words using 70 topics, grouped into 9 thematic units and includes the language of home, school, social studies, science, and math. This curriculum which will be aligned to the iReady and Fundations curriculums by a team of ENL teachers this summer to be approved by the curriculum committee will be utilized in a Tier 1 setting which will be designed to meet each student's individual needs based on proficiency level.

*Student's English proficiency needs are determined by NYSITELL and NYSESLAT. The NYS OBEWL's document, "*Language Acquisition Chart for English Language Learners (ELLs)*" will be used to guide lesson planning as it outlines the definition of

		each proficiency level, student behaviors, challenges, and teaching strategies. This document can be found [here]().
Data-Informed Instruction	This strategy was selected as a way for teachers to participate in collaborative discussions of student data. The protocol to implement this process is as follows. ● Establish Data conversation protocols to utilize during Common Planning Time (CPT). ● Set goals based on baseline iReady data in Math and ELA as well as Fundations ● Monitor progress of Schoolwide goals set by the administration in collaboration with classroom teachers. ● Create lessons to meet students' learning needs ● Create student rubrics so students understand the academic expectation and so teachers focus their feedback ● Analyze students' errors to determine focus areas ● Monitor students' Reading growth and Math mastery ● Parent Data Breakfasts to inform parents of their students' progress and involve them in the learning process.	Curriculum Associates materials (iReady, Ready Reading, Phonics for Reading, Ready Math, Magnetic Reading (Grades 3 -5),Fundations and Scholastic running records. Students will have access to Chromebooks daily. Teachers will be provided with access and disaggregated data from iReady and Scholastic at COP and grade level meetings. RPC will assist in providing PD on Data Discussion Meetings & Protocols. Funding for the Parent Data Breakfast: - Substitutes to cover teachers ($9000) - Light refreshments for breakfast, 3x per year for 300 people ($6000)

	Explanation: Teachers will review iReady data in Math and ELA, in addition to the Scholastic Running Records and Fundations to create instructional groups. Teachers will use the data to set grade level and standards aligned content area goals for students. Teachers will progress monitor students to analyze the data and determine next steps. Teachers will create lessons to provide explicit direct instruction.	
Structured and Targeted Professional Development for Teachers	Professional development for faculty and staff will focus on academic achievement based on student data. PD will also be provided based on teacher recommendations via the SCEP 2023 EOY Survey. Professional development sessions will provide teachers with specific strategies and interventions to address the areas of need they are observing in their classrooms as well as trends in student data. This may include collaborative professional development workshops; additional coaching from the Supervisor and/or Director of Elementary Education, as well as the RPC; high-quality, informal non-evaluative feedback; and high quality, focused instructional walkthroughs. Embedded support through PD, classroom visits and feedback sessions will continue to	Google Form for instructional walkthroughs (FILW) Create a walkthrough schedule with building administration. Scheduled time and professional development calendar in collaboration with the district and other PD providers. Funding for professional development for ENL teachers from Curriculum Associates ($10,000) Funding for professional development for Sonday ($7000) Professional development for Bridges: $450 for AIS teachers, $150 for administrator

	be provided by the Regional Partnership Center re: strategies and best practices for Explicit Vocabulary Instruction as well as Co-Teaching	
Progress Monitoring of SCEP Initiatives	The SCEP Oversight Team will monitor progress made towards the stated commitments, share trends and progress with staff and stakeholders, and contribute to writing quarterly reports in order to ensure the implementation of goals and initiatives from the 2023-2024 SCEP.	Funding for SCEP Oversight team ($10,500)

COMMITMENT 2

Our Commitment

What is one Commitment we will promote for 2023-24?	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 what we envision for the school?* ● *How does this Commitment relate to what we heard when listening to others?* ● *How does this Commitment connect to what we observed through analysis?*	It is clear that academic success does not happen in isolation; that it is connected to a healthy mind, heart, and a supportive learning environment. 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 teach students the vocabulary they need to identify their emotions and the strategies to manage them. Additionally, we believe celebrating progress builds a sense of belonging, inclusion, and motivation. Using the Second Step Program, teachers and students will have a common SEL language that they can use to communicate their feelings, needs and wants. This will help to create a safe and positive learning environment. Student interviews revealed that students do not always feel respected by their peers and are sometimes bullied. We are committed to ensuring that all students have a safe, respectful, and nurturing learning environment. This includes teaching students how to interact with one another, the language of emotions, and how to handle and work through challenging situations. Our self-reflection indicated that Morse is in the integrating stage in a welcoming and affirming environment . We are collaborating with the RPC to aid in our SEL development and Culturally

	Responsive programming. The RPC is also assisting the administration and staff to ensure our curriculum and assessments are appropriate for our community. Additionally, Morse monitors along with administration are working with Ramapo for Children to address protocols and strategies to address student behaviors.

Progress Targets

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

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing *(complete at the end of the year)*
End-Of-The-Year Goals	1. Infinite Campus attendance Reports 2. AESOP staff attendance report	By the end of the 2023-2024 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%.	

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

	Survey Question(s) or Statement(s)	Desired response *(e.g., % agree or strongly agree)*	What we ended up seeing *(complete once Spring survey results are available)*
Student Survey	● How often do your teachers make you explain your answers? ● When you feel like giving up on a task, how often do your teachers encourage you to keep trying? ● How often do your teachers take your time to make sure you understand the material?	1. 90% in all areas 2. 90% student participation Grades 3-5	

	● How much support do the adults in your building give you? ● How much respect do your classmates show you? ● In this school, how much does the behavior of other students help or hurt your learning? ● Is there anything else you'd like to add about your school?		
Staff Survey	● To what extent can teachers improve their implementation of different teaching strategies? ● If your students have a problem while working towards an important goal, how well can they keep working? ● If your students fail to reach an important goal, how likely are they to try again? ● When one of your teaching strategies fails to work for a group of students, how easily can you think of another approach to try? ● How confident are you that you can engage students who typically are not motivated? ● For students who need extra support, how difficult is it for them to get the support that they need? ● When a sensitive issue of diversity arises in class, how	1. 75% agree or disagree in all areas 2. 90% staff participation	

	easily can you think of strategies to address the situation? ● How important is it for your school to hire more specialists to help students? ● In what subject areas are resources needed? ● What professional development topics should your school focus on to better support students' academic needs? ● How comfortable are you discussing race-related topics with your colleagues? ● How confident are you that adults at your school can have honest conversations with students about race? ● How knowledgeable are you regarding where to find resources for working with students who have unique learning needs? ● What professional development topics should your school focus on to better support students' social-emotional needs?		
Family Survey	1. How confident are you in your ability to support your child's learning at home? 2. How confident are you in your ability to make sure your child's	1. 75% rating of 4 or 5 2. 100 parents completing survey	

	school meets your child's learning needs? 3. How much effort does your child put into school related tasks?		

We believe achieving the following Mid-Year Benchmark(s) will give us good insight into our ability to reach our year-end goal:

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing (complete when reviewing mid-year data)
Mid-Year Benchmark(s)	1. Daily attendance reports 2. Attendance call logs 3. 3,5, & 7 day absentee letter logs	Increase in student attendance due to timely communication with family and no more than one absence per month per student.	

We believe we will be on track to meet our Mid-Year Benchmark(s) if six to ten weeks into the school year, we are able to reach the following Early Progress Milestones:

Early Progress Milestones	What data will we be reviewing?	What do we hope to see when we review that data? (*Identify Quantitative Data or Qualitative Descriptors in this space*)	What we ended up seeing (*complete six to ten weeks into the school year*)
Student Data	1. Daily attendance reports 2. Attendance call logs 3. 3,5, & 7 day absentee letter logs	We hope to see less than 10% absenteeism within the 1st six to ten weeks of school.	
Adult/Schoolwide Behaviors and Practices	1. FILW data 2. PBIS Signage	FILW data will indicate morning/class meetings to address classroom climate PBIS signs will be displayed throughout the school	
Student Behaviors and Practices	1. Teacher anecdotal 2. Student participation and engagement 3. IC Behavior Referrals	We expect to see a decrease in student referrals of 50% as compared year to date, within the first six to ten weeks of the beginning school year.	

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?
Monitor and increase student and teacher attendance	We will begin the school year off with our first MTSS (Multi-Tier Support System) Attendance Meeting during the first month of in-person school. MTSS consists of the	Tiered Framework MTSS meeting protocols & schedule

	MTSS Chair, School Social Worker, School Psychologists, Speech Pathologist, AIS and ENL teachers, and the Building Administrators. During this meeting we will analyze our 2021-22 attendance data, end of year iReady and Scholastic data with regard to student performance. Student data will be shared with the staff for the purpose of tracking students's daily attendance and lateness. Administration, MTSS & CET teams will meet alongside RPC staff and Ramapo for Children for additional support and/or resources, such as Attendance Matters. Our Monthly Perfect Attendance Assembly information, PBIS Initiatives and attendance expectations will be shared with families. Our first assembly will be held upon transition back into the school building as motivation and incentive. Implement new attendance strategies and protocols at the beginning of the year to monitor student attendance such as phone calls home and home visits by school staff. In collaboration with the Regional Partnership Center (RPC) staff is engaged in the analysis of attendance data for needs mapping that can inform more targeted support.	Running attendance reports monthly and sharing data with teachers/staff, who can help assist with improving student attendance. Use monthly reports to have perfect attendance assemblies. Funding for school-wide PBIS assemblies hosted by Higher Impact ($4000) Funding for quarterly incentives: - Certificates, attendance trophies, prizes, etc: $7500 - Character Education t-shirts: $1845 - Character Education bracelets: $410 - PBIS posters: $1125 - Books for PBIS Book vending machine ($2,000)

Extended learning time and enrichment learning opportunities	The Academic Enrichment portion of the ELT program relies heavily on teacher recommendation based on students' academic needs, parent request for additional support, possible IST request and AIS provider suggestions. ELT at Morse Elementary School will require working with 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. Field trips provide enriching learning opportunities for students to apply classroom knowledge to real world situations. Additionally, students will develop an understanding of the historical and cultural sites in the community.	CBO Partnerships for the enrichment of the ELT program Staffing for academic portion of the ELT program Funding for ENL program as a component of ELT Funding for Field Trips: - Entry fees to SUNY New Paltz planetarium, cider mill friends, vanderbilt museum, FDR headquarters, hudson highland nature museum ($4950) - Bussing for field trips ($10,000) - Ellis Island trip for 5th grade (entrance fee: $1200, bussing: $4000)
Execute the Second Step Program with fidelity across all grade levels throughout the school community.	Teachers will facilitate the Second Step Online program. Students will be constantly learning about the skills and concepts that can make a positive difference at their age, from growth mindset to social connectedness. This program will help students process strong emotions, make good decisions, and create strong friendships while avoiding or de-escalating conflict.	Funding for the Second Step program ($3000) Funding for PBIS team ($8400) Staff training. Use of Mustang Tickets for the monitors to be able to reward students for their behavior.

	Monitors will incorporate the Second Step strategies into their student supervision during lunch and recess Use of Mustang Tickets for the entire staff to be able to reward students for their behavior. Staff will receive training on restorative justice practices from administration and RPC staff. All staff will utilize restorative practices throughout the building. The PBIS team will train the school staff in the protocols and procedures developed with the Second Step. Peaceful Playgrounds is a physical activity program that improves recess and overall school climate in before, during and after-school programs. This will reinforce the character building pillars of the Second Step program.	Crisis counselor is utilized in many ways. **Two crisis counselors** would allow for a larger impact. Crisis counselor currently performs the following duties: ● monitors the Reset room ● manages students in crisis ● attendance concerns ● home visits ● assists during recess ● remediates issues among students ● helps reintegration after suspension ● assists administration in numerous other roles Funding for Peaceful Playgrounds ($5,499)
Parent Engagement Events	Parent involvement is a key indicator of student academic and social success in schools. By providing both educational and enrichment events for families, Morse hopes to improve the home to school connection. Morse will host 4 parent engagement events throughout the year, focusing on math, literacy, attendance, and behavior.	Funding for parent engagement events: - Teachers to run the program ($2176) - Staff (monitors) to provide childcare ($640) - Greeter to take attendance and welcome parents ($350) - TA to provide additional support with childcare ($300)

Commitment 2

Evidence-Based Intervention

All CSI and TSI schools must implement at least one evidence-based intervention as part of its SCEP. The intervention identified must meet the criteria of a Tier 1, Tier 2, or Tier 3 evidence-based intervention under ESSA. More information can be found at:
http://www.nysed.gov/accountability/evidence-based-interventions
Schools may choose **one of three options** for identifying their evidence-based intervention:

Option 1: Selecting a strategy from the **State-Supported Evidence Based Strategies** located at:
http://www.nysed.gov/accountability/state-supported-evidence-based-strategies

Option 2: Selecting an evidence-based intervention **identified in one of three clearinghouses**: What Works Clearinghouse, Social Programs That Work, or Blueprints for Healthy Youth Development

Option 3: Reviewing research to identify its own evidence-based intervention that meets the criteria for ESSA evidence-based intervention Tier 1, Tier 2, or Tier 3 found at: http://www.nysed.gov/accountability/evidence-based-interventions

Directions: Place an "X" in the box next to the path the school has chosen for identifying its evidence-based intervention and follow the corresponding directions for that path.

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	Principal Leadership Development
We envision that this Evidence-Based Intervention will support the following Commitment(s)	SSP to assist Principal Mitchell in monitoring the academic instruction to all students in order to improve academic success and providing an inclusive and positive learning environment where all students feel they belong. Monitoring of academic instruction will take place in the form of FILWs and data will be shared with teachers to indicate areas of strength and areas in need of improvement. In addition to instructional coaching for teachers that have been identified as the lowest permoning by their annual reviews and through ongoing classroom observations. Principal Mitchell will attend professional development to support her own growth and reflection as an instructional leader.
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	After exploring the Envision/Analyze/Listen process the team determined there was a need for more Instructional Coaching to help teachers implement effective instructional strategies, new ideas, through observing teacher practice and

	instruction and providing timely and actionable feedback, by co-planning, implementing lessons, and co-teaching.

☐ 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
Samantha Velez-Mitchell	Principal
David Feliciano	Assistant Principal
Patrice Woods	Current Supervisor of Elem. Ed.
Janet Bisti	Director of Elementary Education
Stephanie Green	Teacher & CBR
Cheryl Haines	1st Grade Teacher & PBIS
Kristen Hendrickson	Special Education Teacher
Lauryn Carley	AIS Math Teacher
Hannah Wood	4th Grade Gen Ed Teacher
Jill O'FLaherty	5th Grade Special Ed, MTSS Coordinator
Gail Gemmell	AIS Reading Teacher
Joanne Banis	Hovling- AIS Math Teacher
Mary Marshall	ENL Teacher

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
Example: 4/6/21				*x*	*x*		
5/8/23	x						
6/12/23		x	x			x	
6/13-16/24					x		
6/26-30/23						x	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 feedback is an essential part of the process as they provide information and feedback on what is working and what is not. Ultimately, student success is the goal of everything we do. Our students' input guides our commitments, our initiatives, and our needs for professional development. This plan takes into account our two main focuses: student achievement and student social-emotional wellbeing. These goals are interconnected - we know that students learn better when they feel safe, supported, and encouraged. It is with this in mind that we have made the commitments and strategies to best support our students.

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.

to meet the social and emotional needs of our students we have implemented the following:

- a full PBIS program which recognizes student achievement in our core beliefs and celebrated at the end of each month through school-wide assemblies
- Use of Mustang Tickets for all staff to be able to reward students for their behavior.
- The hiring of an additional Crisis Counselor
  - monitors the Reset room
  - manages students in crisis
  - attendance concerns
  - home visits
  - assists during recess
  - remediates issues among students
  - helps reintegration after suspension