New York State
EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

School Comprehensive Education Plan
2021-22

District	School Name	Grades Served
Poughkeepsie City School District	Gov. Clinton Elementary	1-5

Collaboratively Developed By: Dr. David A. Scott & Mr. Don Stark

Delete the red text upon completion.

School: Gov. Clinton Elementary School

SCEP Development Team:

Dr. David A. Scott

Mr. Don Stark

Ms. Beth Kassa

Ms. Suzi Sullivan

And in partnership with the staff, students, and families of Gov. Clinton Elementary School

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 the review the document "How Learning Happens," particularly page 3. Then the team should ask, "**What should we prioritize to support our students and work toward the school we wish to be?**

The team should take the answers to this question and identify 2 to 4 commitments for the 2021-22 school year. For each commitment, the team will identify strategies that will advance these commitments.

School teams have a lot of flexibility when selecting the commitments that are identified. There is no requirement that commitments must align with specific subject areas, as was required in the past. Any of the full statements that appear on page 3 of the How Learning Happens framework, such as "*Every child can see themselves reflected in teachers, leaders, curriculum, and learning materials*" could serve as a commitment. To be meaningful, it is important that the commitments be informed by the Student Interviews, Equity Self-Reflection, and review of recent data, and the commitments should connect to the school's values and aspirations.

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 2021-22?	Clinton Elementary School is committed to ensuring that our school is a nurturing and uplifting environment for all Students, Parents/Guardians, and Staff.
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?*	Clinton Mission Statement This commitment fits into our mission/vision because it is the foundation that is needed to complete the mission. Our mission to "equip students with the foundational knowledge needed to be successful" begins, especially at the elementary level, with creating a nurturing and uplifting environment. The need for this commitment emerges from the recent pandemic which has caused us to be away from each other for the past one and a half years. Many of our 1st, 2nd, and even some 3rd graders will be experiencing school for the very first time. Therefore, it is essential to ensure that students, Parents/Guardians and Staff all feel welcomed and know that this will be a safe space where each of them will be nurtured and uplifted as they navigate the difficult waters of coming back to school after a pandemic and striving to become successful and impactful members of the school, local, and global community.

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?
School wide PBIS	- Establishing the PBIS Team - Training the team and everyone in the school on the PBIS plans and protocols for the year - Following through on all of the PBIS plans for the year	Regular PBIS committee meetings where progress will be monitored.	TBD based on student and staff surveys. It is critical for PBIS to get buy-in. In order to do that the school year should start off with a survey of needs and desires.
Mindfulness	- Mindfulness training for the teachers and students. - Mindfulness moments for the entire school.	This will be linked with PBIS thus we will monitor both programs simultaneously.	- Mindfulness Bell - Mindfulness moment schedule

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	Do I feel recognized in my classroom?	90% (18/19 question not asked)
	Do I have the tools I need to learn?	90% (18/19 question not asked)
Staff Survey	Staff Members and families treat each other with respect?	85% (18/19 73%)
	Parent/Guardian input is valued at my school?	90% (18/19 82%)
Family Survey	I feel welcome in my child's school?	95% (18/19 87%)
	Staff members seek my input on how best to meet my child's needs?	85% (18/19 77%)

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 2021-22 school year.
- Use of digital survey tool , allows quick aggregation of data in multiple formats   100 % participation in surveys.   - Analysis of data from surveys, identify and prioritize areas of need. (What are reachable goals?)   - Development of a plan to meet identified goals.   - Mid year survey to assess progress towards goals identified in the BOY survey.   - Mid-year revaluation of survey data, prioritize goals as "met", still in progress" "not initiated"   - Mid-Year adjustments to plan as needed.

COMMITMENT 2

Our Commitment

What is one commitment we will promote for 2021-22?	Clinton Elementary School is committed to the successful implementation of our new Ready ELA and Math Curriculum.
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?*	[Clinton Mission Statement](#) This commitment fits into our mission/vision because a research based, standards aligned curriculum is fundamental to our goal of providing our elementary students with the "... foundational knowledge needed to be successful and productive..." The need for this commitment emerges from our current status as a TSI school. Although we have seen marked improvement in literacy and mathematics (according to NYS Assessments) we need a research based standards aligned curriculum to move us forward with our goal of attaining the status of Blue Ribbon by the year 2024. Therefore, it is essential to ensure that students, Parents/Guardians and Staff all have a working knowledge and understanding of the new curriculum. This way the support needed for our scholars will come from all stakeholders.

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?
Weekly PLC meetings focused on new ELA & Math curriculum	Each grade will identify/prioritize areas of need during the first 2 meetings (one for ELA and one for Math). Meeting templates will be used to ensure meetings remain agenda driven. Meetings will have agendas, completed at the previous week's meeting. Each grade will have a shared folder to reference agendas, minutes, as well as other documents that are utilized to drive the established plans.	During meetings progress towards long and short term goals will be assessed. Ready Interim Assessments will be used to gauge progress on a regular basis. Scholastic Reading Assessment will be used at the beginning, middle and end of the year.	Grade level, ENL, and AIS teachers will need training on the process. Meetings will be scheduled based on master school schedules, they will occur weekly in the principal's office. Administrations and Grade level teachers will need training on creating and analyzing Standards Mastery and Comprehension checks.

Ongoing PD from Curriculum & Associates	Grade level teams will choose one area each month to which they believe they could utilize additional training/clarification. Ongoing district training in the Ready ELA and Math curriculum. .	Feedback from teachers during the PLC meetings that follow the Curriculum based PD.	Discuss with Curriculum Associates the feasibility of a short monthly training via zoom or google meet (specific to the grade level's identified needs). Ongoing district training focused on the Ready Curriculum during this first year of implementation..
Purchase of Instructional Technology	Purchasing of additional Chromebooks in order to increase the supply at Clinton School from shared devices to a 1:1 technology model.	Monitoring device purchase until each student has a device that they can utilize. Monitoring and ensuring that devices remain functional and updated.	Regular reliable access to technology will support students in building digital literacy and academic skills. Additional laptops will allow for students to access their iReady accounts to supplement instruction in English and math. They can also access the digital library and other online platforms purchased by the school and district.

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 feel challenged at school.	85% (18/19 53%)
Staff Survey	I'm given time to share with and learn from other teachers.	85% (18/19 64%)
	I provide written feedback on student work.	90% (18/19 82%)
Family Survey	I am satisfied with the education my child receives in school.	95% (18/19 82%)
	I am satisfied with the quality of my child's math instruction.	95% (18/19 84%)

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 2021-22 school year.
- Use of digital survey tool , allows quick aggregation of data in multiple formats   - Goal of 100 % participation in surveys.   - Analysis of data from surveys, identify and prioritize areas of need. (What are reachable goals?)   - Parents will participate in two "Data Breakfast" meetings where the following will occur;   - Development of a plan to meet identified goals.   - Mid year analysis of progress towards identified goals.   - Mid-year revaluation and adjustment of plans to obtain goals, if necessary.

COMMITMENT 3

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

Our Commitment

What is one commitment we will promote for 2021-22?	Clinton Elementary School is committed to utilizing Data Driven Instruction to improve teaching and learning.
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?*	<u>Clinton Mission Statement</u> This commitment fits into our mission/vision as the driving force of all meetings, instructional delivery and conversations with staff, students, and families. In order to remain dedicated to our mission to develop "...productive members of our school, local, and global community." we must have an agreed upon set of standards, goals, and assessments. The utilization of data to drive all communication and plans will ensure that all stakeholders remain true to the mission. The need for this commitment emerges from our current status as a TCI school. Although we have seen marked improvement in literacy and mathematics (according to NYS Assessments) we need a research based standards aligned curriculum to move us forward with our goal of attaining the status of Blue Ribbon by the year 2024. Therefore, it is essential to ensure that students, Parents/Guardians and Staff all have a working knowledge and understanding of the protocols, procedures, and new curriculum. Agreed upon data points are needed for all stakeholders to have productive conversations.

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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?
Embedded PD Data Discussion meetings.	Creating an assessment calendar. Crafting the Standards Mastery and Comprehension Checks to be utilized as Common Assessments. Establish short and long term goals per grade at the beginning of the year..	Standards Mastery and Comprehension Assessments will be utilized as a means of monitoring progress towards the grade level (thus school) short and long term goals. Data will be utilized to guide weekly PLC meetings.	Data will be generated by Ready Interim Assessments. In addition the Scholastic BOY, MOY and EOY Assessments will be utilized as a means of data triangulation.

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 feel challenged at school.	85% (18/19 42%)
Staff Survey	The professional development sessions I attend help me better meet my students' learning needs.	85% (18/19 18%)
Family Survey	I understand how grades are assigned.	100% (18/19 85%)
	Staff members are open about school issues and decisions that impact my family.	90% (18/19 77%)

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 2021-22 school year.
- Use of digital survey tool , allows quick aggregation of data in multiple formats   - Goal of 100 % participation in surveys.   - Analysis of data from surveys, identify and prioritize areas of need. (What are reachable goals?)   - Parents will participate in two "Data Breakfast", students will have regular meetings with teachers, teachers will have weekly PLC meetings where the following will occur;   - Development of a plan to meet identified goals.   - Monthly assessment of instructional delivery and student attainment (teacher PLC's)   - Mid year analysis of progress towards identified goals.   - Mid-year revaluation and adjustment of plans to obtain goals, if necessary.

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	PLC (Professional Learning Communities)
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	Clinton School envisions that this Evidenced-Based strategy will support all three of the above outlined strategies.

☐ Clearinghouse-Identified

If "X' is marked above, provide responses to the prompts below to identify the strategy, the commitment(s) it will support, the Clearinghouse that supports this as an evidence-based intervention, and the rating that Clearinghouse gave that intervention:

Evidence-Based Intervention Strategy Identified	
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	

Clearinghouse used and corresponding rating

- ☐ **What Works Clearinghouse**
  - ☐ Rating: Meets WWC Standards Without Reservations
  - ☐ Rating: Meets WWC Standards With Reservations
- ☐ **Social Programs That Work**
  - ☐ Rating: Top Tier
  - ☐ Rating: Near Top Tier
- ☐ **Blueprints for Healthy Youth Development**
  - ☐ Rating: Model Plus
  - ☐ Rating: Model
  - ☐ Rating: Promising

☐ School-Identified

If "X' is marked above, complete the prompts below to identify the strategy, the commitment(s) it will support, and the research that supports this as an evidence-based intervention.

Evidence-Based Intervention Strategy Identified	
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	
Link to research study that supports this as an evidence-based intervention (the study must include a description of the research methodology	

Our Team's Process

Background

NYSED requires that the SCEP is developed in consultation with parents and school staff, and in accordance with §100.11 of Commissioner's Regulations. All schools are expected to follow the guidelines outlined in the document "Requirements for Meaningful Stakeholder Participation" found at: http://www.nysed.gov/common/nysed/files/programs/accountability/scep-requirements-stakeholder-participation.pdf This section outlines how we worked together to develop our plan.

Team Members

Use the space below to identify the members of the SCEP team and their role (e.g. teacher, assistant principal, parent).

Name	Role
Dr. David A. Scott	Principal
Mr. Don Stark	Teacher
Ms. Beth Kassa	Teacher
Ms. Suzi Sullivan	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*		
Ongoing Virtual Collaboration		X	X	X	X	
8/23/21	X					

Learning As A Team

Directions

After completing the previous sections, the team should complete the reflective prompts below.

Student Interviews

Describe how the Student Interview process informed the team's plan

Student feedback is essential to the plans, protocols and procedures that we utilize to move the school forward. Although our scholars are young they have very insightful opinions about what they need. Their opinions, based on the student survey that they completed, was utilized by the team as a guiding point for our planned commitments.

Equity Self-Reflection

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

The Self-Reflection plan was completed by each individual team member then we were able to compare notes. This process allowed us to examine our strengths and weaknesses in an attempt to ensure that we put forth the best product for our scholars.

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.